



New South Wales Teachers Federation
a branch of the Australian Education Union

AEU NSW Teachers Federation Branch ABN 86 600 150 697



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NSW PRESIDENT: Maurie Mulheron • NSW GENERAL SECRETARY: John Dixon

23 May 2017

In reply please quote: 484/2017/AU/lh

Committee Secretary
Senate Education and Employment Committees
PO Box 6100
Parliament House
CANBERRA ACT 2600

Via Email: eec.sen@aph.gov.au

Dear Secretary

Re: Submission to the Senate Inquiry into the Australian Education Amendment Bill 2017

Please find attached the Australian Education Union New South Wales Teachers Federation's submission to the Senate Inquiry into the *Australian Education Amendment Bill 2017*.

Please note that a range of documentation is attached to further explain and support the Federation's opposition to the changes proposed in this Bill.

Your careful consideration of our submission on this vitally important matter is appreciated.

Yours sincerely,

John Dixon
General Secretary

Providing the funding necessary to meet every child's educational needs

The Australian Education Union - New South Wales Teachers Federation Branch (the Federation) is the state registered trade union representing teachers in New South Wales public pre-schools, infants, primary and secondary schools, Schools for Specific Purposes, teachers working in consultant/advisory positions, teachers in Corrective Services and teachers in NSW TAFE. The current membership totals over 66,000 practising permanent, temporary, part-time and casual teachers and student teacher members.

Federation is administered by 43 elected union officials and three presidential officers. It is the largest state based public education union in Australia.

This submission by the NSW Teachers Federation is made on behalf of more than 770,000 students in over 2200 NSW public schools, and is based on the fundamental human right of all children to have equal opportunity to a quality public education that truly meets their needs.

The *Australian Education Amendment Bill 2017* currently before the Federal Parliament will terminate the NSW National Education Reform Agreement (2014-2019) that enacts the Gonski needs based funding model for all NSW schools.

If passed, this legislation will cut \$846 million (based on NSW Department of Education data) from NSW public schools in 2018 and 2019, the final two years of the six year NSW Gonski agreement. The full extent of these cuts to each school's funding is detailed in attached documentation.

The legislation would replace the Gonski model with the Turnbull Government plan to allocate Commonwealth schools funding on a 20:80 ratio (20% for public schools, 80% for private schools), to be indexed at a fixed rate annually. There is no requirement for state and territory governments to increase their schools funding under the Turnbull Government plan.

In contrast, the NSW Gonski agreement is 65% funded by the Commonwealth and 35% funded by the state government. Over \$4.2 billion of a total of more than \$5 billion additional funding is allocated to public schools, because these students have a far higher level of educational need. By transitioning NSW public schools to a higher level of funding by 2019, the NSW Gonski agreement establishes a higher base of funding for future generations of students.

By terminating the NSW agreement, the Turnbull legislation aims to lock in the lower 2017 level of funding for the next ten years. When a fixed annual indexation rate is applied to this lower level of funding, extra support for students with additional needs, such as those with disability, is denied year after year.

The Turnbull Government plan will reduce the funding necessary to meet students' educational needs, ensure that the great majority of public schools will not reach the Schooling Resource Standard of the Gonski model, and widen the gap between advantaged and disadvantaged schools.

This will mean students with disability, Aboriginal students, students learning English as an additional language or dialect, students from low income families and those in rural and remote locations will miss out on the funding they need to achieve their full potential in education.

Teachers, principals and parents in NSW public school communities have been greatly heartened by the bipartisan support in the NSW Parliament for our state's Gonski agreement. The NSW Liberals and Nationals support the agreement and have honoured the state government

commitment with full funding for its six year duration. NSW Labor, the Greens and MPs on the cross benches also support it.

The NSW agreement is also broadly supported by organisations representing parents, principals and teachers, as well as employers, across the independent, Catholic and public school sectors.

On 23 April 2013, in good faith and with a genuine commitment to establishing the Gonski needs-based funding model for all schools and students, the NSW Government and the Federal Government signed the National Education Reform Agreement. (See attached copy.)

It is fair, just and reasonable to expect the Commonwealth of Australia to honour it.

Making investment in our children's education a national priority

Our nation can afford to *fully fund* the Gonski needs based model in every state and territory. This could be achieved, for example, by a budgetary decision to reduce the recently announced company tax cuts over the next decade by the amount necessary to fully fund the Gonski agreements signed by state and territory governments with the Commonwealth.

Full funding for Gonski agreements could be achieved by enacting legislation that required international corporations to pay, not just a share of taxation, but any tax at all. According to the Australian Taxation Office's (ATO) Report of Entity Tax Information, 678 of Australia's largest corporations paid no tax for the financial year 2014-15 (the most recent data available). This amounts to 36% of the companies listed in the report.

Greater investment in the education of our nation's children is the surest way of developing the workforce capacity necessary to build Australia's future economic prosperity and strengthen the foundations of a fair and just, socially cohesive, democratic society.

Note: Further information is included in the ten documents attached.

1. Gonski at risk: act now
2. No electorate exempt from cuts
3. Education community speaks out
4. How Turnbull plan will strip schools funding
5. Lismore is go-go Gonski
6. A National Emergency (President Writes)
7. Getting Results (1st edition)
8. Getting Results (2nd edition)
9. NSW National Education Reform Agreement (signed copy)
10. School by school data on cuts to NSW public schools



Gonski at risk: act now

GARY ZADKOVICH
DEPUTY PRESIDENT

In proposed legislation currently before federal parliament, the Turnbull government aims to cut billions of dollars from schools and abandon the Gonski needs-based funding model.

A total of \$846 million will be cut from NSW public schools in 2018 and 2019 if the NSW National Education Reform Agreement is terminated.

In a deceitful ploy to set a smokescreen for the cuts, Prime Minister Malcolm Turnbull and Federal Education Minister Simon Birmingham called their funding plan 'Gonski 2.0'. They also engineered a reason for people to mistakenly think that David Gonski supported it.

It is not 'Gonski 2.0'. It is and should be called the Turnbull plan.

The fact is that Mr Gonski was invited to the government's media conference to be announced as the leader of the *Review to Achieve Educational Excellence in Australian Schools*. This review is to provide advice to government on

how funding can best be used to improve teaching and learning. Its terms of reference state: "The Review will not reconsider the calculation of Commonwealth or state funding for schools, which was the subject of the 2011 *Review of Funding for Schooling*, also chaired by David Gonski."

David Gonski has not endorsed the Turnbull cuts to the NSW agreement.

Campaign action

In response to the announcement of the Turnbull plan, Federation used NSW Department of Education data to show the extent of the cuts across the state. This school-by-school data was released to the media on 11 May.

The Presidents of the Secondary Principals' Council, Primary Principals' Association and Federation of Parents and Citizens' Associations joined with our union at a media conference to reveal the truth behind the Turnbull plan. This

resulted in extensive media coverage and recovered the ground that Mr Turnbull and Mr Birmingham had taken in their pre-Budget political stunt.

The strong, unequivocal support for full Gonski funding in Labor Opposition Leader Bill Shorten's Budget Reply is a most significant commitment that is duly welcomed by Federation.

The email to all principals from NSW Education Department Secretary Mark Scott on 11 May reinforced the unity upon which the NSW agreement is founded.

"...[T]he Commonwealth Education Minister has written to you with an estimate of the funding increases that your school will attract from the latest announcement. You should not rely on these figures for future planning or budgeting purposes. The figures for your school were calculated by the Commonwealth on the assumption that every school would receive exactly the same increase in funding. The commitment by

the State to the Gonski principles of needs-based funding means that every school receives a different level of funding to reflect the needs of their school community," the email states.

Teachers, principals and parents in public school communities have been greatly heartened by bipartisan support in the NSW parliament for full funding for the NSW agreement. NSW Liberals and Nationals support the agreement and have honoured the state government commitment with full funding for its six-year duration. NSW Education Minister Rob Stokes continues to publicly advocate for full Commonwealth funding for 2018 and 2019. NSW Labor, the Greens and MPs on the crossbenches are also supportive.

If the legislation to introduce the Turnbull plan passes in the House of Representatives, where the Liberals and Nationals have a majority, it will be paramount that a majority of crossbench senators vote with Labor to reject it.



No electorate exempt from cuts

HENRY RAJENDRA CITY ORGANISER

The final two years (2018 and 2019) of the NSW Gonski agreement are critical if all NSW schools are to be funded to the minimum resourcing standard designed specifically to meet the learning needs of all students.

Federation has developed an analysis of the Turnbull government's "School Funding Estimator" website and the NSW Department of Education's funding data obtained via a Government Information

Public Access request. This analysis was to measure the Turnbull plan against its funding obligations within the NSW Gonski Agreement.

The analysis reveals the Turnbull plan will dramatically cut funding to NSW public schools by as much as \$846 million in 2018 and 2019. All but 10 of all NSW public schools will suffer funding cuts as a result of the Turnbull government abandoning its commitment to fund its

share of the final two years of the NSW Gonski agreement.

The NSW government has maintained its commitment to, and budgeted for its share of the NSW Gonski agreement including 2018 and 2019.

The cuts are so massive that no federal electorate is spared. Regional NSW will be the hardest hit. The federal seat of Parkes, covering a vast area of rural NSW, will see its public schools collectively have funding cut by \$43.4 million over the next two years,

with schools like Coonamble PS set to lose \$1.3 million and Cunnedah HS suffering a \$1 million cut.

In an attempt to sell their plan, the Prime Minister, Malcolm Turnbull, and the Federal Education Minister, Simon Birmingham, visited Strathfield North Public School the day after its funding announcement. A comparison of the data reveals Strathfield North PS will have its funding cut by \$513,300 in 2018 and 2019.

School	Federal electorate	Held by	2018 and 2019 total increase – Commonwealth share of Gonski agreement \$	Turnbull's cuts 2018 and 2019 \$
Beverly Hills Girls HS	Banks	Liberal	1,448,995	-1,100,835
Cabramatta HS	Fowler	Labor	4,404,148	-3,922,458
Coffs Harbour PS	Cowper	National	1,021,174	-884,777
Doonside Technology HS	Chifley	Labor	1,603,153	-1,360,465
Ettalong PS	Robertson	Liberal	784,828	-646,998
Fairfield Heights PS	McMahon	Labor	2,166,147	-1,911,785
Grafton HS	Page	National	1,491,820	-1,151,647
Hillvue PS	New England	National	1,609,212	-1,473,839
Lightning Ridge CS	Parkes	National	1,165,898	-973,591
Murray Farm PS	Berowra	Liberal	940,559	-740,469
Nowra East PS	Gilmore	Liberal	1,454,667	-1,326,257
Peel HS	New England	National	1,967,970	-1,682,479
Rutherford Technology HS	Paterson	Labor	2,156,474	-1,817,530
Sylvania Heights PS	Cook	Liberal	604,888	-454,770

For school-by-school figures see Federation's website

EDUCATION



Journal of the New South Wales Teachers Federation

May 2017 Vol 98 No 3

Education community speaks out



‘Parents across the state are really concerned that an entire generation of children is going to be underfunded.’

— **Susie Boyd**, NSW Federation of Parents and Citizens Associations President



‘The knowledge economy rests heavily on what happens in our schools today. If we don’t heavily invest in the schools today, then there is no medium to long-term prosperous future for this country.’

— **Chris Presland**, Secondary Principals’ Council President



‘I work nationally with the Australian Primary Principals Association ... and the NSW model — the way the funding is needs based — is the envy of Australia.’

— **Phil Seymour**, NSW Primary Principals’ Association President



How Turnbull plan will strip schools funding

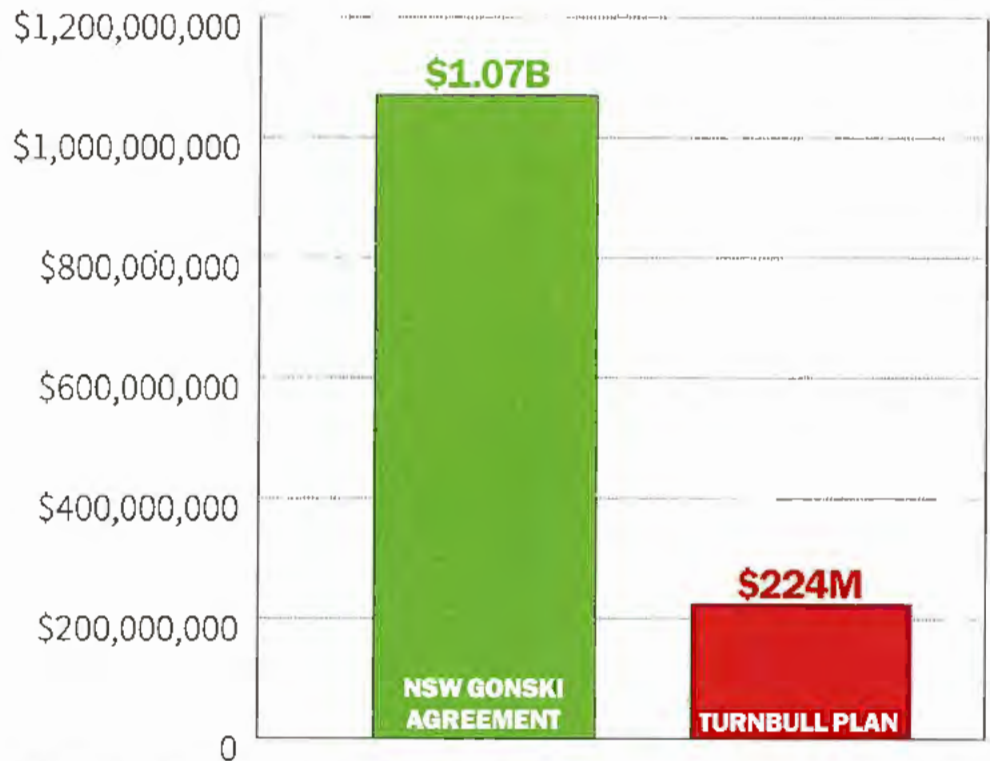
GARY ZADKOVICH
DEPUTY PRESIDENT

The Australian Education Amendment Bill 2017 currently before federal parliament will terminate the NSW National Education Reform Agreement (2014-2019) that enacts the Gonski needs-based funding model for all NSW schools.

It is a deceit for the Turnbull government to state that it is preserving needs-based funding in its proposed legislation.

If passed, this legislation will cut \$846 million from NSW public schools in 2018 and 2019, the final two years of the six-year NSW Gonski agreement. It would replace the Gonski model with the Turnbull plan to allocate Commonwealth schools funding on a fixed 20:80 ratio (20 per cent for public schools, 80 per cent for private schools), indexed at a fixed rate annually. There is no requirement for state and territory governments to increase their schools funding under the Turnbull plan.

In contrast, the NSW Gonski agreement is 65 per cent funded by the Commonwealth and 35 per cent funded by the state government. Over \$4.2 billion of a total of more than \$5 billion additional funding is allocated to public schools because our students



Commonwealth share of additional funding for NSW public schools

have a far higher level of educational need. By transitioning NSW public schools to a higher level of funding by 2019, the NSW agreement establishes a higher base of funding for future generations of students.

By terminating the NSW agreement the Turnbull legislation aims to lock in the lower 2017 level of funding for the next 10 years.

When a fixed annual indexation rate is applied to this lower level of funding, extra support for students with additional needs, such as those with disability, is denied year after year.

The Turnbull plan will reduce the funding necessary to meet students' educational needs, ensure that the great majority of public schools will not reach the Schooling Resource Standard

of the Gonski model, and widen the gap between advantaged and disadvantaged schools.

If the Turnbull government can budget for \$65 billion in company tax cuts and more than \$50 billion for 12 military submarines it can afford to provide the \$1.1 billion necessary to honour the Commonwealth's commitment to the NSW National Education Reform Agreement.

EDUCATION



Journal of the New South Wales Teachers Federation

May 2017 Vol 98 No 3

Lismore is go-go Gonski

Lismore High Campus has received close to \$1.4 million in Gonski funding to date and is showing exceptional improvement in every measurement.

To paint the picture, Lismore High Campus, part of The Rivers Secondary College (which formed in 2015 along with Richmond River and Kadina high campuses) has an enrolment of 365 students, 80 per cent of whom are from the lowest two SES quartiles (56 per cent from the lowest quartile). Aboriginal students make up a fifth of the student population and seven per cent of students are from a language background other than English.

The school has a more diverse student cohort than some other schools in the Lismore area due to a significant enrolment of foreign students whose parents are studying at Southern Cross

University. The school has a support unit, with three classes and 30 students.

Lismore High's principal, Nigel Brito, says Gonski funding has made a significant difference to the school. "The \$1.4 million Gonski funding has been focussed on improving the quality of teaching and learning for all students and providing opportunities for students to access learning experiences not usually available to country students," he says.

Specific objectives include improving access to technology for students, given that surveys in 2015 and 2016 showed 50 per cent of students do not have access to computers at home.

"It is difficult to successfully implement new STEM initiatives when the socio-economic circumstances of the community are such that 50 per cent of students do not have access to computers at home," Mr Brito said.

Class misbehaviour is down

Because of the diverse nature of the school, student welfare remains a high priority but it sits within a comprehensive suite of measures designed to improve learning outcomes for all students and enhancing student wellbeing and engagement across the school, and improving outcomes for Aboriginal students.

Students, staff and parents are all positive about the achievements made possible by Gonski.

Student misbehaviour in class has decreased dramatically, school attendance rates are the highest in five years and enrolments, which had been decreasing, are on the rise.

Furthermore, NAPLAN results are the highest in seven years with growth levels at or above state level, and 2015 Higher School Certificate results are the most improved in 10 years, with data showing they exceed the

improvement measure set by the school in its objectives.

For the first time, NAPLAN Year 9 results show students in two strands (reading and spelling and punctuation) are above the state average, and there has been a particularly significant improvement in the NAPLAN achievement of Aboriginal students.

In 2015, 37 out of 38 full-time students were awarded their HSC. "This success can be attributed to the effectiveness of the Gonski-funded Aspirations Program, and the positive impact it has made on Year 11 and 12 teaching and learning programs," Mr Brito said. "Without Gonski, it will not be possible for us to improve curriculum differentiation for students by developing teachers' skills to cater for gifted and talented students."

Edited from Gonski Getting Results 2: Gonski Funding in Australian Schools



EDUCATION

Journal of the New South Wales Teachers Federation

May 2017 Vol 98 No 3

PRESIDENT WRITES

A NATIONAL EMERGENCY

MAURIE MULHERON



By now, teachers in public schools across Australia will be all too aware of the national emergency that has been declared by the Australian government.

In order to cope, to get the nation through, everyone has been asked to do their bit.

For teachers, it will mean forgetting about seeking access to quality professional development or being provided with additional resources for the classroom or teaching smaller classes.

Students too will have to step up. After all, their future is at stake. They will have to forget about that extra literacy and numeracy support they were receiving, or the integration funding their parents had been told they needed. Their access to a broader curriculum and enrichment programs is a luxury during this crisis.

For public schools, it will mean forgoing any capital works programs. The enormous backlog of school maintenance will have to be ... well, further backlogged.

The Prime Minister made it perfectly clear: there will be sacrifices made but that is what Australians do when called upon.

The federal government has identified that the national priority must be tax cuts for the largest and most profitable corporations operating in Australia.

Funding for public schools, public transport infrastructure, healthcare, higher education, TAFE, family benefits, mental health initiatives and so on will just have to wait. If the Australian government does not look after our wealthiest and most advantaged, who will?

But the "looking after" will cost the Australian community \$50 billion in lost revenue, with that money redirected to many of the world's most powerful and influential corporations.

What is intriguing is that many of these same companies do not even pay tax now.

According to the Australian Tax Office's (ATO) Report of Entity Tax Information, 678

of Australia's largest corporations paid no tax for the financial year of 2014-15 (the most recent data available). This amounts to a whopping 36 per cent of the companies listed in the report.

In essence, these companies exploit international arrangements that allow them to engage in profit-shifting whereby the company is structured in such a way as to ensure that its profit-making operations are registered in tax havens and their loss-making arms are registered here.

A 2009 study by David Peetz and Georgina Murray of Griffith University found that about 68 per cent of shares in the world's largest corporations were controlled by financial capital with only about 3 per cent held by individuals or families.

Wealth is concentrated in the hands of a few. Indeed, Oxfam has estimated that 62 individuals own as much wealth as the poorest 50 per cent of the world's population.

Earlier this year, the head

of the energy and resources company, Chevron, with an annual salary of more than \$20 million, found himself before a Senate inquiry held in a Perth hotel conference room. Senators were quizzing him about his company's tax arrangements that resulted in this corporate giant paying no taxes, not one cent, in Australia for the past two years.

For the past five or so years, the ATO has been investigating the conduct and tax arrangements of a number of high-tech companies, the products of which are used in Australian schools every hour of every day. Companies such as Apple, Microsoft and Google are being audited.

Apple is also under investigation by the European Union, which is fighting the Irish government and Apple over an alleged \$19 billion illegal secret tax deal.

Across the ditch, *The New Zealand Herald* reports that Apple paid no tax there for over a decade despite sales of \$31 billion for the period. In

response, Antony Ting, an expert on company tax avoidance from the University of Sydney, told *The Guardian* newspaper earlier this year, "The bulk of [Apple's] profit is shifted to Ireland and never taxed

anywhere in the world. It's a very small portion that is being taxed, even in Australia."

The billions in stolen revenue is more than enough to fund the original Gonski model.

So, when the Australian

government tells us that it cannot afford to redress the growing gap between the advantaged and disadvantaged, just remember what is actually happening.

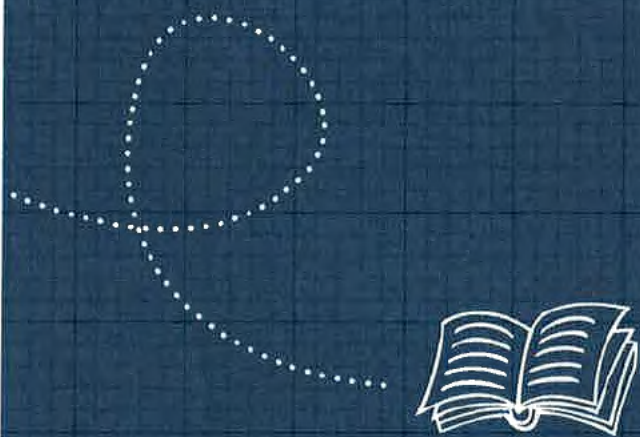
Our students are doing their bit as asked to by the Australian

government: sacrificing their needs, compromising their future and lowering their expectations in order to ensure that wealthy and powerful corporations preserve their privilege and influence.

GETTING RESULTS

Gonski funding in Australian Schools





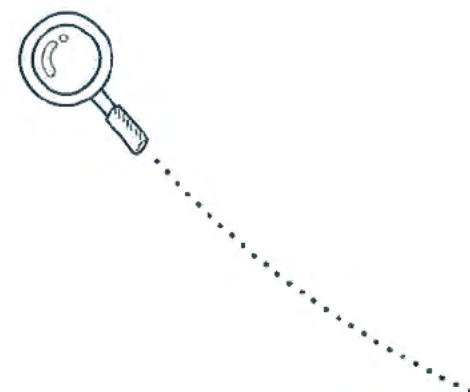
NOTE ON SOURCES

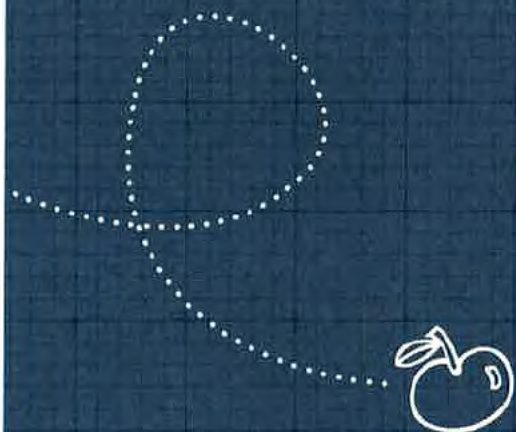
This research report has been compiled in early 2016 using information from the following sources:

- Demographic data from My School 2015 website.
- School Profile references to SES data and SES quartiles are from the My School website showing the distribution of students in a school across four 'Socio-Educational Advantage' (SEA) quarters, representing a scale of relative disadvantage (bottom quarter) through to relative advantage (top quarter). These quarters are calculated using only the student-level factors of educational advantage and give contextual information about the socio-educational composition of the students in the school.
- Individual School Annual Reports 2014 and Newsletters 2014 and 2015: available on individual school websites.
- Departmental funding data.
- Queensland Department of Education, Training and Employment, 'Great Results Guarantee' 2015 Agreements between the department and individual schools: available on school websites.
- Queensland Department of Education, Training and Employment, 'Great Results Guarantee: Snapshot Report' 2015: available on school websites.
- Information on new programs and educational initiatives in individual schools made possible by their additional Gonski funding, how their students and schools are benefitting and results to date, as well as what the full six years of Gonski funding would mean for their students and schools, has been provided by schools.

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FOREWORD



How do you put a dollar value on a child finally reading a book for the first time? Or a student being the first in their family to study at university?

These are the individual stories behind the Gonski funding, which our public schools are using to change their students' lives for the better.

They are just some of the tangible outcomes outlined in this report – which is the first national snapshot of how schools are using Gonski funding. Every school community is different and all of the schools profiled in this report have used their funding in a different way to meet the needs of their students who have a range of abilities.

That's what Gonski is about. Ensuring that increases in education funding go to schools with high levels of disadvantage and enabling those schools to implement programs to support their students.



All 24 schools profiled had set down goals to lift literacy and numeracy and improve their students' knowledge of those basic skills. With targeted programs and professional development for teachers they have been able to achieve those goals. Others have, for the first time, been able to offer more speech therapy or early intervention programs to make sure students are ready to learn. Many have seen significant increases in their students' academic results and engagement with learning, in short periods of time.

Sean Bennett, principal of Minimbah State School says: *"This is the first time we have had the resources to implement a full program to improve literacy...the amount we actually need to meet the needs of the students, rather than some extra funding for a one-off program that won't cover demand"*.

Within six months of the reading program starting at Minimbah, students were recording between nine months and two years of progress.

All of the secondary schools in this report are providing individual support to students in the later years of high school, giving them the best chance to complete Year 12 and go on to work or further education. In a number of secondary schools profiled, Year 12 completion rates have risen beyond expectations.

Schools are running innovative new programs in STEM subjects or music, expanding extra-curricular activities and Gifted and Talented programs to give their students opportunities they didn't have before.

The majority of schools are investing in their staff by using their Gonski resources to improve the quality of teaching through increased professional development, mentoring and collaboration in schools. As Bronwyn Campbell from Mansfield State High School explains, people are the best resource a school has.

All of these measures are delivering improved results for students.

From my experience in teaching in disadvantaged schools I know that education is the first, best and sometimes the only chance, to turn a child's life around. That's why the AEU is campaigning for bi-partisan support for the full six years of increased resources the Gonski Review recommended for schools.

How else do we respond to the research that tells us that one-in-five children starts school not ready to learn, and that these children are far more likely to fail to finish school and to be unemployed later in life?

We need to recognise that failing to give these children the help they need will damage our society in the long term.

Some opponents of Gonski who argue against any increases in resources to disadvantaged schools, say that funding is not making a difference or that we are simply *"throwing money at the problem"*.

People who make that argument are ignoring the huge gaps in resources between schools and the extra costs of educating disadvantaged students.

We urge them to read this report and see that targeted funding is working.

David Gonski himself says: *"I cannot easily forget the differences I saw in the schools I visited. To say that many of the schools in the state systems need further assistance both in money and tender loving care is to me an understatement"*.

It is evident from the schools in this report that Gonski is having a powerful impact on building the skills and expertise of the teaching profession, which will pay dividends for decades to come.

There are great things happening in our public schools every day, thanks to the work of dedicated and passionate staff.

That's why we need to make sure that schools have the resources needed to provide every student with the educational support that they need.

Funding education properly is an investment in our students and in Australia's future. It is in our social and economic interest to make sure that all students get the best opportunities possible to succeed at school.

Correna Haythorpe
AEU President

April 2016

BARRACK HEIGHTS PUBLIC SCHOOL

Barrack Heights Public School, located at Shellharbour, 16 kilometres south of Wollongong, has an enrolment of 250 students. Most students are from low-SES backgrounds. Seventy per cent are in the lowest SES quartile, with 90 per cent of all students in the two lowest SES quartiles. Aboriginal students make up one quarter of the school's population and a further one fifth are from language backgrounds other than English. Since 2012, four satellite classes from Autism Spectrum Australia (Aspect) are included as part of the school, to provide an educational program for school-aged students with an autism spectrum disorder. Barrack Heights also has a multi-categorical class for students with multiple disabilities including autism, behaviour and mental health diagnosis.



GONSKI FUNDING AT BARRACK HEIGHTS PUBLIC SCHOOL

Barrack Heights Public School has received approximately \$200,000 in additional Gonski funding in 2014–2016.



OBJECTIVES

Barrack Heights' objectives for the use of its additional funding have focused on supporting a number of programs to improve learning, teaching and student engagement in the school. These include Aboriginal Education; Alternate Learning for students with disabilities or behavioural and learning difficulties; Adjusted Learning; Protective Behaviours; Self-esteem and Wellbeing; Literacy and Numeracy; Professional Learning; Mentoring and Coaching; and Community Engagement.

STRATEGIES

The strategies adopted by Barrack Heights Public School have centred on:

- employment of a teacher and two Aboriginal Education Workers three days per week to deliver locally supported and culturally significant Aboriginal education programs. The programs include Ngargins Yarn Up, which aims to increase Aboriginal students' literacy and numeracy skills by learning about their culture; and Ngargin Doctors, an initiative of the Malpa organisation, in which small groups of Indigenous and non-Indigenous children learn about health from local Aboriginal community members and school staff.
- creation of two Alternate Learning Classes in 2014 and 2015 for students in Years 2–6 with behavioural and learning difficulties or confirmed disabilities. Each class is supported by a full-time School Learning Support Officer (SLSO) and additional teacher during 'formal learning time' (9–11am) each day. The students are encouraged to take part in hands-on activities including woodwork, gardening, art, taekwondo, and music to engage and keep them in school. In 2016, there is a continuation of one alternate class for these students in Years 4–6, supported by a full-time SLSO and additional support from a specialist literacy teacher for one hour per day and a male mentor at times throughout the week.
- school-funded speech and occupational therapy to assist identified students in Years K–6.
- creation of a student engagement team including an off-class Assistant Principal and a School Administrative Officer to support student and parent welfare and engagement needs within the school.
- provision of an alternative playground for students who need play space that is less restricted/higher risk, catering (primarily) for Stage 3 boys.
- experiential learning through subsidised excursions and programs that enhance syllabus outcomes and develop 'worldliness' in students outside their immediate community.
- professional learning for staff in both literacy and numeracy programs including the Targeted Early Numeracy, Taking Off With Numeracy and Language, Learning and Literacy intervention programs.
- teacher mentoring and peer coaching with additional release from face-to-face teaching time (one hour per week) to work with an executive mentor for all staff based on individual teacher-identified professional learning need.
- professional learning for SLSOs in best practice literacy and numeracy.
- professional learning for teachers in wellbeing and mindfulness practices including training in trauma, protective behaviours and specific disabilities and difficulties.
- teacher-created activities that change each term and provide students with access to learning that supports the development of the 'whole child'. These include languages, cooking, drama, music, bike riding, environmental education, charity, martial arts, woodwork, photography and Lego.
- subsidised surf awareness and swimming scheme programs (as Barrack Heights is a school near the beach).
- community reconciliation projects, including family excursions and joint projects with local Non-Government Organisations to bring knowledge and understanding between Aboriginal and non-Aboriginal people.
- a community 'Kids Weekend' where the most disadvantaged children are invited to remain at school for the weekend and participate in safe play, special meals, and generally rest from their (often traumatised) home lives.

BENEFITS OF THE ADDITIONAL GONSKI INVESTMENT

Principal Sarah Rudling says Gonski funding is making a big difference to Barrack Heights Public School and other schools like it. It allows the flexibility to pay for additional professional support personnel including speech therapists, occupational therapists, mentors and specialist teachers; it provides the time for teachers to engage in high quality professional learning; it allows the school to provide assistance to families to ensure that all children have equal access to additional, out-of-school learning experiences that develop self-esteem, self-awareness and a broader view of the world in which they live; and it assists in creating a school environment that is modern and reflects the best practices from around the world.

As a result, says Ms Rudling: "Our attendance data has improved and equals state averages; our teachers are confident and passionate in their ability to meet the individual learning needs of every student in their class; our kids are engaged at school and often don't want to go home on weekends; and our community is proud to share in our successes. At Barrack Heights Public School, the Gonski model of funding means happy kids, happy teachers and a happy community – it's as simple as that!"

WHAT THE FULL GONSKI WOULD MEAN TO BARRACK HEIGHTS PUBLIC SCHOOL

Ms Rudling says the Gonski model of funding has allowed the school to begin to appreciate what Australian schools could and should look like: well-rounded, appropriately resourced, educationally engaged community hubs. Money provides opportunities, and at Barrack Heights it provides the resources for students to become active and informed citizens of the future.

Schools like Barrack Heights need this funding to continue to equip Australia's children with the knowledge, skills, understanding and passion to grow into the strong and confident citizens we need them to be.

Delivering innovative, locally significant, culturally appropriate, high-quality programs is what all educators dream about and the Gonski model of funding is turning this dream into a reality.

Education is not an expense, it is an investment in our future and the future citizens of our society.

The Gonski model of funding takes political rhetoric and turns it into results-based reality.

We are closing the gap, breaking cycles, building a stronger, smarter nation and making a difference in our approach to education.





BURWOOD GIRLS HIGH SCHOOL

Burwood Girls High School is a large school in Sydney's inner west. Its enrolment of 1200 students is highly diverse in terms of ethnicity, culture and socio-economic background. About 75 per cent of students represent 68 different language groups. Many students, as well as 40 per cent of the staff, have English as an Additional Language or Dialect (EALD). A large number of the girls attending Burwood GHS are from Chinese, Korean or Pacific Islander families, and the school has a high number of students in Years 9, 10 and 11 who are newly arrived in Australia and have graduated from Intensive English Centres. Approximately 77 students have been identified as requiring additional support for their learning and more than 200 students require intensive EALD support.



GONSKI FUNDING AT BURWOOD GIRLS HIGH SCHOOL

Burwood Girls High School has received approximately \$145,000 in additional funding to provide greater support to its ethnically diverse student population.



OBJECTIVES

Burwood GHS has focused its additional funding on:

- provision of higher levels of support to those students most in need of additional English language support, and helping to develop their background knowledge of Australia so that they can better understand cultural references in the stage 5 and 6 curriculum.
- enhancement of mentoring and leadership programs for students.
- improvement of connections between the school and the parents and guardians of students to increase their understanding of learning opportunities and what the school expects from students.
- increasing the engagement of students in the school by working with their families in the community to broaden their understanding of the school and to show appreciation of their culture.

STRATEGIES

The specific strategies Burwood has adopted include:

- establishing a Bridging Class for newly arrived students to Australia and the school by employing additional English as a Second Language (ESL) staff and fostering an ESL-rich learning environment.
- providing a comprehensive professional learning program for mainstream teachers to develop their knowledge and skills in supporting improved learning outcomes for ESL students.
- employing Community Liaison Officers (CLOs) to work with the school's Korean, Chinese and Pacific Islander communities, equivalent to six and a half days per week.

BENEFITS OF THE ADDITIONAL GONSKI INVESTMENT

The initiatives that Burwood GHS has developed and implemented are having an effect on the learning and aspirations of its students. The Bridging Class has provided students with a much clearer pathway to completing their Higher School Certificate program while mentoring and leadership programs are helping to develop confidence and interpersonal skills as well as a sense of belonging within the school community. Additionally, the employment of CLOs has allowed the provision of language and culturally specific information to parents, which meets the objective of improving student engagement by sending a strong message to families that the school respects their culture and that it is important in school life.

Principal Mia Kumar says that: "Gonski funding has enabled the school to plan and expand programs designed to ensure equity for all students".

WHAT THE FULL GONSKI WOULD MEAN TO BURWOOD HIGH SCHOOL

Ms Kumar says that the full six years of Gonski funding would allow Burwood Girls High to embed and further expand its whole-school equity program through specific initiatives including:

- expansion of CLO provision to reflect the size of the school and the different cultural backgrounds of its students.
- establishment of a tutorial centre three afternoons per week, staffed by specialist ESL teachers and tutors with science and mathematics expertise, to improve the academic performance of EALD students.
- employment of additional school counsellors and learning specialists to meet the high demand for support for students with disabilities.
- provision of more targeted professional learning opportunities in the areas of differentiation of the curriculum, EALD teaching strategies, and improved assessment of student achievement.

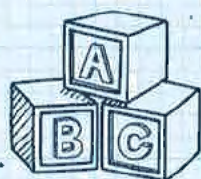
CARINA STATE SCHOOL

Carina State School is an Inner-city Brisbane multicultural school with an enrolment of approximately 325 students. Just under half of the school's students are in the lowest two SES quartiles. The student body is made up of 48 different cultures, with students from 26 different countries and around one-fifth from non-English speaking families. A total of 5.5 per cent (18) are Aboriginal and Torres Strait Islander students.



GONSKI FUNDING AT CARINA STATE SCHOOL

Carina State School has received over \$200,000 in additional Gonski funding over two years; just under \$100,000 in 2014 and approximately \$107,000 in 2015.



OBJECTIVES

Carina has focused its additional funding on improving literacy and numeracy performance by providing greater support to students who were identified as at risk of not meeting NAPLAN National Minimum Standards (NMS) or achieving their full potential. The specific aims were to:

- increase the proportion of students at and above the NMS and the NAPLAN Upper 2 Bands (U2B) in Years 3 and 5.
- support each child identified by internal school data as being at risk of not achieving the NMS with programs tailored to their specific needs, in both the junior P-2 Years and the upper years.

STRATEGIES

The strategies Carina chose to implement have focused on increasing staffing levels and enhanced professional development and collaboration in approaches to improving literacy and numeracy.

They include:

- employment of literacy and numeracy Intervention Coordinators to design and implement targeted programs for students with reading and writing difficulties and/or foundation numeracy skills.
- an additional 30 hours of Teacher Aide time to support coaching and intervention for individual students and small groups, both within and apart from their regular classes.
- employment of pedagogical coaches to provide professional development for teachers in curriculum and pedagogy and assist the general teaching of literacy and numeracy.
- a focus on data-informed decision making and improving student learning using extensive pre- and post-program assessment involving intervention staff, class teachers and administration.
- extra learning resources for students to support literacy and numeracy development.

Students in both the Literacy and Numeracy Interventions showed significant improvement that flowed into their class work.

- NAPLAN mean scale scores for both Years 3 and 5 improved in all areas between 2014 and 2015.
- NAPLAN NMS showed significant increases in both year levels to be above the national average; for all Year 5 students in all areas, and all Year 3 students in three of the five areas.
- NAPLAN U2B data revealed significant increases with results in 9 of the 10 areas across the two year levels being above the national average, with the other similar to the national average.

Principal Alan Rowell says this improvement in student performance would not have been possible without the additional Gonski funding. "Gonski funding has allowed us to focus more specifically on kids who weren't getting enough individual assistance to meet their particular learning needs. We've been able to give greater support to teachers, buy new resources and design and implement new approaches to improving literacy and numeracy targeted at meeting those needs."

BENEFITS OF THE ADDITIONAL GONSKI INVESTMENT

Carina's review of its 2015 objectives shows that it is on track to meet or exceed its targets for increasing the proportion of students meeting the NMS in Years 3 and 5.

Analysis of the targeted support given to students at risk of not achieving the NMS shows that:

- 43 students received Literacy Support through involvement in the PreLit or MiniLit programs (12 Preps, 18 Year 1s, 10 Year 2s, 2 Year 3s and 1 Year 4). Students were selected based on assessments from a variety of pre- and post-test measures: Early Start, PM Benchmarks, Phonological Testing, Sight words, and MiniLit assessments.
- 51 students (12 Preps, 14 Year 1s, 14 Year 2s, and 11 Year 3s) were assisted through the Numeracy Intervention. Students were selected using 2014 intervention data, 2014 semester reporting, 'Early Start' on entry and on exit assessment, and data conversations with class teachers.

WHAT THE FULL GONSKI WOULD MEAN TO CARINA STATE SCHOOL

Carina's long-term plan for the full six years of Gonski funding is focused on:

- expanding the individual support the school can offer its students.
- extra professional development and coaching for teachers in literacy and numeracy pedagogy.
- enhancing digital learning by improving digital hardware/infrastructure such as wireless technology and iPads.

CASINO PUBLIC SCHOOL

Casino Public School is an established Pre-school to Year 6 primary school in the rural township of Casino on the North Coast of New South Wales. It has enrolment of 700 students from diverse backgrounds, with two-thirds of students from the lowest SES quartile. Aboriginal students make up 22 per cent of the school's total enrolment, with a very small cohort of students from language backgrounds other than English. Casino Public has a Support Unit made up of an IM class (students with mild intellectual disability) and three support classes.



GONSKI FUNDING AT CASINO PUBLIC SCHOOL

In 2014 and 2015 Casino Public School received \$280,000 in additional funding.



OBJECTIVES

Casino Public's objectives for use of its Gonski funding have focused on:

- building on the literacy and numeracy improvements achieved through the NSW Department of Education 'Early Action for Success' initiative introduced in 2012.
- more professional development for staff.
- increasing the level of staff and resources to support the individual learning needs of students.

STRATEGIES

To advance these objectives, the key strategies adopted by Casino Public School include:

- introducing new programs to students in the early years, including the Language, Learning and Literacy (L3) and Targeted Early Numeracy (TENS) early intervention programs.
- providing teachers with time for professional learning about tracking individual student progress and adjusting their teaching practice where necessary to support each child.
- investing in high quality reading resources for student use.
- providing extra support staff in each classroom to ensure that all students needing individual support receive it.

BENEFITS OF THE ADDITIONAL GONSKI INVESTMENT

Principal Garry Carter says: "Gonski funding has given us the flexibility and resources to challenge our students and get them to succeed beyond previous expectations."

The new literacy and numeracy programs and resources have resulted in an increased rate of progress for students with a higher proportion of students reaching expected or higher levels in literacy and numeracy.

- In the Kindergarten class every student is now meeting expectations for reading and comprehension in 2015.
- In the K-2 classes, where the investment has been highest, students are routinely making 18 months progress in a year in literacy.
- A high percentage of students are now achieving at or above NSW state-wide targets for literacy and numeracy.

The focus on staff development and additional individual support for students has enabled the school to move to more collaborative teaching, with greater emphasis on staff working together to improve the quality of their teaching.

Additional support staff in each classroom, which includes an Occupational Therapist for two days each week to provide in-class assistance for students with specific learning needs, has resulted in students becoming more engaged in their learning with noticeable improvements in their class work and achievements.

WHAT THE FULL GONSKI WOULD MEAN TO CASINO PUBLIC SCHOOL

Casino Public's future plans for the full six years of Gonski funding would focus on:

- ensuring programs already in place for students in early years flow through the whole school.
- further investment in literacy and numeracy to ensure that students continue to exceed expectations in those areas, and build a solid platform for their future education.
- provision of more programs to improve students' social, emotional and academic wellbeing.
- delivery of more professional development for teachers to make sure they are across the latest research and can meet the individual learning needs of each child.

Mr Carter says: "The full six years of Gonski funding are essential to provide continuity of funding and the resources necessary for students to make the most of their ability."

DARLINGTON PRIMARY SCHOOL

Darlington Primary School, in Adelaide's southern suburbs, has an enrolment of approximately 300 students from a diverse range of socio-economic and cultural backgrounds. Three-quarters of the student population are from the two lowest SES quartiles, with 54 per cent of students eligible for South Australia's School Card scheme for low income families. Forty-seven per cent are from non-English-speaking backgrounds while Aboriginal and Torres Strait Islander students make up 19 per cent of the school's population. Five Intensive English Language classes were established in 2012.



GONSKI FUNDING AT DARLINGTON PRIMARY SCHOOL

Darlington Primary School has received over \$180,000 in additional Gonski funding for the period 2014 to 2016.



OBJECTIVES

Darlington's objectives for the use of its Gonski funding focused on improving literacy and numeracy outcomes by providing additional support in reading and maths to meet the specific learning needs of students who did not qualify for other forms of additional funding or support.

At Darlington, these are children identified as 'Wave 2' in the three-wave intervention model used by the school to provide students with teaching approaches tailored progressively to each level. Wave 2 students are those for whom a well-structured short-term program will enable them to catch up with their peers.

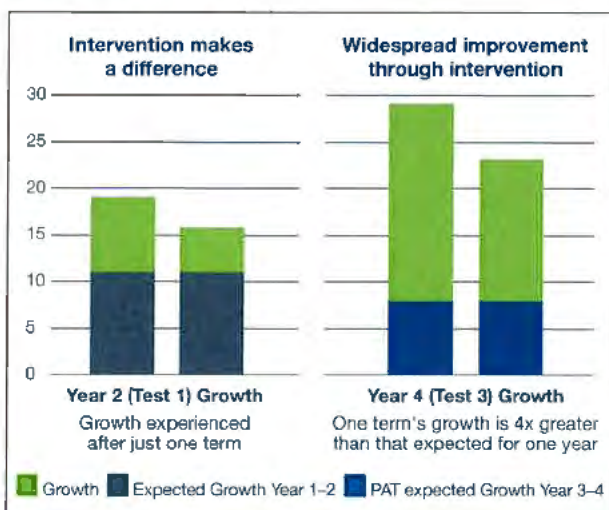
STRATEGIES

Darlington used results from the Progressive Achievement Tests (PAT) in maths and reading to identify its 'Wave 2' students who would benefit from such a program. Gonski funding from 2015 was then used to:

- employ a 0.5 full-time equivalent (FTE) teacher to work with groups of two to four students, focused on reading comprehension skills in terms one and two, and maths development in the second half of the year.
- provide the time required to track student progress over the course of the year.
- provide dedicated times for the intervention teacher and relevant classroom teachers to meet to ensure continuity of teaching and learning and to discuss student needs and progress.

BENEFITS OF THE ADDITIONAL GONSKI INVESTMENT

Karen Symons, the intervention teacher who was employed to work on this program in 2015, says that the intensive learning opportunities the funding provided have led to significantly improved student achievement. Testing at the end of the literacy intervention indicated that every 'intervention student' had exceeded the expected growth in PAT achievement. Some of the students had made 12 months' worth of learning and improvement in their reading levels in just over one term of intensive support.



Ms Symons says the development of students' attitudes and confidence as learners became increasingly evident as the intervention progressed.

Darlington's Principal Kathryn Entwistle notes that the Gonski funding has contributed to, and complemented, the school's priority to improve learning outcomes for all students including those requiring consolidation as well as those meeting and exceeding benchmarks. She says that targeting the additional resources to those students in need of intensive support, which was not possible under Darlington's previous funding levels, allowed these students to achieve standards commensurate with the Department for Education and Child Development's learning benchmarks.

"This catch up has made a significant difference to students' reading abilities, as well as how they view themselves as learners."

WHAT THE FULL GONSKI WOULD MEAN TO DARLINGTON PRIMARY SCHOOL

Ms Entwistle says the full six years of Gonski funding would contribute to Darlington's ongoing priority of improving learning for every student.

"It would allow new cohorts of students in need of support, previously not funded, to meet DECD expected benchmarks. This would enable the school to incrementally increase the number of Darlington's students reaching the required learning benchmarks each year."

The full Gonski would also further Darlington's priority to develop the 'expert learner' and foster each student's self-belief as a life-long learner.

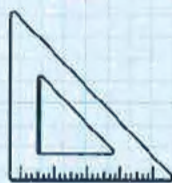
EAGLEBY SOUTH STATE SCHOOL

Eagleby South State School is a Prep to Year 7 school near Logan City, halfway between Brisbane and the Gold Coast. It has an enrolment of approximately 410 students, predominantly from the local area. Students are from a range of socio-economic and culturally diverse backgrounds, including Pacifica, European, African and Asian. The majority of students (64 per cent) are from the lowest SES quartile, with more than 80 per cent from the lowest two quartiles. Currently around 20 per cent of the school's population have English as a second language. The number of Indigenous students, currently around 18 per cent, is rising particularly in the junior school, which is most likely associated with the school's strong focus on good outcomes for Indigenous students and a school-wide connection with the Yugambeh language.



GONSKI FUNDING AT EAGLEBY SOUTH STATE SCHOOL

**Eagleby South State School has received
\$324,000 in additional funding; \$130,000 in 2014
and \$188,000 in 2015.**



OBJECTIVES

Eagleby South has focused its objectives around improvement of student outcomes in literacy and numeracy between 2013 and 2015, specifically:

- increasing (by eight percentage points) the numbers of Year 3 students who achieved at or above the NAPLAN National Minimum Standards (NMS) in 2013 when that student cohort takes the 2015 Year 5 tests.
- increasing the numbers of Year 3 students whose achievement was in the NAPLAN Upper Two Bands (U2B) in 2013, when that student cohort takes the 2015 Year 5 tests.

STRATEGIES

Eagleby South has implemented both short- and long-term strategies to develop staff capacity and extend the use of evidence-based literacy, numeracy and working memory programs that directly address socio-economic disadvantage and provide intensive teaching for students identified as needing specific targeted learning support.

Particular strategies include:

- employing and training extra aides teacher with a focus on Prep to Year 3 literacy.
- introducing Rip-it Up Reading, a program designed to address students' Working Memory difficulties.
- employing a skilled pedagogical coach to support school-wide approaches to literacy and numeracy teaching and the implementation of a comprehensive reading framework.
- providing greater support in identifying and diagnosing intellectual disabilities.

BENEFITS OF THE ADDITIONAL GONSKI INVESTMENT

Principal Andrew Barnes is enthusiastic about the benefits of the additional investment and the approaches adopted by Eagleby South. He says: *"National Partnerships funding provided a foundation for improvement but Gonski funding has provided the means to 'cement' and build on these foundations"*.

It has allowed the stabilisation of a professional, well-equipped and motivated team of teachers and support staff, and students have been the beneficiaries. School data shows that in 2015, all students were at or above the National Minimum Standard in Years 3 and 5 writing, which represents an increase of around 20 per cent in just three years.

In all areas of NAPLAN for both Years 3 and 5, the percentage of students attaining the minimum standards

is now "statistically similar to the nation". This represents a major shift from three years ago when all areas were still well below and flagged 'Red'.

The school is now performing "substantially above" the expected level of improvement since 2008 in all areas of NAPLAN. This means that improvement relative to the nation is scored at the highest statistical measure. Eagleby South's Upper Two Bands achievement is now statistically similar to the nation in writing, spelling and numeracy in Year 3, as well as spelling in Year 5.

Increased numbers of Year 1 and 2 students are tracking for the Upper Two NAPLAN bands, over 50 per cent of the school's junior cohort is now reading at age level, and Eagleby South's grade 6 and 7 cohorts have over 70 per cent of students reading at age level, up from 50 per cent.

Mr Barnes also points to the steady increase in school enrolments over recent years, due in part to the school's success in securing improved outcomes for at-risk young people, including a number of students in out-of-home care who are enrolled at the school.

WHAT THE FULL GONSKI WOULD MEAN TO EAGLEBY SOUTH STATE SCHOOL

The full six years of Gonski funding would see Eagleby South State School in a good position to continue its focus on extra Teacher Aide programs for early literacy and numeracy as well as the continuation of the Pedagogical Coach role. It would also allow the purchase of Learning Support specialist hours to improve students' writing outcomes.

Significantly, a continuation of Gonski funding would allow the purchase of extra Guidance Officer time to help assess and identify students with special needs and disability. Currently 12 per cent of students have a verified disability and standard guidance allocation is vastly insufficient to determine the real level of disability in the school.

Because of the large numbers of low-SES students in the school, Mr Barnes would like to be in a position to provide greater levels of IT resourcing, in order to address socio-economic gaps in access to computers and information.

FOREST LAKE STATE HIGH SCHOOL

Forest Lake State High School is a large co-educational high school in outer suburban Brisbane. It has an enrolment of approximately 1450 students from diverse ethnic and socio-economic backgrounds. Sixty per cent of the school's students are from the lowest two SES quartiles. Approximately 40 different ethnic groups are represented in the school. Major groups include students from the Pacific Islands and New Zealand (19.6 per cent) and students from Vietnam (1.3 per cent). About 5 per cent of students identify as being of Aboriginal and Torres Strait Islander descent. Students with physical impairment, intellectual impairment, Autism Spectrum Disorder and other disabilities are also catered for in an inclusive manner across the school.



GONSKI FUNDING AT FOREST LAKE STATE HIGH SCHOOL

Forest Lake has received more than \$700,000 in additional funding: approximately \$220,000 in 2014 and \$488,000 in 2015.



OBJECTIVES

Forest Lake State High's key objectives for use of the additional funding have focused on a whole school approach to lifting the performance of all students. A primary goal is to have every student in Years 7 to 9 achieving at or above the NAPLAN National Minimum Standards for literacy and numeracy or show improvement from an individual learning or curriculum plan. Additionally, the school aims to have every Year 12 leaving the school with a Queensland Certificate of Education (QCE), a Queensland Certificate of Individual Achievement – which recognises the achievements of students who are on individualised learning programs, a VET qualification or an Overall Position (OP) scores from Band 1 (highest) to 25 (lowest)] score between 1 and 15.

STRATEGIES

The strategies adopted by Forest Lake State High to achieve these goals have centred on new programs and staff professional learning including:

- implementing the Accelerated Literacy Learning (ALL) reading project in association with Griffith University.
- refining the inclusive education strategies and differentiated instructional strategies being implemented across the school, with additional teacher hours for the delivery of targeted intervention.
- providing peer-to-peer coaching and feedback to staff on instructional and differentiated strategies.
- providing teacher release time for professional development and growth for teachers in high instructional strategies aligned to literacy and numeracy.
- implementing whole school tracking strategies across Years 7 to 12.
- purchasing new quality resources for the delivery of the programs being implemented to lift the school's performance.

students, passed the equivalent of 5 out of 6 subjects and all graduated with a QCE. In the Queensland Curriculum and Assessment Authority's Queensland Core Skills Test for Year 12 students, Forest Lake's results in 2015 were above the state mean for the first time ever. Eighty-four per cent of students achieved OP scores in Bands 1 to 15.

WHAT THE FULL GONSKI WOULD MEAN TO FOREST LAKE STATE HIGH SCHOOL

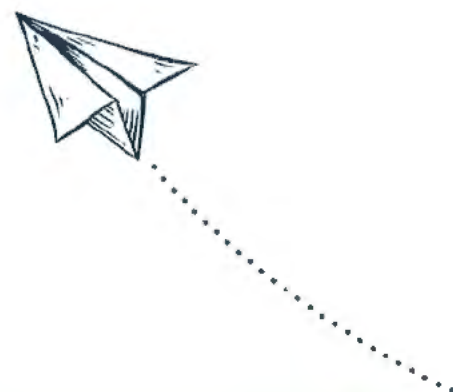
The full six years of Gonski funding would allow Forest Lake to embed and extend the highly successful strategies that have been implemented to date. Mr Beck says this would ensure that the school could continue to achieve such impressive outcomes for its predominantly working class student population.

He says that what Forest Lake has achieved with its Gonski funding epitomises what public education is about; creating social mobility through positive means and enabling students to reach their potential and be rewarded for their achievements and hard work.

BENEFITS OF THE ADDITIONAL GONSKI INVESTMENT

Acting Principal Tom Beck says the additional funding is paying huge dividends for Forest Lake. In the area of reading and literacy, there have been major gains in reading scores for students in Years 7 to 9, with double the expected gains in achievement scores on the ACER's Progressive Achievement Tests in Reading (PAT-R). Gains, that were expected to be in the order of 4.5, were over 9 in some cases.

The whole school tracking strategies and targeted interventions implemented by Forest Lake have seen a major improvement in Year 12 achievement. In 2015, 100 per cent of Forest Lake's Year 12 cohort, 218



KATOOMBA HIGH SCHOOL

Katoomba High School is a comprehensive secondary school in the Blue Mountains of NSW. It has an enrolment of approximately 670 students from a mix of SES backgrounds, with around half from the two lowest SES quartiles. Aboriginal students make up about 10 per cent of the school's population and a further 10 per cent of students are from non-English-speaking backgrounds. The school has a support faculty that caters for the needs of students with disabilities.



GONSKI FUNDING AT KATOOMBA HIGH SCHOOL

Katoomba High School has received over \$200,000 in additional Gonski funding including approximately \$120,000 in 2015.



OBJECTIVES

Katoomba High's objectives for use of the additional funding have centred on:

- ▶ enhancement of student engagement through offering new approaches to curriculum and providing additional staff to lead and support programs that enhance student wellbeing.
- ▶ provision of additional support to improve literacy and numeracy.
- ▶ strengthening community partnerships.

STRATEGIES

The particular strategies adopted by Katoomba High School include:

- employment of additional staff to boost student literacy and numeracy outcomes across the school.
- setting up a Learning Hub for students who have particular emotional and behavioural needs, which provides them with extra support while allowing them to access the mainstream curriculum.
- offering an HSC tutoring program for students who are completing Year 12, which incorporates one-on-one individual mentoring to enhance their academic results.
- hiring a voice teacher for the first time to allow students to explore their singing talents, in addition to the school's music program.
- establishment of a bush regeneration and land care project named Birriban (the Gundungurra word for emu). Under the project, a neglected bush area of the school is being restored to become a place where Aboriginal culture is being shared and nurtured.
- employment of an Aboriginal Community Liaison Officer full-time to increase the school's connections to the Aboriginal community.
- development of a motorcycle program aimed at increasing engagement and leadership skills among at-risk students.

BENEFITS OF THE ADDITIONAL GONSKI INVESTMENT

Principal Jenny Boyall says Gonski funding has allowed greater flexibility and creativity to invest in the school according to the particular needs of students. Ms Boyall says that, although it is early days, the additional funding has resulted in *"increased engagement, improved academic results and enhanced a sense of belonging and connectedness for students and the community"*.

The Birriban project, which began as an alternative to sport and a way to connect Aboriginal students to their culture and heritage, is now a dynamic outdoor learning environment that is being used across the curriculum to teach art, science, English, geography and maths.

The motorcycle program for disengaged boys is already producing results. Of the eight boys who took part in its first year, three are now in work and five are completing their HSC.

WHAT THE FULL GONSKI WOULD MEAN TO KATOOMBA HIGH SCHOOL

The full six years of Gonski funding would enable Katoomba to build on the progress made since 2014. Ms Boyall says: *"It's funding we urgently need to continue into the years ahead because we've only just begun, and investment in our young people is worth fighting for"*.

Katoomba High's plans for the future include:

- expansion of the individual support offered to students.
- building the capacity of teachers by providing more professional development.
- expansion of Birriban to include a bush tucker garden, outdoor learning area and to provide more opportunity for Aboriginal community members, such as local artists, to engage with students.
- employment of an extra teacher to work with at-risk students to increase attendance rates.
- provision of more options and programs for disengaged students and for successful transition from school to work.
- expansion of the music program to strengthen initiatives such as the newly formed contemporary orchestra.
- offering more support to strengthen the school's literacy, numeracy and enrichment programs.

KEDRON STATE HIGH SCHOOL

Kedron State High School is a co-educational secondary school in Brisbane's northern suburbs. The school has an enrolment of 1,450 students, with a strong multicultural mix and a range of SES backgrounds. A recent language census showed that more than 50 languages are spoken within the school community, which includes international students as well as new arrivals to Australia. In 2015, around 35 per cent of students had a non-English-speaking background, with more than 30 per cent speaking English as a Second Language (ESL). An ESL unit was established in 2002 to provide support for these students. About 35 Indigenous students are enrolled. Kedron has had a Special Education Program since 1979, which caters for students with a variety of identified disabilities and includes deaf students who are supported in mainstream classes for most subjects according to their educational needs.



GONSKI FUNDING AT KEDRON HIGH SCHOOL

Since 2014 Kedron has received almost \$1.3 million in additional Gonski funding; \$506,000 in 2014 and \$766,000 in 2015.

OBJECTIVES

Kedron's objectives for use of the additional funding are focused on whole school literacy and numeracy strategies to improve outcomes for all students, in particular the improvement of:

- literacy outcomes for English as an Additional Language or Dialect (EALD) students, including reducing the number of students in the NAPLAN Lower Two Bands (L2B) and increasing the numbers in the NAPLAN Upper Two Bands (U2B) in reading for Years 7 and 9 through targeted intervention.
- numeracy outcomes for all students in U2B.
- staff skill levels in high impact literacy and numeracy strategies.
- Queensland Certificate of Education (QCE) results.

STRATEGIES

Kedron's strategies have centred on:

- employment of additional teachers and teacher aides to support students of greatest need, through more direct and targeted teaching.
- targeted literacy and numeracy programs for students at all levels.
- provision of ongoing effective professional development for staff through co-coaching and direct training with a clear focus on literacy and numeracy.
- improvements in tracking and coaching of students to improve QCE attainment.

BENEFITS OF THE ADDITIONAL GONSKI INVESTMENT

As a result of the additional funding there has been a lift in the performance of many students, in particular those requiring EALD language support. NAPLAN results in reading, writing, and numeracy have shown demonstrable improvement.

- Survey data of students who participated in the small groups and U2B and L2B projects shows 94 per cent of students increased their result across a band.
- NAPLAN relative gain data in Years 7 and 9 for reading and numeracy has demonstrated strong gains for the vast majority of students, in particular for students identified as below NMS.
- Teachers' formative assessment data and the improvement of already strong results in both behaviour and effort reporting indicates an increase in student engagement and re-engagement through the programs being offered for both EALD and mainstream students.
- Renewed programs for QCE saw more than 97 per cent of students in 2015 complete a suitable senior pathway and acquire a QCE; another strong improvement on previous years.

WHAT THE FULL GONSKI WOULD MEAN TO KEDRON STATE HIGH SCHOOL

Principal Joseba Larrazabal says:

The Gonski campaign is not a political campaign. This is not about one side of politics or another. It is very much about getting a firm commitment from all of our political leaders around 'needs-based funding' for schools. Schools know that a continuation of Gonski funding will make a huge difference for our students well into the future. I believe this is an important message to share.

If Kedron receives the full six years of Gonski funding it has plans to embed the gains that have been made to date as well as:

- expand the individual support offered to students allowing the school to effectively case manage individual students and differentiate their learning experience to cater for their needs.
- reduce of class sizes to allow for a more targeted approach for all students and a greater opportunity for direct engagement with their teachers.
- further boost the capacity of teachers by enhanced provision of quality professional development.



MANSFIELD STATE SCHOOL

Mansfield State School is a co-educational primary school in the south-east of Brisbane. It has a stable enrolment pattern with many of its 931 students living in the local suburbs of Mansfield and Wishart. The school has a diverse cultural background. Twenty per cent of its students were born in 44 different countries. A significant percentage of these students have come to Australia from India, South Korea, Malaysia, New Zealand and the Philippines. Almost half of Mansfield's students (443) receive English as an Additional Language or Dialect (EALD) support. Mansfield has a small cohort (around 2 per cent) of Aboriginal and Torres Strait Islander students.



GONSKI FUNDING AT MANSFIELD STATE SCHOOL

Mansfield State School has received approximately \$720,000 in additional funding; \$360,000 a year in 2014 and 2015.



OBJECTIVES

Mansfield's plans for its additional Gonski funding have focused on improving the literacy and numeracy achievements of its students through greater investment in developing the knowledge, skills and understanding of its teaching and support staff. Its specific goals for student achievement have centred on:

- improved performance by Year 3 students in NAPLAN Upper 2 Bands (U2B) in reading and numeracy (2014); and Year 5 reading and numeracy (2015).
- improvement of the proportion of students achieving high gains in NAPLAN from Years 3-5 and 5-7 in reading and numeracy.
- improvement of student performance in classroom English in Years 1-3 (2014).
- development of support plans for the 3 per cent of students across Years 3, 5 and 7 in 2014 who were not achieving the NAPLAN National Minimum Standards (NMS) in reading and numeracy with the longer-term goal of ensuring all eligible students across all year levels reach the NMS.

STRATEGIES

Mansfield has provided additional teaching staff and teacher aide support to develop and implement student-centred improvement programs, increased levels of quality professional development for staff and sufficient staff and student resources to effectively implement its new programs and strategies. The school has:

- engaged literacy, numeracy and Information and Communications Technology coaches to mentor Year P-1 and Year 2-3 teachers and assist students, with a significant budget to support class teacher placements, professional learning, release time for P-3 teachers, teacher aide support, age-appropriate resources and research.
- provided expertise and resources to implement early foundations in language and literacy programs, such as MultiLIT and MiniLIT. These are targeted programs that provide intensive support in reading and writing for students who require it.
- undertaken teacher audits each semester to set learning goals, achievement targets and feedback processes for each student.
- employed a 0.2 full-time equivalent Gifted and Talented teacher to develop and implement whole of school Gifted and Talented programs with a focus on literacy and numeracy.
- provided additional staff and resources for EALD support for almost half its student population.

A particular focus of Mansfield's Gonski expenditure has been on increased investment in STEM (science, technology, engineering and mathematics) and digital learning. Significant expenditure has been made on equipment to support new STEM programs, including implementing new mathematics and numeracy extensions programs, such as Role M, across the lower years, and the implementation of a STEM academic excellence award.

Mansfield has also invested in more sophisticated technology to facilitate digital learning through the purchase of iPads and employing a part-time (0.5) Digital Learning Head of Department to assist both students and parents with digital learning.

BENEFITS OF THE ADDITIONAL GONSKI INVESTMENT

Principal Bronwyn Campbell, who sees investment in public schools and developing the potential of all children as an important way of nation-building, says the benefits of the additional funding cannot be underestimated. The benefits include:

- increasing individual support to students and reducing class sizes.
- building the capacity of the school's teachers with more professional development and what Ms Campbell describes as "investing in our people" by assisting, training and developing staff in such a way that it adds to the joy of teaching.
- inspiring and training teachers in STEM areas to give students more opportunities.
- improving digital learning through teacher training and the provision of much-needed digital resources.

Ms Campbell says: "Investing additional funding in professional learning and developing a school's 'people resources' is essential as in the long run they are the most meaningful resource a school has." Buying more sophisticated technology also has the long-term benefit of allowing resources to be targeted more meaningfully. She believes that all schools should be resourced at levels that enable them to "be the best they can be because we can't afford to let one Australian child down".

WHAT THE FULL GONSKI WOULD MEAN TO MANSFIELD STATE SCHOOL

The full six years of Gonski funding would enable Mansfield to:

- further expand the individual support offered to students and reduce class sizes.
- provide additional professional development to further build the capacity of teachers.
- increase its investment in inspiring and training teachers in science and maths to broaden student opportunities.
- improve digital learning through increased teacher training and provision of digital resources.

MANSFIELD STATE HIGH SCHOOL

Mansfield State High School is a co-educational secondary school in southern Brisbane. It has an enrolment of about 2,200 students from diverse ethnic and socio-economic backgrounds. Forty per cent of students are from non-English-speaking backgrounds, and more than 65 different languages are spoken at home. About five per cent of students receive intensive English as an Additional Language or Dialect support. The school has a small (about 6 per cent) Indigenous enrolment.



GONSKI FUNDING AT MANSFIELD STATE HIGH SCHOOL

Mansfield State High School has received over \$850,000 in additional funding for 2014 and 2015.



OBJECTIVES

Mansfield State High has focused on building on its existing programs and introducing new programs, aimed at:

- lifting the numbers of students achieving at or above the NAPLAN National Minimum Standards (NMS) in reading, writing and numeracy.
- increasing the percentage of students in the NAPLAN Upper 2 Bands (U2B) in reading, writing and numeracy.
- improving teacher capability in delivering quality teaching and learning through enhanced professional development, mentoring and coaching.

STRATEGIES

The strategies adopted by Mansfield State High include:

- developing targeted intervention strategies to identify students at risk of not achieving NAPLAN NMS in reading and numeracy.
- implementation of a Reading at Mansfield Program (RAMP) based on the SRA Corrective Reading Program, including training and employment of accredited teachers and teacher aides to support the program.
- developing and implementing whole school literacy and numeracy improvement strategies including the appointment of additional Literacy and Numeracy Coordinators as well as a Head of Department – Learning and Performance to support teachers and staff professional development and learning through provision of release time.
- accessing external consultants from LogonLiteracy to provide training to teachers in a common language of literacy, higher thinking and comprehension skills, with extensive teaching strategies and resources suitable for use in the classroom.
- rolling out of whole school approaches to structured writing and reading techniques including the school-adapted TEEL (Topic sentence/Evidence/Explanation/Linking) paragraph writing strategy, the Eagle and Wolf program for reading challenging texts and the Polya problem-solving method for mathematics.
- targeted professional development for staff in The Art and Science of Teaching and Coaching Accreditation Program.
- regularly reviewing a range of data to inform teaching practice with the assistance of data specialists and other school experts in interpreting data and building consistency in the delivery of whole school literacy and numeracy programs.

BENEFITS OF THE ADDITIONAL GONSKI INVESTMENT

Executive Principal Karen Tanks says: "All students at Mansfield State High School are now given a greater chance to be successful and to improve their own performance. It is inspiring to see what we as educators have been able to do for our students".

NAPLAN data for 2015 shows Mansfield State High received the highest average score of all schools, including private schools, in the local area.

- Reading: 98.9% • Writing: 94% • Spelling: 97.8%
- Grammar: 98.1% • Numeracy: 99.5%

In addition, Ms Tanks says that Mansfield's 2015 Year 12 results were the best in the history of the school.

- English: 77 A's at Exit
- 14 students received an Overall Position (OP) 1 score [OP scores from Band 1 (highest) to 25 (lowest)]
- 32 per cent of students received OP scores between 1 and 5
- 4 students received an A in the QLD Core Skills Test

WHAT THE FULL GONSKI WOULD MEAN TO MANSFIELD STATE HIGH SCHOOL

The full six years of Gonski funding would enable Mansfield State High to build on its successful initiatives for enhancing student learning and achievement. It would continue to fund new programs such as RAMP and additional teacher and teacher aide hours. In addition, more professional development and learning would develop the capacity of teachers and consistency of teaching to expected standards. The school would also be able to expand the individual support offered to students and improve digital learning through more teacher training and quality digital resources.

MERRYLANDS HIGH SCHOOL

Merrylands High School is a comprehensive high school in western Sydney. The school has an enrolment of about 720 students from a diverse range of socio-economic and ethnic backgrounds. More than half of the school's students are from the lowest SES quartile; a total of 80 per cent are from the lowest two quartiles. About 70 per cent are from non-English-speaking backgrounds, with more than 50 different cultures represented. Merrylands has 16 Aboriginal students (2.2 per cent) and 8 per cent of the student population are refugees with a further 8 per cent identified as having 'refugee-like experiences'. Arabic, Turkish, Afghani, Hindi and Pacific Islander (Maori, Tongan and Samoan) are the most common languages other than English.



GONSKI FUNDING AT MERRYLANDS HIGH SCHOOL

Merrylands High School has received approximately half a million dollars in additional Gonski funding over 2014–2016.



OBJECTIVES

As a school in a low socio-economic and high Language Background Other than English community, Merrylands has focused its additional funding on continuing and extending the significant improvements made since it began receiving equity funding in 2009. Its primary objective is increasing levels of support to students with the greatest unmet educational needs through whole-school reform.

Key objectives include:

- ✦ improving the learning outcomes of High School Certificate (HSC) students and value-added HSC results, and increasing the numbers of students participating in university partnership programs, studying an ATAR pathway and entering university.
- ✦ lifting student attendance and engagement, providing targeted support to at-risk students, such as those with high absentee rates, and increasing the number of parents/carers involved in the school and their children's achievements.
- ✦ improved performance by Year 3 students in NAPLAN Upper 2 Bands (U2B) in reading and numeracy (2014); and Year 5 reading and numeracy (2015).
- ✦ improvement of the proportion of students achieving high gains in NAPLAN from Years 3-5 and 5-7 in reading and numeracy.
- ✦ improvement of student performance in classroom English in Years 1-3 (2014).
- ✦ development of support plans for the 3 per cent of students across Years 3, 5 and 7 in 2014 who were not achieving the NAPLAN National Minimum Standards (NMS) in reading and numeracy, with the longer-term goal of ensuring all eligible students across all year levels reach the NMS.

STRATEGIES

The strategies adopted by Merrylands High include:

- ✦ creating three teams of skilled personnel (the Attendance and Engagement, Learning and Engagement, and Senior Leadership teams) to work across the areas identified as most in need of improvement.
- ✦ identifying and developing a "scaffold approach" to skill development, confidence in learning and individual learning plans (ILPs) for students.
- ✦ increasing the level of individual and small group tutorials and targeted programs and university and community partnerships.
- ✦ implementing programs to support students' social skills, resilience and emotional intelligence in conjunction with community and local youth health service providers, as well as programs to support students and their families, including literacy and numeracy lessons for parents on how to support their child's learning.
- ✦ offering an extensive professional learning program for all staff.

BENEFITS OF THE ADDITIONAL GONSKI INVESTMENT

Principal Lila Mularczyk says that, since the introduction of the Attendance and Engagement, Learning and Engagement, and Senior Leadership teams, and their

extension through Gonski funding, the culture of what is expected from students, and their achievement levels, have transformed significantly.

There have been ongoing improvements in attendance, with an increase of nearly 3 per cent in 2014.

Longitudinal surveys and statistical data show increased levels of student engagement, such as a 14 per cent increase in submission of classwork and assessment tasks, and increased confidence in the school by the local community. All students now have an ILP or Personalised Learning Plan, with genuine parent and carer involvement in its development.

All Higher School Certificate (HSC) eligible students at Merrylands achieved a HSC in 2014, with results improving across all bands of achievement. Analysis of the data showed a significant positive shift in students achieving high and middle bands of achievement and significant reduction in students receiving low bands of achievement. The results of high-achieving students (those in Bands 5 and 6) improved by 8.4 per cent, middle achievement students (Band 4) by 5.2 per cent, and those in low achievement bands (Bands 1, 2 and 3) by 13.4 per cent. The number of students undertaking an ATAR pattern of study increased by 20 per cent in 2014, and the number of students sitting a VET or T-VET exam as part of their ATAR pathway also increased.

In 2014, 28 of Merryland's graduating students were offered university placements, up from just 13 in 2011. Ms Mularczyk says most of them were the first in their families to attend university and several were refugees whose proud parents may never have imagined such a



possibility for their children. University partnership programs on offer for students and their parents and carers have increased, with students presently receiving tutorial and mentoring support through the University of Western Sydney (UWS) Fast Forward mentoring program, UWS RAS (Refugee Action Support), UWS PATHE (Pasifika Achievement To Higher Education), and University of Technology Sydney tutoring for chemistry, biology and mathematics.

Merrylands is on track to improve its Year 12 results in future years, based on the improvements in NAPLAN scores to date. Since the introduction of significant levels of equity funding, the number of Year 7 students at or above the NMS for reading rose from 84 per cent to 93 per cent between 2011 and 2014, and from 89 per cent to 93 per cent for numeracy, with similar results being achieved for Year 9s. Gonski funding in 2014 and 2015 has allowed the school to maintain and extend these improvements.

WHAT THE FULL GONSKI WOULD MEAN TO MERRYLANDS HIGH SCHOOL

From the improvements delivered to date, Ms Mularczyk says: *"The full six years of Gonski would allow us to hit a tipping point, where the culture we are trying to build will become self-sustaining."* The final years of Gonski funding would allow more students to achieve HSC and tertiary success. Without the funding, adequate staffing for the teams that have delivered the results would be in jeopardy. Increased Gonski funding would ensure, for example, that the paraprofessional and teaching staff in the Learning and Engagement Team could continue to support senior students, and allow Merrylands to extend the team's support to stage 4 and 5 students.

Gonski funding removes the barriers stopping disadvantaged kids from achieving and lifts the expectations and aspirations of an entire school community. Without Gonski our school system will continue to generate an ugly level of inequality. For disadvantaged kids, school is the bridge that lets them into Australian society. That's why it is so crucial that we make the bridge as strong and wide as we can.





MILTON PUBLIC SCHOOL

Milton Public School is a K-6 primary school located on the south coast of New South Wales. It has an enrolment of 650 students, approximately half of whom are from the lowest two SES quartiles. Aboriginal and Torres Strait Islander students make up about 5 per cent of Milton's student population while around 40 students are from non-English-speaking backgrounds.



GONSKI FUNDING AT MILTON PUBLIC SCHOOL

Milton Public School has received approximately \$165,000 in additional Gonski funding, which has been used to improve teaching and learning, support educational best practice, and to provide extra staffing and resources for the benefit of all students.



OBJECTIVES

Within a framework of improving the literacy and numeracy of all students, Milton's particular focus has been on boosting support for students who are experiencing difficulties with literacy and numeracy; broadening the curriculum and engaging students according to their specific needs, early intervention, and closing the gap for Indigenous students.

STRATEGIES

Milton Public School has focused its improvement strategies on:

- applying the bulk of its additional money to the formation of a targeted early literacy and numeracy class by employing a teacher and Student Learning Support Officer for five half days a week to work with selected students from Years 1 and 2 in an intensive program running for seven weeks at a time.
- employing additional learning support staff to enable two teachers to be available to support students and teachers by providing advice, preparing and sourcing resources, jointly creating programs as well as supporting teachers when working with parents.
- trialling a new class to support Gifted and Talented students.
- consolidating the employment of two part-time Aboriginal Education Workers to assist Aboriginal students in the classroom with learning needs, cultural links and community connections.

BENEFITS OF THE ADDITIONAL GONSKI INVESTMENT

Milton's Principal Mark Thomson says the results from the first cohort of students to participate in the targeted early literacy program have been outstanding. Not only have students' grades improved significantly (as measured through pre- and post-standardised tests), but their confidence has developed, resulting in ongoing and sustained growth.

Mr Thomson says parents have been overwhelmed by the success of the new programs and support them enthusiastically. They credit the Gifted and Talented trial program with boosting the imagination, intelligence and creativity of the students participating. Dee Garrett, a parent of two sons who have participated in the class, says that it has been a fantastic chance for a range of children to extend their interests and abilities and open up different avenues of motivation, excitement and interest through learning that may not have been obvious to them in their general classes. She hopes the classes will be able to continue, along with many more like them, to offer variety and opportunities that help students to develop skills for life.

The parents of another young student, who was struggling with reading, are delighted that their son has progressed five reading levels in just one term of time in the class.

They say there has been a definite improvement in their son's confidence, his fluency has improved, he now willingly attempts challenging words and has the ability to work them out correctly most of the time.

Mr Thomson says: "It is wonderful to have this additional funding to be able to make such a huge, life changing difference for these children".

WHAT THE FULL GONSKI WOULD MEAN TO MILTON PUBLIC SCHOOL

The full six years of Gonski funding would enable Milton Public School to build on these early successes, with a particular emphasis on:

- expanding the intensive literacy and numeracy program to include senior primary students, especially stage 3 students, to prepare them for high school.
- building on the success of the trial Gifted and Talented program by making this rich learning opportunity a permanent feature of the school.

Mr Thomson also looks forward to enriching the support program for Milton's Aboriginal and Torres Strait Islander students. He says: "We would love to offer a cultural stream running alongside an academic support stream to enable our Aboriginal students every opportunity to become successful adults who are both aware and proud of their Aboriginal heritage. A program such as this would involve working closely with the Aboriginal community through our local Aboriginal Education Consultative Group, strengthening our community links whilst supporting our Aboriginal students both culturally and academically. We are currently trialling elements of this program, but with additional Gonski funding we would be able to implement it in full".

MINIMBAH STATE SCHOOL

Minimbah State School, north of Brisbane, was established in 1997. It has a stable enrolment of approximately 800 students and all families live in the local area. Minimbah has a high number of low-SES students. Forty per cent of students are from the lowest SES quartile, with around 75 per cent from the lowest two quartiles. There are about 40 Indigenous students with no significant representation of ethnic or cultural groups from outside of Australia. About 30 students are from non-English-speaking language backgrounds. Minimbah has a special education unit that caters for around 40 students with disabilities who participate fully in regular classroom learning with support.



GONSKI FUNDING AT MINIMBAH STATE SCHOOL

Since 2014, Minimbah has received over \$480,000 in additional Gonski funding; \$217,770 in 2014 and \$270,970 in 2015.



OBJECTIVES

Minimbah had a range of objectives for improving teaching and learning through use of its additional funding in 2014 and 2015. Because of the large number of low-SES students in the school, improving literacy through raising the quality of teaching and the amount of support children received in class was the school's first key objective. Its more specific objectives were to:

- increase the percentage of students meeting the National Minimum Standard (NMS) in reading in Year 3; in writing for Year 5.
- increase the proportion of students in the NAPLAN Upper 2 Bands (U2B) in numeracy in Year 5.
- diagnose and address learning difficulties in Prep–Year 3 and ensure students achieve the NMS for literacy and numeracy for their year level or have an evidence-based plan in place to address their specific learning difficulties.
- improve teacher capability in NAPLAN and other relevant data analysis and pedagogical practices, based on identified student need.
- improve student outcomes based on early intervention with occupational therapy, speech pathology and capacity building of teacher aides and teachers with appropriate and targeted professional development.

STRATEGIES

The strategies Minimbah used to work towards these objectives included:

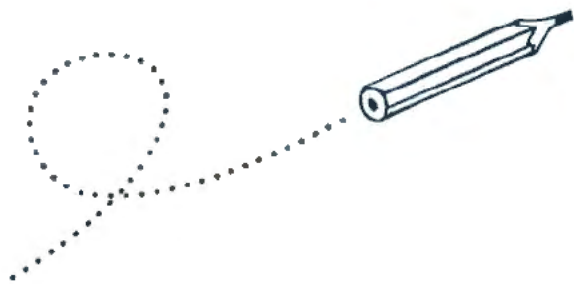
- improvement of literacy training and resources for all staff to support the reading program across the whole school.
- review of student data monthly (eg. NAPLAN, ACER Progressive Achievement Tests in reading and maths, student attendance) and providing an effective learning plan for all Year 3, 4 and 5 students below the NMS.
- providing greater occupational and speech therapy services and support, and linking with tertiary institutions and specialists to implement programs in early years education, occupational therapy, speech pathology, hearing and vision difficulties.
- converting the school's 0.5 Master Teacher to 1.0 FTE to focus on pedagogical improvement across the school.
- implementing strategies based on evidence from standardised testing, moderated school data and effect size measures, underpinned by the works of John Hattie and Michael Fullan.

BENEFITS OF THE ADDITIONAL GONSKI INVESTMENT

Our school is focused on creating a learning environment that meets the needs of every child, and ensures that all can reach their potential. Making sure every child has the opportunities and support they need takes resources, which is why the extra funding we have received through the Gonski reforms has made a huge difference to the school, says Principal Sean Bennett.

The additional Gonski funding has enabled Minimbah to make significant steps in meeting its objective of improving literacy. Principal Sean Bennett says: *"This is the first time we have had the resources to implement a full program to improve literacy...the amount we actually need to meet the needs of the students, rather than some extra funding for a one-off program that won't cover demand".*

Professional development for teachers has been a priority because of the crucial role of teachers in making a difference to students, and the importance of effective training in making a difference to teachers. Minimbah's use of a pedagogical specialist for three days of intensive literacy training/professional development for all staff has led to a greater consistency in approach and lesson quality, and made it easier for teachers to collaborate and work together.



The literacy program specifically targeting reading for Prep to Year 3 is producing impressive results. Within six months of the reading program starting, students were recording between nine months and two years of progress, with the greatest improvement in Years 1 and 2. Student engagement has improved and there has been the additional benefit of increased parent engagement in the school because of their enthusiasm for the results of improving reading program.

Resources have been invested in raising teacher confidence in helping students, especially students with special needs. The additional funding has also allowed Minimbah to make more effective use of teacher's aides, who received training in identifying and addressing speech problems, and to develop a bank of volunteers to assist with classes. The focus on addressing hearing and vision issues, which affect a student's ability to learn, has seen the school provide hearing tests for every child from Prep to Year 3, and vision screening for every child in Year 3. In 2016, the vision screening will include further optometrist follow up and the provision of glasses if necessary.

For older students, Minimbah is also running Gifted and Talented activities in mathematics, science and robotics, which would not have been possible without Gonski resources. These activities are increasing children's engagement and love of learning. The robotics program has been extended to all students from Year 1 to 3 in 2016 and is supported by the appointment of a specialist science teacher.

WHAT THE FULL GONSKI WOULD MEAN TO MINIMBAH STATE SCHOOL

Minimbah is embedding its 2015 literacy improvements and implementing similar initiatives and programs for writing in 2016. The maintenance of Gonski funding beyond 2017 would enable a similar approach to improving numeracy across the school. In addition, Minimbah would implement plans for extending support to older students who are struggling with literacy and numeracy and at risk of falling behind.





MORAYFIELD STATE SCHOOL

Morayfield State High School is a co-educational school in Queensland's Moreton Bay region with an enrolment of about 1,500 students. Half the student population is in the lowest SES quartile and more than 80 per cent of students are in the lowest two quartiles. Aboriginal and Torres Strait Islander students represent about 10 per cent of the school's population, while 9 per cent of students are from non-English-speaking backgrounds including some 110 Pacific Islander students. Morayfield has a Special Education Program that caters for 115 students with disabilities, both within the Special Education Unit and mainstream classes.



GONSKI FUNDING AT MORAYFIELD STATE HIGH SCHOOL

Morayfield State High School received approximately \$140,000 in additional Gonski funding in 2014 and \$453,000 in 2015. It will receive an estimated \$760,000 in 2016.



OBJECTIVES

Morayfield's broad focus has been on boosting literacy and numeracy in order to:

- increase the numbers of students achieving National Minimum Standards (NMS) for literacy and numeracy for their year level or have an evidence-based learning plan, developed by the school, to address their specific learning difficulties.
- increase the number of students in the NAPLAN Upper 2 Bands in each domain, with a specific focus on Year 9 in reading, writing and numeracy in 2015.
- ensure every student completing Year 12 has achieved the literacy and numeracy standard for Queensland Certificate of Education (QCE) achievement.
- lift the percentage of students in Years 7 to 10 achieving a 'C' standard or above in English and mathematics.
- increase the percentage of Year 12 students attaining a QCE from 93 per cent in 2014 to 95 per cent in 2015.

STRATEGIES

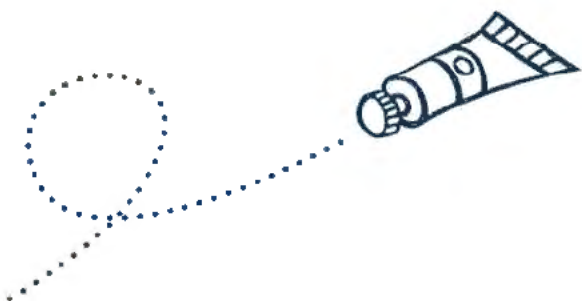
Morayfield has focused its expenditure on whole school strategies to improve reading and numeracy. It has employed additional specialist and support staff, delivered high quality professional development for classroom teachers and provided resources to support the various initiatives. Specific strategies include:

- funding 3.0 full-time equivalent (FTE) literacy, numeracy and pedagogy coaches to build the capability of teachers across all subject areas to ensure literacy and numeracy improvement strategies are being embedded.
- employing a 1.0 FTE support teacher to build the capability of teachers in increasing learning engagement time through effective classroom management, using the Essential Skills for Classroom Management and Classroom Profiling Professional Development models.
- providing release time for experienced teachers to develop programs and resources for literacy and numeracy essential skills across Years 7–12.
- purchasing additional teacher aide time (62.5 hours per week) to support targeted literacy and numeracy intervention programs, the preparation of Learning Improvement Programs, and to support resource preparation.
- purchasing additional teacher aide time (100 hours per week) to support the completion of Learning Improvement Plans for students not achieving the NMS.
- employing 3.29 FTE teacher aides in 2016 to support literacy and numeracy strategies in classrooms.
- delivering professional development and providing release time to build the capacity of all English and maths teachers to support literacy and numeracy improvement, using the Teaching Mathematics, 7 Steps in Writing and Queensland Education Leadership Institute Coaching programs.
- providing decoding training and release time for staff to support improvement in reading comprehension.
- purchasing IT resources to support literacy and numeracy development such as subscriptions to online maths and spelling programs, online diagnostic assessment instruments and digital teacher observation and feedback platforms. Additional computer hardware to build teacher capability and other necessary resources to support program implementation have also been purchased.
- providing opportunities through forums and workshops for parents to develop skills to support student learning.
- purchasing Teacher Release Scheme time to allow class teachers to participate in coaching, mentoring, professional learning communities, peer observation and feedback, and classroom profiling.

BENEFITS OF THE ADDITIONAL GONSKI INVESTMENT

Morayfield Principal Peter Keen says these initiatives are of significant benefit to students and staff.

Greater and more relevant professional development for teachers, increases in teacher aide time and training, and more physical resources and programs, have resulted in above national average improvement in numeracy and reading over the last two years.



In particular, there has been significant above national average improvement in writing and grammar and punctuation for junior secondary students. Ninety-nine per cent of 2015 graduating students achieved either a Queensland Certificate of Education, a Queensland Certificate of Individual Achievement – which recognises the achievements of students who are on individualised learning programs – or a VET qualification.

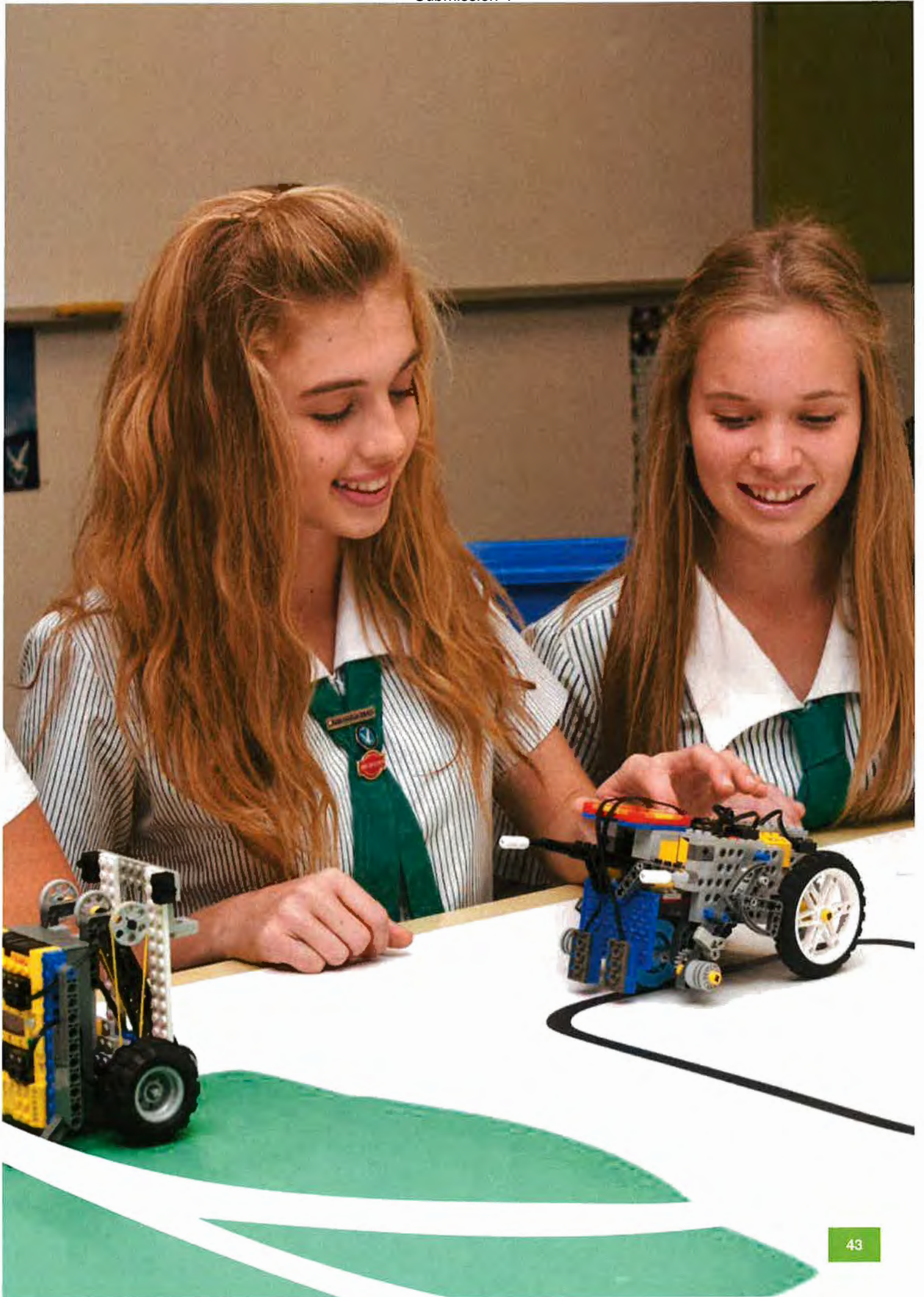
Teacher morale has improved as a result of the additional support and there is a noticeable sense that teachers feel they are 'making a difference' for their students. They feel more able to work effectively with struggling students with a specific program and the assistance of a coach or teacher aide, as well as extending the more academically capable students so they fulfil their potential.

WHAT THE FULL GONSKI WOULD MEAN TO MORAYFIELD SHS

For Morayfield, these achievements would be unsustainable without the full six years of Gonski funding. Mr Keen says the full six years would enable the school to build on the initiatives it has developed and implemented to date, maintaining its focus on dedicating resources to staffing, increased professional development to build the capacity of teachers and support staff, and appropriate levels of quality resources to support programs.

The school would also target specific resources to a transition support program for students identified from feeder primary schools who require strong, extra support. This support would focus not only on immediate learning needs but also on social and mental health needs in order for them to be able to participate more fully in school life.





PARALOWIE R-12 SCHOOL

Paralowie R-12 is a large Reception to Year 12 school of more than 1,300 students in Adelaide's northern suburbs. Almost 60 per cent of students are from the lowest SES quartile; around 85 per cent from the lowest two quartiles. Forty-five per cent of students are eligible for South Australia's School Card scheme, which offers financial assistance to low income families for educational expenses. Aboriginal students make up 9 per cent of the school population, 30 per cent are from English as an Alternative Language or Dialect (EALD) backgrounds, 10 per cent are identified as Students with Disabilities and 12 per cent are enrolled through the ICAN Flexible Learning Options Program.



GONSKI FUNDING AT PARALOWIE R-12 SCHOOL

Paralowie R-12 has received almost \$800,000 in additional funding; \$314,000 in 2014 and approximately \$470,000 in 2015.



OBJECTIVES

Paralowie R-12 has focused initially on lifting literacy, numeracy and academic results as well as social and emotional wellbeing for students with disability and learning difficulties, EALD students, Aboriginal students and at-risk students.

STRATEGIES

The strategies adopted by Paralowie R-12 to achieve these objectives include:

- extra in-class support from teacher aides, individual learning plans and extra programs with a focus on literacy, numeracy and wellbeing.
- reduction of the size of groups and classes in which struggling students were working to provide more individual attention.
- release of a teacher for 0.2 time to mentor Years 8 and 9 students at risk of becoming disengaged from learning due to home environment, social issues or mental health considerations.
- provision of more quality professional learning opportunities by releasing staff members to participate in professional development and form a core group of teachers to deliver local professional learning.
- provision of wellbeing case management for Aboriginal students and families.
- release of two senior school teachers (each 0.2 full-time equivalent) to support senior students in the completion of their South Australian Certificate of Education.
- engagement of an outside service organisation (Youth Opportunities) to deliver a personal leadership program to identified at-risk students.

BENEFITS OF THE ADDITIONAL GONSKI INVESTMENT

Paralowie R-12 Principal Peter McKay says that, because literacy is the basis of everything else students do, those who have received extra support are now more engaged and successful in other subjects.

The NAPLAN results of the targeted students have seen significant gains. In addition the school is using PAT testing programs, Running Records and Literacy Pro to determine how students are improving.

With Literacy Pro, an increase of 50 lexile points in a year is considered appropriate, but once the school put the extra support in place, students were regularly raising their scores by 150 points, with some recording increases of up to 300 points.

WHAT THE FULL GONSKI WOULD MEAN TO PARALOWIE R-12 SCHOOL

Mr McKay says "Paralowie has shown that it can turn extra resources into results for its most disadvantaged students. While the school had previously received some extra funding for those students, it was never enough to adequately meet their needs. It was only possible to achieve the improvements through the extra resources made available by two years of Gonski funding".

He sees the full six years of Gonski as essential to spread the benefits across the entire school. This could be achieved through:

- bringing in new programs to challenge students who are doing well and stretch them academically, and a broader range of subjects so students can pursue their interests.
- further investment in professional development to lift the quality of teaching and ensure that what it is relevant to students. There is a specific focus on increasing teacher understanding of 21st century learning skills and building teacher capacity to embed these in daily classroom practice. In addition, the school is working on building capacity to teach innovation and creativity as embedded components of classroom practice.

Mr McKay reports that, in the past, many students would have been employed in local factories but these jobs have now disappeared and the school needs to prepare its students for modern workplaces.

The school has raised its Year 12 completion rate from 38 per cent to over 90 per cent in recent years, but wants to keep expanding its VET pathways and job programs to make sure every child can leave the school with a purpose.

"Without the full six years of Gonski funding Paralowie will not be able to build on its success and give all of its students the opportunity to reach their potential."

PENSHURST PUBLIC SCHOOL

Penshurst Public School is in the southern Sydney Georges River network. It has an enrolment of about 440 students from a wide range of socio-economic backgrounds. Around 85 per cent of students are from non-English-speaking backgrounds, with more than 60 different languages spoken. Penshurst Public has three classes of hearing-impaired students who are integrated for many subjects.



GONSKI FUNDING AT PENSHURST PUBLIC SCHOOL

Penshurst Public School has received more than \$110,000 in additional funding in 2014 and 2015, which has been used to improve literacy and numeracy through new programs, increased staffing to support student learning and enhanced professional development.



OBJECTIVES

Penshurst Public School's has focused on improving students' literacy skills because of the importance of early literacy to students' learning throughout their schooling by:

- introducing new literacy programs to help students attain literacy targets.
- providing additional staff development.
- providing increased levels of individual support to students through additional student learning support officer hours.

STRATEGIES

Specific strategies implemented by Penshurst Public School to achieve these objectives include:

- introducing MultiLit and MiniLit programs to provide targeted student support.
- running a Language, Learning and Literacy (L3) program for Kindergarten students.
- providing explicit and systematic instruction and individual support for students with English as a Second Language.
- increasing individual support for students by providing extra student learning support officer hours.
- providing enhanced professional development for staff in the area of literacy.

BENEFITS OF THE ADDITIONAL GONSKI INVESTMENT

Principal Jeff Lie says Penshurst Public is already seeing the benefits of the additional investment in literacy outcomes for students and the school.

"Student achievement across the board has improved as a result of the new literacy programs, increased individual support for students, and greater staff professional development. Students who were at risk of falling behind are now meeting literacy benchmarks."

The L3 program has been successful in improving literacy for Penshurst's Kindergarten students, which is invaluable to their future learning. Students who have recently arrived in Australia and those just learning English, have benefited from the intensive support they have received. Their English learning has increased their confidence and enabled them to make greater academic progress.

WHAT THE FULL GONSKI WOULD MEAN TO PENSHURST PUBLIC SCHOOL

Mr Lie says the full six years of Gonski would enable the school to build on the achievements in student literacy by:

- continuing to offer more individual support to students to meet their learning needs, which is a resource-intensive undertaking.
- offering greater professional development for staff, including new staff.
- introducing new mathematics programs to ensure students are able to develop essential numeracy skills.
- increasing programs for Gifted and Talented students.
- providing additional support for students



ROMA MITCHELL SECONDARY COLLEGE

Roma Mitchell Secondary College is a multi-campus secondary school that opened in 2011 in Adelaide's inner-north. Its three campuses, which are located on one site, are Girls' Education, Co-Education and Special Education. Fifteen per cent of the school's 1,300 students are identified as Students with Disabilities. This includes students at the Special Education Campus and two special classes and mainstream classes within the Girls' Education and Co-Education Campuses. Aboriginal and Torres Strait Islanders (ATSI) students make up about 8 per cent of the school's population, 35 per cent of students have English as an Additional Language or Dialect (EALD), 2 per cent are under the guardianship of the Minister, 18 per cent have been identified as Gifted and Talented and 36 per cent are eligible for South Australia's School Card scheme for low income families.



GONSKI FUNDING AT ROMA MITCHELL SECONDARY COLLEGE

In 2014 and 2015, Roma Mitchell Secondary College received \$370,000 in extra Gonski funding.



OBJECTIVES

A range of objectives and targets were set by the school to enhance its numeracy and literacy programs and student attendance, engagement and achievement. Specific objectives include:

- increasing the number of students completing the compulsory Stage 1 literacy/English requirement and enabling more students to reach the higher grade bands.
- improving progression rates between Years 7 and 9 in reading, writing, grammar and spelling.
- boosting engagement (attendance and achievement) of students with an educational disadvantage.
- increasing the engagement in structured lessons of Year 8–12 ATSI students.
- improving the communication skills of students with an identified speech difficulty.
- increasing the EALD level of new arrivals in Years 8–10 and EALD levels of senior students so they can access the SACE curriculum and achieve their SACE.

STRATEGIES

Major strategies rolled out by the school, in large part as a result of the Gonski funding, include:

- appointment of a Literacy Coordinator to work with teachers to improve pedagogy with an emphasis on differentiation, scaffolding and moderation of student work. The Literacy Coordinator works with leaders and teachers to collect and organise data, enabling teachers to design individual strategies for improvement, including senior school students identified as being at risk of non-completion of SACE.
- employment of student mentors to support ATSI students and others identified through the Case Management System as requiring specialised attention, by working with the student, teachers, families and the broader community to engage the students in learning.
- appointment of tutors to work individually with ATSI students, families and teachers to support students in becoming more organised and completing set assessment tasks.
- employment of a speech pathologist to work with targeted students and build the capacity of their teacher based on current best practice.
- employment of teachers to work with Year 8 to 12 EALD students to deconstruct major assessment tasks and support students in completing assessment tasks to their highest level.

BENEFITS OF THE ADDITIONAL GONSKI INVESTMENT

Principal Sandy Richardson says the data shows many of the objectives and targets set by the school for use of their Gonski funding have been met and most relevant data is trending upward.

For example, in the 2015 NAPLAN tests an increased percentage of students showed improvement in the upper level in reading (6 per cent) compared with 2014 and a decrease (1 per cent) in the percentage of students showing low progress.

A new Aboriginal Education Learning Centre has been developed that offers one-on-one and small group tutoring for the school's Indigenous students.

Students with disabilities have benefited from equipping teachers and students with strategies to overcome the barriers to learning that speech, language, fluency and voice disorders present on a daily basis. New specialised programs, based on current best practice in Special Education, to support teachers and School Services Officers with targeted students have also been successful.

A further 84 students were targeted due to low EALD levels and have been provided extra EALD support across Years 8 to 10. Of these, 40 per cent had improved one or more levels by August 2015, with 20 per cent achieving a 2 to 3 level improvement. Eighty-nine per cent of the students in the Year 10 New Arrivals Transition Class have moved into mainstream classes after one term of intensive language development.

In terms of individuals, Ms Richardson says one student who had missed two years of school is currently on track to get his SACE Stage 2 and another student successfully transitioned to the Flexi Centre to undertake SACE-based subjects and a Certificate course.

WHAT THE FULL GONSKI WOULD MEAN TO ROMA MITCHELL SECONDARY COLLEGE

Ms Richardson says the continuation of Gonski funding would help provide certainty to current programs and allow the school to meet further objectives, like the allocation of more release time for the school's Literacy Coordinator to work with a greater number of teachers.

It would also allow employment of a speech pathologist for two days per week rather than the current one, more teacher tutors to work with ATSI and EALD students in literacy, numeracy and the compulsory SACE subjects, and the appointment of a Numeracy Coordinator to work with maths teachers to improve pedagogy.

ROOTY HILL HIGH SCHOOL

Rooty Hill High School is a large comprehensive co-educational school in western Sydney based in a community experiencing rapid demographic change. The enrolment for 2016 is 1,125 students. More than half of the students are from culturally and linguistic diverse non-English-speaking backgrounds, including a large number of families from Asia and the Pacific. There is a significant enrolment of Aboriginal students (more than 5 per cent). The school Family Occupation and Education Index for 2016 is 122, with 70 per cent of students coming from families in the bottom two quartiles. This places the school one standard deviation below the government school average, which means that students enter high school with more challenges than students from more advantaged backgrounds. Although up to 80 per cent of students in any Year 7 group are up to three years below grade average on enrolment, the school's growth data is now above state average.



GONSKI FUNDING AT ROOTY HILL HIGH SCHOOL

In 2014 and 2015, Rooty Hill received over \$870,000 in low SES Gonski equity loadings through the Resource Allocation Model; \$393,564 in 2014 and \$480,556 in 2015.



OBJECTIVES

Rooty Hill's objective for the use of its Gonski funding is the same objective as the school has had for all its students:

- to deliver the moral contract with parents and students to help each student do their best. This is achieved through the development and implementation of high quality universal, targeted and intensive personalised learning programs that give each student the opportunity to do their best in making a successful transition to 21st century life and work.

STRATEGIES

Rooty Hill's specific strategies include:

- intensive focus on developing core curriculum capabilities in literacy, numeracy, critical and creative thinking, and the use of information and communication technologies.
- detailed personalised learning plans and reviews for all students commencing at enrolment and continuing through to the transition to further study and work.
- provision of both a junior and senior learning support program that includes year (cohort)-based universal and targeted programs, supported by intensive support for all students in completing homework and assessment tasks, improving writing and improving their skills in problem solving in science, technology, engineering and mathematics (STEM) subjects.
- employment of three in-house consultants (0.6 full-time equivalent) to assist teachers in developing their own skills in teaching the higher order discourse of the subject they teach, particularly in Years 10 to 12.
- additional para-professional staff to work with students identified with a learning disability.
- implementation, with the support of the community, of a Bring Your Own Device program that includes an e-portfolio for each student in Years 7 to 10 in which they record their achievements and growth against the curriculum capabilities.

BENEFITS OF THE ADDITIONAL GONSKI INVESTMENT

Principal Christine Cawsey AM says: *"As a school, we have been able to use the Gonski funding to embed deep professional learning for our teachers and create a culture where it is everybody's business to improve the 21st century capabilities of our students so that when they leave school they are confident, creative and capable learners"*.

Over the last three years in external measures of student performance in Years 9 and 10, students have improved from a school average of 1.5 to 2.0 standard deviations below the mean to an average of 0.5 below state average. Growth rates in NAPLAN writing at Year 9 were above state average in 2015.

Ms Cawsey says: *"We have come to expect average growth rates of two to three years for the majority of students in any 12 month period and we can sustain that using some of the creative strategies the school has put in place in recent years"*.

The average Higher School Certificate results at the school in 2015 were the best in some years; primarily because the students and teachers worked together to significantly reduce the number of students in the lowest bands.

WHAT THE FULL GONSKI WOULD MEAN TO ROOTY HILL HIGH SCHOOL

Ms Cawsey says the full Gonski funding would have a greater impact in a school like Rooty Hill High School than in some other schools because, as shown by data from by the NSW Department of Education, the school is already identified as a high equity school. In other words, students from all backgrounds, including Rooty Hill's poorest students, have the same opportunities as everyone else in the school.

To sustain both the growth in performance and the high equity culture in a digital community, Rooty Hill needs to be able to continue to find innovative ways to engage learners who are starting high school with capability levels behind their peers in more affluent schools.

"With the Gonski funding, our teachers have found really creative solutions. With the full Gonski we believe we can break the cycle of poverty for our poorest students and ensure all our students have the potential to succeed beyond school."

ST JOHNS PARK HIGH SCHOOL

St Johns Park High School is a large co-educational school in south-west Sydney. It has an enrolment of about 900 students. More than 80 per cent of students are from the lowest two SES quartiles; 60 per cent are from the lowest. The student population is culturally and linguistically diverse with more than 90 per cent of students from non-English-speaking backgrounds. Their families are from more than 60 homelands. Students speak more than 41 languages including Vietnamese (31 per cent), English (10 per cent), Cantonese (8 per cent) and Assyrian (8 per cent). Aboriginal students represent 1 per cent of the school's population.



GONSKI FUNDING AT ST JOHN'S PARK HIGH SCHOOL

St Johns Park received four years of National Partnerships funding before the first year of Gonski funding in 2014. It has received around \$600,000 in additional Gonski funding in 2014–2016.



A Change in Heart
Can Save a Life



OBJECTIVES

The school's key objectives for the use of its Gonski funding have been to ensure its students are not disadvantaged at school and receive the guidance and support they need to reach their potential and achieve strong academic results.

STRATEGIES

The strategies adopted by St Johns Park High School include:

- introducing MultiLit programs for students struggling to read, to prevent them falling further behind.
- providing speech therapy to 80 students each week, because when students gain control over their speech they gain control over their learning.
- providing occupational therapy to develop fine and gross motor skills, visual processing, sensory processing, executive functioning and social skills.
- offering art therapy supporting at-risk students and refugee students.
- upgrading information technology and training teachers in how to use it.
- focusing professional learning on innovative, student-centred teaching that lets students solve real-life problems and interact with their local community.
- revamping learning spaces that, in some cases, had not been upgraded for 40 years.
- investing in student leadership and programs that build student voice and agency.

BENEFITS OF THE ADDITIONAL GONSKI INVESTMENT

Principal Sue French says the additional Gonski funding has allowed the school to build on the initiatives and programs that were made possible by the earlier National Partnerships funding the school received. She reports that this progress is especially important for students from low-SES backgrounds, as the increased confidence they have developed flows into their academic results.

Literacy and academic achievement has improved across the school, and around 200 students have benefited from leadership programs designed to increase students' confidence and resilience.

In 2014, St Johns Park had four times as many students scoring highly in their Higher School Certificate than in 2013, with 12 Australian Tertiary Admissions Rank over 90 and five over 99, with 146 of its 200 school graduates receiving university offers.

Independent research identifies St Johns Park High School as one of the highest performing schools in NSW with more than 91 per cent retention to Year 12, attendance of 95 per cent, and development of students' knowledge and skills significantly above that expected from Years 7 to 12.

WHAT THE FULL GONSKI WOULD MEAN TO ST JOHNS PARK HIGH SCHOOL

From 2016, the school will introduce Individual Learning Plans for all students in Year 7 and Year 11 and from 2017 for students in Years 8 and 12. While this is a resource-intensive process, it is hugely beneficial for students.

Extra staff will be employed to reduce the workload of current teachers and increase their ability to collaborate, with senior teachers working with junior teachers to lift the quality of teaching.

The school also has plans for:

- reducing class sizes with the goal of no more than 22 students in each class.
- increasing the number of students taking part in leadership programs.
- employing occupational therapist and a school nurse to improve student health and wellbeing.
- continuing to upgrade out-of-date facilities.

Ms French says that the school is only part way through a change of culture and learning styles.

"It will need the full six years of Gonski to be able to offer all St Johns High students the quality teaching and support they need to excel. This is just a glimpse of what is possible as the playing field for disadvantaged students is levelled."

ULLADULLA HIGH SCHOOL

Ulladulla High School, located on the NSW south coast, was established in 1974. It has an enrolment of around 1,200 students with 70 per cent of students in the lowest two SES quartiles. The school has an Indigenous enrolment of around 6 per cent (97 students) and a small cohort of students (around 4 per cent) are from non-English-speaking backgrounds.



GONSKI FUNDING AT ULLADULLA HIGH SCHOOL

Ulladulla High School has received significant additional funding since 2014, with over \$450,000 in 2015.



OBJECTIVES

Ulladulla High's objectives for use of its additional funding include:

- improving Higher School Certificate (HSC) results and the achievement of students in the top bands of the HSC.
- improving the achievement of Aboriginal students, including increasing the number of Aboriginal students accessing and completing tertiary qualifications.
- providing targeted English as a Second Language (ESL) and English as an Additional Language or Dialect programs to assist rural and remote new arrivals.
- furthering links with the local business community to support student engagement and learning, with a particular focus on increasing levels of attainment for at-risk students.
- increasing the numbers of student leadership positions, scholarships and awards being achieved by students across the senior years.
- improving attendance levels through innovative pedagogies that engage students more deeply.
- introducing programs to support student mental health and students' personal learning and achievement.
- building teacher capacity and satisfaction through world class professional learning.
- facilitating improvements in the use of technology and developing more future-focused students.

STRATEGIES

Particular strategies adopted by Ulladulla High to work towards achieving these objectives include:

- increasing the level of tutoring and mentoring for senior students studying for the HSC, and providing HSC-focused tutoring, a study skills and homework centre for Years 7 to 10 students, as well as targeted support for new arrival and ESL students.
- training teachers in future-focused educational pedagogy supported by international leading educational change makers to enable them to foster real world learning and thinking for students.
- offering greater support for Aboriginal students through the employment of Aboriginal staff including mentors and tutors.
- introducing a Links to Learning program, which provides Years 9 and 10 students with access to TAFE Tasters courses, and creating links with local businesses to provide mentoring for students and support for their vocational experience.
- providing whole school programs to support the mental health of students and addressing needs that may hinder students' success.
- increasing the effective use of technology in classrooms and learning spaces and training all teachers in emerging technologies.

BENEFITS OF THE ADDITIONAL GONSKI INVESTMENT

Ulladulla High School Principal Denise Lofts says that student achievement and engagement as well as staff professional learning and collaboration have improved significantly through the effective use of the school's additional funding.

Core literacy and numeracy data has improved, as well as HSC and Vocational Education and Training participation and achievement. Retention rates to Years 11

and 12 have improved significantly, with the number of students making a successful transition to the HSC increasing from 105 in 2014 to 157 in 2015, and an increased percentage of students successfully completing their HSC. There has been a 200 per cent improvement in Band 6 results; 26 in total in 2015 compared to 13 in 2014. This improvement has occurred across every faculty with each faculty achieving a Band 6.

Year 9 results in maths for boys have improved with Ulladulla High's Aboriginal students equalling or achieving above state average in both Year 7 and Year 9, in particular 10 per cent above the NSW average for both numeracy and literacy.

Ms Lofts attributes these improvements *"to the focus on professional learning, supporting students to stay at school, increasing their post-school choices and opportunities, and building more positive relationships between students and teachers and the local community"*. Ulladulla's focus on building relationships beyond the school has also led to engagement with schools outside Australia, which has provided beneficial learning experiences for both students and staff.

WHAT THE FULL GONSKI WOULD MEAN TO ULLADULLA HIGH SCHOOL

Ms Lofts says the full six years of Gonski funding would enable the school to support the successful outcomes already achieved by developing and expanding programs that have begun and ensuring the cycle of improvement continues. It would enable the provision of time and teachers to support entrepreneurial learning in classrooms, and collaboration and professional dialogue opportunities within the school and beyond. Ms Lofts would also like to see the impact of wellbeing programs such as Mind Matters widened across the entire school to build the capacity of all students to be resilient and resourceful.

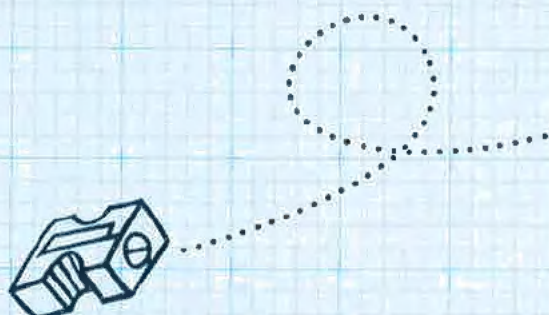
WADALBA COMMUNITY SCHOOL

Wadalba Community School is a comprehensive K–12 school established in 2000 and located in the Wyong Shire on the NSW Central Coast. It has an enrolment of around 1,400 students. My School data shows that three-quarters of its students are in the lowest two SES quartiles. Indigenous students represent about 8 per cent of the school's population while 7 per cent of students are from non-English-speaking backgrounds. Students with special needs have been integrated into mainstream school programs.



**GONSKI
FUNDING AT
WADALBA
COMMUNITY
SCHOOL**

Wadalba Community School has received around \$516,000 in additional Gonski funding in 2014 and 2015.



OBJECTIVES

Wadalba Community School's focus for using its additional funding has been on:

- lifting performance by increasing support and individual attention for students.
- enhancing the school's professional learning program.
- establishing new classes to meet the needs of particular students, for both advanced learners and students requiring targeted support for their learning.

STRATEGIES

The strategies adopted by Wadalba to achieve these objectives include:

- employing a teacher-trained speech pathologist and providing additional para-professional support to form a collaborative team to work with individual students.
- establishing a new fully-staffed class to support vulnerable students in Years 8 and 9 including School Learning Support Officers to provide support and assistance for individual students in meeting their particular learning needs.
- creating a mathematics/science advanced learner class. The class is team taught and uses innovative student-centred pedagogies such as problem-based learning (similar to high performing PISA jurisdictions), and 'flip' teaching.
- initiating a new Year 8 class known as Advancement for Individual Determination. The program involves significant and ongoing staff professional development in the use of strategies designed to encourage and support students to aim for graduation from school to university, particularly for students in families where no other family member has attended university.
- offering greater access to high quality professional learning in a wide range of areas, including in teams, which has been incorporated into practice across the school.

BENEFITS OF THE ADDITIONAL GONSKI INVESTMENT

The school reports that it is making significant progress towards achieving these objectives.

Principal Jason McGrath says:

"The new class to support vulnerable Year 8 and 9 students has achieved outstanding learning outcomes for students, some of the best outcomes for all classes, through the capacity it provides to focus more intensively on individual student learning needs.

An additional benefit has been that teachers have shared their teaching and learning strategies with other staff across the school through the school's professional learning program."

In addition, the work of the advanced math/science learner class over two years has led to students being invited to be involved in an accelerated physics class where they will complete their preliminary Higher School Certificate course in Year 10.

Greater parent involvement in the school has been generated through the provision of information about the benefits to student learning, motivation and expanded study and career options through the innovative new program.

Mr McGrath says: *"The school has made tremendous use of the additional equity funding, which we believe will add to the learning outcomes of our students to the benefit of Australian society".*

WHAT THE FULL GONSKI WOULD MEAN TO WADALBA COMMUNITY SCHOOL

In 2016, Wadalba is already using some of its additional funding to extend the class established to support vulnerable students in Years 8 and 9 to a stage-based Year 7/8 and Year 9/10 class.

The full six years of Gonski funding would enable Wadalba to capitalise on its ambitious objectives, including expanding the programs and initiatives already in place that have been proven to be successful, to enhance learning opportunities for all its students, and expanding student coaching/mentoring across the whole school.

WINDAROO STATE SCHOOL

Windaroo State School is an established co-educational P-7 primary school in the Mount Warren Park area of Logan City. Its 930 students are from a wide range of socio-economic backgrounds. The majority of students (65 per cent) are in the lowest two SES quartiles. The school has about 50 Indigenous students and 80 students from a non-English-speaking language background. A Special Education Program operates in the school to support students with low incident support needs.



GONSKI FUNDING AT WINDAROO SCHOOL

Since 2014 Windaroo has received more than \$500,000 in additional funding; around \$200,000 in 2014 and \$300,000 in 2015.

OBJECTIVES

Windaroo State School has focused on lifting student literacy and numeracy performance so that all students are achieving at or above the NAPLAN National Minimum Standards, with an emphasis on building staff capacity through focused coaching and professional development for teachers and support staff.

STRATEGIES

The school's strategies to successfully meet its objectives include:

- reviewing school-based assessment data for use in developing targeted teaching strategies to improve student performance.
- engaging specialist educators and highly qualified teacher aides to support individual students and small groups with particular learning needs to improve in reading and writing, particularly in Prep to Grade 3.
- employing an additional teacher to support students in literacy time.
- introducing the PreLit and MultiLit programs.
- building teacher capability through professional development and coaching in explicit teaching practice in reading and writing by increasing the time of a Literacy Coach.
- providing staff professional learning through reading and writing workshops, supported by a cycle of observation and feedback.
- purchasing online programs in English and maths to differentiate instruction for every student.
- supplementing the amount of quality resources to support the teaching of reading.

BENEFITS OF THE ADDITIONAL GONSKI INVESTMENT

Principal Bobby Harding is proud of what has been achieved at Windaroo and says it could not have been done without the additional funding. Achievement of students at Windaroo has steadily improved, and Mr Harding says that:

“As a school our NAPLAN results over the past three years have moved from having 19 various indicators below average to having only one in 2015. [This is] a great improvement indeed.”

Windaroo students have achieved at or above the national average in NAPLAN mean scale scores for the very first time. Additionally, the number of children achieving at or above a 'C' level has increased for both English and maths.

WHAT THE FULL GONSKI WOULD MEAN TO WINDAROO STATE SCHOOL

The full six years of Gonski funding, would enable Windaroo to build on these early successes through:

- extending the supports currently available to students for intervention or extension to further boost student achievement in English and mathematics.
- establishing literacy and numeracy mentors aimed at further developing the skills of teaching staff.
- increasing hours for Guidance Officer support to further ensure the social and emotional wellbeing of students.
- strengthening the school's ability to deliver oral language support, which has been proven to improve students' future achievements in reading, by purchasing additional speech pathology services.
- expanding the school's interactive oral language program - Koala Joeys – for families with children under school age to support the early learning successes of children in the Windaroo school community.



YARRABAH STATE SCHOOL

Yarrabah State School is a Pre-Prep to Year 10 school on three separate campuses in the community of Yarrabah in far north Queensland. The community, which faces complex inter-generational challenges including high unemployment and families living in poverty, has a population of about 3,500 residents, with a school enrolment of approximately 500 students. The Pre-Prep campus is located 500 metres from the Primary Campus, with the Secondary Campus (Years 7 to 10) located three kilometres away. A Special Education Unit, supporting students with disabilities across all campuses, is located at the Primary Campus with a specialist facility provided at the Secondary Campus. All the students are of Aboriginal and Torres Strait Islander descent, with cultural and linguistic backgrounds at variance to the majority of non-Indigenous teaching staff. Most students speak Kriol/Yarrie Lingo as their home language and are taught standard Australian English as an additional language at school.



GONSKI FUNDING AT YARRABAH STATE SCHOOL

Yarrabah State School has received over half a million dollars in additional Gonski funding; approximately \$248,000 in 2014 and \$255,000 in 2015. It will receive an estimated \$470,000 in 2016.

OBJECTIVES

Yarrabah's overall objectives for the use of its additional funding have focused on lifting student performance. The aim is for every student to achieve NAPLAN National Minimum Standards in literacy and numeracy for their year level, with an evidence-based learning plan in place to address their specific learning needs. In addition, the school aims to increase the percentage of students in the NAPLAN Upper Two Bands (U2B) of achievement, and increase the percentage of Prep students achieving PM Benchmark Reading Assessment level 9.

STRATEGIES

The strategies Yarrabah has implemented include:

- adding a Deputy Principal – Education Services and a Reading/Phonics Coach to lead the reading team (teachers and education assistants) in classroom delivery to ensure all classroom teachers teach reading effectively and efficiently and follow the school's phonics strategy.
- embedding Explicit Teaching pedagogy across the school.
- introducing five-weekly literacy and numeracy tests to track student progress, with the information used to determine teaching focus, instruction and provide appropriate levels of support to individual students.
- collecting PM Benchmark and PROBE Reading Assessment data every five weeks to track and identify individual student progress.
- purchasing additional Education Assistant time to support the school's reading program and professional development of teacher aides.
- purchasing extra Teacher Release Scheme time to help with year level collaborative planning, moderation, data analysis and professional development.

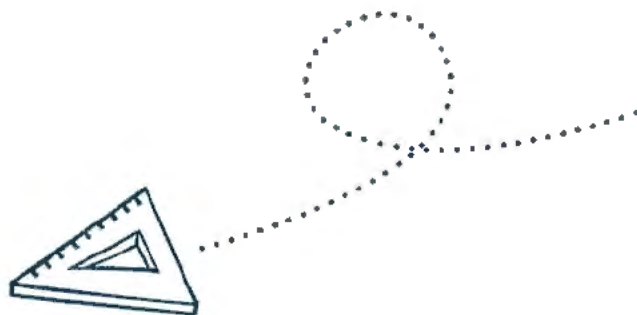
BENEFITS OF THE ADDITIONAL GONSKI INVESTMENT

Students from Yarrabah State School face a range of challenges in their everyday life and improving their education achievement over the long term is complex. But improvements are slowly being made by focusing on literacy programs for each early childhood cohort and developing a language program for all students. Both initiatives are tailored for the learning needs of Yarrabah's students.

WHAT THE FULL GONSKI WOULD MEAN TO YARRABAH STATE SCHOOL

Yarrabah's Principal Jason Evert says the full six years of Gonski funding would enable Yarrabah to:

- support students' long-term educational improvement by investing in the community through the employment and empowerment of local staff.
- further develop and implement systems that foster teacher capability growth and development through coaching and feedback, collaboration, moderation, mentoring and professional development.
- access human resources to better support the complexities students encounter in the face of disadvantage.
- offer students access to physical resources that wouldn't otherwise be available.
- target more investment in student leadership, respectful relationships and wellbeing.
- better support for students with disabilities.



GLOSSARY

This glossary outlines the key terms and acronyms used in this publication.

ACARA: Australian Curriculum, Assessment and Reporting Authority. It is the statutory authority responsible for the overall management and development of a national curriculum, the National Assessment Program (NAP) and national data collection and reporting.

ACER: Australian Council for Educational Research. ACER is a leading independent educational research centre. It undertakes contracted research and develops and distributes educational products and services.

ACLO: Aboriginal Community Liaison Officer. Role is to support and develop partnerships and understanding between the Aboriginal community and the school.

AECG: Aboriginal Education Consultative Group. Local AECGs are voluntary bodies dedicated to improving the education opportunities of Aboriginal people in their local communities through a process of collaborative consultation.

AEW: Aboriginal Education Worker. Role is to promote Aboriginal education by working with teachers to assist Aboriginal students to achieve their potential and by keeping the Aboriginal community informed of students' progress and achievements, and of school activities and events.

ATSI: Aboriginal and Torres Strait Islander peoples.

ALL Project: Research-based Accelerated Literacy Learning partnerships project. Developed by Griffith University, Queensland and designed to help schools build capacity for enhanced literacy teaching and learning.

ASD: Autism Spectrum Disorder.

ATAR: Australian Tertiary Admissions Rank. Calculated by the Universities Admissions Centre based on overall academic achievement in Year 12 for entry into most undergraduate-entry university programs in Australia.

AP: Assistant Principal.

CLO: Community Liaison Officers. Role is to assist in the development of school and community links.

DECD: South Australian Department for Education and Child Development.

DEC/DET: NSW Department of Education and Communities/New South Wales Department of Education and Training.

DET: Queensland Department of Education and Training/Education Queensland.

Differentiation: This refers to a wide variety of teaching techniques, lesson designs and assessment strategies that educators use to meet the individual needs of a diverse group of students in the same course, classroom, or learning environment.

Early Action for Success (NSW): The NSW education department's strategy for implementing the State Literacy and Numeracy Plan. It aims to improve students' literacy and numeracy skills through a targeted approach in the early years of schooling.

Early Start (Queensland): The Queensland education department's resource kit for teachers containing optional literacy and numeracy materials for Prep–Year 2 students.

EALD: English as an Additional Language or Dialect. Students who speak a language other than English as their first language. EALD student support aims to develop EALD students' English language competence across the curriculum.

ESL: English as a Second Language. See EALD.

GRG (Queensland): Greater Results Guarantee. Additional federal funding provided to Queensland schools from 2014. Now known as I4S: Investing for Success to reflect the change in funding allocation built on a new needs-based method to better direct funding to students and schools requiring the most support.

HSC: NSW Higher School Certificate. Senior Secondary Certificate.

ICP: Individual Curriculum Plan. ICPs are individualised learning programs developed by teachers to cater for the diverse learning needs of students who perform well below the year level expectations in the whole of a learning area or across the whole curriculum. ICPs are also developed for those students who are performing well above the expectations for their year level or who are undertaking an accelerated program. Also known as Individual Learning Plans (ILPs).

L3 program: Language, Learning and Literacy Language program. NSW research-based classroom intervention program targeting text reading and writing for students in their first year of school struggling with language and literacy development.

LBOTE: Language Background Other Than English. See EALD.

MiniLIT program: An evidence-based early literacy program for struggling Year 1 readers, but may also be appropriate for at-risk Kindergarten and some struggling Year 2 students, developed by Macquarie University.

MultiLIT program: An evidence-based 'Making Up For Lost Time' literacy intervention program for pre-school and school aged children, developed by Macquarie University. It is also used by some adults and ESL and English as a Foreign Language students.

NAPLAN: National Assessment Program – Literacy and Numeracy. Australia's annual assessment for students in Years 3, 5, 7 and 9, made up of tests in the four areas (or 'domains') of reading, writing, language conventions (spelling, grammar and punctuation), and numeracy. The NAPLAN assessment scale used to report student progress is divided into 10 bands, through Years 3, 5, 7 and 9. Band 1 is the lowest band and band 10 is the highest band, with 6 Year level appropriate bands

reported for each Year level.

NAPLAN NMS: NAPLAN National Minimum Standards. The national minimum standards represent minimum performance standards in literacy and numeracy for a given year level, below which students will have difficulty progressing satisfactorily at school.

NAPLAN U2B: NAPLAN Upper Two Bands. The top two bands of student achievement.

NAPLAN L2B: NAPLAN Lower Two Bands. The lowest two bands of student achievement.

Literacy and Numeracy National Partnership: Additional federal funding provided to states and territories to improve the performance of students falling behind in literacy and/or numeracy, including targeted groups such as students from disadvantaged backgrounds and Aboriginal and Torres Strait Islander students.

Literacy Pro: An online program for improving students' oral reading and comprehension ability. It uses a system of measurement known as Lexile scale. Literacy Pro gathers the results from Lexile tests over time, so a student's reading development is able to be tracked.

Low SES National Partnership: Additional Federal funding provided to states and territories to support low socio-economic status school communities to improve student outcomes.

NGO: Non-government organisation.

Overall Position (Queensland): Queensland Curriculum and Assessment Authority's (QCAA) system to rank students for entrance to courses at universities, TAFE institutes and other tertiary institutions. An OP is the student's rank order position from 1 (highest) to 25 (lowest) based on overall achievement in approved QCAA subjects.

PAT: Progressive Achievement Tests. Developed by ACER and widely used in schools across Australia to monitor progress in key skill areas.

PAT-R: Progressive Achievement Tests in reading.

PAT(Maths): Progressive Achievement Tests in maths.

PM Benchmark Reading Assessment: A widely-used commercial reading assessment resource.

PreLIT Program: A skills-based, early literacy preparation program for preschool children in the year before school. It is designed to complement a play-based learning environment and provides children with a sound foundation for learning to read.

PROBE Reading Assessment: A reading assessment program designed to determine the reading accuracy and comprehension of students from eight to 15 years, although it has been successfully used with both younger readers and adults.

QCE: Queensland Certificate of Education – the senior secondary certificate.

QCIA: Queensland Certificate of Individual Achievement. The QCIA recognises the achievements of students who are on individualised learning programs.

QCS: The Queensland Curriculum and Assessment Authority's Core Skills Test for Year 12 students.

Rip-it Up Reading program: A research-based intervention program for students who have deficits in the way they process, file and retrieve information.

RFF: Release From Face-To-Face Teaching.

Running Records (Reading): A program for assessing a student's reading performance and progress by systematically evaluating the student's oral reading and identifying error patterns.

SACE: South Australian Certificate of Education – the senior secondary certificate.

SAO: NSW School Administrative Officer. School administrative officers provide support in maintaining school routines by assisting in the school library, science or home science areas, operating and maintaining classroom and office equipment and undertaking an administrative role in the school office or reception area.

SEP: Special Education Program.

SES: Socio-economic status. The Australian Bureau of Statistics defines socio-economic disadvantage in terms of people's access to material and social resources as well as their ability to participate in society.

SLSO: NSW School Learning Support Officer. School learning support officers, under the supervision and direction of a teacher, assist in classroom activities, school routines and the care and management of students with special needs.

SRA Corrective Reading Program: Commercial reading program developed and distributed by SRA/McGraw-Hill for readers in Years 3 and up who are one or more years behind.

STEM: Science, technology, engineering and mathematics.

TEN program: NSW Targeted Early Numeracy intervention program to provide support for students experiencing substantial difficulty in learning numeracy in the early years.

TOWN program: NSW Taking Off With Numeracy is a whole-class intervention initiative that focuses on improving numeracy skills of students in the upper primary years identified as not performing at expected stage level.

VET: Vocational Education and Training.



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GETTING RESULTS

VOLUME
2



GONSKI FUNDING IN AUSTRALIAN SCHOOLS

NOTE ON SOURCES

This research report was compiled in late 2016 using information from the following sources:

Demographic data from the Australian Curriculum, Assessment and Reporting Authority (ACARA) My School 2015 website

School profile references to SES data and SES quartiles are from the My School website showing the distribution of students in a school across four 'Socio-Educational Advantage' (SEA) quarters, representing a scale of relative disadvantage (bottom quarter) through to relative advantage (top quarter). These quarters are calculated using student-level factors such as parental occupation and education and give contextual information about the socio-educational background and composition of the students in the school. (www.acara.edu.au/_resources/About_icsea_2014.pdf)

Individual school annual reports 2014 and newsletters 2014 and 2015: Available on individual school websites

Departmental funding data

Queensland Department of Education, Training and Employment, 'Great Results Guarantee' and Investing for Success Agreements between the Department and individual schools: Available on school websites

Information on new programs and educational initiatives in individual schools made possible by their Gonski funding, how their students and schools are benefitting and results to date, as well as what the continuation of Gonski funding beyond 2017 would mean for their students and schools, has been provided by schools.



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FOREWORD

I grew up in Streaky Bay, a small country town in South Australia, 700km from Adelaide. I recall vividly how hard my teachers worked, and the extra hours they put in, to make sure that we had every opportunity to succeed at school, despite the limited resources and isolation of our community.

The Gonski Review warned us that teachers such as mine cannot do the job on their own – they need to be backed with the resources to give each child the education they need.

Differences in educational outcomes must not be the result of differences in wealth, income, power or possessions.

– David Gonski

If we do not distribute educational resources fairly, and lift all schools to the resource standard they need, then we won't be able to harness the full potential of Australia's students. That's why needs-based Gonski funding is essential for our future.

Gonski funding began flowing to schools in 2014, and by the end of 2016 schools had received about 20 per cent of the extra funding outlined in the Gonski agreements.

This is the first step towards fixing systemic inequalities in how we fund our schools. However, there is still a long way to go before our nation reaches the goal of every school having the resources they need.

This second Getting Results report is a celebration of what schools have achieved so far with needs-based funding and what they will do in the future if Gonski funding is delivered in full.

It is a record of a long-overdue change in the way we fund our schools, to a system which puts student need at the centre of funding decisions and recognises the extra need in disadvantaged schools.

It is a story of how education can change lives and how individual schools are making a difference with the additional resources provided. Schools are using Gonski funding to provide extra learning support for students such as literacy and numeracy programs, speech therapy, occupational therapy and one-to-one support in class.

Secondary schools are engaging their students in academic support programs, resulting in improved student retention levels and Year 12 results. These life-changing programs help disengaged students stay in the education system and prepare them to be successful beyond their schooling.

Teachers and support staff are able to participate in enhanced professional learning programs as schools invest in their staff, encourage greater collaboration and adopt innovative new ways of teaching that best suit their students.

In 2016 we released the first Getting Results report, a snapshot of how individual schools were using extra resources to address disadvantage and lift results for their students.

This report is more evidence of the success of needs-based funding.

Our school communities know what their students need. They understand the unique challenges that their students face and the programs that will make a huge difference for each child.

Berserker Street State School is one of the schools in this report. Its principal, Rebecca Hack, says:

The problem is that so much of what we do is dependent on funding and, if our kids don't get that support here, they won't get it anywhere else.

– Rebecca Hack

This theme runs through many of these stories. Support makes a real difference to disadvantaged students. When they can get it – through in-class aides or extra programs, as well as access to a broader curriculum and extension programs for gifted students – then lives are being changed.

Principals are in no doubt about the benefits of extra resources.

Shelby Papadopoulos, principal of Colac Primary School, says:

We're coming from a position of never having had the financial ability to provide the level of support our students require. It would be heartbreaking if, having had a sense of what can be achieved through our 2016 Gonski funding, we lost not only the capacity to maintain what has been achieved but also the possibility of being able to make that same difference for all our students.
– Shelby Papadopoulos

Gonski funding is providing the opportunity to change our students' educational outcomes. That's why we need the full six years of Gonski funding delivered to schools.

There are strong links between social disadvantage and lower achievement at school. The gap between advantaged and disadvantaged students is equivalent to three years of schooling by the time students reach Year 9.

This is not acceptable, and certainly not in our long-term interests as a nation. We cannot expect to close these achievement gaps unless schools are properly resourced.

Needs-based Gonski funding continues to be the single most important investment any government can make in our students and their future.

The evidence is clear that Gonski needs-based funding is working, so why would any government try to walk away from our schools and our students by not continuing this funding?

As a nation we have a fundamental responsibility to ensure that every child in Australia has access to a properly resourced school so that they can achieve their dreams.

Correna Haythorpe
AEU President



BERSERKER STREET STATE SCHOOL



Berserker Street State School in the Queensland city of Rockhampton is a highly disadvantaged school with an ICSEA rating that makes it one of the lowest 5 per cent of schools in Australia. Ninety per cent of Berserker Street's 490 students are in the lowest two SES quartiles; 67 per cent in the lowest. Indigenous students make up 30 per cent of the school population and 42 per cent of students in Prep. Almost 100 students have identified disabilities. There's a special education program with six separate classrooms and 17 full- or part-time staff working with special-needs children in the classroom and in small groups. Berserker Street enrolls a significant number of children in care — including those in residential facilities — who have complex needs. About 60 students are from non-English speaking backgrounds. These include Pacific Islander children and refugee children with no formal education or English skills who require intensive support.

GONSKI FUNDING

Prior to its Gonski funding allocation, Berserker Street received needs-based funding under the former Low Socio-Economic Status School Communities National Partnership. Berserker Street has received approximately

2009 → 2016

\$59,730

NEEDS-BASED FUNDING

2014 → 2016

\$600,000

GREATER RESULTS GUARANTEE AND INVESTING FOR SUCCESS FUNDING



OBJECTIVES

Low-SES National Partnerships funding enabled Berserker Street to develop a three-year school renewal strategic plan. Together with Gonski funding, which allowed the continuation of the renewal process, the school has undergone a transformation.

The key objectives at the heart of the transformation were the provision of more support to classroom teachers and increased levels of intensive support for students. Essential to the process is a deep understanding that every teacher in the school needs to be able to teach students with complex needs – those with disability, with significant behavioural problems, or recovering from trauma – in a consistent way across the school.

Somewhat ironically, Berserker Street has become considerably more complex as a result of receiving significant needs-based funding, with the success of the programs it has established encouraging many parents of children with complex needs to enrol them at the school.



STRATEGIES

Berserker Street has invested heavily in personnel, resources and training to help its students overcome the multiple educational disadvantages they face.

These include:

- improving the quality of teaching and classroom practice by opening up classrooms and sharing best practice, achieved through releasing teachers to mentor, model, observe, coach and plan, and employing expert teachers in specialised leadership roles to coordinate the process.
- giving every teacher who arrives at the school a six-month intensive training program, whether they are new to teaching or have experience in other schools.
- employing extra teaching and support staff to work with very complex case-managed children and investing in specialist literacy/numeracy teachers and teacher aides in all classrooms.
- supporting all school programs with quality teaching and learning resources and providing staff with quality professional learning to build their skills and knowledge.
- purchasing screening kits and training staff in identifying students who require extra cognitive and speech therapies, and oral language support.
- engaging a 0.8 speech language pathologist to work intensively with the many children who enter school more or less non-verbal due to their disability or environment, as well as specialised therapists to develop programs in areas such as occupational therapy and motor skills.
- providing intensive support to families in need by funding a full-time guidance officer, who collaborates with many community services, as well as a full-time youth worker.
- cabling two whole blocks of classrooms, which had no connection to the network or internet, and purchasing 'XO' laptops – purpose designed and built by Massachusetts Institute of Technology engineers to provide a low-cost and durable computing solution for children in low-SES communities and developing countries – for every child in the school. This is critical, as many families do not have computers or the internet at home, which further increases the educational disadvantage of their children.
- not charging fees and providing one basic uniform to any child who needs it, which has led to a greater sense of student engagement.

BENEFITS OF THE GONSKI INVESTMENT

Principal Rebecca Hack says she's frustrated when she hears it said that providing schools with extra funds doesn't make any difference. The transformation of the school, which has occurred since she arrived at Berserker Street in 2008, and the benefits to students, staff and the school community would not have been possible without additional needs-based funding.

The problem is that so much of what we do is dependent on funding and, if our kids don't get that support here, they won't get it anywhere else.

– Ms Hack

The transformation is reflected not only in achievement data, but by any number of measures that cannot be adequately captured by testing programs such as NAPLAN. Ms Hack says, "if you want to talk about the cost of funding our schools properly, you also need to talk about the broader benefits."

The school has been able to develop a whole-school comprehensive curriculum and pedagogical plan, supported by high-quality documentation to support teachers and support staff in their day-to-day work.

The BOSS – Berserker One Stop Shop – brings together these signature pedagogies and expectations and makes induction and training of new staff more effective and efficient, but it was time and resource intensive to develop and could not have been produced without additional funding.

Ms Hack says there are students at Berserker Street who have a strong likelihood of entering the justice system, through juvenile detention or as young adults. She says that engaging these children in education and providing the support to meet their complex needs has the potential to save the country more than the costs of National Partnerships or Gonski funding over the long term. Additionally, greater engagement of children who had previously been continually suspended or on limited hours has enabled parents who had been unable to work to enter the workforce and contribute through taxes rather than needing welfare to provide for their families.

WHAT THE CONTINUATION OF GONSKI FUNDING MEANS TO BERSERKER STREET STATE SCHOOL

At Berserker Street "we don't give up on any child, and we don't expect any government to give up on the Gonski funding we need," says Ms Hack.

Disadvantage isn't spread evenly across our society or our school system, and schools like ours have had to become experts at dealing with clusters of extreme disadvantage. We need to do things differently, and with the help of extra resources through Gonski funding we have created a program that is letting kids thrive.

– Ms Hack

With the complexity of the Berserker Street school community and the needs of its students, Ms Hack is fearful about losing the certainty of funding because much of the extra support for students and teachers won't be able to continue without it.



BOX HILL HIGH SCHOOL



Box Hill High School is an established multicultural co-educational secondary school in Melbourne's eastern suburbs with about 1,230 students. Of these, 825 students are English-speaking and 450 speak, in total, more than 53 different languages. Box Hill receives funding under Victoria's Program for Students with Disabilities (PSD) for seven students with disabilities. A further 12 have 'substantial disabilities' and receive no additional funding and another 77 students have diagnosed disabilities and have been identified as needing 'reasonable adjustments'.

GONSKI FUNDING

Box Hill High received approximately

JAN 2016 → DEC 2016

\$59,730

AND WILL RECEIVE

JAN 2017 → DEC 2017

\$57,297



OBJECTIVES

Box Hill High School has a diverse student population with a complex range of needs. The Gonski funding received to date has been welcome but is not enough to allow the school to meet the full range of its students' needs.

In 2016, the focus has been on using the money to assist the school maintain much-needed student support services. Box Hill High has a strong emphasis on providing an inclusive and positive learning environment for all of its students, fundamental to which is their emotional and social wellbeing. The school's student wellbeing services were jeopardised due to the loss of National School Chaplaincy funding, which had been used to fund a social worker, but Gonski funding was used to continue the services in 2016. A further objective in 2016 has been to provide much-needed support for Box Hill's students with identified disabilities who are not funded under the state government's Program for Students with Disabilities.



STRATEGIES

Maintaining the social worker position has ensured that students or parents can continue to receive support or referrals to additional services, including psychologists, social workers, youth workers and speech pathologists who are available for student appointments at the school within school hours.

The Gonski money that Box Hill has allocated to the large number of unfunded students with disabilities helps to pay for an extra 3-plus integration aides, in addition to the position partially funded under the PSD.

BENEFITS OF THE GONSKI INVESTMENT

Box Hill High's principal, Kate Mitchell, says she is delighted to have received the Gonski funding because it's a constant struggle to meet the needs of all the school's students. Box Hill High is a high-achieving school, and its student learning data shows that overall Box Hill students achieve higher than predicted levels. But this success does not occur in a vacuum, and Ms Mitchell is confident that the school's ethos and commitment to funding student wellbeing and engagement services is central to maintaining its high achievement levels. The vulnerability of these services to changes in funding, such as the loss of National Chaplaincy Program funding, underlines the necessity of a sustainable level of needs-based funding over the longer term.

WHAT THE CONTINUATION OF GONSKI FUNDING MEANS TO BOX HILL HIGH SCHOOL

Ms Mitchell says that, while it is only the beginning of Gonski funding in Victoria, it's already made a difference at Box Hill by providing extra support to individual students and supporting the provision of welfare services and learning specialists.

She stresses the need for Gonski funding to be continued and significantly expanded. Additional needs-based funding would allow Box Hill to embed and extend major new initiatives. It would also enable the extension of much-needed support programs such as special 'immersion' classes for the large numbers of Year 7 and Year 10 English as an Additional Language (EAL) students arriving with very little English at any time during the school year. While EAL funding has paid for several classes, more are needed.

Box Hill also looks forward to offering programs designed to enhance literacy and numeracy skills to all its students. These programs are time-and-resource intensive to run and require the full Gonski funding commitment if all children are to receive the support they need and deserve. Similarly, fully funding the long-overdue Gonski commitment to students with disabilities is an absolute priority for Box Hill.



CAIRNS WEST STATE SCHOOL

Cairns West State School in Far North Queensland is central to the suburbs of Mooroolool, Manunda and Manoora, which have the highest density of public housing in Queensland. It is a low-SES school which has an enrolment of approximately 730 culturally diverse students with complex needs. A total of 74 per cent of students are from the lowest SES quartile; 95 per cent are from the lowest two quartiles. Most students are from non-English-speaking backgrounds and many speak more than one language. About 70 per cent are from Aboriginal or Torres Strait Islander backgrounds, and there are 10 per cent Cook Islander, 12 per cent Bhutanese and North African, as well as a number of Hmong, Nepalese and Sudanese students. Just 8 per cent of students are Caucasian, with less than 9 per cent of students having English as their first language. Home languages of the students include Torres Strait Creole, Kala Kawai Ya (KKY) and Meriam.

GONSKI FUNDING

Prior to receiving Gonski funding, Cairns West received needs-based funding under the former Low Socio-Economic Status School Communities National Partnership. Cairns West has received around \$1,740,000 in Greater Results Guarantee and Investing for Success funding.

2014 → 2016

\$1,740,000



OBJECTIVES

Cairns West's objectives have focused on maintaining and extending the benefits of its needs-based National Partnerships funding: explicit school-wide approaches to improving teaching and learning, increasing student engagement, wellbeing and attendance, and building community.

Specific objectives include:

- enabling all students to achieve the NAPLAN National Minimum Standards (NMS) for their year level, or be provided with an evidence-based individualised plan to address their specific learning needs.
- increasing the percentage of Year 3 students meeting the NMS and achieving in the NAPLAN Upper Two Bands (U2B).
 - significantly increasing the PM Benchmark Reading Assessment levels of Prep to Year 3 students.
 - improving whole school attendance by maintaining the Cairns West State School Early Years Attendance commitment and increasing the percentage of students qualifying for and eligible to sign up to the Cairns West Academic Success Guarantee (ASG), a partnership launched in 2009 that has parents commit to helping their child achieve a 95 per cent attendance rate if they fall behind.
 - increasing and measuring parental involvement in their children's academic learning.



STRATEGIES

The strategies adopted by Cairns West for using their needs-based funding to improve education outcomes for its diversity of students include:

- reviewing current practice to inform implementation of a whole-school reading, writing and numeracy program.
- building staff skills and knowledge in a consistent and effective approach to reading, writing and numeracy through school-wide coaching and focused explicit teaching.
- researching and implementing best-practice approaches to teaching oral language in classroom programs to improve literacy outcomes for all students and targeted support for EALD learners. The school developed and implemented an Oral Language Framework in 2015/2016.
- implementing a whole-school approach to the teaching of reading across all learning areas through focused coaching and professional development to build teacher capacity.
- reviewing student performance data every five weeks using a school-wide database; every two weeks for 'at-risk' students.
- individually case managing all students and providing support for teachers to create Individual Curriculum Plans (ICPs) for all Tier 2 and 3 students.
- individually case managing Prep to Year 3 students with attendance rates below 80 per cent.
- implementing a Closing the Gap Strategy specifically targeting Year 2 and Year 4 students.
- greater engagement with families and the school community to develop parents' skills in assisting learning and building awareness of the importance of school attendance to increase ASG eligibility.

BENEFITS OF THE GONSKI INVESTMENT

Principal Michael Hansen, who worked in several Indigenous schools in Cape York, says that National Partnership, Greater Results Guarantee (GRG) and now Investing for Success funding has allowed Cairns West State School to build teacher capability with strategies such as coaching and providing extra teacher support to improve student outcomes. "In my view, the most important aspect of the Gonski model is that the funding is needs-based, substantial and recurrent. Schools can take a long-term strategic view and make real changes to the learning outcomes for all students," Mr Hansen says.

Cairns West's Academic Success Guarantee program has resulted in more students attending school more often and they're showing a greater rate of improvement in their learning and engagement. In particular, NAPLAN results have improved over the time the funding has been in place, with an increased number of students reaching year level benchmarks in reading. The school, which has a high level of transient students, has been able to establish a Head of Student Services position that manages all new enrolments after the census date (upward of 200 annually), student attendance, and Year 6 transition to secondary school. In addition a Community Participation Officer has been engaged to support partnership building between parents and the school and promote the importance of the ASG. The funding pays for a pedagogy coach who works with teachers and school leaders to continue developing capability through coaching and feedback, and a Head of Equity and Inclusion position to support the development of ICPs for at-risk students and increase the number of students achieving in the upper 2 bands of NAPLAN.

In 2017 the school will employ a third deputy principal using I4S funding, whose task will be to drive consistency in school curriculum and pedagogy practices.

WHAT THE CONTINUATION OF GONSKI FUNDING MEANS TO CAIRNS WEST STATE SCHOOL

Mr Hansen says the continuation of additional needs-based funding is vital for Cairns West.

The full implementation of the Gonski funding reforms over six years would allow the school leadership of Cairns West State School to more effectively plan for future implementation of strategies that mitigate the social disadvantage experienced every day by students and families attending the school. It would go a long way to levelling the playing fields for our students and teachers.



CANLEY VALE HIGH SCHOOL



Canley Vale High School is in south-west Sydney. Its student population has been increasing by about 50 students each year for the past seven years, and its current enrolment of 1,455 students is drawn from local enrolments, international students and new arrivals to Australia. There are high levels of educational disadvantage within the school community. Canley Vale High serves a community that is in the lowest 5 per cent for socio-economic status in NSW. Almost 90 per cent of students are in the lowest two quartiles of socio-economic disadvantage, with 60 per cent of students in the lowest quartile. A total of 96 per cent of students are from non-English speaking backgrounds, predominantly Chinese (Cantonese and Mandarin), Vietnamese and Khmer as well as students from Pacific Islander and Middle Eastern backgrounds. English is the second language for 88 per cent of students.

GONSKI FUNDING

Prior to receiving Gonski funding,
Canley Vale received

2010 → 2013

\$3,000,000

UNDER THE LOW SES SCHOOL
COMMUNITIES NATIONAL PARTNERSHIP

2014 → 2016

\$4,041,476

IN RAM EQUITY (GONSKI) FUNDING



OBJECTIVES

Given the nature of its student population, Canley Vale has made improving literacy a school-wide priority for the use of its needs-based funding.

Key targets include ongoing and consistent improvement in NAPLAN results and significant value adding for all students in the area of literacy from Year 7 to Year 9 and Year 9 to Year 12 for the HSC.

Surveys and case management data have identified a range of student wellbeing issues associated with the different language backgrounds, level of socio-economic disadvantage, and family and peer pressures, which combine to make a complex student experience.



STRATEGIES

At the heart of the strategies adopted by Canley Vale are individual literacy programs for all students in Years 7, 8 and 9 and specialist staff in classrooms to support literacy teaching across the curriculum. There are dedicated and timetabled literacy periods, there's the withdrawal and support of students with higher needs, and teachers are supported with professional learning and team teaching.

The genesis of the program was a situational analysis of the school's NAPLAN results undertaken to inform the use of their National Partnerships funding. The number of Canley Vale students whose results were in the lower bands of NAPLAN was significantly above the state average, while those in the middle and high bands were below the state average. In the words of Canley Vale's principal Peter Rouse, "this is totally where you don't want to be in terms of data". In 2011 all Years 7 and 8 students had two periods a week (80 minutes) devoted to the literacy program. When Mr Rouse arrived at the school, the program was reshaped following a further strategic analysis of what had been achieved from 2011 to 2013. Gonski funding from 2014 was critical to the process as it allowed more time to be devoted to the literacy program and its extension to Year 9, as well as a focus on writing in addition to reading. The literacy team has expanded to nine specialist teaching and non-teaching staff, and the funding has allowed for release time for professional learning and building teacher expertise right across the school.

BENEFITS OF THE GONSKI INVESTMENT

Mr Rouse says the program has made a "phenomenal difference" to students. The results show that schools can overcome the disadvantages attached to so-called 'postcodes of disadvantage'.

In particular, he points to the results from 2015:

- 97 per cent of Year 9 students achieved at or above the National Minimum Standard across literacy and numeracy.
- the growth in literacy has placed Canley Vale students in the top 1 per cent of schools nationally for 'value adding' (2015), the only comprehensive public high school in NSW to achieve this result. This was the third consecutive year Canley Vale had been placed in the top 10 schools in NSW in this category.
- retention of students from Year 10 to HSC increased from 81.4 per cent in 2010 to 93 per cent.
- the percentage of HSC students eligible for an ATAR (university entry) had increased from 82 per cent in 2010 to 92 per cent.
- 52 per cent of students achieved at least two Band 5-6 results in the 2015 HSC.

WHAT THE CONTINUATION OF GONSKI FUNDING MEANS TO CANLEY VALE HIGH SCHOOL

What Canley Vale has achieved is “outside the box” and demonstrates why Gonski is so important, says Mr Rouse. Genuine school improvement requires, among other things, building teacher and team expertise and consistency among staff. That takes time and, crucially, continuity over time. This requires the political will to look beyond the short term, and this, he says, is where the power of Gonski comes in. The school achieved much with its National Partnerships funding, but this funding was of limited duration and, without Gonski to provide continuity over time, he fears that much of what had been achieved will be lost. Subsequent cohorts of students will bear the cost of the failure to deliver ongoing funding, Mr Rouse says.

The students have completed the school's literacy programs and developed language skills that underpin all aspects of learning. They have been involved in some of the most innovative programs the school has ever run and they now have opportunities that would not have been within their reach three years ago. Their literacy teachers have worked together as a team since 2010 and have become exemplar teachers. The loss of their passion, dedication and expertise, which has been sustained by knowing the significant effect they're having on the lives of others, is incalculable.

– Mr Rouse







COLAC PRIMARY SCHOOL

Colac Primary School in the rural Colac Otway shire of Victoria has 236 students, most of them from low-socio-economic backgrounds. Indigenous students make up about 4 per cent of the school population and another 4 per cent are from non-English-speaking backgrounds. The school also has 5 per cent of students who are funded under Victoria's Program for Students with Disabilities (PSD), which provides resources to schools for eligible students with moderate to severe disabilities.

GONSKI FUNDING

Colac Primary received

JAN 2016 ↔ DEC 2016

\$268,000



OBJECTIVES

A large number of Colac Primary's students in the early years are developmentally vulnerable, particularly in the area of language, and require intensive support. Almost 60 per cent of Preparatory students, for example, require a high level of language support, and a large number of students across the school require both literacy and numeracy support. The school's key objectives for the Gonski funding have centred on better coordination of student wellbeing support, intensive language support and specialist intervention support for literacy and numeracy.



STRATEGIES

The school's three key strategies were to appoint:

- a student wellbeing case manager to co-ordinate student support services.
- a 0.6 FTE speech pathologist to work with students whose language development is six or more months behind.
- an extra 1.6 FTE specialist staffing to provide targeted literacy and numeracy intervention and support for students six or more months behind.

Colac Primary's principal Shelby Papadopoulos is disappointed that the first of these three strategies, which would have provided a strong foundation for other initiatives, has not been implemented. The school has advertised the position three times and has so far been unsuccessful, which Ms Papadopoulos attributes to the lack of professionally qualified people in a small rural community.

The need for the wellbeing position has been heightened by the dairy crisis in mid-2016, which has hit the Colac community hard. Many local families have experienced trauma and the number of families in vulnerable socio-economic circumstances increased suddenly. Colac Primary already had a significant number of socially and socioeconomically vulnerable children, who in general are those most academically at risk, and the number has now increased because of the crisis.

Ms Papadopoulos says Colac has had much more success with its other strategies, although they have both had to be modified from the school's original plans because there was insufficient funding. Just six weeks into term one, it became clear that the number of speech pathology hours made possible by Gonski funding was inadequate to meet the level of student need. The school had to make the difficult decision to modify the intensive language support strategy from working with all students whose language development was six or more months behind to just the large number of eligible Prep students, given the crucial importance of providing intensive support to vulnerable students as early as possible in their schooling.

The specialist literacy and numeracy intervention also had to be scaled back. The program was re-targeted to students who were 12 months or more behind rather than the original six, because the funding was not sufficient to enable the school to meet the needs of the large numbers of students requiring it.

BENEFITS OF THE GONSKI INVESTMENT

Despite the frustration of not being able to provide the full level of student support required, Ms Papadopoulos is encouraged by what the school has been able to achieve.

In Grade 1, three terms of daily interventions – 20 to 30 minutes in small groups of three – for students behind in their reading have seen more than 12 months in growth for 23 out of 25 students. Similar gains have also been in Grade 2. One student who was reading at level 2 in term 1 is now reading at level 19, while another has improved from level 3 to level 22.

PAT testing data also shows strong benefits from the school's decision to invest in professional development and staff coaching in the teaching of numeracy. There has been a significant increase in the level of student engagement in maths, and significant growth is being made in PAT(Maths) results for Years 3 to 5.

WHAT THE CONTINUATION OF GONSKI FUNDING MEANS TO COLAC PRIMARY SCHOOL

From Colac Primary's experience of Gonski funding in 2016, Ms Papadopoulos is acutely aware of both its benefits and the fact that it has not been enough to fully meet complex student needs. With almost 40 per cent of students more than six months behind in literacy and numeracy, losing Gonski funding would not only jeopardise the successful interventions that have been made to date, but also mean that Colac would be in the unenviable position of not being able to extend the same level of support to meet the identified needs of all its students.

Needs-based funding – and the necessity for schools in communities with socio-economic profiles in decline to respond quickly to changing local needs – is crucial to the future capacity of schools to meet the needs of their students.

"We're coming from a position of never having had the financial ability to provide the level of support our students require," says Ms Papadopoulos.

It would be heartbreaking if, having had a sense of what can be achieved through our 2016 Gonski funding, we lost not only the capacity to maintain what has been achieved but also the possibility of being able to make that same difference for all our students.



COWANDILLA PRIMARY SCHOOL



Cowandilla Primary School, in Adelaide's inner western suburbs, has an enrolment of 440 students who come from a wide range of socioeconomic, cultural and language backgrounds. A significant percentage of students are eligible for South Australia's School Card scheme for low-income families. Almost 70 per cent of students are from non-English-speaking backgrounds and Indigenous students make up 4 per cent of the school population. Cowandilla has five Intensive English Language classes for new arrivals and 16 mainstream classes. The school's population is transient, with many students regularly changing schools.

GONSKI FUNDING

Prior to the introduction of Gonski funding, Cowandilla received needs-based funding through the Low SES School Communities National Partnership. Cowandilla received approximately \$50,000 in Gonski funding, known as Better Schools Funding in South Australia.

2014 ↔ 2016

\$50,000



OBJECTIVES

Maintaining the provision of additional literacy and numeracy support for all students has been a priority for the additional funding.

This is particularly important for a school with a high number of new arrivals students from other countries, some of whom are pre-literate and require intensive academic and socio-cultural support to prepare them for mainstream classes.

Cowandilla has also focused on increasing student growth between annual NAPLAN tests, improving student engagement for Aboriginal students, and improving access to digital technologies and e-learning for all students.



STRATEGIES

Cowandilla's key strategies for use of its Gonski funding have been to enhance a numeracy intervention program for students in Years 1-6, and to train staff in 'Scaffolded Literacy', a whole-school theoretical and pedagogical approach to teaching reading and writing.

The numeracy intervention program involved hiring a maths consultant to train teachers and school services officers in relevant areas of the Australian Curriculum, as well as strategies to tutor and gather data on student learning. The data identifies who is to be involved in the intensive tutoring and also shows where and what further professional development is needed. Identified students are tutored three times a week for a term and then re-tested. Results have been very positive.

All new staff have been trained in Scaffolded Literacy strategies, which teach children how to read different texts, and how to appropriately use what they have learnt from reading each text. At Cowandilla Primary, teachers now use this approach with every year level.

BENEFITS OF THE GONSKI INVESTMENT

Principal Julie Hayes says that, while the amount of Gonski funding received by Cowandilla is not enormous, the school has been able to use it to enhance programs that boost student achievement and students' sense of wellbeing and engagement with the school.

Ms Hayes says the school now has an impressive database from before-and-after testing associated with the numeracy intervention program that shows very positive results. Every child made major improvements, with some lifting their performance by a substantial amount.

Analysis of student NAPLAN results also reveals significant improvements. Ms Hayes says each cohort has shown growth over previous tests.

Cowandilla teachers have used the Australian Curriculum's Literacy Levels, which reflect the language and literacy levels students need to access the curriculum across learning areas at their year level from R-10 (14 levels across R-10), to moderate and assess student work in English. In the 12 months to term 4 2015, 78 per cent of students have showed strong growth of one or more levels.

WHAT THE CONTINUATION OF GONSKI FUNDING MEANS TO COWANDILLA PRIMARY SCHOOL

Ms Hayes says a continuation and expansion of Gonski funding is crucial.

"Improving teaching and learning programs for all students does not occur in a resource-free vacuum."

For example, she says, schools like Cowandilla with large numbers of high-needs students face greater ongoing costs to provide their students with the technology required for 21st century learning because many do not have access to technology such as computers at home.

Principals at disadvantaged schools are always keen to make sure they're able to level the playing field by providing these things at school cost. So, if we had significant money it would help support that – a new way of learning.
– Ms Hayes

Extra needs-based funding would also help increase and improve professional development for teachers and support staff, she says.

"All the aspects of innovative teaching, such as quality professional development, sharing practice, co-planning and observing each other, cost significant amounts of money as well."







CRAIGMORE HIGH SCHOOL



Craigmore High School in Adelaide's outer northern suburbs has around 950 students. Almost two-thirds are from the lowest SES quartiles with 85 per cent from the lowest two quartiles and around one-third of students eligible for South Australia's School Card scheme for low-income families. Craigmore has 62 Aboriginal and Torres Strait Islander students and 84 students from non-English-speaking backgrounds. The school has around 150 students with identified disabilities, and houses a regional Disability Unit, which opened in 2015 and now has 28 students.

GONSKI FUNDING

Prior to the introduction of Gonski funding, Craigmore High received needs-based funding under the Low SES School Communities National Partnership. Its 2013 NP funding entitlement was \$66,000. Over the period 2014 to 2016 Craigmore has received approximately \$1 million in Gonski funding.

2014 → 2016

\$1,000,000



OBJECTIVES

Given its complex student population and the number of students identified as being at risk, the key objectives set by Craigmore for use of its Gonski funding have focused on teaching and learning practices designed to improve student engagement and achievement as identified in the SA Department's Teaching for Effective Learning (TfEL) framework. These include:

- targeting additional support to students identified as being at risk, including the wellbeing and resilience of students with identified trauma, emotional and social issues.
- identifying and implementing more effective literacy and numeracy strategies.
- a strong focus on 'student voice'.



STRATEGIES

Gonski funding has been used to provide the release time necessary to create numeracy coordinator and literacy coordinator positions, to improve literacy and numeracy teaching and learning across the school and provide additional support in classrooms for both students and teachers. It has also funded two Quicksmart literacy and numeracy student support officer (SSO) positions to provide additional targeted support to the school's literacy and numeracy improvement program. The Quicksmart numeracy SSO managed and delivered the intervention program to 18 low-achieving Year 8 students, with the literacy program also being delivered to 18 low-achieving Year 8 students.

Funding has also been used to support the creation of a student voice and TfEL coordinator position and release teachers to support student voice and other identified TfEL initiatives, which include connecting with local partnership schools through the Uleybury Partnership Student Learning Commission. It allowed the school to engage four groups of Year 10 students in the Youth Opportunities Personal Leadership program focusing on communication, relationships and goal planning, and four groups of Years 8 and 9 students identified as highly at risk to participate in the Labs 'n' Life program.

A special education liaison officer, who also acted as a youth worker for students at risk, was engaged, in addition to the school funding an additional 21.5 hours per week to support pastoral care in the school as part of the middle school support team.

BENEFITS OF THE GONSKI INVESTMENT

Principal Graham Jennings says the benefits to Craigmore have been the ability to create leadership positions and support projects focused on engaging teachers and students in co-designing new learning tasks, assessment activities and feedback processes to improve student learning outcomes.

The 2015 TfEL project saw 44.6 per cent of students move up one grade or more between terms 2 and 3. A total of 43 per cent of those students had previously failed to achieve passing grades of C or above. In addition, completion and submission of assignment tasks increased by 36 per cent to 90.5 per cent.

The focus in 2016 has been on the impact of co-design on attendance. Mr Jennings says there are many significant individual success stories from the 2016 project. Overall, 58.3 per cent of students increased their attendance rate from term 2 to term 3, and 25 per cent of students increased their grade by one band or more.

The teaching and learning strategies adopted have led to an increase in metacognition of learning and increased engagement in effective, productive dialogue between students and teachers. Students are productively challenging the teachers about pedagogy, increasing their capacity to be involved in co-design activities and establishing effective and trusted 'feedback loops'.

Many students have also benefitted from the development of a student support team that uses a case management approach to identify, respond and support students who experience emotional and anxiety issues, trauma or relationship issues. A significant benefit has been the capacity to respond more effectively to issues that negatively affect students' ability to attend school, engage in the curriculum or form positive and productive relationship with staff and peers.

Both Quicksmart intervention programs, based on three 30-minute lessons a week, saw significant improvement in student speed, accuracy and understanding, with pre- and post-PAT data showing all students improving at least one level and several improving three levels. The 2016 NAPLAN results also show an improvement in reading, writing, punctuation and grammar and numeracy performance.



WHAT THE CONTINUATION OF GONSKI FUNDING MEANS TO CRAIGMORE HIGH SCHOOL

Mr Jennings says that the continuation of Gonski funding would allow the school to continue to provide equity of access to learning for all students.

It will allow us to provide focused intervention for targeted students to build literacy and numeracy skills that allow students to build automaticity and fluency skills, which in turn gives them the confidence to successfully engage in the learning process. It will allow us to continue to build teacher capacity to engage in high-quality teaching and learning practices that effectively use 21st Century learning techniques, engage all students in intellectual 'stretch' activities and use appropriate differentiation techniques. Our hope is to ensure that all students are able to achieve their entitlement of achieving at or above their age-appropriate level of achievement.

– Mr Jennings

Continued Gonski funding would also allow the continued provision of a supportive and responsive student support team, qualified to provide referral to appropriate services, which promotes and operates with a strong wellbeing framework. Mr Jennings says a student wellbeing team that connects both government and non-government services is critical to help address the many and complex issues, such as domestic violence, youth and adolescent suicide, substance abuse, homelessness and unemployment.

The extra funding would also allow ongoing development of deep and effective 21st Century pedagogy to allow teachers to build stronger connections with students and embrace the power of students in co-designing their learning; empowering students to use their voice; and building engaged and resilient learners, Mr Jennings says.



EMERALD STATE SCHOOL



Emerald State School is an established primary school located in Central Queensland. It has a socially and economically diverse enrolment of around 340 students. Half of the school's student population are from the two lowest socio-economic quartiles. It has a small cohort (3 per cent) of Indigenous students and 8 per cent of students are from non-English-speaking backgrounds. A small number of students have identified disabilities and are integrated into classrooms with the support of specialist school-based staff.

GONSKI FUNDING

Emerald State School has received approximately \$313,000 in additional Greater Results Guarantee and Investing for Success funding between 2014 and 2016.

2014 → 2016

\$313,000



OBJECTIVES

Prior to receiving Gonski funding, analysis of school data showed that NAPLAN performance had declined at the higher end of the achievement spectrum over a period of several years. As a result, the school set ambitious literacy targets for improving the number of students reading at regional and state benchmark levels for Years 3 to 5 and Years 5 to 6, and improving student writing to approved levels for Years 3 to 6.

Emerald's plan for achieving these objectives focused on professional development to build staff capacity in effective teaching practices and the implementation of high-yield strategies designed to improve student achievement in reading and writing.



STRATEGIES

Strategies have included:

- engaging a pedagogical coach to work with teachers in the development of more effective teaching and learning programs, including ensuring consistency across the school in the teaching and assessment of writing.
- developing a common approach to curriculum scope and sequence and monitoring its implementation across the school.
- participating in the regional School Improvement Through Instructional Leadership (SITIL) Network focused on improving students' writing skills.
- implementing a five-week data cycle for all year levels in reading and writing, which involves using TRS time to release teachers for training in analysing data to target students' needs and progress and plan for improvement.
- building greater parent engagement with the school and encouraging support for their children's reading and writing through parent workshops using Support a Writer and Ready Readers strategies to use at home.
- professional development of teacher aides as well as teachers in high-yield literacy strategies.
- student participation in Project 600 Reading, a targeted online reading program to develop reading comprehension skills.
- using external experts, including Yvana Jones, Rod Campbell and Jackie French, to work with staff.

BENEFITS OF THE GONSKI INVESTMENT

Principal Rhonda Jones says the extra funding has been invaluable to Emerald State School. She stresses the importance of being able to afford both the time and expertise to build staff capabilities by using experts to coach and mentor staff in effective teaching and support strategies for improving student's literacy skills and providing release time for teachers for quality professional development.

Staff capability, in both the analysis of data and how to use it to develop new approaches to their teaching practice, has been significantly enhanced and staff are now more skilled in identifying and targeting students' learning needs.

Ms Jones also highlights the role of the funding in boosting leadership capacity within the school. Emerald only had a very small leadership team, consisting of the Principal and an 0.5 FTE Deputy, and the funding has allowed for an additional 0.5 FTE Master Teacher in Literacy over three years.

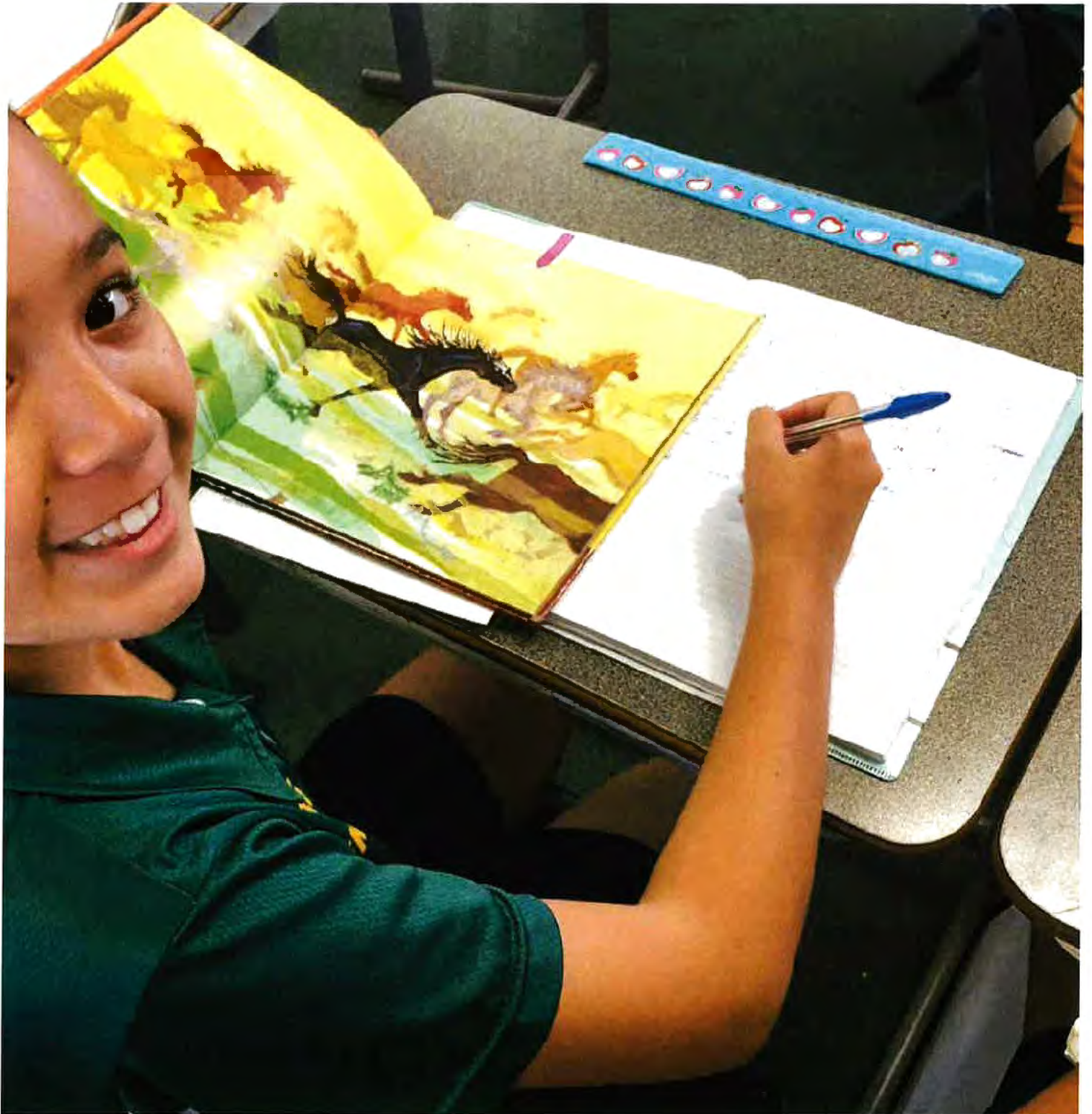
The pattern of NAPLAN underperformance has been reversed. Year 3 and 5 NAPLAN achievement in reading is now above the national average and writing has improved to be on par with the national average. Over three years, Year 3 performance in all areas of NAPLAN is trending upwards and Emerald is now equal to the nation, and very close in Year 5.

WHAT THE CONTINUATION OF GONSKI FUNDING MEANS TO EMERALD STATE SCHOOL

Ms Jones says that without additional needs-based funding both the level of provision and also the quality of professional development within the school will suffer.

If the capacity to bring in experts to work with staff on proven improvement strategies, and the release time that is required for effective staff participation in professional learning, are lost it is difficult to see how the level of improvement in student literacy achievement could be maintained.





GLENELG PRIMARY SCHOOL



Glenelg Primary School, in the Adelaide beachside suburb of Glenelg, has 760 students from a diverse range of socio-economic and cultural backgrounds. Approximately 20 per cent of students are from non-English speaking backgrounds and there are nine Aboriginal students. About 16 per cent of students are eligible for South Australia's School Card scheme for low-income families. There are a number of transient families, particularly from other countries, with parents having work tenures of six to 24 months who live locally during this time.

GONSKI FUNDING

Glenelg Primary has received approximately \$84,000 in Gonski funding between 2014 and 2016.

2014 → 2016

\$84,000

OBJECTIVES

The school has used most of its additional funding for intervention programs for children requiring intensive support in literacy and numeracy development. There has also been increased investment in professional learning and in the development of more effective assessment practices and pedagogies. A particular focus has been on an R-7 coordinated approach to literacy to improve literacy outcomes for all students.



STRATEGIES

The key strategies adopted by Glenelg Primary for use of its Gonski funding have included:

- supporting the provision of SPA (speech pathology) support, and Mini-Lit, Multi-Lit and QuickSmart maths intervention programs. The school now has roughly 120 hours of school services officer (SSO) hours allocated to 1:1 support each week. This is further supported with additional teacher time for reading support across the school, learning support in each classroom and a one-day-a-week stretch program to extend children's thinking skills.
- engaging consultants to work with staff on developing their knowledge and skills and collaborative lesson preparation and sharing of effective practices across the curriculum; analysis of data; and formative assessment to support all learning areas.
- purchasing resources such as PAT-R and PAT(Maths) tests to provide a rich source of data on student learning in Years 1-7 reading and mathematics, and the data program Scorelink to store data and provide an additional source of information to identify student needs.
- training SSOs in the programs they will be running and establishing routines so that student progress is reported back to teachers weekly and parents every term.

BENEFITS OF THE GONSKI INVESTMENT

Principal Rae Taggart says the decision to focus much of the use of Gonski funding on improving literacy and numeracy across the school has been successful. The school's capacity to generate data has been enhanced by the new data resources it has acquired, and professional development in the use of PAT-R and NAPLAN data to more effectively target students requiring additional literacy support has been invaluable.

The extension of literacy intervention support based on this data has seen an improvement in student achievement, and was sufficiently impressive for the school's Governing Council to approve additional funding for literacy support. This led to the successful implementation of the Multi-Lit program for reading intervention for Years 4-7.

Analysis of PAT-R data from September 2015 to September 2016 shows increases in the numbers of students progressing to a higher band or improving their performance within a band. In Year 3 for example, 84 per cent of students improved their achievement.

Ms Taggart says the Gonski funding was a huge support to fund this. "The money allowed for additional staffing and resourcing for students, which not only helps the students who are struggling with their learning but also frees up some funds and time to support every child in the school to be the best they can be by providing that extra little push along to improve their achievement."

WHAT THE CONTINUATION OF GONSKI FUNDING MEANS TO GLENELG PRIMARY SCHOOL

Ms Taggart says the withdrawal of Gonski funding will jeopardise the programs successfully implemented in the school.

"The funding has supported the implementation of intervention programs in their true sense. That is, to intervene in every child's learning program to address and support their specific needs, from those who are struggling to gifted students requiring extension.

Allowing each child to realise their potential through the provision of funding that creates better learning opportunities, and the development of in-school programs, practices and pedagogies that encourage and assist learning across the full range of capabilities, is something every child deserves, she says.

HARRISTOWN STATE HIGH SCHOOL



Harristown State High, in the Queensland city of Toowoomba, has about 1600 students. Three-quarters of Harristown's students are from the lowest two SES quartiles. Indigenous students make up 13 per cent of the school population and about 14 per cent of students are from non-English-speaking backgrounds. There are EALD students from 32 different countries. The school has a Special Education Program delivered through a Special Education Unit, with students also undertaking an educational off-campus program situated on the grounds of the Toowoomba West Special School.

GONSKI FUNDING

Harristown State High School has received approximately \$1.7 million in additional Greater Results Guarantee and Investing for Success funding.

2014 → 2016

\$1,700,000



OBJECTIVES

As a large low-SES school with significant cohorts of Aboriginal and Torres Strait Islander and non-English speaking background students, Harristown State High School had a range of objectives for use of its additional needs-based funding from 2014 to 2016.

The key objectives included focused professional development and teaching and learning improvement strategies to:

- improve the school's NAPLAN achievements in Years 7 and 9 in reading, spelling and numeracy by boosting the numbers of students meeting the NAPLAN National Minimum Standards (NMS) and increasing the percentage of students achieving in the NAPLAN Upper Two Bands.
- significantly increase the numbers of Year 12 students gaining their Queensland Certificate of Education (QCE). In 2015 Harristown State High set the goal of increasing the percentage of Year 12 students gaining their QCE by the completion of Year 12 from 70 per cent to 90 per cent.



STRATEGIES

One of Harristown's cornerstone strategies for school improvement, which has been made possible by its needs-based funding, has been the establishment of a three-year YuMi Deadly Maths Program in the junior secondary school to support the achievement of the school's numeracy targets. A substantial component of funding has been allocated to additional teaching staff (2.8 FTE positions) to create more flexible student groupings to get maximum benefits from the program. This has been complemented by an additional allocation for the Teacher Release Scheme (TRS) and other staff release, and the professional development costs for all the teachers involved in the ongoing training associated with the program.

A further investment has been made in staffing through the purchase of significant additional teacher aide time of approximately 65 hours per week to provide daily in-class support for students who need to build their literacy and numeracy skills.

Harristown has also created several new positions and brought in personnel and resources to support its overall NAPLAN and QCE attainment improvement goals including:

- a dedicated part-time QCE data analysis teacher position that supports the principal, deputy principals, heads of departments, guidance officer and teachers in understanding the progress or barriers to individual students' QCE attainment and targeting specific strategies as required.
- TRS personnel to take designated classes to provide the time required for teachers to effectively use student data, and for literacy and numeracy teachers to develop individual plans for every student below the NAPLAN NMS. It also allows for the implementation and monitoring of each plan, and the effective implementation of structured observation, feedback and coaching for all teaching staff across the whole school.
- a 0.6 FTE Youth Support Coordinator at work with at-risk students in Years 7 to 9 for NAPLAN and Years 10 to 12 for QCE attainment.
- the purchase of much-needed numeracy-related and literacy-related classroom resources and kits to assist in developing students' literacy and numeracy skills.

Other strategic initiatives include the purchase of additional administrative officer time to support the achievement of the school's attendance rate improvement target.

BENEFITS OF THE GONSKI INVESTMENT

Principal Ken Green says Harristown State High has made significant, statistically verifiable progress towards the achievement of the targets it set for use of the funding. Among the most important direct benefits are the tangible improvements in 2015 NAPLAN achievement. A total of 97 per cent of Year 7 and 93 per cent of Year 9 students attained the NMS in reading; 95 per cent in Year 7 numeracy and 97 per cent in Year 9. These figures include EALD students; without their inclusion 100 per cent of eligible students would have attained the NMS.

Harristown's other major improvement goal, QCE attainment, was equally impressive. For a number of years, the rate for successful completion of the QCE in Year 12 hovered between 70 and 75 per cent. In 2014 only 73 per cent of Year 12 students successfully completed the QCE. In 2015 the figure had risen to 93 per cent. Particularly outstanding was the fact that the 2015 Year 12 cohort included 28 Indigenous students. All 28 successfully achieved their QCE, compared to 92 per cent of non-Indigenous students.

WHAT THE CONTINUATION OF GONSKI FUNDING MEANS TO HARRISTOWN STATE HIGH SCHOOL

Mr Green says the achievements would not have been possible without the additional needs-based funding from 2014 to 2016. If it is discontinued, these achievements will be jeopardised and the school's ambitious future plans for embedding and extending the successful initiatives will be in doubt.

Gonski gave the school the chance to finally implement plans and strategies that had previously only been able to be dreamt about. Having seen how successful they have been, it would be letting down students and the community for it to be discontinued.







HAYES PARK PUBLIC SCHOOL

Hayes Park Public School in Dapto, a suburb in the NSW city of Wollongong, has 540 students in 21 mainstream classes and a support class for students with moderate to severe intellectual disabilities. A growing number of students are identified as having a low-SES background. The Department currently recognises 67 per cent of students as low SES, with 41 per cent of students in the lowest SES quartile. Indigenous students make up 6 per cent of the school population and 8 per cent of students are from a non-English-speaking background.

GONSKI FUNDING

Hayes Park Public School received about \$109,000 in needs-based Gonski funding in 2015, \$134,285 in 2016 and it expects to receive \$284,441 in 2017.

2015 → 2016
\$243,285

JAN 2017 → DEC 2017
\$284,441



OBJECTIVES

The school's objectives for the use of the additional funding have included:

- improving the literacy skills (reading, phonemic awareness, writing and spelling) of targeted students in the school's Stage 1 and 2 cohorts.
 - additional professional development for staff.
 - raising the level of technology available for student use.
- greater co-ordination of learning support for individual students.



STRATEGIES

The strategies adopted by Hayes Park Public School have centred on:

- employing a learning and support coordinator one day per week to coordinate a dynamic learning support team and case management of students with particular learning support needs.
- employing two school learning support officers 20 hours per week for targeted intervention in reading, writing, phonemic awareness and spelling for students in small groups.
- employing a specialist teacher to coordinate the running of the Learning Lab over the period of a year (topping up the department's allocation).
- employing a computer coordinator one day a week to drive technology and student engagement, allocate and purchase resources, support staff and manage the BYOD program.
- creating an assistant principal position to drive literacy and numeracy teaching and learning. The role involves mentoring, modelling and

coaching in classrooms, data collection and analysis. This is supplemented by the schools' Quality Teaching, Successful Students allocation that enables time for teachers to learn, view demonstrations, visit classrooms, put new pedagogies into practice and gain feedback.

- employing a fully qualified speech therapist one day a week to target speech, language and articulation issues in years K-2 as an early intervention strategy.
- the purchase of iPads for student use to supplement the BYOD initiative and classroom activities.
- provision of an additional day in the office to support the rollout of the Learning Management and Business Reform initiative by freeing the deputy principal and principal to focus on teaching & learning.

BENEFITS OF THE GONSKI INVESTMENT

Hayes Park Principal Phil Seymour says the additional funding has made a significant impact on the learning and performance of students.

This is the first time we have ever had any supplementary funds that we can utilise to meet the particular needs of our students. Whilst it is early days yet, we are confident that the results will continue and more and more of our students will reach their potential in literacy.

The Learning Lab has been the most successful Gonski-funded initiative with 96 children having 'graduated' since Term 3, 2015. It is an intensive program of 40-minute sessions five days per week, which focuses on enabling students to read at an independent level with fluency and comprehension of the text; spell 100 of the most used words; and consolidate their knowledge of vowels, consonants and blends.

At the end of Term 4 2016, 46 students were in the program with an average growth of 7.5 reading levels, with 24 per cent of students achieving 10 or more reading levels.

Mr Seymour says the program is highly regarded across the school community and he says the following is typical of the feedback received:

Classroom teacher:

"The Learning Lab has been fantastic for us in the classroom. The students are more confident when reading and in their abilities, they really want to learn, they want to try harder."

Parent:

"We have noticed a big difference with writing and [our son] wants to do homework. Thank you for all your support in Learning Lab."

Student:

"Learning Lab is awesome. Learning Lab has helped me with my reading, spelling and maths. I can now read the words to my maths questions."

WHAT THE CONTINUATION OF GONSKI FUNDING MEANS TO HAYES PARK PUBLIC SCHOOL

Mr Seymour says the Learning Lab and other initiatives are an incredible benefit to the school's students, staff and community and would not be possible without the continuation of current funding levels. With the full roll-out of Gonski funds the school could:

- continue with the Learning Lab and extend it to numeracy to cater for a wider and different range of students.
- further lift the quality of teaching by funding more quality professional development, including classroom visits, demonstration lessons, and gaining feedback on performance.
- have an instructional leader 'off class' full-time to support quality teaching in classrooms and give increased support to teachers in the collection and analysis of data to drive their teaching programs.
- further increase the level of resourcing and provision of equipment and facilities in the IT area to support teaching, learning and student engagement.







KAMBRYA COLLEGE



Kambrya College is a secondary school in Berwick in Melbourne's outer south-eastern suburbs. It has a socioeconomically and culturally diverse student population of 1,200. Nine per cent of Kambrya's students are from non-English-speaking backgrounds, with 5.1 per cent requiring English as an Additional Language (EAL) support. Within this group, there are 27 different ethnic backgrounds, with a significant representation of students who speak Chinese Mandarin. The school has a small cohort, 1 per cent, of Aboriginal and Torres Strait Islander students. Kambrya has a high number of students from low-SES backgrounds: 70 per cent of students are in the lowest two SES quartiles, with about 400 in the lowest quartile. Kambrya came to national attention in 2016 as the subject of the ABC's series *Revolution School*.

GONSKI FUNDING

Kambrya College received \$31,500 in Gonski funding in 2016 as part of its total equity funding package.

JAN 2016 → DEC 2016

\$31,500



OBJECTIVES

Kambrya's overarching objective for the use of its 2016 Gonski funding was to further embed and expand what was kick-started by its needs-based National Partnerships funding.

In 2008 Kambrya's academic results had been among the lowest 10 per cent of schools in Victoria but the extra funding enabled a remarkable turnaround. Analysis of its NAPLAN results and trend data shows that Kambrya's student performance in literacy and numeracy is now improving at a rate higher than the national average. VCE data has continued to improve and over the past four years its results put Kambrya among the top 25 to 30 per cent of state schools, with the pass rate for senior VCAL close to 100 per cent. Accompanying this has been an enormous surge in positive feedback from students, parents, staff and the local community.

Kambrya had targeted its National Partnerships funding to programs aimed primarily at high-needs

students, employing a leadership coach and additional leading teachers with expertise in literacy and numeracy. Collaborative teaching teams were established to support teachers in improving their teaching and develop new strategies for different groups of students.

In addition to maintaining these initiatives, specific Gonski-funded objectives for 2016 included:

- establishing a class to cater for a significant number of students entering high school who were struggling academically and without the skills to transition effectively from primary to secondary schooling.
- intensive numeracy and literacy support for students predominantly in Years 7 and 8.



STRATEGIES

Meeting these objectives has driven the establishment of an effective Accelerated Learning Program targeting Years 7 and 8 students who are performing well below their age level in literacy and numeracy.

It is an intensive program requiring more staff in the room; namely additional teacher and teacher aide time, including specialist speech and occupational therapy support, and the physical resources needed to support student learning and development.

The traditional timetable has been put aside, as have been standard issue text books. Rather the focus has been on teaching at the point of need with staff developing specialised resources to respond to the developmental needs of students.

BENEFITS OF THE GONSKI INVESTMENT

Acting Principal Joanne Wastle says Kambrya's achievements in turning around its performance over the last eight years could not have been achieved without needs-based funding, first through the National Partnerships and now through Gonski funding.

It has allowed the school to continue supporting students most in need by enabling the staffing and resources necessary to deliver the highly differentiated learning programs these students require to expand and develop their engagement with learning.

The ABC's Revolution School series largely focused on Kambrya's work with a team of experts from the University of Melbourne over the previous 18 months, with some commentators overlooking or downplaying the role of eight years of additional needs-based resourcing. But the school makes the point that it takes time and resources to provide a school environment that supports leadership, teachers and staff to develop more effective teaching and learning practices and improve performance across the board.

WHAT THE CONTINUATION OF GONSKI FUNDING MEANS TO KAMBRYA COLLEGE

Ms Wastle says the remarkable achievements to date are at risk if needs-based Gonski funding does not continue. The improvements brought about by National Partnerships funding were significant, but the time-limited nature of that funding underlines the requirement for long-term needs-based funding, which is what Gonski was designed to deliver.



Without the levels of funding anticipated under Gonski, Kambrya's much-needed programs would be at risk, which would seriously compromise all that the school has achieved.





LE FEVRE HIGH SCHOOL



Le Fevre High School, in Adelaide's western suburbs, has a student population of around 550, half of whom are from low-SES backgrounds. Aboriginal and Torres Strait Islander students make up about 15 per cent of Le Fevre's school population. About 20 per cent of students are from non-English-speaking backgrounds, 13 per cent have an identified disability, and around 40 per cent are eligible for South Australia's School Card scheme for low-income families.

GONSKI FUNDING

Le Fevre High has received approximately \$330,000 in Gonski funding from 2014 to 2016. Prior to this Le Fevre received needs-based funding under the Low SES School Communities National Partnership.

2014 → 2016

\$330,000



OBJECTIVES

Le Fevre's main objective for its Gonski funding has been to give the existing programs it successfully implemented using its National Partnerships funding both a future and a new impetus, and to provide a kick-start for the development and implementation of new initiatives.

Particular objectives include:

- greater support for student wellbeing and engagement through a focus on a whole package of pastoral care.
- improving education outcomes for Le Fevre's Aboriginal students. Historically, the school's Aboriginal students have rarely completed Year 12 but, in recent years, programs to better engage students have raised achievement levels. Embedding and expanding these programs has been a key focus.
- changes to the school's staffing configuration to enhance teaching and learning programs for all students across the school.



STRATEGIES

Key strategies to achieve these objectives include:

- creating new programs that benefit all students, and continuing existing programs as ad hoc, time-limited funding sources have dried up.
- supporting enhanced pastoral care by funding time release of year level coordinators.
- targeting resources to Aboriginal students, including additional Aboriginal education workers and other support staff, to offer the one-on-one support students need to lift their achievement and expand their post-school options. Additional programs supported by Gonski funding include the teaching of the local Kurna language and participation in the Australian Indigenous Mentoring Experience program run with the University of South Australia, where students are exposed to various university courses in an intensive year-long program.
- running a literacy intervention program to improve literacy for Year 8 students. The program benefits all students at risk of lower achievement than their peers and becoming disengaged from schooling but is particularly important for Aboriginal students.
- creating more flexible roles for teachers and support staff, employing extra teachers, including Indigenous teachers, and support staff for the language program, as well as releasing curriculum coordinators from year level duties and creating a new third assistant principal role covering 'innovative programs and wellbeing' across the school.

BENEFITS OF THE GONSKI INVESTMENT

Principal Rob Shepherd says Gonski funding has enabled the school to expand learning opportunities and improve post-school opportunities for all students and it's been significant for Aboriginal students. Le Fevre has gone from being a school where very few Aboriginal students have successfully completed Year 12 to one where the majority not only attempt it, but most pass successfully, then go on to TAFE, traineeships or university courses.

Mr Shepherd says participation in the AIME program has been highly motivating for students. It provides them with the opportunity to feel supported by the Aboriginal adults accompanying them, and to meet Aboriginal people in the venues they visit who are engaged in studying and part of the delivery program.

Mr Shepherd says that the Kurna language program has also had a very positive impact on students.

It's important to have an environment where Aboriginal students can be really proud of who and what they are, and their cultural links. And there's no doubt that access to Indigenous language is a powerful self-esteem issue for Aboriginal people because the languages were not allowed to be spoken. This is highly significant because of the many stolen generation Aboriginal people who have been a part of the community.
- Mr Shepherd

It's really reinforced the sense of cultural celebration and acknowledgement, as well as academic success, because they're interlinked - wellbeing, esteem, being valued, having a voice, having a presence, being recognised, and being an important part of the school community
- Mr Shepherd

WHAT THE CONTINUATION OF GONSKI FUNDING MEANS TO LE FEVRE HIGH SCHOOL

Mr Shepherd says that improving the learning opportunities and post-school options for all Le Fevre's students requires an investment in resources that recognises the learning barriers many of them face and offers the individual support they need. He says that Aboriginal students, in particular, often face barriers not experienced by others.

Academic success for Aboriginal students is linked so strongly to their wellbeing and their feeling of being valued at school, which is a time and resource-intensive process. Without a continuation of ongoing, needs-based Gonski funding the significant improvements achieved by Le Fevre High School are at risk.





THE RIVERS SECONDARY COLLEGE: LISMORE HIGH CAMPUS



Lismore High Campus is part of The Rivers Secondary College, which was formed in 2015 along with Richmond River High Campus and Kadina High Campus. The school has an enrolment of 365. About 80 per cent of students are from the lowest two SES quartiles; 56 per cent from the lowest quartile. Aboriginal students make up one-fifth of the student population and 7 per cent of students are from non-English-speaking backgrounds. The school has a more diverse student cohort than some other schools in the Lismore area due to a significant enrolment of foreign students whose parents are studying at Southern Cross University. Lismore also has a support unit with three classes and 30 students.

GONSKI FUNDING

Lismore High Campus has received about
\$1.4 million in Gonski funding.

2014 → 2016

\$1,400,000



OBJECTIVES

The school has focused its Gonski funding on improving the quality of teaching and learning for all students and providing opportunities for students to access learning experiences not usually available to country students.

Because of the diverse nature of the school, student welfare remains a high priority but it sits within a comprehensive suite of measures designed to improve learning outcomes for all students and enhance student wellbeing and engagement across the school. Specific objectives include improving access to technology for students, given that surveys in 2015 and 2016 showed 50 per cent of students do not have access to computers at home, and improving outcomes for Aboriginal students.



STRATEGIES

The key strategies that have been made possible by Gonski funding include:

- improving the analysis and use of data from NAPLAN and HSC results at the start of every year to target improvements in teaching and learning practices.
- implementing a new project-based curriculum and teaching program beginning with the whole Year 7 cohort across the key learning areas of English, maths, science and human society and its environment in 2015, which has been retained in 2016 and extended to the Year 8 cohort. In 2017 this will be expanded into Year 9. This has involved significant reorganisation and major structural changes: new staffing configurations with release time for staff engaged in developing the new teaching programs to undertake training in the new methodology, a new approach to timetabling and a total redesign of physical spaces including the library within the school.
- a significantly increased budget for teacher professional learning including a time allocation for relevant staff as part of their planned teaching load, and project teams developed for Years 7 and Year 8 project-based learning.
- a substantial investment in new technology, including the purchase of educational software that supports learning in literacy and numeracy and new computers. All students in Years 7 and 8 now have access to their own laptops, which has freed up access for students to other computer laboratory spaces.
- a new senior study program for Years 11 and 12 students, using individual planning sessions as well as group activities focused on enabling students to achieve their academic goals.
- improving student wellbeing through the provision of more effective support by restructuring the operation of the learning and support team and student support services.
- a tailored package of individual support for Aboriginal students including greater access to mentoring programs, an ART program, a teacher allocated to support Aboriginal students, an Aboriginal Community Officer and tutoring using literacy and numeracy software.
- more targeted support for EALD students, including explicit language instruction in grammar and academic reading and writing, and the establishment of an ESL HSC Year 11 class to cater for the needs of students requiring greater EAL/D support.
- a greater focus on gifted and talented students by investing Gonski funding in providing training for all staff in the University of NSW Gifted and Talented program, a time and money consuming commitment.
- creating learning spaces that engage students in the learning process such as a gymnasium and outdoor learning area.
- improved communication practices with parents, students and the community.

BENEFITS OF THE GONSKI INVESTMENT

Lismore High's principal, Nigel Brito, says Gonski funding has made a significant difference to the school.

Quite simply, it has allowed the school to provide the opportunities and access to resources that students would not normally have access to. Funds are used to provide resources directly to improve the teaching and learning of students or via their teachers. For example, it is difficult to successfully implement new STEM initiatives when the socio-economic circumstances of the community are such that 50 per cent of students do not have access to computers at home.
– Mr Brito

Students, staff and parents are all very positive about the project-based learning program. Feedback shows that it is successfully engaging students in developing the higher order thinking skills associated with 21st century learning. Significantly, student misbehaviour in class has decreased dramatically.

School attendance rates are the highest in five years and enrolments, which had been decreasing, are on the rise. NAPLAN results are the highest in seven years with growth levels at or above state-level, and 2015 Higher School Certificate results are the most improved in 10 years, with data showing they exceed the improvement measure set by the school in its objectives. For the first time, NAPLAN Year 9 results show that students in two strands (reading and spelling and punctuation) are above the state average. Additionally, there has been a particularly significant improvement in the NAPLAN achievement of Aboriginal students.

Analysis of the 2015 HSC data shows that Lismore High Campus achieved an exceptionally high result for government schools in the North Coast area, with 37 out of 38 full-time students awarded their HSC. Mr Brito attributes this success to the effectiveness of the Gonski-funded Aspirations Program and the positive impact it has made on Year 11 and 12 teaching and learning programs.

WHAT THE CONTINUATION OF GONSKI FUNDING MEANS TO LISMORE HIGH CAMPUS (RIVERS SECONDARY COLLEGE)

Mr Brito says these significant improvements could not have been achieved without Gonski funding. Continuation of the Gonski funding will allow embedding and extending the successful initiatives put in place by the school, with a particular focus on:

- expanding professional development in project-based learning to the whole teaching staff.
- implementing the project-based learning model across all classrooms and year levels based on its success to date.
- improving curriculum differentiation for students by developing teacher skills to cater for gifted and talented students.
- reviewing and improving student wellbeing practices.



LOGANLEA STATE HIGH SCHOOL



Loganlea State High School is a 7–12 secondary school in Brisbane. It has an enrolment of around 600 students from a range of cultural and socio-economic backgrounds, with over 85 per cent of students from the two lowest SES quartiles. Around 80 students (13 per cent) identify as Aboriginal and Torres Strait Islander, with a further 10 per cent of students from non-English-speaking backgrounds who are supported by ESL staff. Loganlea has a purpose-built Special Education Program facility catering for the diverse learning needs of students with disabilities.

GONSKI FUNDING

The school received around \$620,000 in additional Greater Results Guarantee and Investing for Success funding between 2014 and 2016.

2014 → 2016

\$620,000



OBJECTIVES

Loganlea's objectives for use of the additional equity funding were focused on lifting student achievement by:

- improving Year 7 and 9 NAPLAN literacy and numeracy results.
- lifting senior secondary outcomes.
- monitoring and improving student attendance and engagement.
- building teacher capability and quality of instruction through focused coaching and professional development.



STRATEGIES

Loganlea's starting point for improving NAPLAN results was to develop and implement targeted literacy and numeracy intervention strategies for all students who were not achieving the National Minimum Standards in Years 7 and 9 reading and numeracy. This included developing individual learning plans for all low-performing Years 7, 8 and 9 students. Multi-Lit, school-wide Reading Comprehension and Tactical Teaching of Reading strategies were among the range of programs deployed to support the overall improvement strategy.

Professional development in the teaching of reading and numeracy was provided for all teachers of Years 7, 8 and 9, by creating the positions of master teacher and numeracy coach and providing teacher release time to allow for coaching, mentoring and collaborative learning, as well as participation in professional development facilitated by the Queensland University of Technology. The capability and number of teacher aides engaged and trained in Multi-Lit was also boosted, as well as the capability of learning support teachers working with students in need of intensive targeted reading and numeracy intervention.

Loganlea invested in quality teaching and learning resources including diagnostic aids such as PAT(Maths), PAT-R and Probe testing, marking and data analysis programs, the Accelerated Reader and Mathematics reading comprehension and numeracy programs for Years 7-9, and the intensive numeracy intervention program YuMi Deadly Maths XLR8 for Years 7-9. A Junior Secondary Reading Framework was implemented across all curriculum areas to lift the reading skills of students in Years 7-9, supported by Reading Comprehension strategies including 'Question-Answer Relationships' (QAR), SIMPA, 'Reciprocal Reading', 'Marzano's Six Step Process to Building Academic Vocabulary', and a 'Books in Homes' strategy for targeted Year 7-9 Indigenous and Multi-Lit students.

The focus on improving the performance of higher achieving students and increasing the number of students achieving in the upper two bands of NAPLAN saw the extension of the reading and writing skills of Years 7-9 students through a Signature Academic Excellence Program. 'Inspire' camps, an aspirational program featuring creative writing, SOSE and Science – learning in and about the natural environment – were introduced for all Years 7, 8 and 9 students. In the senior years, students were tracked, monitored and supported in order to improve successful completion of the QCE and transition to post-school further education, training or employment.

The newly created engagement team and engagement officer positions are focused on improving student attendance rates and supporting student engagement.

BENEFITS OF THE GONSKI INVESTMENT

Principal Belinda Tregia says the benefits to the school have been remarkable. "Using our needs-based funding we have been able to improve attendance and personalise education programs to meet the diverse needs of our students."

In addition to improvements in attendance, our results include a significant decrease in school disciplinary absences, improvements in literacy and numeracy outcomes and excellent senior school outcomes such as higher retention rates and 100 per cent of our Year 12 students achieving their Queensland Certificate of Education and one or more Vocational Education Training certificates.

– Ms Tregia

In 2014-16, senior students at Loganlea achieved above state mean for QCE attainment – exceeding system improvement expectations, up from 68 per cent to 100 per cent over the last three years.

WHAT THE CONTINUATION OF GONSKI FUNDING MEANS TO LOGANLEA STATE HIGH SCHOOL

Ms Tregea says, while money doesn't fix the problem of educational disadvantage, needs-based resourcing in the form of skilled, quality staff and evidenced-based programs have made a proven difference to the students over the past three years. "When the issues faced by our students include poor rates of attendance, poverty and health issues as well as behavioural and academic challenges, the ability for us to employ additional specialist staff to support our students to access school and learning makes a tangible difference," she says.

Educational disadvantage, whether associated with socio-economic factors, disability, social and emotional needs or gaps in learning, can be addressed by the strategic use of additional funding to employ staff who believe in the students, who invest in them as people and who enable them to take advantage of the excellent opportunities offered by our school. "Once our students develop some self-belief, resilience and trust, they are able to engage positively in school," Ms Tregea says.

Our student performance and attainment data has shown a steady trajectory of improvement over the past three years and we are well placed to continue these successes with additional trained staff supporting our staff and students.

– Ms Tregea

"Site-based solutions and needs-based resourcing are the keys to redressing the educational disadvantage associated with a child's low SES postcode," she says.







MAGPIE PRIMARY SCHOOL



Magpie Primary School is a small rural school on the outskirts of Ballarat in Victoria. Just over half its 2016 enrolment of 88 are from the lowest SES quartile; 85 per cent from the lowest two quartiles. It has a small cohort (4%) of Indigenous students. Many families receive Camps, Sports and Excursions Fund funding for eligible low-income families.

GONSKI FUNDING

Magpie Primary School has received approximately \$112,000 in Gonski funding in 2016, and anticipates a further \$250,000 in 2017.

JAN 2016 → DEC 2016

\$112,000

AND ANTICIPATES

JAN 2017 → DEC 2017

\$250,000



OBJECTIVES

Prior to receiving Gonski funding in 2016, Magpie Primary School had received needs-based funding under the former Low Socio-Economic Status School Communities National Partnership. This funding contributed to an ambitious four-year plan to improve the quality of teaching in the school and boost student literacy and numeracy levels. Under the plan, there has been a strong focus on the creation of teaching consistency across the school with the clear aim of all children becoming successful independent life-long learners.

In 2016 Gonski funding was allocated to support the continuation of key objectives associated with this plan, specifically:

- increasing staffing levels to improve teaching practice through more effective staff professional development and learning.
- increasing access and positive community engagement with the school.



STRATEGIES

Magpie Primary has employed an additional part-time teacher to enable the release of staff for TRIPS (Teacher Release for Instructional Practice Scheme), a practice-based collaborative approach to professional learning and developing the skills and knowledge of teachers and support staff.

Teachers regularly visit other classrooms in the region and gain new knowledge and experience from working with their peers and the school's integration aide is being trained to work alongside teachers to provide extra learning support. Being able to engage additional teaching and administrative support staff also allows the principal more time to focus on school improvement strategies than on administrative tasks.

The financial circumstances of many families in the Magpie community are such that it has been a limiting factor on full engagement in the educational programs run by the school. Because of this, reducing the costs of schooling for low-SES families has been a priority. Gonski funding is being used to reduce booklist fees and subsidise school excursions, as well as fund an extra-curricular sports program aimed at keeping disengaged students, and their parents, with the school.

Principal Peter Clifton says that Magpie has had students who have never been to the beach or on a train except with the school, and more than half had never been on a tram. Now, he says, it only costs \$3 per student for each excursion. No-one is getting left behind because their families are unable to afford it, and students are having their horizons expanded and gaining a greater sense of the options available to them.

BENEFITS OF THE GONSKI INVESTMENT

Peter Clifton has seen first-hand the benefits of additional funding targeted to need in schools such as his, initially through Low SES National Partnership and now Gonski funding. Mr Clifton says that needs-based funding is having an "amazing" impact on students, and that most of Magpie Primary School's results are now well above state average.

Parent satisfaction and engagement with the school has increased, and the last several years have seen a significant increase in its enrolments with the student population more than doubling in several years, from 43 to 88.

Extra funding to invest in staff professional learning and development has also led to positive improvements in staff morale. This is particularly significant for a non-metropolitan school that had struggled to pay for relevant professional development opportunities.

Mr Clifton says he can see the flow-on effects of investing in staff professional development whenever he enters classrooms and sees students engaged, for example, with new technologies. He is acutely aware that this has only been made possible by developing the skill sets of his teachers and support staff, which the extra funding has allowed.

WHAT THE CONTINUATION OF GONSKI FUNDING MEANS TO MAGPIE PRIMARY SCHOOL

Through direct experience of the benefits of National Partnerships funding, and having had to wait until 2016 for Gonski funding to begin flowing to Victorian schools, Magpie Primary School is clear that the continuation of needs-based funding is crucial for students, schools and school communities. Depriving schools of ongoing funding, sustained over the long-term, will mean that hard-won gains are jeopardised, and plans for school improvement are in doubt.

For low-SES school communities like Magpie, Mr Clifton says the Gonski funding is “a ‘hand-up’ not a ‘hand-out’”. It’s helping to change the learning outcomes for a generation of kids who deserve a chance”.





MAHOGANY RISE PRIMARY SCHOOL



Mahogany Rise Primary School, at Frankston North in Melbourne's south-east, is a low-SES school with 147 students. More than 90 per cent of students are from the two lowest SES quartiles. A total of 19 per cent are from a non-English-speaking background and Aboriginal and Torres Strait Islander students make up 7 per cent of the school population. There is a high level of transience in the school's student population, and a complex mix of student needs. Mahogany Rise is part of the Kids Matter Australian mental health initiative.



OBJECTIVES

The school had previously received needs-based funding under the Low SES School Communities National Partnership enabling it to build a strong foundation to improve student outcomes and keep students engaged with their learning, with a focus on literacy and numeracy improvement. It was committed to using its Gonski funding to maintain and extend these benefits to students and the school community.

Specific objectives for the use of Gonski funding have been to:

- refine the whole-school approach to oral language learning and teaching.
- target resources to literacy and numeracy intervention, with a focus on explicit teaching and learning.
- maintain and extend the school's focus on student wellbeing.

STRATEGIES

Mahogany Rise has adopted several innovative strategies to achieve its objectives. Speech pathologists and teachers work together with a whole-class approach each week targeting the specific needs of students. Assessments are done across the school twice a year and these assessments provide a rich source of data for school, class and individual programs to be developed. The data has been collected over the last four years and shows that explicit teaching in this area of the curriculum can and does have a huge impact.

Recognising that the complex nature of the school community and the wellbeing needs of students and families requires the support and expertise of many agencies and stakeholders, the school has created and developed a community hub. A student wellbeing coordinator brings together a range of services which includes two speech pathologists, a youth worker, a family engagement worker, an occupational therapist, two psychologists, a paediatrician, a paediatric fellow and a lawyer. The provision of these services within the hub has created a vibrant and positive environment, with staff able to interact with a range of specialist workers and services. This enables them to make informed decisions about their students' needs and develop more effective strategies for improving their learning outcomes.

BENEFITS OF THE GONSKI INVESTMENT

Principal John Culley says the results of needs-based funding have been positive. Over the past two years, the school's NAPLAN results have been improving. Year 5 results have shown particularly significant gains, which he attributes to the innovative approaches to teaching and learning the funding has enabled the school to develop and deliver.

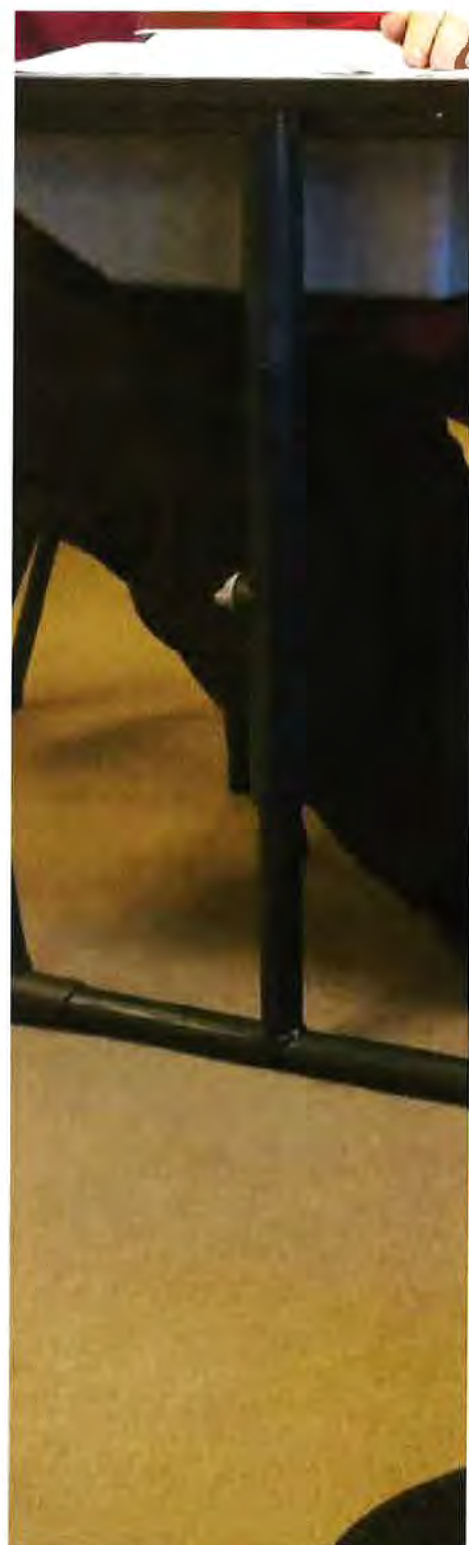
Similarly, the focus on student wellbeing and engagement, through an extensive welfare program and outreach to parents, carers and the school community, is building greater engagement of students and the parent community with the school.

Mr Culley says needs-based National Partnership and Gonski funding has provided Mahogany Rise with the capacity to meet the ever-increasing challenges of educating high-needs students in a complex environment. Students and families are being afforded the opportunity to fully participate in the education process, which is critically important.

WHAT THE CONTINUATION OF GONSKI FUNDING MEANS TO MAHOGANY RISE PRIMARY SCHOOL

Mr Culley says that needs-based funding is crucial to maintaining the strategies and programs the school has been able to develop and implement, initially with National Partnerships funding and further developed with Gonski funding.

Gonski funding is vital to the goal of providing equal opportunity and access for all to the best possible education that every child in this country is entitled to. Without the funding, this 'small school with a big heart' would be unable to provide the richness in education that this community deserves.
– Mr Culley







NARARA VALLEY HIGH SCHOOL

Narara Valley High School is an established comprehensive high school near Gosford in the Central Coast region of New South Wales. It has a diverse student population of around 1,100, with a third of the school's students in the two lowest SES quartiles. Indigenous students make up 6 per cent of the school population and a further 6 per cent of students are from non-English-speaking backgrounds. Narara Valley also has a support unit of 35 students.

GONSKI FUNDING

Prior to the implementation of Gonski funding, Narara Valley High had received needs-based funding through the National Partnership on Improving Literacy and Numeracy in 2013. In 2016, Narara Valley High received about \$285,000 in Gonski funding and will receive \$400,000 in 2017. Between 2014 and 2017 Gonski funding has totalled approximately \$900,000.

JAN 2016 → DEC 2016

\$285,000

JAN 2017 → DEC 2017

\$400,000



OBJECTIVES

Narara Valley's National Partnerships funding enabled the school to focus on improving pedagogy and learning outcomes for students in numeracy. Since 2014 Gonski funding has been targeted to building on and expanding those improvements, with a specific focus on reading and numeracy.

Offering professional learning to teachers to encourage new and effective approaches to teaching and learning practices, and expanding initiatives to build student wellbeing and engagement are key elements of Narara Valley's use of its needs-based funding.



STRATEGIES

The approach adopted by Narara Valley to improving the professional learning of teachers and staff was based on the Quality Teaching Rounds model developed by the University of Newcastle's School of Education. Building a collaborative teaching environment informed by research is integral to the model. Teachers worked together to develop a shared approach to good teaching practices across the school, especially in writing, literacy and numeracy. This model of professional learning is possible due to the Gonski funding because it provides the flexibility to hire more staff as needed.

An extra learning and support teacher was employed to support and guide the team along with two additional student learning support officers trained

in literacy and writing skills. Together they work with small groups across the school. Team meetings to develop opportunities for engagement in collaborative practice were central to the strategy.

The key strategies for enhancing student wellbeing and engagement included:

- increasing the number of student learning support officers with a major focus on the junior years.
- creating smaller classes in Years 7 and 8 than the system staffing formula allows through 'topping-up' the school staffing entitlement.
- allocating resources to the Positive Behaviour for Learning model, a comprehensive, integrated whole-school approach to student wellbeing and behaviour, adopted by the school.

BENEFITS OF THE GONSKI INVESTMENT

Principal Michael Smith says analysis of the school's NAPLAN results shows that the strategies to improve literacy, and more specifically writing and reading, using the extra Gonski funding are paying dividends.

The data shows significant improvements compared to state averages, the results of similar schools and Narara Valley's past results. This is particularly noticeable as students move from Year 9 to Year 12.

There has been an across-the-board increase in the number of students achieving at or above National Minimum Standards, with positive gains made in all Year 9 NAPLAN results. This is measured in School Measurement, Assessment and Reporting Toolkit data where school averages have risen to that of similar schools and writing has significantly improved. There have been strong improvements for Year 9 Aboriginal students and retention rates of senior students completing the HSC. The focus on wellbeing and instructional feedback is most noticeable when measuring the results of low-SES students who are performing above other similar schools.

Mr Smith says the collaborative teaching through professional learning has been so successful that the school plans to extend this approach to STEM (science, technology, engineering and mathematics) subjects in 2017.

WHAT THE CONTINUATION OF GONSKI FUNDING MEANS TO NARARA VALLEY HIGH SCHOOL

Mr Smith says the school's achievements reflect the benefits of increased resourcing on student learning outcomes. Maintaining Gonski funding and embedding practices derived from extra human resources and targeted programs will ensure the benefits accrued will be sustained over time. He emphasises that this is not only about the immediately obvious improvements in academic results, but also the positive impact on the general ethos and wellbeing of a comprehensive high school serving a community with a diverse range of needs. Writing in a school newsletter, Mr Smith told his school community:

While schools are economically and politically measured by the MySchool website, HSC and NAPLAN results, many of the unmeasurable aspects make up our core business. It is a core business built around student wellbeing that has allowed us to provide a comprehensive education that provides students [with the] opportunities to explore diversified interests and develop the skills necessary to transition into: Full-time employment, Part-time employment, Tertiary studies, Travel, TAFE and apprenticeships or combinations of all of the above...all the staff, programs and resources that can be offered have been put to good use to support your education.



SANCTUARY POINT PUBLIC SCHOOL



Sanctuary Point Public School is a large comprehensive public school located on the shores of St Georges Basin about 200 kilometres south of Sydney. It is part of the Bay and Basin Learning Community, centred around Vincentia High School, which serves the educational needs of primary and secondary students in the local area. Sanctuary Point has more than 520 students, most of whom are from low-SES backgrounds, with 85 per cent of the school's students in the lowest two SES quartiles, and 59 per cent in the lowest. There are about 100 Aboriginal and Torres Strait Islander students and around 40 students in five special-needs support classes.

GONSKI FUNDING

Prior to receiving Gonski funding, Sanctuary Point Public School received needs-based funding under the Low SES School Communities National Partnership from 2011 to 2014. It has received approximately \$1.5million in Gonski funding over the years 2014 to 2016.

2014 → 2016

\$1,500,000

OBJECTIVES

Sanctuary Point Public School, and the surrounding community, face numerous challenges. Data from NAPLAN and in-school testing has indicated that many students have learning difficulties and the average standard of student achievement has been relatively low. Issues around student attendance, engagement, aspirations and resilience have all been clearly identified as significant indicators of student performance. For example, the school's research shows that a substantial number of students in the lower bands of NAPLAN, who are also identified by in-school data as underachieving academically, have attendance rates below 90 per cent. This in turn is linked with low aspirations, levels of engagement and resilience among some in the local community.

The school has acted on its belief that students with learning difficulties and low academic achievement can improve with effective strategies to address the issues and barriers they face. It has invested in:

- improving student engagement and student and staff wellbeing by developing strategies that recognise the major influence of family and community on student achievement in low-SES communities.
- engaging the local community in the school and engaging the school in the community.
- implementing more effective 21st century curriculum and pedagogies.

STRATEGIES

Consistent with these objectives, Sanctuary Point has used a significant proportion of its Gonski funding on building the capacity of the community to support children's engagement in schooling and improve their learning.

A full-time family support employee works with individual families and other staff and community organisations. The school has also established several innovative programs to foster student wellbeing and engagement including a breakfast program and the 'Sanctuary Point Dollars' scheme. Under the scheme, in which the school has invested \$10,000, families are assisted with educational costs such as uniforms, lunches and excursions. For every hour a parent volunteers in the school – listening to students read, working in the garden, the canteen or the library – they receive five Sanctuary Point dollars towards these costs.

Sanctuary Point has also made a substantial investment in embedding 21st century learning into classroom practice and building the expertise of staff through professional learning and training for staff in implementing the new maths syllabus.

BENEFITS OF THE GONSKI INVESTMENT

Principal Jeff Ward says that, beginning with its Low SES National Partnership funding 2014 and then continuing with 'Gonski dollars', Sanctuary Point has been able to change the whole community and with it the learning achievements, engagement and wellbeing of many of its students. It has led to a major growth of parent and community engagement with the school and also in the community itself.

Mr Ward says that seven years ago, before the National Partnerships and Gonski needs-based funding, the low-SES Sanctuary Point community could have been characterised as a 'heads down, hoodies up' community but now the surge in pride in the school and the community through the school's investment in 'whole of community' initiatives has led to it becoming 'hoodies off, heads up'.

The nature of our community is such that the school isn't able to just work with its kids. We have to work with the whole community if we want to achieve better things for our kids. Programs such as the Sanctuary Point Dollars scheme have had enormous benefits for students because they see their parents and other members of the community working in the school and they see the positive experience it is for them.

– Mr Ward

Student attainment has improved and school attendance rates are now close to the NSW state average, although there are still attendance issues with some students and the school has identified that parent-condoned absenteeism remains a problem to be tackled with some families.

WHAT THE CONTINUATION OF GONSKI FUNDING MEANS TO SANCTUARY POINT PUBLIC SCHOOL

Mr Ward says what has been achieved by Sanctuary Point Public School for its students, staff and local community would not have been possible without its four years of Gonski funding, or the National Partnerships funding that preceded it. The extra funding has provided the school with the resources to improve student learning.

Without Gonski funding, Mr Ward says it's difficult to see how the improvements can be maintained or further inroads into once seemingly intractable problems made.

At Sanctuary Point the benefits of Gonski funding show that it is more than an investment in education. It is an investment in community that will have long term educational, economic and social benefits.
- Mr Ward







SARAH REDFERN HIGH SCHOOL



Sarah Redfern High School is a comprehensive co-educational high school at Minto in the Campbelltown district of south western Sydney. It was established in 1981 as part of the Sarah Redfern Complex, comprising a high school, primary school, special purpose school, library, gymnasium, hall and playing fields. The school was built for students from the Minto public housing estate but, since 2005, a Housing NSW Community Renewal Project has brought about significant changes in both the geography and demography of Minto. Most of the school's 600 students are from low-SES backgrounds. Aboriginal and Torres Strait Islander students make up 8 per cent of the school's population and almost two-thirds of students are from non-English-speaking backgrounds. The school has four support classes catering for the needs of students with disabilities.

GONSKI FUNDING

Sarah Redfern High received
approximately

2014 → 2016

\$1,378,000



OBJECTIVES

Prior to the implementation of Gonski funding in NSW in 2014, Sarah Redfern High School received needs-based funding through the Low SES School Communities National Partnership. This funding provided innovative curriculum and management structures to support the learning needs and improve outcomes of students at the school.

Gonski funding is being used to build a culture of high expectations for staff, students and parents, as well as working closely with the community to build a great future for all the school's disadvantaged students. Funds have been used to improve teaching quality through quality professional development and to support student learning through technology in the classroom to ensure that each student achieves their potential, not just at school but also throughout their lives.



STRATEGIES

The strategies adopted at Sarah Redfern High have included:

- establishing an innovative management structure to create a school culture focused on engaging students in learning, building staff capacity and greater engagement with the community. A senior management team now oversees the portfolios of student wellbeing, strategic planning, operations, business, curriculum, leadership and learning.
- providing professional development for all staff in a pedagogical framework 4MAT; an open-ended learning model that offers teachers a method for broadening their delivery of instruction and encompasses strategies that appeal to the diverse approaches students bring to their learning.
- implementing an innovative middle school model for Stage 4 with a strong focus on literacy and numeracy and individual learning plans to support students' learning needs.
- implementing an innovative curriculum in Stage 5 with Years 9 and 10 students in the same classes based on ability and development not age, an approach that is based on the latest research aimed at providing additional support to students and/or accelerating those who have demonstrated higher level skills.
- strengthening community partnerships between Sarah Redfern High School and its four feeder primary schools and the wider community with a strong focus on strengthening the provision of public education.
- increasing the use of technology in the classroom through a school laptop leasing/purchase agreement for all students from Years 7 to 12, to prepare students for the 21st century workplace.

BENEFITS OF THE GONSKI INVESTMENT

Sarah Redfern High principal Karen Endicott says Gonski funding has allowed the school's educators to look at its structures in an innovative and creative way to maximise student learning outcomes for low-socio-economic students. "We need to do schooling differently if we're going to support these students to succeed. Gonski funding has allowed us to level the playing field so that all our students can have the same aspirations as our more advantaged students," she says.

Tangible benefits include an increase in enrolments and a high level of motivation and engagement, with the school acknowledged as 'adding value' academically, socially and emotionally to its students.

Our community now acknowledges the value and importance of education and how it is the one thing that can open doors and change students' lives.
– Ms Endicott

WHAT THE CONTINUATION OF GONSKI FUNDING MEANS TO SARAH REDFERN HIGH SCHOOL

The achievements over four years of needs-based funding through the Low SES National Partnership and then Gonski funding reinforce the effect of long-term funding on meaningful school improvement, says Ms Endicott.

The continuation of funding will allow us to build on our success, which has already been recognised at state and national level. It will allow us to challenge the status quo and build a secondary school structure which has meaning to our students. Our staff will continue to build a culture where our students see that school is relevant, supportive and influential and helps them to become honourable citizens and agents for positive change in their world.
– Ms Endicott





SPINIFEX STATE COLLEGE

Spinifex State College in Mount Isa is a modern college that opened in 2003 with a junior campus (Years 7–9), a senior campus (years 10–12) and a residential campus. About half of the school's 850 students are from low SES backgrounds, with three quarters in the lowest two SES quartiles. There are 335 (38 per cent) Indigenous students and 16 per cent of students are from non-English-speaking backgrounds. The residential campus, which has the capacity for 57 boarders, was the first state-run boarding facility for students attending a state school and aims to provide quality secondary education for students in outlying remote communities. The college has close links with TAFE and local industry, including Mount Isa Mine. Spinifex has a Skills for Tertiary Education Preparatory Studies (STEPS) program for students who are not achieving success in the mainstream program, and also a junior campus Special Education Program and senior campus Special Education Class for the approximately 11 per cent of students with identified disabilities.

GONSKI FUNDING

The school received \$753,000 in additional Greater Results Guarantee and Investing for Success funding from 2015 to 2016.

2015 → 2016

\$753,000



OBJECTIVES

The objectives set by the College for use of the funding included:

- increasing student engagement and attendance, with a specific goal of lifting total attendance rates to 85 per cent.
- building teacher capacity in teaching reading through focused coaching and professional development, with the aim of 90 per cent achievement of 'C and above' for English in Years 7, 8 and 9.
 - increasing the Year 10 English pass rate from 77 per cent in 2015 to 80 per cent in 2016.
 - increasing the Year 10 maths pass rate from 70 per cent in 2015 to 80 per cent in 2016.
- increasing Indigenous pass rates from 61 per cent to 75 per cent in Year 10 English, and from 65 per cent to 80 per cent in Year 10 maths.
 - increasing the number of students achieving a QCE/QCIA in 2015 from 85 per cent to 90 per cent; and in 2016 from the 97 per cent actual achievement rate in 2015 to 100 per cent.



STRATEGIES

Overall, the funding has allowed the school to invest in additional qualified support staff, provide targeted professional learning, improve student outcomes by the strategic use of data, and to focus on students at risk.

Spinifex SC has implemented a reading strategy across the school, which includes employing a literacy coach to build the capacity of heads of department and teachers in explicitly teaching reading; and developing more sophisticated reading strategies to improve students' decoding and comprehension skills. Targeted professional development has been provided for staff, and teacher aides have been trained in strategies to provide support for students whose reading levels are significantly below their age cohort. Regularly reviewing student performance data is an integral component of the process. Funds have also been invested in new resources, including TrackEd software designed to make tracking student progress easier, as well as Reading and Robotics resources to support the delivery of intervention programs.

In the maths area, teachers are benefitting from

the provision of technology-based professional development in strategies to improve students' understanding of mathematical concepts.

An additional 0.8 FTE Community Education Counsellor has been appointed and a Student Resource Centre, staffed by school support personnel, has been established. The Centre aims to provide a welcoming environment and meet the social and emotional needs of students to improve attendance, engagement and retention. In addition, greater administration support has been provided to monitor and track attendance data and follow through as required.

A new Achievement Centre has been created for students needing targeted and individual small group tuition, and teacher aides have been trained to work in classes and with small groups of students to improve their achievement in maths and English. Students also benefit from an afternoon homework class which provides the opportunity to gain additional support from teacher aides and volunteer teachers. Year 12 students identified as needing extra support are also assisted with completing their assessment tasks.

BENEFITS OF THE GONSKI INVESTMENT

Spinifex SC Principal Denise Kostowski says the extra funding has produced a range of significant and measurable benefits across the college. Analysis of 2015 NAPLAN data for Years 7 to 9 reading shows upward trends in achievement for students at each of the three Year levels because of the Reading Intervention and the Explicit Teaching of Reading programs.

Meanwhile, Year 12 certificate rates increased in 2015 by 9 per cent, while the state's level of improvement over the same period was 3.8 per cent. An Education Queensland evaluation of the school's use of its GRG funding to improve Year 12 outcomes identified the key elements of the successful strategy. These included: consistency with the college's wider school improvement strategy; clarifying roles and responsibilities of all involved; tracking student progress and attendance data; more effective targeting of resources to support learning; and case managing students. The report notes the significance of GRG funding to implementing the strategies and processes that produced the achievement.

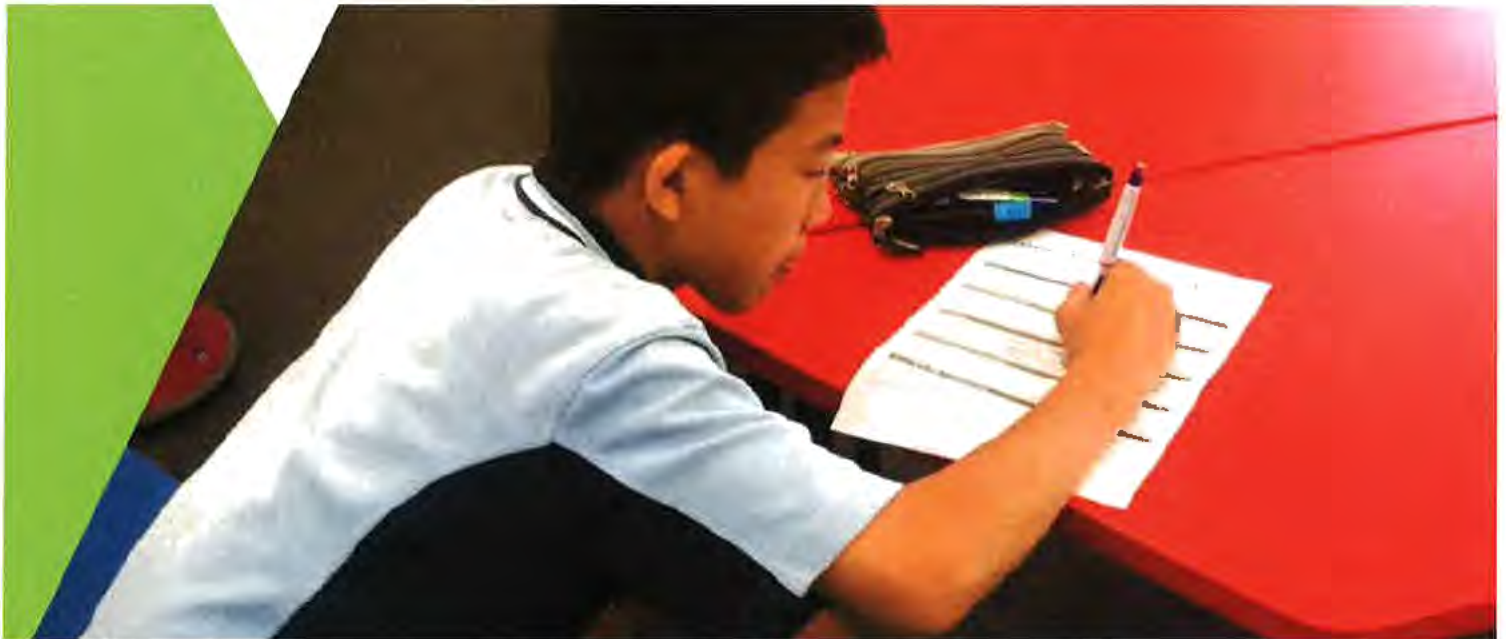
WHAT THE CONTINUATION OF GONSKI FUNDING MEANS TO SPINIFEX STATE COLLEGE

Ms Kostowski says that without the supplementary funding the college would not have been able to provide such focused and specific support for students with high levels of educational need.

The regular funding that schools receive does not sufficiently address the significant difficulties facing our teachers. Many of our students come to us having missed significant periods of schooling – for a variety of reasons – so their literacy levels are very low. This has the obvious impact of restricting their capacity to engage in the programs that we offer. Without additional needs-based funding we could not provide the extra support for students to begin to close the gaps in their learning.



SYDNEY SECONDARY COLLEGE LEICHHARDT CAMPUS



Sydney Secondary College is an inclusive multi-campus setting in the inner city, comprising two Year 7–10 campuses (Leichhardt and Balmain) and one Year 11–12 campus (Blackwattle Bay). The Leichhardt Campus, which has 900 students, is a socioeconomically and culturally diverse middle school with selective, comprehensive and special education streams. Aboriginal and Torres Strait Islander students represent three per cent of the school population and there are many students from non-English-speaking backgrounds — about 10 per cent of students need assistance with English language proficiency.

GONSKI FUNDING

Sydney Secondary College Leichhardt
Campus received approximately

2014 → 2016

\$400,000



OBJECTIVES

The school has used the Gonski funding to enhance opportunities for all students in a supported learning environment, with a specific focus on providing extra support for students most at risk of not achieving their potential.



Strategies have included employing additional teaching and support staff to support the learning needs of at-risk Aboriginal and socioeconomically disadvantaged students.

Between 2014 and 2016, the school employed an additional 0.4 FTE Norta Norta literacy teacher, and, in 2016, a 0.2 FTE Norta Norta numeracy teacher was engaged to provide more support for Aboriginal students.

In 2016 the school was also able to employ an 0.4 FTE student mentor and supplement this with some external mentoring programs. A further two full-time learning support officers were employed to work with students.

BENEFITS OF THE GONSKI INVESTMENT

Principal Melinda Bright says the extra support and mentoring for students identified as being most in need has brought about the following achievements:

- Of the ten students considered to be most at risk of low achievement in 2015, all have improved, with eight no longer considered to be in the highest category for poor performance as a result of receiving some form of direct mentoring across 2015 and 2016.
- Two Year 9 and two Year 8 Aboriginal students, who received mentoring for literacy and numeracy, improved their overall grade average from a 'sound' to a 'high' in a six-month period in 2016.
- Another Aboriginal student who received the same level of mentoring from the Norta Norta teacher improved his grade from a 'limited' to a 'sound' in the same six-month period.
- At least two other students from disadvantaged backgrounds, who were involved in a targeted mentoring program for year 9 students, improved their overall academic grade average from a 'sound' to a 'high' in a six-month period in 2016.
- A number of other students from disadvantaged backgrounds who received additional learning support raised their grade average by one place in many cases over that same six-month period.

WHAT THE CONTINUATION OF GONSKI FUNDING MEANS TO SYDNEY SECONDARY COLLEGE LEICHHARDT CAMPUS

Ms Bright says Gonski funding has been proven to help to close the gap in educational outcomes for the school's Aboriginal students and those from a disadvantaged background.

It has enabled us to employ additional staff who are able to target individuals or small groups of students to support them to achieve their academic potential.
– Ms Bright

The discontinuation of Gonski funding would jeopardise SSC Leichhardt Campus's ability to maintain the successful interventions it has made in supporting students at risk of not fulfilling their potential, she says.



UPPER COOMERA STATE COLLEGE



Upper Coomera State College is an urban Prep to Year 12 school established in 2002 to meet the needs of Queensland's northern Gold Coast region. The school has around 2,200 students although the rate of transience can be as high as 35 per cent in some year levels due to rapid growth in the region. The student population is drawn from a diverse range of socio-economic and cultural backgrounds. Around 40 per cent of students are from the lowest SES quartile, and more than 40 nationalities are represented including about 150 EALD students. More than 30 per cent are from a Pacific Islander background, around 5 per cent are Indigenous students, and the main languages spoken at home include Dari, Maori, Arabic, Bosnian, Afrikaans, Turkish, Samoan, Tongan, Tagalog, Hindi, French and Mandarin. The school has a special education facility to support the needs of around 180 students with identified disabilities, with additional support for students with disabilities in mainstream classes.

GONSKI FUNDING

Upper Coomera State College received around \$1.9 million in additional Greater Results Guarantee and Investing for Success funding from 2014 to 2016.

2014  2016

\$1,900,000



OBJECTIVES

Upper Coomera's objectives for the use of the additional funding have included:

- implementing a literacy strategy to improve reading performance across the school, with a goal of increasing the number of students who improve their reading ability by more than one year as identified in standardised tests, enabling all students to meet the NAPLAN National Minimum Reading Standards and increasing the number of Year 5 and Year 9 students achieving in the NAPLAN Upper Two Bands.
- improving student attendance and engagement, with 2016 goals being to increase primary attendance rates from 87 per cent to 94 per cent and secondary from 88 per cent to 92 per cent, together with a 10 per cent decrease in school disciplinary absences.



STRATEGIES

Initiatives to improve the reading/literacy performance of students include:

- improving the quality of teaching through coaching and professional development including the implementation of Reading to Learn across the college, the engagement of an additional two heads of department to coach and mentor teachers in improved reading pedagogy and an 0.4 FTE speech language pathologist.
- providing additional in-class literacy support by employing and training three FTE literacy teacher aides and a 0.5 FTE reading volunteer coordinator teacher aide.
- reviewing student performance data every five weeks, including developing collaborative data inquiry processes to build teachers' ability to interpret data and develop more effective teaching practices through the targeted provision of Teacher Relief.
- engaging an educational consultant to assist with the development of personalised learning programs for students.
- significant investment in resources, including programs which provide data to enable teachers to effectively target student needs such as the online ACER PAT Reading Comprehension and PAT(Maths) testing licence. This enables Years 2 to 9 English and maths teachers to test their students in reading and maths and receive automatic, accurate and consistent diagnostic data. Gonski funding has also been used to buy new texts and novels aligning with the Australian Curriculum.

Key strategies for increasing student engagement include strengthening the community-based Early Years Network to aid the smooth transition of children into Prep; and participation in Positive Behaviour for Learning with improvements measured using pre- and post-test data comparisons. Students at risk of disengagement have been supported with additional student welfare resources including the employment of 1.0 FTE HOD student engagement, 2.0 FTE positive behaviours/behaviour management teachers and more access to speech language pathology.

BENEFITS OF THE GONSKI INVESTMENT

Executive principal Chris Capra says Gonski funding has enabled the college to work more strategically and effectively to meet the learning needs of students and improve outcomes.

In 2016 student attendance increased by a minimum of 3 per cent across the college. The lift is most noticeable in Preparatory year attendance, which has increased by 5 per cent. In addition, the number of students with an attendance rate of less than 80 per cent has decreased by 40 per cent.

In terms of student outcomes, the college has seen an improvement in the Relative Gains SQSS (Similar Queensland State Schools, an ICSEA-based tool for determining gains in student achievement) across an aggregate of all Year level cohorts and all NAPLAN test areas in 2016. There has also been a noticeable increase in the number of students receiving an A, B or C level of achievement in English across the school.

The most recent School Opinion Survey indicates that teachers are reporting the highest level of satisfaction in five years largely due to their access to professional development.

WHAT THE CONTINUATION OF GONSKI FUNDING MEANS TO UPPER COOMERA STATE COLLEGE

Mr Capra stresses the importance of the needs-based funding continuing.

Ongoing Gonski funding will mean that the college can continue to improve student attendance, engagement and academic success, as has been demonstrated in 2016.
– Mr Capra



WODONGA SENIOR SECONDARY COLLEGE/ BENALLA FLEXIBLE LEARNING CENTRE

Wodonga Senior Secondary College offers educational programs for students from Years 10 to 12 in a specialist senior secondary environment in Wodonga in northern Victoria, as well as a network of four re-engagement flexible learning centres in Benalla, Shepparton, Seymour and Wodonga. Complementing this, the college acts as a hub provider of specialist studies to students in other regional schools. The college has a total enrolment of around 1,130 students from a range of socio-economic and cultural backgrounds, with small cohorts of Aboriginal and Torres Strait Islander (7 per cent) and English as an Additional Language (5 per cent) students. Benalla Flexible Learning Centre was established in February 2015 as a campus of Wodonga Senior Secondary College to provide an alternative educational program for young people aged between 14 and 19 years who have had difficulties with mainstream education and become disengaged from schooling. Many of the centre's students have experienced trauma of some form. The centre offers individual learning programs for each student, mentor support and involvement in the community. Enrolment varies over the course of a school year but averages around 50 students.

GONSKI FUNDING

Wodonga Senior Secondary College received approximately \$1.3 million in Gonski equity funding in 2016. The component of this funding allocated to Benalla Flexible Learning Centre was \$93,000.

JAN 2016 → DEC 2016

\$93,000



OBJECTIVES

Wodonga SSC has used its Gonski funding in two areas: building the capacity of staff and quality of teaching, and providing more effective career and transition programs for students. Benalla FLC has focused on improving student engagement and on increasing students' post-school options. In 2015, the first year of the centre's operation, just one student completed a work experience placement. Significantly improving this outcome was a major priority.



STRATEGIES

Wodonga SSC adopted many strategies to achieve these objectives. Strategies for building staff capacity and quality teaching have included:

- participation by all teachers in a two-day 'art and science of teaching' workshop, which provided a framework for improving the quality of teaching and learning in classrooms using research-based data and understanding the learning needs of students.
- effective induction, training and support for new teaching staff.
- professional development and learning for all staff, including leadership. Programs included the Unleash Learning and Mentoring model and the McREL leadership program, which focuses on leadership practices that enhance student achievement and staff success.

Strategies to improve student pathways included:

- establishing a graduate program involving Years 10, 11 and 12 students using Managed Individual Pathways (MIPs) and Career Action Plans (CAPs) transition program models to improve student engagement and increase school completion.

- researching and implementing a 'student connectedness' program to build student engagement, wellbeing and resilience.
- implementing an intensive literacy and numeracy intervention program for Year 10 students to increase their readiness for Year 11 and enable them to take better advantage of the options being provided by the new programs in Years 11 and 12.
- employing additional staff to support the new programs.

Wodonga SSC is also establishing an outdoor STEM (science, technology, engineering and mathematics) education facility to better engage students in STEM-focused subjects. The facility provides them with more practical and 'hands-on' activities to enhance both learning and future career aspirations.

The Benalla Flexible Learning Centre campus has focused largely on a specific strategy to achieve its objective of substantially expanding student engagement and increasing students' post-school options. Equity funding through Gonski has enabled the centre to employ a dedicated pathways and transitions teacher.

BENEFITS OF THE GONSKI INVESTMENT

Michele Ramage, Wodonga SSC assistant principal and campus principal of the Benalla FLC, says the pathways and transition coordinator has been working diligently with students to make a difference to their work prospects.

In 2015 we did not have the funding for such a position and consequently experiences for our students were limited. We have achieved so much more this year — it's an amazing outcome. It has basically opened doors for our students, many of whom are now looking to 'where to next' rather than facing the prospect of a life on welfare.
— Ms Ramage

Ms Ramage says so many new opportunities have opened up for students that would not have happened without the additional funding. From just one student completing workplace experience in 2015, numerous students have now successfully completed structured workplace learning and work experience programs, including 11 students undertaking a Vocational Education and Training in Schools program, seven in hospitality, and one in each of equine, beauty, hairdressing and individual support, five students completing a part-time work program, and three students now doing school-based apprenticeships. Almost all students now have well-structured resumés, which boosts their confidence and expands their options. The coordinator also worked with the local council to allow students without access to cars to learn to drive and successfully get their drivers' licences, by offering the L2P program at school.

Wodonga SCC principal Vern Hilditch says the new initiatives and the expansion of existing programs have been invaluable for the college. The result has been more learning support for students, which has led to increased confidence and engagement and more post-school options. Students are already showing a greater capacity to take on an expanded range of subjects, particularly in the vital STEM area. Other direct benefits include better retention rates.

Mr Hilditch says many of the initiatives could not even have been considered without the additional funding. This includes the STEM initiative Outdoor Education facility, which is so important at a time when increasing student participation and engagement in STEM is a national priority.

WHAT THE CONTINUATION OF GONSKI FUNDING MEANS TO WODONGA SENIOR SECONDARY COLLEGE/BENALLA FLEXIBLE LEARNING CENTRE

Ms Ramage and Mr Hilditch are both emphatic that much of what has been achieved cannot be maintained unless the additional funding continues. As Ms Ramage points out, the huge increase in the number of students involved in successful workplace and work-oriented programs depended on the funding.

Mr Hilditch says the successful new programs and others planned are at risk if the level of equity funding is not maintained or expanded beyond 2017. This includes previously un contemplated STEM-related initiatives such as ensuring that all students at the Wodonga campus complete at least Year 11 Maths.

Sustaining innovation and change requires time and consistent investment of resources in the long term. Without this schools such as Wodonga SSC have a limited capacity to provide different approaches to learning for students that consider barriers to achievement and aspirations. Regional and rural schools require a far greater investment to create a shift in student aspirations that leads to raised achievement levels.

Without sustained funding over a period of time new approaches will wither and die before they can prove their worth. Gonski funding has the potential to help us achieve better outcomes for all students; not just those who fit the 'traditional' model.
– Mr Hilditch





GLOSSARY

This glossary outlines the key terms and acronyms used in this publication.

ACARA: Australian Curriculum, Assessment and Reporting Authority. It is the statutory authority responsible for the overall management and development of a national curriculum, the National Assessment Program (NAP) and national data collection and reporting.

ACER: Australian Council for Educational Research. ACER is a leading independent educational research centre. It undertakes contracted research and develops and distributes educational products and services.

ACLO: Aboriginal Community Liaison Officer. Role is to support and develop partnerships and understanding between the Aboriginal community and the school.

AEW: Aboriginal Education Worker. Role is to promote Aboriginal education by working with teachers to assist Aboriginal students to achieve their potential and by keeping the Aboriginal community informed of students' progress and achievements, and of school activities/events.

ATSI: Aboriginal and Torres Strait Islander peoples

ATAR: Australian Tertiary Admissions Rank. Calculated by the Universities Admissions Centre based on overall academic achievement in Year 12 for entry into most undergraduate-entry university programs in Australia.

AP: Assistant Principal

CLO: Community Liaison Officer. The CLO's role is to assist in the development of school and community links.

DECD: SA Department for Education and Child Development

DEC/DET: NSW Department of Education and Communities/New South Wales Department of Education and Training

DET: Queensland Department of Education and Training/Education Queensland

Differentiation: This refers to a wide variety of teaching techniques, lesson designs and assessment

strategies that educators use to meet the individual needs of a diverse group of students in the same course, classroom, or learning environment.

Early Action for Success (NSW): NSW department's strategy for implementing the state literacy and numeracy plan. It aims to improve students' literacy and numeracy skills through a targeted approach in the early years of schooling.

Early Start (Queensland): Queensland Department's resource kit for teachers containing optional literacy and numeracy materials for Prep-Year 2 student.

EALD: English as an Additional Language or Dialect. Students who speak a language other than English as their first language. EALD student support aims to develop EALD students' English language competence across the curriculum.

ESL: English as a Second Language. See EALD.

FTE: Full-time equivalent

GRG (Queensland): Greater Results Guarantee. Additional federal funding provided to Queensland schools from 2014. Now known as I4S: Investing for Success to reflect the change in funding allocation built on a new needs-based method to better direct funding to students and schools requiring the most support.

HSC: NSW Higher School Certificate (Senior Secondary Certificate)

ICP: Individual Curriculum Plan. ICPs are individualised learning programs developed by teachers to cater for the diverse learning needs of students who perform well below the year level expectations in the whole of a learning area or across the whole curriculum. ICPs are also developed for those students who are performing well above the expectations for their year level or who are undertaking an accelerated program. Also known as Individual Learning Plans (ILPs).

ICSEA: Index of Community Socio-Educational Advantage. The ICSEA was created by ACARA as a measure of the socio-educational background of students in a school considering a number of student and school level factors. The lower the ICSEA value, the lower the level of educational advantage of

students who attend the school; the higher the value, the higher the level of educational advantage of students at the school.

L3 program: Language, Learning and Literacy Language program. NSW research-based classroom intervention program targeting text reading and writing for students in their first year of school struggling with language and literacy development.

LBOTE: Language Background Other Than English. See EALD.

Literacy and Numeracy National Partnership: Additional Federal funding provided to states and territories to improve the performance of students who are falling behind in literacy and/or numeracy, including targeted groups such as students from disadvantaged backgrounds and Aboriginal and Torres Strait Islander students.

Literacy Pro: An online program for improving students' oral reading and comprehension ability. It uses a system of measurement known as Lexile scale. Literacy Pro gathers the results from Lexile tests over time, so a student's reading development can be tracked.

PAT: Progressive Achievement Tests. Developed by ACER and widely used in schools across Australia to monitor progress in key skill areas.

PAT-R: Progressive Achievement Tests in reading

PAT(Maths): Progressive Achievement Tests in maths

PM Benchmark Reading Assessment: a widely used commercial reading assessment resource

PreLIT Program: a skills-based, early literacy preparation program for preschool children in the year before school. It is designed to complement a play-based learning environment and provides children with a sound foundation for learning to read.

Project 600: An Education Queensland literacy and numeracy strategic initiative for students from Years 3 to 9

QCE: Queensland Certificate of Education. Senior Secondary Certificate.

QCIA: Queensland Certificate of Individual Achievement. The QCIA recognises the achievements

of students who are on individualised learning programs.

Quicksmart Literacy and Numeracy programs: Specialist intervention programs to improve the numeracy and literacy development of students who are experiencing learning problems or delays developed by the University of New England.

SACE: South Australian Certificate of Education (Senior Secondary Certificate)

SAO: (NSW) School Administrative Officer. School administrative officers provide support in maintaining school routines – assisting in the school library, science or home science areas, operating and maintaining classroom and office equipment and undertaking an administrative role in the school office or reception area.

SES: Socio-economic Status. The Australian Bureau of Statistics defines socio-economic disadvantage in terms of people's access to material and social resources as well as their ability to participate in society.

SLSO: NSW School Learning Support Officer. School learning support officers, under the supervision and direction of a teacher, assist in classroom activities, school routines, and the care and management of students with special needs.

STEM: Science, technology, engineering and mathematics

TfEL: Teaching for Effective Learning framework. A SA Department of Education and Child Development framework which identifies the characteristics of effective teaching and learning to establish broad domains of teacher action and relevant pedagogy.

VET: Vocational Education and Training

YuMi Deadly Maths: A maths strategy developed by Queensland University of Technology's YuMi Deadly Centre to improve teachers' capacity to effectively teach mathematics to Aboriginal and Torres Strait Islander and low-SES students. It aims to enhance students' mathematics learning outcomes and improve employment and life chances and is aligned with the Australian Curriculum: mathematics.



AUSTRALIAN EDUCATION UNION

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National Education Reform Agreement

NATIONAL EDUCATION REFORM AGREEMENT

Council of
Australian
Governments

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PRELIMINARIES

1. The Parties to this Agreement recognise that ensuring all young people have the best possible start in life is vital to the well-being of families, communities and the nation as a whole. High quality schooling supported by strong community engagement is central to Australia's future prosperity and social cohesion.
2. The *National Education Reform Agreement* (this Agreement) has been established to pursue this agenda. This Agreement will be overseen by the relevant Standing Council established under the Council of Australian Governments (COAG) to consider school education matters.
3. This Agreement provides that schools are funded according to the needs of students as a means to achieving the objective and outcomes outlined in this Agreement. These funding arrangements, backed up by clear and meaningful public reporting on outcomes, will support and reinforce the education reforms also contained in this Agreement. In combination, these reforms will drive the school improvement needed to ensure that Australian schools deliver a high quality education to all students.
4. This Agreement will build on the *Melbourne Declaration on Educational Goals for Young Australians* (2008), which reaffirmed the importance of national collaboration and promoting high quality schooling for all Australian students, and the shared COAG targets and outcomes encompassed in the *National Education Agreement* (2008). This Agreement also encompasses the policy directions set out in schools National Partnerships related to the *National Education Agreement*. It provides the basis for working toward the national goals that Australia will be ranked, by 2025, as one of the top five highest performing countries based on the performance of Australian school students in reading, mathematics and science, and based on the quality and equity of Australian schooling – as set out in the National Plan for School Improvement (NPSI) at Part 4 of this Agreement.
5. The *Australian Education Act 2013* will provide the legislative framework at a Commonwealth level that, consistent with this Agreement, sets out the broad reform directions for Australian schooling to reach the 2025 goals, the details of Commonwealth funding arrangements to support those goals, and arrangements to apply to the non-government sector. These goals are converted into COAG targets for the purposes of this Agreement.
6. The Parties commit to be socially inclusive and address disadvantage, including for students who are Aboriginal or Torres Strait Islander, have disability, come from non-English language backgrounds or are socio-economically disadvantaged. That commitment is embodied in the objective and outcomes of this Agreement. This Agreement will drive reform directions to 'Close the Gap' in education outcomes between Aboriginal and Torres Strait Islander students and non-Indigenous students. The Parties recognise the need to accelerate improvement in the education outcomes of Aboriginal and Torres Strait Islander students. The Parties recognise the right to equality and non-discrimination and the right to education.
7. The Parties have also agreed other objectives and outcomes – in particular, in the *National Indigenous Reform Agreement* (2008) – which the Parties will pursue through the broadest possible spectrum of government action. Consequently, this Agreement will be implemented

consistently with the objectives and outcomes of all National Agreements and National Partnerships entered into by the Parties.

8. The Parties recognise the important role of non-government schools and systems as providers of school education and affirm non-government schools and systems' responsibilities in implementing the relevant aspects of the NPSI. Mechanisms will be established between the Commonwealth, States and Territories and the non-government schools and systems to implement the relevant aspects of the NPSI. The accountabilities for non-government schools and systems, in order to receive Commonwealth funding, will be outlined in the *Australian Education Act 2013*.
9. This Agreement is associated with the *Intergovernmental Agreement on Federal Financial Relations* (IGA FFR), and should be read in conjunction with the payment arrangements in that Agreement.

PART 1 - PARTIES AND OPERATION

Parties

10. The Parties to this Agreement (the Parties) are:
 - a. the Commonwealth of Australia (the Commonwealth); and
 - b. the States and Territories, being:
 - i. The State of New South Wales;
 - ii. The State of Victoria;
 - iii. The State of Queensland;
 - iv. The State of Western Australia;
 - v. The State of South Australia;
 - vi. The State of Tasmania;
 - vii. The Australian Capital Territory; and
 - viii. The Northern Territory.

Term

11. This Agreement will operate from 1 January 2014 unless the Parties agree in writing to revoke it.

Variations

12. This Agreement may be amended at any time with the agreement in writing of First Ministers and with terms and conditions as agreed by all the Parties.
13. Unless otherwise specified, the schedules to this Agreement may be amended or revoked, and new schedules added, at any time with the written agreement of the relevant portfolio Commonwealth Minister and all State and Territory Ministers for school education. Where an amendment has material funding implications for more than one State or Territory, agreement will be sought from First Ministers. For Schedules A and B, the following arrangements apply:

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- a. amendment of a bilateral agreement in Schedule A, or the inclusion of an additional bilateral agreement in that schedule, only requires the agreement of the Prime Minister and the relevant First Minister; and
- b. Schedule B may only be amended by agreement between First Ministers.

Participation

Existing Agreements

14. If a State or Territory signs this Agreement prior to 1 January 2014, on 1 January 2014 it will cease to be a Party to the *National Education Agreement* and the following National Partnership Agreements:
 - a. Rewards for Great Teachers; and
 - b. Low Socio-Economic Status School Communities.

Withdrawal of Parties

15. A Party to this Agreement may terminate its participation in this Agreement at any time by notifying all the other Parties in writing.

Dispute Resolution

16. Any Party may give notice to the other Parties of a dispute under this Agreement.
17. Officials of relevant parties will attempt to resolve any dispute in the first instance. If a dispute cannot be resolved by officials it may be escalated to the relevant Ministers, and if necessary, the relevant COAG Council.
18. If a dispute cannot be resolved by the relevant Ministers, it may be referred to the relevant First Ministers and, if necessary, to COAG for consideration.

PART 2 – STATEMENT OF OBJECTIVE AND OUTCOMES

Objective

19. The Parties commit to the objective that Australian schooling provides a high quality and equitable education for all students.
20. All aspects of this Agreement contribute to, or measure progress towards, that objective.

Outcomes

21. This Agreement will contribute to the following outcomes:
 - a. Australian students excel by international standards;
 - b. young people make a successful transition from school to work and/or further study;
 - c. all children are engaged in and benefiting from schooling; and
 - d. schooling reduces the educational disadvantage of children, including Aboriginal and Torres Strait Islander children and children from low socio-economic status backgrounds.

COAG Targets

22. The Parties have agreed to the following existing national targets which are critical to the achievement of the objective and outcomes:
- a. lift the Year 12 (or equivalent) or Certificate II attainment rate to 90 per cent by 2015;
 - b. lift the Year 12 (or equivalent) or Certificate III attainment rate to 90 per cent by 2020;
 - c. at least halve the gap for Aboriginal and Torres Strait Islander students in Year 12 or equivalent attainment rates by 2020, from the 2006 baseline; and
 - d. halve the gap for Aboriginal and Torres Strait Islander students in reading, writing and numeracy by 2018, from the 2008 baseline.
23. The Parties have agreed new ambitious national targets with respect to Australia's international performance:
- a. Australia placed in the top 5 countries internationally in reading, mathematics and science by 2025; and
 - b. Australia considered to be a high quality and high equity schooling system by international standards by 2025.
24. The Parties agree that further work be undertaken by Education Ministers, in consultation with Ministers responsible for Indigenous Affairs, to set a more ambitious target (with reference to provisions 22.c. and d.) to further reduce the gap for Aboriginal and Torres Strait Islander students in reading, writing and numeracy by 2025. This work will be undertaken in the context of developing a new Aboriginal and Torres Strait Islander Education Action Plan, which will operate from 2015 and be appended as a schedule to this Agreement.

Outputs

25. The objective and outcomes of this Agreement will be achieved by outputs that deliver against the National Plan for School Improvement reform directions (as outlined in Part 4 of this Agreement).

Performance Indicators

26. The following performance indicators, which were used in the *National Education Agreement* prior to this Agreement coming into operation, will be used to assess the performance of the Parties toward achieving these outcomes:

Outcome	Performance Indicators
Australian students excel by international standards.	1. The proportion of students in the bottom and top levels of performance in international testing.
Young people make a successful transition from school to work and/or further study.	2. The proportion of young people who have attained at least a Year 12 or equivalent or Australian Qualifications Framework (AQF) Certificate II/III or above. 3. The proportion of young people participating in post school education, training or employment.

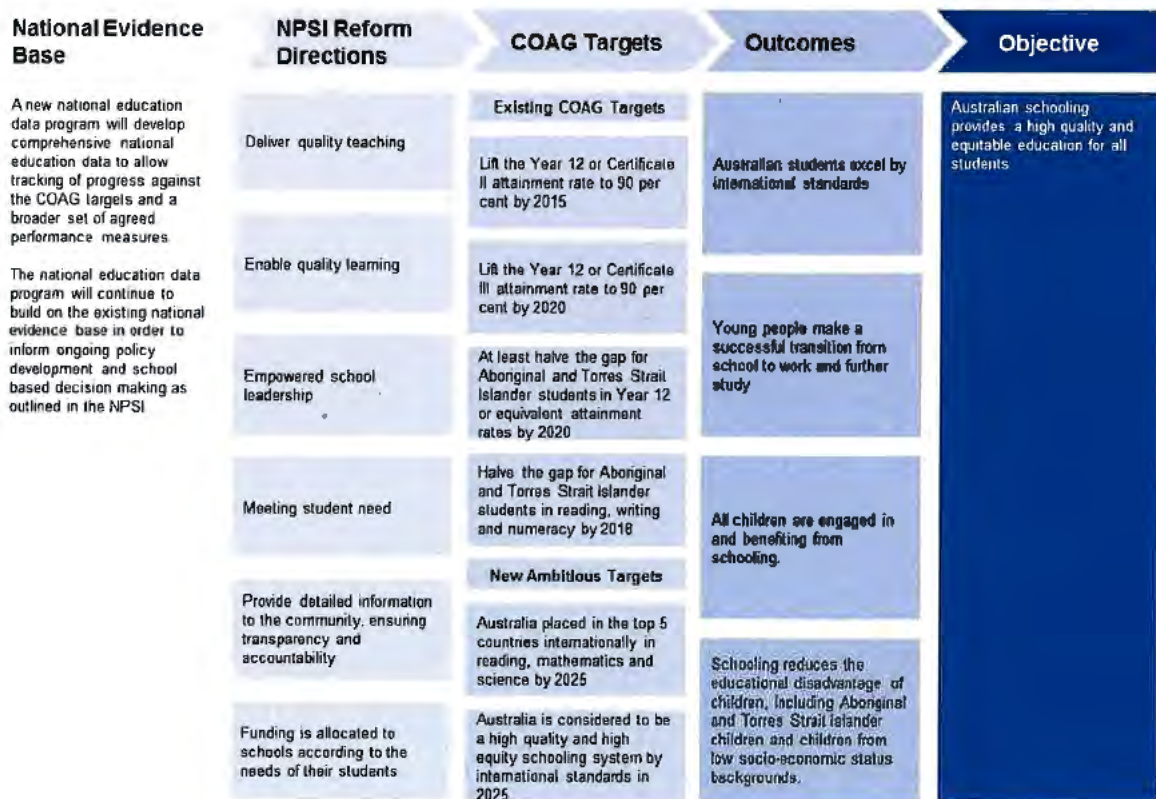
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All children are engaged in and benefitting from schooling.	4. Literacy and numeracy achievement of Year 3, 5, 7 and 9 in national testing. 5. Rate of attendance at school.
Schooling reduces the educational disadvantage of children, including Aboriginal and Torres Strait Islander children and children from low socio-economic status backgrounds.	6. All performance indicators are to be disaggregated, where possible, by equity groups.

COAG targets	Performance Indicators
Australia placed in the top 5 countries internationally in reading, mathematics and science by 2025.	7. Australia's mean scores for Organisation for Economic Cooperation and Development's (OECD) Programme for International Student Assessment (PISA) testing in reading, mathematics and science.
Australia considered to be a high quality and high equity schooling system by international standards in 2025.	8. Australia's achievement in PISA relative to the OECD average. 9. Relationship between the socio-economic background and PISA educational performance of Australian students compared to other countries and the OECD average.
Lift the Year 12 (or equivalent) or Certificate II attainment rate to 90% by 2015.	10. The proportion of young people who have completed Year 12 or equivalent or gained a qualification at AQF Certificate II or above.
Lift the Year 12 (or equivalent) or Certificate III attainment rate to 90% by 2020.	11. The proportion of young people who have completed Year 12 or equivalent or gained a qualification at AQF Certificate III or above.
At least halve the gap for Aboriginal and Torres Strait Islander students in Year 12 or equivalent attainment rates by 2020.	12. The proportion of Aboriginal and Torres Strait Islander young people who have completed Year 12 or equivalent or gained a qualification at AQF Certificate II or above compared with non-Indigenous students.
Halve the gap for Aboriginal and Torres Strait Islander students in reading, writing and numeracy by 2018.	13. The proportion of Aboriginal and Torres Strait Islander students who achieved at or above the national minimum standard (for reading, writing and numeracy, in Years 3, 5, 7 and 9) compared with non-Indigenous students. 14. National Assessment Program—Literacy and Numeracy (NAPLAN) mean scale scores of Aboriginal and Torres Strait Islander students (for reading, writing and numeracy in Years 3, 5, 7 and 9) compared with non-Indigenous students.

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27. Performance indicators, measures and data sets will be developed to monitor the impact of education reforms introduced through the NPSI. These will be agreed by the relevant Standing Council by 30 June 2014. In determining these performance indicators, measures and data sets, the Standing Council will:
- seek to use existing performance indicators, measures and data sets where possible, to ensure continuity and minimise costs; and
 - balance the national benefits of access to data with the impact on jurisdictions providing that data.
28. The Standing Council will also consult with Commonwealth and State and Territory bodies, including the COAG Reform Council (CRC), that have experience with developing, analysing and reporting on performance indicators, measures and data sets.



PART 3 — ROLES AND RESPONSIBILITIES

Shared Responsibilities of the Commonwealth and the States and Territories

29. The Commonwealth and the States and Territories will:
- develop, progress and review the agreed national objective, outcomes and reform directions for school education as set out in Part 4 of this Agreement;
 - fund school education as per the arrangements specified in Part 5 of this Agreement to ensure that each student and school is funded on the basis of need;

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- c. establish and agree bilateral agreements that reflect reform priorities in a local context, including implementation plans for the NPSI;
- d. implement agreed transparency and accountability arrangements;
- e. chart progress against performance indicators for all jurisdictions and schooling sectors;
- f. support the improved achievement of educational outcomes relating to Aboriginal and Torres Strait Islander young people;
- g. provide public leadership that encourages the community to recognise and embrace the importance of the nationally agreed outcomes;
- h. work together to develop, publish and disseminate evidence on what works best in schools to support the achievement of the agreed national objective and outcomes, including by:
 - i. researching, sharing and evaluating improvement and innovation strategies;
 - ii. taking account of national and international trends associated with school performance and education outcomes; and
 - iii. examining the impact and effectiveness of Australian school education across policy and strategy, program effectiveness and practice, and implementation in school settings; and
- i. monitor teacher supply;
- j. work together to improve the quality and timeliness of the data that supports the achievement of the objective and outcomes; and
- k. participate in the work of Australia's national education bodies as agreed by the relevant Standing Council.

The Role of the States and Territories

30. The States and Territories will:

- a. ensure that all school-aged children are given the opportunity to enrol in a safe and supportive school that provides a high quality education, including where students have particular needs. States and Territories are also responsible for ensuring that children of compulsory school-age attend school and therefore are responsible for:
 - i. developing policy;
 - ii. delivering services;
 - iii. monitoring and reviewing performance of individual schools; and
 - iv. regulating schools;so as to work towards the national objective and the achievement of outcomes compatible with local circumstances and priorities;
- b. implement the NPSI reforms, as set out in Part 4 and as agreed in bilateral agreements;

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- c. provide transparency and accountability, particularly for the government systems, including collecting data and reporting against agreed performance measures for monitoring and evaluating school improvement;
- d. ensure that schools provide clear performance reporting to parents and carers and to their local communities;
- e. manage government schooling systems;
- f. manage the employment conditions of teachers in the government school sector;
- g. manage the regulatory framework for all schools, including registration and accreditation, educational quality assurance, and monitoring and reviewing the performance of schools and systems;
- h. provide the required financial and student data from government systems to the relevant national education body and ensure that it is of the quality agreed by the relevant Standing Council;
- i. work with the non-government school sector in their State or Territory to support their participation in relevant aspects of this Agreement; and
- j. share best practice and school improvement strategies to support continuous improvement of school systems and individual schools.

Role of the Commonwealth

31. The Commonwealth will:

- a. allocate funding to States and Territories on the basis of need as determined by the Schooling Resource Standard (SRS), set out in Part 5 and Schedule B, to support improved service delivery and reform to meet nationally agreed outcomes and to achieve the national objective;
- b. implement nationally agreed reforms – in particular, to lift the quality of teaching through national higher education policy;
- c. develop national policy priorities for school education, and invest in actions to secure nationally agreed policy priorities, in consultation with States and Territories;
- d. ensure that the Commonwealth funding arrangements for non-government schools and systems are consistent with, and support the responsibilities of, the States and Territories in respect of regulation, educational quality assurance, performance and reporting on educational outcomes, including jurisdiction specific policies that support the achievement of the objective and outcomes of this Agreement;
- e. ensure that arrangements between the Commonwealth and non-government education authorities include a provision that the non-government school sector will work with Governments within each State or Territory to ensure their participation in relevant aspects of this Agreement, including jurisdiction specific policies that support the achievement of the objective and outcomes of this Agreement; and
- f. lead Australia's international engagement on educational matters, including the international assessment programs of the Organisation for Economic Co-operation and Development.

PART 4 – NATIONAL PLAN FOR SCHOOL IMPROVEMENT (NPSI)

Reform Directions

32. This Agreement places students and their achievement of the nationally agreed outcomes at the centre of any reform efforts.
33. The reform directions in this Agreement describe the broad evidence-based areas of action that Parties agree will make a significant contribution to meeting the national goals that Australia will be ranked, by 2025, as one of the top five highest performing countries based on the performance of Australian school students in reading, mathematics and science, and based on the quality and equity of Australian schooling (as measured by PISA 2024).
34. In meeting these goals and other targets outlined in this Agreement, new evidence-based reforms will build on the substantial work on school reform undertaken collaboratively by Education Ministers and First Ministers over a number of years through national frameworks, National Agreements and National Partnerships.
35. The Parties commit to the following reform directions:
 - a. quality teaching;
 - b. quality learning;
 - c. empowered school leadership;
 - d. meeting student need; and
 - e. transparency and accountability.
36. For each reform direction, the Parties will commit to reforms to raise student achievement through implementation of existing reforms and new signature reforms.
37. A number of signature reforms will require consistent national effort by all Parties. These include:
 - a. initial teacher education, registration and certification against the Australian Professional Standards for Teachers;
 - b. a national assessment program aligned with the Australian Curriculum;
 - c. national data collection, research, reporting and dissemination of evidence of successful strategies for school improvement; and
 - d. an acceleration of the national effort to close the gaps in education for Aboriginal and Torres Strait Islander students and increase their opportunities to excel in education through the current *Aboriginal and Torres Strait Islander Education Action Plan* and commitment to develop and implement a new Plan.
38. Other reforms provide flexibility in the pace and pathways for implementation to take into account local context, available resources and the speed of learning from evidence and evaluation. Bilateral agreements in Schedules A will set out agreed milestones, feedback and evaluation mechanisms for each reform direction, drawing on the details of these reforms that are outlined in the Standing Council on School Education and Early Childhood (SCSEEC) National Plan for School Improvement Forward Work Plan in Schedule D.
39. The reform directions will be implemented over the period from 2014-2019 as agreed between Parties in Schedules A. The reform approach for the subsequent period of 2020-2025 will be

informed by the reviews of the NPSI and this Agreement as outlined in Part 6, with a view to ensuring that Parties are on track to reach the national 2025 goals.

40. SCSEEC will provide an annual *State of Our Schools* report to COAG that assesses progress against COAG targets, the reforms outlined in the NPSI and the effectiveness of improvement strategies. This work will be supported by national education agencies and education authorities, including non-government education authorities and schools.
41. The Parties further agree that this report will be made public to account to the Australian community on progress against the targets, performance indicators and reforms outlined in this Agreement.
42. The SCSEEC National Plan for School Improvement Forward Work Plan at Schedule D will be reviewed and updated by SCSEEC in the first instance at its May 2013 meeting, and thereafter at least on an annual basis.
43. The Parties recognise the role of the national education agencies (Australian Curriculum, Assessment and Reporting Authority (ACARA), the Australian Institute for Teaching and School Leadership (AITSL) and Education Services Australia (ESA)) in supporting the delivery of the agenda outlined in this Agreement.
44. The Parties agree that SCSEEC will undertake a review to identify the most efficient and effective governance and institutional arrangements to deliver the reforms outlined in this Agreement. This review will be finalised by 31 July 2013. This review will encompass the independent process at provision 56.a.
45. As part of the review, existing governance arrangements, charters, letters of expectation and budgets for ACARA, AITSL and ESA will be reviewed by SCSEEC and updated to reflect this Agreement and any agreed outcomes of the review.
46. Subject to the agreed outcomes of the review described at provision 44, Parties will invest in the work plans and budgets for the national education bodies on the basis of the SCSEEC shared funding formula.

Existing and new signature reforms

Quality teaching

47. The Parties commit to continue effort in existing reform areas:
 - a. implement the Australian Professional Standards for Teachers;
 - b. implement the Accreditation of Initial Teacher Education Programs: Standards and Procedures in Australia;
 - c. endorse the Certification of Highly Accomplished and Lead Teachers Principles and Processes;
 - d. implement nationally consistent registration of teachers in Australia; and
 - e. improve the quality of, and access to, professional development and performance feedback, through adoption of the Australian Teacher Performance and Development Framework and the Charter for Professional Learning of Teachers and School Leaders in Australia.

48. The Parties agree to the following new signature reforms:
- a. Improve the preparation of teacher graduates:
 - i. accelerate the schedule of the Accreditation of Initial Teacher Education Programs: Standards and Procedures in Australia;
 - ii. review initial teacher education programs, to be undertaken by the Tertiary Education Quality Standards Agency in consultation with universities and teacher employers;
 - iii. greater use of enhanced admissions processes to initial teacher education courses;
 - iv. develop and implement a literacy and numeracy assessment for student teachers before graduation from their initial teacher training; and
 - v. develop and implement an agreed national approach to delivering higher quality practicum, to improve the quality of preparation and readiness of graduate teachers.
 - b. Improve the quality of induction into the profession:
 - i. develop and implement national guidelines for support of beginning teachers that set out the essential elements for quality support, allowing flexibility for local implementation.
 - c. Enhance teacher performance and professional development:
 - i. implement the Australian Professional Standards for Teachers, to ensure the development of teachers' expertise and effectiveness in improving student outcomes is recognised.

Quality learning

49. The Parties commit to continue effort in existing reform areas:
- a. develop and implement the Australian Curriculum from Foundation to Year 12 as already agreed by SCSEEC;
 - b. participate in the National Assessment Program; and
 - c. implement the Australian Early Development Index to provide a three yearly snapshot of young children's development in communities across Australia.
50. The Parties agree to the following new signature reforms:
- a. Strengthen the early years of education and improve student outcomes through higher quality instruction and parental engagement:
 - i. provide comprehensive literacy and numeracy support from Foundation to Year 3 with an intensive intervention on reading.
 - ii. provide school readiness assessments for students on entry to school to assist teachers to understand and meet the needs of individual students in their first few years at school.

- b. Extend Australian Curriculum reform:
 - i. implement the Australian Curriculum from Foundation to Year 12 as agreed through existing processes;
 - ii. provide significant exposure to the studies of Asia and work towards provision of continuous access to a priority Asian language;
 - iii. review and modernise the current national framework for vocational education in schools to better align with student, school, vocational education and training (VET), and employer requirements; and
 - iv. ensure comprehensive, high quality online resources are readily available and aligned to the Australian Curriculum.
- c. Align national assessment with the Australian Curriculum through existing processes:
 - i. deliver national online assessments that align with the Australian Curriculum and benchmark results against international testing;
 - ii. enhance and expand the National Assessment Program, by the addition of annual full cohort testing of science, with cohorts to be agreed by SCSEEC; and
 - iii. report national assessments against minimum, proficient and advanced standards once the new standards are developed and endorsed by SCSEEC.

Empowered school leadership

- 51. The Parties commit to continue effort in existing reform areas:
 - a. adopt the Australian Professional Standard for Principals; and
 - b. endorsement of the National School Improvement Tool, with the manner in which the tool might be used to be determined by schools and systems.
- 52. The Parties agree to the following new signature reforms:
 - a. strengthen school leadership:
 - i. develop a plan for year by year school improvement, including annual reporting of progress;
 - ii. develop and implement a new Principal Performance and Development Framework, supporting principals to increase their focus on leadership of effective teaching and learning in their schools; and
 - iii. give all school principals greater authority to make decisions affecting their schools and build stronger partnerships with parents and into the community including with non-government organisations.
 - b. prepare future school leaders;
 - i. develop a framework and associated modules to support aspiring principals to develop the skills required for school leadership.

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Meeting student need

53. The Parties commit to continue effort in existing reform areas:
- a. implement the *Aboriginal and Torres Strait Islander Education Action Plan 2010-2014*;
 - b. implement the 2005 Disability Standards for Education; and
 - c. implement the elements of the National Safe Schools Framework.
54. The Parties agree to the following new signature reforms:
- a. implement an equitable funding model for all students
 - i. implement the needs-based funding model as set out in Part 5 of this Agreement.
 - b. strengthen parent and community engagement:
 - i. provide better support for, and engagement with, parents and families, including advice on how best to contribute to their child's learning at home; and
 - ii. establish effective partnerships between schools and other organisations in the community.
 - c. provide inclusive education to meet the needs of individual students and identify those at risk:
 - i. accelerate actions to close the gaps in outcomes for Aboriginal and Torres Strait Islander students and increase their opportunities to excel in education;
 - ii. commit to develop a new Aboriginal and Torres Strait Islander Education Action Plan for 2015-2020;
 - iii. provide reasonable adjustments for students with disability to reflect the national definitions agreed by SCSEEC; and
 - iv. encourage excellence and meet the needs of high-performing students.

Transparency and accountability

55. The Parties commit to continue effort in existing reform areas:
- a. national reporting of performance data;
 - b. provide school-level information as agreed by SCSEEC for the *My School* website; and
 - c. develop agreed pathways for harmonising non-government school regulatory arrangements, consistent with the requirements of the Australian Charities and Not-for-profits Commission.
56. The Parties agree to the following new signature reforms:
- a. Establish an Australian School Performance entity; following an independent process to:
 - i. identify the roles, functions and governance to enable the entity to support school improvement and enhance national data, accountability, analysis and research capability;

- ii. consider the appropriate institutional arrangements, including consideration of the capacity of existing education agencies to deliver the recommended functions; and
- iii. consider the most cost-efficient and effective delivery of the recommended functions in a way which avoids duplication of existing agencies.

This process will be completed by 31 May 2013 for consideration of its recommendations by SCSEEC. The process will form the first phase of the review at provision 44.

- b. Build the evidence base through a national research plan;
 - i. develop a national research plan to ensure performance data is analysed and policy evaluated, which will be appended to this Agreement as Schedule F once agreed by SCSEEC; and
 - ii. improve the dissemination of research and data analysis to inform policy development.
- c. Improve national data quality, consistency and collection and capture information about educational outcomes and policy interventions to inform the ongoing work of the Standing Council.
 - i. Develop a comprehensive national education data program, which will be appended to this Agreement as Schedule E once agreed by SCSEEC.
 - ii. Develop arrangements for transparency and accountability for all jurisdictions that quantify targets and chart growth against these targets, subject to regular review, to achieve the 2025 COAG targets and agreed reforms.
- d. Reporting:
 - i. provide an annual *State of Our Schools* report to COAG that assesses progress against COAG targets, the reforms outlined in the National Plan for School Improvement and the effectiveness of improvement strategies; and
 - ii. further enhance *My School* as agreed by SCSEEC.

PART 5 — FUNDING REFORM ARRANGEMENTS

Principles for Needs-based Funding

- 57. The Parties agree that needs-based funding arrangements that take account of the specific circumstances of students, individual schools and systems are an important way to minimise disadvantage and to facilitate a high quality education for every student in every school.
- 58. The Parties will maximise educational outcomes by ensuring funding arrangements are aligned with the agreed needs-based arrangements for resourcing schooling, consistent with the following principles:
 - a. provision to schools of a per student amount representing recurrent resources required to support a student with minimal educational disadvantage to achieve expected educational outcomes;

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- b. for non-government schools, the per student amount articulated at 59.a. will recognise the extent of those schools' capacity to contribute;
- c. provision of 'loadings' providing additional funding to categories of educational need where that additional funding is required to support student achievement, including but not limited to:
 - i. school location;
 - ii. school size;
 - iii. low socio-economic status students;
 - iv. Aboriginal and Torres Strait Islander students;
 - v. students with limited English language proficiency; and
 - vi. students with disability;
- d. funding arrangements will take account of efficiencies that can be realised while achieving improved student outcomes; and
- e. publicly available and transparent funding formulae for calculating the level of funding each school receives.

Commonwealth Adoption of Needs-based Funding Arrangements – the Schooling Resource Standard (SRS)

59. The Commonwealth will calculate its contribution to recurrent funding for schooling according to the SRS, which includes:
- a. a per student amount representing the recurrent resources required to support a student with minimal educational disadvantage to achieve the standard designated in Schedule B, taking account of efficiencies;
 - b. loadings for school location, school size; low socio-economic status students; Aboriginal and Torres Strait Islander students; students with limited English language proficiency; and students with disability; and
 - c. a capacity to contribute adjustment for non-government schools.
60. The approach to calculating funding entitlements under the SRS is set out in Schedule B with the consequential payments authorised under the *Australian Education Act 2013*.
61. The Commonwealth will provide funding to the States and Territories calculated in accordance with provision 59-60 for distribution as part of shared funding arrangements for all schools.

State and Territory Adoption of Needs-based Funding Arrangements

62. States and Territories that are party to this Agreement will implement needs-based funding arrangements from 1 January 2014, as set out in Schedule A, in line with the principles at provisions 57-58.

Maintaining Current Funding Effort

63. The Parties agree that the 'additional funding' under this Agreement is the positive difference between what would have been provided under the funding arrangements that preceded this Agreement and the SRS.

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64. On this basis, to ensure a consistent baseline for calculating shares of additional funding (as per provisions 66-67) and to ensure funding from one Party does not substitute for funding from another in aiming to reach SRS funding levels by 2019, Parties agree to maintain current funding effort as set out in this provision and adjusted for indexation as set out in provisions 68-69.
- a. Parties agree that the approach for calculating what would have been provided under previous arrangements will be as follows:
 - i. *Baseline*: current funding levels will be calculated using the nationally-consistent school-level Commonwealth and State and Territory 2011 recurrent income as recorded on the *My School* website.
 - ii. *From 2011 to 2014*: 2011 Commonwealth and State and Territory recurrent funding levels will have grown at rates set out in Schedule A.
 - iii. *From 2014 to 2019*: 2014 Commonwealth and State and Territory recurrent funding levels will be grown at rates set out in Schedule A.
65. The Parties recognise the importance of encouraging innovations and consolidations that create cost efficiencies for schools and systems, but note that any efficiencies will not impact on the financial arrangements set out in Schedules A and B without a variation to those Schedules in accordance with provision 13.a.

Commonwealth and State or Territory Shares of Additional Funding

66. All Parties agree to work cooperatively towards reaching the full SRS funding level by 2019 as per the transition arrangements at provisions 79-80.
67. Additional funding, as defined in provision 63, will be shared between the Commonwealth and participating States and Territories at a ratio of 65:35, subject to transition arrangements at provisions 81-90. The amounts each Party will provide in total, and as additional funding, are set out in Schedule A.

Indexation

68. The Parties recognise that indexation which reflects the agreed cost (set out in Schedule A) of delivering education services (including being consistent with wages policy) is integral to ensuring high quality schooling for all students in all schools and systems.
69. The Parties agree that the SRS and Parties' base funding levels (as defined in provision 64.a.i.) will be indexed at the rates set out in Schedules A and B (which will be updated following the review set out in Schedule G).

Non-government School Funding

70. Where a payment to a State or Territory includes a nominated amount for a non-government 'approved authority' (which includes school systems and/or individual schools), that State or Territory will pass on that payment to the approved authority, as calculated by the Commonwealth.
71. Parties agree to calculate and distribute funding using an agreed needs-based funding model to ensure that non-government schools are sufficiently resourced to deliver high quality education to all students, taking into account the capacity to contribute.
72. Parties agree to maintain current funding effort to non-government schools and systems and ensure that the appropriate proportion of additional funding is directed to non-government schools and systems, as per 64-69 and as set out in Schedule A.

National Education Reform Agreement

73. Parties recognise that system costs for implementing school-level reform costs of NPSI are included as part of needs-based funding arrangements.

Commonwealth National Education Reform Agreement (NERA) Funding

74. From 1 January 2014, for States and Territories that are Parties to this Agreement and have signed a bilateral agreement, Commonwealth funding for government schools will be calculated according to the SRS and will replace the government schools component of the National Schools Specific Purpose Payment (NSSPP). This funding will be referred to as Commonwealth National Education Reform Agreement (NERA) funding.
75. The *Australian Education Act 2013* will set out funding arrangements for approved non-government education authorities.
76. The Commonwealth Treasurer will ensure that the GST distribution process will not have the effect of unwinding the recognition of educational disadvantage embedded in the NERA funding arrangements.
77. The Commonwealth Treasurer will instruct the Commonwealth Grants Commission (CGC) to ensure that no State or Territory will receive a windfall gain through the GST distribution from non-participation in NERA funding arrangements.
78. Commonwealth NERA funding to participating States and Territories will be paid in accordance with the payment arrangements set out in Schedule D to the IGA FFR.

Transition Arrangements

79. All Parties will progressively transition to the funding arrangements outlined in Part 5 of this Agreement by 31 December 2019, by aiming to reach each of the agreed implementation milestones set out in Schedule A.
80. The transitional funding set out in Schedule A will operate from 1 January 2014.

PART 6 — IMPLEMENTATION, ACCOUNTABILITY AND REVIEW

Implementation

81. The Parties commit to implement agreed arrangements to deliver on the objective, outcomes and reform directions contained in this Agreement. Parties commit to develop more detailed implementation arrangements to be included in bilateral agreements set out in Schedule A.
82. Once a State or Territory reaches agreement with the Commonwealth on implementation arrangements through a bilateral agreement, but not before 1 January 2014, Commonwealth NERA payments to that State or Territory will commence.
83. Implementation arrangements will be set out as follows:
- a. this Agreement sets out the shared objective, outcomes and reform directions to be implemented by all Parties; and
 - b. bilateral agreements (Schedule A) with each of the Parties will set out the actions to be implemented at the State/Territory level in order to achieve the objective, outcomes and reform directions outlined in this Agreement.

Woolcock Joint Arrangements Agreement

84. Implementation arrangements set out for non-government education authorities and independent schools in the *Australian Education Act 2013* shall align with the objective, outcomes, reform directions and other relevant provisions of this Agreement.

Bilateral Agreements

85. Any Heads of Agreement agreed prior to the meeting of the Council of Australian Governments on 19 April 2013 between the Commonwealth and each participating State and Territory will be appended to this Agreement in Schedule A. These Heads of Agreement will be replaced by the relevant bilateral agreement once finalised.
86. Bilateral agreements will outline specific arrangements additional to those set out in this Agreement, and will reflect reform priorities in a local context, including implementation plans for the NPSI and agreed funding arrangements.
87. The NPSI will be implemented across all participating jurisdictions, taking into account local context and different starting points. States and Territories will set out the jurisdiction-specific actions to implement NPSI reform directions and the process, for charting progress of those jurisdiction specific actions.
88. Bilateral agreement will, outline jurisdiction specific arrangements with respect to education reforms, including:
- a. planned activities, programs and initiatives to be implemented and how these contribute to reform directions and achievement of COAG targets;
 - b. implementation milestones and timelines, with milestones reflecting the activities that are to be undertaken as part of this Agreement in order to achieve the outcomes and targets set out in Part 2 of this Agreement; and
 - c. additional performance indicators to track progress, and feedback and evaluation mechanisms to chart progress and assess the impact of implemented activities in achieving the objective and outcomes of this Agreement.
89. Bilateral agreements will outline jurisdiction arrangements with respect to funding reforms, including the State or Territory needs-based funding model, which will be consistent with the principles for needs-based funding set out in Part 5 of this Agreement, taking into account local circumstances.
90. Each agreement should include a provision setting our arrangements for, and frequency of, reviews of the bilateral agreements, making reference to provision 106.

Reporting and Accountability

91. All Parties to this Agreement are accountable to the community for progress against the agreed objective, outcomes, and COAG targets implemented through this Agreement and bilateral agreements (set out in Schedule A).
92. Accountability through public reporting is a key mechanism to give the community confidence that outcomes are being achieved to improve the quality and equity of Australia's schooling system.
93. In this context, the Parties also recognise the importance of minimising the reporting burden created by agreed reporting and accountability arrangements.

Reporting and Accountability Arrangements Continued under this Agreement

94. All Parties to this Agreement commit to continued support for existing reporting and accountability arrangements, including:

- a. national reporting of performance data; and
- b. providing school-level information for the *My School* website.

Reporting by the CRC

95. All Parties commit to annual reporting by the CRC, against the outcomes and COAG targets specified in Part 2 of this Agreement, and commit to continue to provide the CRC with the information they require to fulfil their independent reporting role.

96. The CRC may draw upon all available sources of information.

Funding Transparency

97. All Parties agree to transparency of school funding through:

- a. commencing from the date that the relevant information becomes available, the publication on the *My School* website of the SRS model and SRS entitlement for each system and, from 2016 the system funding model and system-calculated entitlements for that system and every school, disaggregated by base and loading entitlements and Commonwealth, State and Territory, and private income for each school.
- b. Parties will agree the details for the representation of school-level information, including SRS school-level entitlements, on the *My School* website by 30 June 2013, subject to consideration of 2013 data when it becomes available in 2013.
- c. Parties also agree that the COAG Council of Treasurers will produce an annual report to COAG on compliance by all participating jurisdictions, with maintaining of funding effort and additional funding commitments set out in provisions 63-67 and bilateral agreements (set out in Schedule A). This report will be published following consideration by COAG.

Improved Funding Assurance

98. All Parties agree to update internal policies and procedures on non-government schools and systems to require more collaborative engagement between governments on compliance monitoring, investigation and enforcement.

Bilateral Activities

99. All Parties agree to provide an annual progress report to the relevant Standing Council outlining progress on implementation measured against performance indicators, milestones and feedback and evaluation mechanisms outlined in bilateral agreements set out in Schedule A.

100. These reports will be published online after consideration by the Standing Council and the Standing Council will also provide all reports to the CRC.

Review of this Agreement

Comprehensive Review

101. Comprehensive reviews of this Agreement will be commissioned by First Ministers of participating jurisdictions and undertaken by a panel of independent reviewers agreed by First Ministers of participating jurisdictions.
102. A comprehensive review of all elements of this Agreement (including funding and policy elements) will be completed by 30 June 2016 in accordance with the terms of reference set out in Schedule G.
103. The Parties agree that the second comprehensive review of this Agreement will occur by 30 June 2019 to inform progress of this Agreement beyond the six year transition period.
104. To support effective reviews, all Parties will collect and establish baseline information at the commencement of this Agreement and provide this to a panel of independent reviewers for the purposes of review.

Indexation Review

105. The Parties agree to commission an independent review of the indexation arrangements set out in provisions 68-69 in accordance with the terms of reference set out in Schedule G. The review will be completed by March 2015 and will be implemented from the beginning of the 2016 school year.

Review of Bilateral Agreements

106. Provision for periodic review of the bilateral agreements to this Agreement will be agreed by parties to those bilateral agreements. The Parties agree to review bilateral agreements, at least every three years.

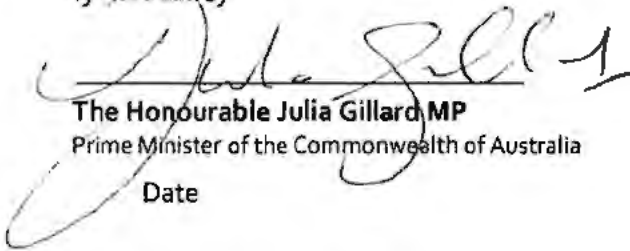
Finalisation, Review and Update of Elements in the SRS

107. Parties will finalise loadings for:
 - a. students with disability (SWD) loading, so that a nationally consistent methodology for calculating this loading, as agreed by the relevant Standing Council, will be available for consideration by the Parties from 1 January 2015; and
 - b. English language proficiency (ELP) loading, so that a nationally consistent methodology for calculating this loading, as agreed by the relevant Standing Council, will be available for consideration by the Parties will be implemented from 1 January 2015.
108. Parties will review the low socio-economic status (SES) loading, so that the review findings, as agreed by the relevant Standing Council, will be available for consideration by the Parties from 1 January 2015.
109. The Commonwealth will also review the socio-economic status (SES) score methodology by 2017 to ensure this score remains the most appropriate means of assessing the relative educational advantage of non-government schools, including their capacity to contribute.
110. If the result of these reviews involves material funding implications, the Standing Council will refer the matter to First Ministers.
111. The Commonwealth will update each of the elements in the Commonwealth funding model, by incorporating the most recently available input data, with the following frequencies:

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- a. school location, following every release of Australian Bureau of Statistics (ABS) five-yearly census data;
 - b. capacity to contribute, following every release of ABS five-yearly census data;
 - c. per student amount every three years;
 - d. low socio-economic status (SES), every two years;
 - e. English language proficiency (ELP) annually;
 - f. student enrolments annually;
 - g. Aboriginal or Torres Strait Islander (A&TSI) annually;
 - h. students with disability (SWD) annually;
 - i. school size annually; and
 - j. payment estimate annually.
112. Any consequential variations to this Agreement which arise from reviews set out in this section should follow the arrangements set out in the variations provisions at 12-13.

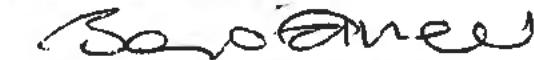
Signed for and on behalf of the Commonwealth
of Australia by



The Honourable Julia Gillard MP
Prime Minister of the Commonwealth of Australia

Date

Signed for and on behalf of the
State of New South Wales by



The Honourable Barry O'Farrell MP
Premier of the State of New South Wales

Date 23.4.13

Signed for and on behalf of the
State of Victoria by

The Honourable Dr Denis Napthine MLA
Premier of the State of Victoria

Date

Signed for and on behalf of the
State of Queensland by

The Honourable Campbell Newman MP
Premier of the State of Queensland

Date

Signed for and on behalf of the
State of Western Australia by

The Honourable Colin Barnett MLA
Premier of the State of Western Australia

Date

Signed for and on behalf of the
State of South Australia by

The Honourable Jay Weatherill MP
Premier of the State of South Australia

Date

Signed for and on behalf of the
State of Tasmania by

The Honourable Lara Giddings MP
Premier of the State of Tasmania

Date

Signed for and on behalf of the Australian
Capital Territory by

Ms Katy Gallagher MLA
Chief Minister of the Australian Capital Territory

Date

Signed for and on behalf of the Northern
Territory by

The Honourable Adam Giles MLA
Chief Minister of the Northern Territory

Date

SCHEDULE A – BILATERAL AGREEMENTS

[Heads of Agreement will be appended to this Schedule at the 19 April 2013 COAG meeting and replaced by bilateral agreements once finalised.]

SCHEDULE B - COMMONWEALTH FUNDING

1. The Commonwealth's approach to calculating funding for schooling is set out in this Schedule and the *Australian Education Act 2013*, with the consequential payments authorised by that Act and made according to the payment arrangements in the IGA FFR.

The Schooling Resource Standard (SRS)

2. The SRS comprises per student amounts, with loadings for categories of educational need where it is known that additional funding is required to support student outcomes.
3. The SRS will provide per student amounts representing the recurrent resources required to support a student with minimal educational disadvantage.
 - a. This is calculated on a standard of school effectiveness and efficiency based on schools that meet a demanding student outcome benchmark at a lower than average cost. Reference schools are those where at least 80 per cent of the students exceed the national minimum standard in reading and numeracy under NAPLAN across three years (the 'standard' referred to in provision 59.a).
 - b. The per student amounts will be as follows:
 - i. primary - \$9,271; and
 - ii. secondary - \$12,193.
4. The following loadings to the per student amount will also be calculated:
 - a. A loading for students from low socio-economic status (SES) backgrounds:
 - i. for students in socio-educational advantage (SEA) Quarter 1 - a loading ranging from 15 per cent of the per student amount for each Q1 student to 50 per cent of the per student amount for each Q1 student in a school where 75 per cent or more of the students are in Q1; and
 - ii. for students in SEA Quarter 2 - a loading ranging from 7.5 per cent of the per student amount for each Q2 student to 37.5 per cent of the per student amount for each Q2 student in a school where 75 per cent or more of the students are in Q2.
 - b. A loading for students from Aboriginal or Torres Strait Islander backgrounds ranging from 20 per cent of the per student amount for the first Aboriginal or Torres Strait Islander background student up to 120 per cent of the per student amount for each Aboriginal or Torres Strait Islander background student in a school where 100 per cent of students are from Aboriginal or Torres Strait Islander backgrounds.
 - c. An interim loading for students with low English language proficiency of 10 per cent of the per student amount for each disadvantaged student with a language background other than English – up to a capped funding amount.
 - d. An interim loading in 2014 of 186 per cent of the per student amount for each student with disability (a new nationally consistent student with disability loading will be available from 2015.)

- e. A school size loading:
 - i. \$150,000 for primary schools with up to 200 enrolments, tapering to zero for schools with 300 enrolments and above. For schools with less than 15 students, the size loading ranges from \$10,000 up to \$150,000 based on enrolments and remoteness;
 - ii. \$240,000 for secondary schools with up to 500 enrolments, tapering to zero for schools with 700 enrolments and above. For schools with less than 100 students, the size loading ranges from \$20,000 up to \$240,000 based on enrolments and remoteness; and
 - iii. the loading for combined schools is based on a weighted average of primary and secondary students.
 - f. A location loading using the continuous Accessibility/Remoteness Index of Australia (ARIA) classifications to calculate a loading of up to 80 per cent of the per student amount for an ARIA classification of 15 (very remote): this loading is applied to the per student amount and size loading.
5. Input data into the SRS will be reviewed and updated at the frequencies as specified in Part 6 of this Agreement.

Commonwealth Funding to Government Systems

6. For State and Territory government systems, the Commonwealth will provide its current funding contribution, calculated as per provision 64 of this Agreement, and the agreed shares of additional funding requirements for government schools as set out in provisions 66 - 67 of this Agreement, and with indexation as set out in 68-69 of this Agreement and 10-14 of this Schedule.

Commonwealth Funding to Non-Government Systems and Schools

7. Non-government schools are subject to a 'capacity to contribute' adjustment to the per student amount recognising the extent of those schools' capacity to contribute:
- a. For both primary and secondary schools:
 - i. a maximum public contribution of 90 per cent of the per student amount for schools with an SES score of less than or equal to 93; and
 - ii. a minimum public contribution of 20 per cent of the per student amount for schools with an SES score of greater than or equal to 125.
 - b. Differential capacity to contribute curves apply between SES scores of 93 and 125 for primary and secondary schools, reflecting the differences in private fee structures.
 - c. Combined schools' capacity to contribute adjustments are based on the relative proportion of primary and secondary enrolments.

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8. The following categories of schools will be exempt from the capacity to contribute adjustment:
 - a. special schools serving children with disability and special assistance schools catering for students with social, emotional or behavioural difficulties;
 - b. majority Indigenous student schools comprised of those with 80 per cent or more Indigenous enrolments, or very remote schools with 50 per cent or more Indigenous enrolments; and
 - c. sole provider schools (more than 25km from the nearest equivalent school) in remote locations from that are effectively offering a universally accessible service equivalent to a government school.
9. For non-government systems and independent schools, the Commonwealth will provide its current funding contribution, calculated as per 63-65 of this Agreement, and the agreed shares of additional funding requirements for non-government schools, taking account of the 'capacity to contribute' adjustment, and with indexation as set out in provisions 68-69 of this Agreement and provisions 10-14 of this Schedule.

Indexation

10. Indexation arrangements will be reviewed as per provision 105 of this Agreement.

Indexation of the SRS

11. The SRS will be indexed at 3.6 per cent per annum.
12. The proposed value of the indexed SRS in each of the transition years, as well as the Commonwealth and participating States and Territories contribution is set out in Schedule A.

Indexation for systems and schools currently 'above' their SRS funding level

13. The Commonwealth will provide participating States and Territories, non-government school systems and independent schools that would, under current arrangements, receive funding above the Commonwealth's SRS in any year (schools 'above' the SRS) an increase in funding of 3 per cent over their current level of funding each year.
14. Systems' and schools' current level of funding will be calculated as per provision 64 of this Agreement.
15. Participating States and Territories will provide a share of funding to non-government school systems and independent schools in their jurisdiction to allow this to occur, in accordance with details specified in Schedule A.

SCHEDULE C – TECHNICAL DEFINITIONS FOR PERFORMANCE INDICATORS

Performance indicator	Technical definitions
1. The proportion of students in the bottom and top levels of performance in international testing (e.g., PISA, Trends in International Mathematics and Science Study (TIMSS) and other appropriate measures that may be developed).	<p>1(a) The proportion of students who achieved at level 5 or above on each of reading literacy, mathematical literacy and scientific literacy in PISA testing.</p> <p>1(b) The proportion of students achieving at or above the nationally agreed proficiency level ('Intermediate international benchmark') on each of mathematics and science in TIMMS testing.</p> <p>1(c) The proportion of students who achieved at level 'Advanced international benchmark' on each of mathematics and science in TIMMS testing.</p> <p>1(d) The proportion of students who achieved at 'Low international benchmark' or below on each of mathematics, and science in TIMMS testing.</p>
2. The proportion of young people who have attained at least a Year 12 or equivalent or Australian Qualifications Framework (AQF) Certificate II/III or above.	<p>2(a) The proportion of 20-24 year olds in the population who have completed Year 12 or equivalent or gained a Qualification at AQF Certificate Level II or above.</p> <p>2(b) The proportion of 20-24 year olds in the population who have completed Year 12 or equivalent or gained a Qualification at AQF Certificate Level III or above.</p> <p>This measure will use the Survey of Education and Work (SEW) as a data source, supplemented by the ABS Census data when available and administrative data to consolidate Year 12 data, once definitions have been settled.</p>
3. The proportion of young people participating in post school education, training or employment.	<p>3(a) The proportion of young people aged 17-24 years participating in post school education, training or employment.</p> <p>This measure will use the Survey of Education and Work (SEW) as a data source, supplemented by the ABS Census data when available and administrative data to consolidate Year 12 data, once definitions have been settled.</p>
4. Literacy and numeracy achievement of Year 3, 5, 7 and 9 in national testing.	<p>4(a) The proportion of students who achieved at or above the national minimum, proficient and advanced (once developed) standard (for reading, writing and numeracy in Years 3, 5, 7 and 9)</p> <p>4(b) National Assessment Program – Language and Numeracy (NAPLAN) mean scale scores for students (for reading, writing and numeracy in Years 3, 5, 7 and 9).</p>
5. The rate of student attendance at school.	Attendance rates for students enrolled in Years 1 to 10.
6. All performance indicators	6(a) All performance measures are disaggregated by:

are to be disaggregated, where possible, by equity groups	<ul style="list-style-type: none"> i. Aboriginal and Torres Strait Islander background; ii. students with disability; iii. non-English speaking backgrounds; iv. geo-location; and v. socio-economic status.
7. Australia's mean scores for PISA testing in reading, mathematics and science.	7(a) Australia's mean score across all three assessment domains (reading, mathematical and scientific literacy) significantly improving since the previous PISA cycle in which that domain was a major domain.
8. Australia's achievement in PISA relative to the OECD average.	8(a) Australia's mean score across all three assessment domains (reading, mathematical, and scientific literacy) above the OECD average.
9. Relationship between the socio-economic background and PISA educational performance of Australian students compared to other countries and the OECD average.	9(a) Australia's equity as measured by strength and slope improving since the previous PISA cycle.
10. The proportion of young people who have completed Year 12 or equivalent or gained a qualification at AQF Certificate II or above.	10(a) The proportion of 18 to 24 year olds in the population who have: <ul style="list-style-type: none"> • Been awarded a statement or certificate on completion of Year 12 by an Australian Government studies authority/department; or • Attained a Qualification at AQF Certificate Level II or above.
11. The proportion of young people who have completed Year 12 or equivalent or gained a qualification at AQF Certificate III or above.	11(a) The proportion of 18 to 24 year olds in the population who have: <ul style="list-style-type: none"> • Been awarded a statement or certificate on completion of Year 12 by an Australian Government studies authority/department; • Attained a Qualification at AQF Certificate Level III or above.
12. The proportion of Aboriginal and Torres Strait	12(a) The proportion of Aboriginal and Torres Strait Islander 18 to 24 year olds in the population who have: <ul style="list-style-type: none"> • Been awarded a statement or certificate on completion of Year 12 by an Australian Government studies

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<p>Islander young people aged 20-24 years who have completed Year 12 or equivalent or gained a qualification at Framework (AQF) Certificate II or above compared to all students compared with non-Indigenous students.</p>	<p>authority/Department;</p> <ul style="list-style-type: none"> • Attained a Qualification at Framework (AQF) Certificate Level II or above; compared to all students compared with non-Indigenous students.
<p>13. The proportion of Aboriginal and Torres Strait Islander students who achieved at or above the national minimum standard (for reading, writing and numeracy in Years 3, 5, 7 and 9) compared with non-Indigenous students.</p>	<p>13(a) The proportion of Aboriginal and Torres Strait Islander students in Years 3, 5, 7, and 9 who achieved at or above the national minimum standard (for reading, writing and numeracy in Years 3, 5, 7 and 9) compared with non-Indigenous students.</p>
<p>14. NAPLAN mean scale scores of Aboriginal and Torres Strait Islander students (for reading, writing and numeracy in Years 3, 5, 7 and 9) compared with non-Indigenous students.</p>	<p>14(a) The NAPLAN mean scale scores of Aboriginal and Torres Strait Islander students (for reading, writing and numeracy in Years 3, 5, 7 and 9) compared with non-Indigenous students</p>

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SCHEDULE D – SCSEEC NATIONAL PLAN FOR SCHOOL IMPROVEMENT – FORWARD WORKPLAN

Parties note that under provision 13 of this Agreement, schedules to the Agreement may be amended or revoked at any time with the written agreement of the relevant portfolio Commonwealth Minister and all State and Territory Ministers for school education.

Quality teaching			
Reform	Reform elements	Action	Timing
Improve the quality of initial teacher education	Accelerate the schedule of the Accreditation of Initial Teacher Education Programs: Standards and Procedures in Australia.	All initial teacher education courses be accredited against the new standards by the end of 2015. AITSL will ensure the elaborations that support the Initial Teacher Education Standards have clear direction with regard to the expectations of initial teacher education providers. AITSL will undertake a formal review of the standards in 2016.	All courses to be accredited by December 2015 AITSL review in 2016
	Review initial teacher education programs, to be undertaken by the Tertiary Education Quality Standards Agency (TEQSA).	Review of initial teacher education courses in 2014 by TEQSA to assess and benchmark the quality of curriculum, pedagogy and delivery of initial teacher education. The review will be undertaken in consultation with universities, teacher employers, state regulatory authorities and AITSL.	TEQSA review in 2014
	Greater use of enhanced admissions processes to initial teacher education courses.	AITSL to research and assess the potential of enhanced selection processes for admission to teacher education courses. Based on available evidence, national guidelines will be developed for enhanced admissions processes to be implemented by universities, initially on a voluntary basis. The guidelines will be considered for inclusion in the accreditation standards as a requirement for universities as part of the 2016 AITSL review of the standards.	Guidelines to inform adoption of selection processes from 2014
	Develop and implement a literacy and numeracy assessment for student	Development of a national literacy and numeracy assessment for student teachers to be commissioned by AITSL and administered by universities. The assessment should assess whether students have the	To be ready for implementation from 2015

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	teachers before graduation from their initial teacher training.	literacy and numeracy skills required for teaching and be a requirement for graduation from all initial teacher education courses.	
	Develop and implement an agreed approach to delivering higher quality practicum, to improve the quality of preparation and readiness of graduate teachers.	Australian Government funding agreements will require universities to ensure they have sufficient practicum places before making offers to initial teacher education courses. AITSL to develop, implement and evaluate a national approach to quality practicum placements for initial teacher education courses, including requirements for supervising teachers and a rigorous common assessment of classroom readiness. This work will be undertaken in consultation with higher education providers, education authorities, teacher employers, regulatory authorities and union stakeholders. Higher education providers, systems and schools adopt the approach once agreed by SCSEEC.	National approach to be in place from 2015
Improve the quality of induction into the profession	Develop and implement national guidelines for support of beginning teachers that set out the essential elements for quality support, allowing flexibility for local implementation.	A national framework for quality support for beginning teachers will be developed by AITSL for consideration by SCSEEC to assist graduates move from the Graduate to Proficient teacher standard. Bilateral agreements will outline strategies to ensure that beginning teachers receive high quality support on entry into the profession.	National approach to be agreed by December 2014
Enhance teacher performance and professional development	Implement the Australian Professional Standards for Teachers to ensure the development of teachers' expertise and effectiveness in improving student outcomes is recognised.	Systems and schools will work towards incorporating the Australian Professional Standards for Teachers as a part of the measures that support teacher career progression. State governments will implement the national certification process for Highly Accomplished and Lead Teachers in Australia for all sectors.	From 2014

Quality learning			
Reform	Reform elements	Action	Timing
Strengthen the early years of education and improve student outcomes through higher quality instruction and parental engagement	Provide comprehensive literacy and numeracy support from Foundation to Year 3 with an intensive intervention on reading.	Systems and schools will implement strategies to ensure that students in the first four years of education are supported, regularly assessed against a literacy and numeracy continuum and provided with intervention support when gaps are diagnosed. Strategies could include professional development for teachers, intensive monitoring and support for children in the first four years of school, parent learning programs and community campaigns to reinforce the importance of reading levels for all Australian children.	From 2014
	Provide school readiness assessments for students on entry to school to assist teachers to understand and meet the needs of individual students in their first few years at school.	Systems and schools will undertake a school readiness assessment for all students on entry to school.	From 2014
Extend Australian Curriculum reform	Implement the Australian Curriculum from Foundation to Year 12 as agreed through existing processes.	Systems and schools will re-commit to the full implementation of the Foundation to Year 12 Australian Curriculum, including the teaching of the Australian Curriculum in identified key learning areas and reporting against the Australian Curriculum achievement standards.	F-10 by 2016 11-12 by 2018
		Systems and schools will commit to the implementation of the National Trade Cadetship curriculum as agreed by SCSEEC.	
	Provide significant exposure to the studies of Asia and work towards provision of continuous access to a priority Asian language.	Systems and schools will work towards providing students with the opportunity for continuous access to the study of a priority Asian language and ensure that all students have significant exposure to studies of Asia consistent with the cross curriculum priority in the Australian Curriculum. This will include strategies for greater school to	From 2014

		<p>school links.</p> <p>ACARA to develop senior secondary curriculum for Chinese (Mandarin), Japanese, Korean, Indonesian and Hindi, as well as a Foundation to Year 10 curriculum for Hindi.</p> <p>Education Services Australia (ESA) to identify gaps in resources to support teaching of Asian languages and the cross-curriculum priority of Asia and Australia's engagement with Asia and procure resources to fill these gaps.</p> <p>AITSL to establish a flagship program on Asia literacy that will identify the professional learning requirements to improve teaching and leadership in this field; produce training modules and resources to build new skills in current and pre-service Asian language teachers; and produce training modules on Asia literacy for in-service and pre-service teacher training.</p>	
	Review and modernise the current national framework for vocational education in schools to better align with student, school, VET and employer requirements.	In consultation with systems and schools, the Australian Government will commission a review of existing policy and quality assurance settings for vocational learning in schools and develop a national framework for consideration by SCSEEC.	2014
	Ensure comprehensive, high quality online resources are readily available and aligned to the Australian Curriculum.	<p>ESA will work with ACARA to ensure that high quality online resources for curriculum and assessment are available to support classroom delivery of the Australian Curriculum, in particular Phase 3 learning areas which are currently under development.</p> <p>Education authorities will ensure online resources they develop are made available nationally.</p>	Continuing
Align national assessment with the Australian Curriculum	Deliver national online assessments that align with the Australian Curriculum and benchmark results against	<p>Transition to online delivery of national assessments and benchmark against international standards.</p> <p>Systems and schools will ensure system readiness for online delivery.</p>	National assessments to be delivered online from 2016

through existing processes	international testing.		
	Enhance and expand the National Assessment Program, including the addition of annual full cohort testing of science.	Enhance and expand the National Assessment Program to maximize the benefits of online delivery, and include annual full cohort science literacy assessments, with cohorts to be agreed by SCSEEC.	National science assessments from 2016
	Report national assessments against minimum, proficient and advanced standards once developed and endorsed by SCSEEC.	ACARA will commence work on the capacity to report national assessment achievement at proficient and advanced levels in addition to the current minimum standard. Once considered and endorsed by SCSEEC, ACARA will report against the three standards.	Reporting against three standards from 2016

19 | School Leadership Reform

Empowered school leadership			
Reform	Reform elements	Action	Timing
Strengthen school leadership	Develop a plan for year by year school improvement, including annual reporting of progress.	Systems and schools will implement school improvement frameworks, to support schools, that include annual school improvement plans and reporting on progress to the community. The framework should include self and independent assessment of each school against the National School Improvement Tool, or its equivalent, by someone external to the school on a cyclical basis to allow schools to identify and benchmark their performance.	Framework in place from 2015
	Develop and implement a new Principal Performance and Development Framework, supporting principals to increase their focus on leadership of effective teaching and learning in their schools.	A new Principal Performance and Development Framework to be developed by AITSL for consideration by SCSEEC in 2014. Once agreed by SCSEEC, systems and schools will use the Principal Performance and Development Framework to support and guide principal selection and development.	From 2014
	Give all school principals greater authority to make decisions affecting their schools and build stronger partnerships into the community including with non-government organisations.	Systems will continue to work with schools to support greater local empowerment in decision making and engage with the community, including with non-government organisations.	From 2014
Prepare future school leaders	Develop a framework and associated modules to support aspiring principals to develop the skills required for school leadership.	A learning framework and associated modules to be developed by AITSL to support aspiring leaders to develop the skills and knowledge required by principals. These modules could lead to a national qualification for school leaders. Systems and schools to identify, support and encourage aspiring leaders to develop the skills and knowledge to prepare for principalship.	From 2014

Meeting student need			
Reform	Reform elements	Action	Timing
Continue effort in existing reform areas	Implementation of the <i>Aboriginal and Torres Strait Islander Education Action Plan 2010-2014</i> .	Parties will accelerate the implementation of the <i>Aboriginal and Torres Strait Islander Education Action Plan</i> .	2014
Implement an equitable funding model for all students	Implement the needs-based funding model as set out in the National Education Reform Agreement.	Implement needs-based funding as set out in the National Education Reform Agreement.	From 2014
Strengthen parent and community engagement	Provide better support for, and engagement with, parents and families, including advice on how best to contribute to their child's learning at home.	Systems and schools will work to strengthen the relationship between school, parents and families. These strategies will be included in school improvement plans.	From 2014
	Establish effective partnership between schools and other organisations in the community.	Systems and schools will work to strengthen the relationship between school and the community. These strategies will be included in school improvement plans.	From 2014
Provide inclusive education to meet the needs of individual students and identify those at risk	Accelerate actions to close the gaps in outcomes for Aboriginal and Torres Strait Islander students and increase their opportunities to excel in education.	Systems and schools will ensure that they put in place evidence-based actions to improve outcomes for every Aboriginal and Torres Strait Islander student including a personalised learning plan, attention to early learning, attendance, literacy and numeracy, family and community engagement and supporting transitions beyond school.	From 2014
	Commit to develop a new Aboriginal and Torres Strait Islander Education Action Plan for 2015-2020.	Parties will develop and implement a new Aboriginal and Torres Strait Islander Education Action Plan beyond 2014.	New plan developed in 2014
	Provide reasonable adjustments for students with disability to reflect the	Systems and schools will ensure that funding to support students with disability is used to meet the needs of individual students.	From 2014

national definitions agreed by SCSEEC.

Encourage excellence and meet the needs of high-performing students.

Systems and schools will increase the proportion of students performing at the highest levels of achievement. This may include access to online materials that support the challenge and interests of students.

From 2014

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Transparency and accountability			
Reform	Reform elements	Action	Timing
Establish an Australian School Performance entity	Establish an Australian School Performance entity.	<p>Establish an Australian School Performance entity, following an independent process to:</p> <ul style="list-style-type: none"> a. Identify the roles, functions and governance to enable the entity to support school improvement and enhance national data, accountability, analysis and research capability; b. Consider the appropriate institutional arrangements, including consideration of the capacity of existing education agencies to deliver the recommended functions; and c. Consider the most cost-efficient and effective delivery of the recommended functions in a way which avoids duplication of existing agencies. 	SCSEEC consideration by 31 May 2013
Build the evidence base through a national research plan	Develop a national research plan to ensure performance data is analysed and policy evaluated.	SCSEEC will develop a national research plan and commission research that examines issues of national importance and draws on the national education data program.	2014
	Improve the dissemination of research and data analysis to inform policy development.	An Australian School Performance entity will disseminate the results of the national research plan and analysis of the data provided under the national education data program. The entity will establish a national clearing house and data network and ensure information is available to schools through an online portal. Systems and schools will encourage widespread use of the online materials.	From 2014

<p>Improve national data quality, consistency and collection and capture information about educational outcomes and policy interventions to inform the ongoing work of the Standing Council</p>	<p>Develop a comprehensive national education data program to become a schedule to the National Education Reform Agreement once agreed by SCSEEC.</p>	<p>SCSEEC will develop a national education data program.</p> <p>Parties agree to work together to improve the quality, scope and collection of data to support the National Plan for School Improvement. This will include the addition of student level, teacher workforce and policy intervention data relevant to reforms and the improvement of data collection (including efforts to streamline collection processes and ensure information is available to schools through an online portal. Systems and schools will provide agreed data items.</p>	<p>From 2014</p>
	<p>Develop arrangements for transparency and accountability for all jurisdictions that quantify targets and chart growth against these targets, subject to regular review, to achieve the 2025 COAG targets and agreed reforms.</p>	<p>SCSEEC will develop arrangements for transparency and accountability for all jurisdictions that quantify targets and chart growth against these targets, subject to regular review, to achieve the 2025 COAG targets and agreed reforms.</p>	<p>2014</p>
<p>Reporting</p>	<p>Provide an annual State of our Schools report to COAG and the public that reports progress against COAG targets and the actions outlined in the National Plan for School Improvement and the effectiveness of improvement strategies</p>	<p>SCSEEC will monitor progress, regularly review performance and publish a comprehensive annual progress report to COAG and the public. The report will report on:</p> <ul style="list-style-type: none"> • progress against COAG targets and a range of performance measures agreed in the national education data program; • progress against the actions outlined in the National Plan for School Improvement; and • the effectiveness of improvement strategies. 	<p>Annual</p>

Further enhancement of *My School* as agreed by SCSEEC.

ACARA will continue to collect, publish and develop *My School* information based on SCSEEC agreement to additional performance indicators.

Ongoing

SCHEDULE E – NATIONAL EDUCATION DATA PROGRAM

[The national education data program, outlined in 56.c.i, will be set out in this Schedule once finalised.]

SCHEDULE F - NATIONAL RESEARCH PLAN

[The national research plan, outlined in 56.b.i., will be set out in this Schedule once finalised.]

SCHEDULE G - REVIEW TERMS OF REFERENCE

1. Terms of Reference for reviews listed below will be further considered and finalised by First Ministers of participating jurisdictions prior to commissioning each review.

Comprehensive Review

Preamble

2. Parties have agreed to conduct two comprehensive reviews of this Agreement. The first review will be conducted by 30 June 2016, and the second will be conducted by 30 June 2019, to inform progress of this Agreement beyond the six year transition period.
3. The reviews will be commissioned by First Ministers of participating jurisdictions and undertaken by a panel of independent reviewers agreed by First Ministers of participating jurisdictions.

Role and Purpose

4. For the first review, the independent panel of reviewers will investigate and provide advice, to COAG, on:
 - a. progress made by the Parties in implementing the NPSI and the funding arrangements set out in this Agreement over the first two years of operation;
 - b. whether jurisdictions are on-track to give effect to complete transition of funding arrangements set out in Part 5 and Schedule A by 31 December 2019;
 - c. the appropriateness of the methodology and data inputs of the Commonwealth and State and Territory funding models;
 - d. whether the education reforms under the NPSI are appropriate to achieve agreed outcomes; and
 - e. any other agreed matters agreed between First Ministers of participating jurisdictions.
5. For the second review, the relevant Standing Council will provide COAG with advice, for agreement, on the scope and focus of the review before 30 June 2018. At a minimum, the scope of the second review will examine:
 - a. progress made by the Parties towards successful implementation of the NPSI and trajectory towards achievement of the 2025 targets, having regard to progress against targets, the national evidence base, emerging priorities and the link to funding;
 - b. whether the education reforms under the NPSI are appropriate, effective and efficient;
 - c. the SRS and State and Territory funding models' accuracy and the appropriateness of their respective data inputs and methodology; and
 - d. the conceptual adequacy and appropriateness of data sets and performance indicators.
6. The reviews will give consideration to both government and non-government sectors within participating jurisdictions.
7. For each review, within one month of the completion of the review period, the independent review panel will provide a full report to COAG. Reports will be published on the COAG website following COAG consideration.
8. In its reporting, the independent panel of reviewers will consider where recommendations might affect existing arrangements under this Agreement and *Australian Education Act 2013*.

Funding

9. Funding for each review will be shared between the Commonwealth and States and Territories on a 50:50 basis.

Timetable

First comprehensive review

10. The panel of independent reviewers will be selected and their first meeting convened before 31 December 2015 and will be disbanded by 30 June 2016.

Second comprehensive review

11. The panel of independent reviewers will be selected and their first meeting convened before 31 December 2018 and will be disbanded by 30 June 2019.

Consultation

12. The independent panel of reviewers will be required to consult with:
- a. the relevant COAG Council;
 - b. Senior Officers from First Ministers, Treasuries and education portfolio agencies;
 - c. The CRC;
 - d. non-government education authorities;
 - e. the Australian School Performance entity; and
 - f. other parties as appropriate.

Review Outcomes

13. First Ministers of participating jurisdictions will be required to consider actions to be taken in response to the recommendations made in the review reports.

Indexation Review

Preamble

14. Parties have agreed to conduct an independent review to set the approach to indexation for the SRS (which will include baseline and additional funding). The revised approach to indexation will be required to be implemented from 1 January 2016 and apply to the needs-based funding arrangements specified in Part 5 and Schedules A and B of this Agreement. This will ensure the SRS continues to be based on evidence of what it costs to educate a student.
15. First Ministers from participating jurisdictions, in consultation with Treasurers, will commission an independent expert body to conduct the Indexation Review and will ensure that body has the expertise to consider the historical approach to indexation of schools funding, the drivers of cost in education and appropriate methodologies for maintaining the ability to deliver outcomes.

Role and Purpose

16. The review will identify an approach to the indexation for the SRS that considers:
- a. the objective of indexation as set out in this Agreement;
 - b. how funding can be maintained to ensure schooling systems have the capacity to respond to the changes in the nature of schooling and the demand for schooling systems to keep pace with those changes;
 - c. the interplay, and availability, of using cost data versus expenditure data and how to best utilise existing data sources across sectors;
 - d. economic indicators that are more broadly based and nationally consistent;

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- e. the technical aspects of calculation (e.g., rigour, volatility, transparency, timeliness, data availability, data consistency and data comparability);
 - f. whether the approach to indexation should be calculated separately for primary and secondary levels of schooling or as an average across all levels of schooling;
 - g. whether the approach to indexation should be applied as supplementation (that is, applied to the SRS per student amounts during the funding period) or indexation (that is, applied to the SRS per student amounts prior to the beginning of the funding period);
 - h. the sustainability of indexation approaches; and
 - i. how indexation can be calculated in isolation from the changes flowing from the SRS.
17. The scope of school costs considered as part of the review must:
- a. include all recurrent costs borne by schools. This includes teaching and non-teaching staff salaries and other operating costs such as teaching materials. All recurrent costs should be considered including those that are partially excluded from the current indexation mechanism (Average Government School Recurrent Costs (AGSRC)), in particular how to account for expenses/provisions for superannuation and long service leave;
 - b. exclude payroll tax, as it is not incurred by all schools (non-government schools and government schools in some States and Territories are exempt); and
 - c. exclude capital costs, given the funding in question relates to recurrent resources only. Therefore, repairs and maintenance should be included but capital-related concepts such as depreciation, user cost of capital and capital expenses should be excluded.
18. In reporting, the independent panel of reviewers will consider where recommendations might affect existing arrangements under this Agreement and the *Australian Education Act 2013*.
19. The review will be dependent on data being made available by schools and system authorities. Parties to the Agreement, as well as non-government schools and systems, will be required to provide all data required to carry out the review.

Funding

20. Funding for the review will be shared between the Commonwealth and States and Territories on a 50:50 basis.

Timetable

21. The independent panel of reviewers will be required to provide a final report by 1 March 2015 for consideration by First Ministers from participating jurisdictions by 1 July 2015 and implementation in school funding arrangements on 1 January 2016.

Consultation

22. The independent panel of reviewers will be required to call for submissions and include specific consultation with:
- a. SCSEEC;
 - b. Senior officers from First Ministers, Treasuries and education portfolio agencies;
 - c. non-government education authorities; and
 - d. other parties as appropriate.

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Review Outcomes

23. Parties will be required to consider recommended changes to indexation stemming from this review for implementation by 1 January 2016.

SCHEDULE H - DEFINITIONS

approved authority	An approved authority is a body approved to receive funding on behalf of a school. It includes both school systems (groups of schools) and individual schools.
Australian Curriculum, Assessment and Reporting Authority (ACARA)	ACARA is the independent authority responsible for the development of a national curriculum (Kindergarten to Year 12), and a national assessment program, including managing the National Assessment Program Literacy and Numeracy (NAPLAN) (see below). ACARA also manages the <i>My School</i> website (www.myschool.edu.au).
capacity to contribute	The anticipated level of private contribution will be based on a school's SES score until a new, individual measure of parental capacity to contribute is developed.
Council of Australian Governments (COAG)	The Council of Australian Governments, being the peak intergovernmental forum in Australia, comprising the Prime Minister, State Premiers, Territory Chief Ministers and the President of the Australian Local Government Association (ALGA).
COAG Reform Council (CRC)	The COAG Reform Council has been established by the Council of Australian Governments (COAG) as part of the arrangements for federal financial relations. The Council is independent of individual governments and reports directly to COAG.
English language proficiency (ELP)	<p>A loading of 10 per cent per disadvantaged language background other than English (LBOTE) student is used, noting further work is being progressed through officials to develop a more reliable measure for students with limited English language proficiency (ELP).</p> <p>Disadvantaged LBOTE is a component of the 2010 Index of Community Socio-Education Advantage (ICSEA) calculation, which is LBOTE combined with the percentage of parents with an education of Year 9 equivalent or below.</p> <p>Low ELP is an area of student disadvantage targeted by loadings in the new funding model. The ELP loading will be calculated on the basis of new national consistent data inputs from 2014.</p>
Foundation students	School students in the year before Year 1.
Intergovernmental Agreement on Federal Financial Relations (IGA FFR)	The Intergovernmental Agreement on Federal Financial Relations establishes the overarching framework for the Commonwealth's financial relations with the States and Territories (www.federalfinancialrelations.gov.au).

material funding implications	An amendment has material funding implications where the spending that would be required as a consequence of that amendment would be subject to Cabinet approval in the affected jurisdictions.
needs-based funding	The new basis on which Parties will fund schools, as determined by the SRS (see below).
Schooling Resource Standard (SRS)	<p>A new standard for Australian Government recurrent funding to support schools to deliver a high quality education for every child.</p> <p>The SRS has two elements: the amount of investment per student in every system required to provide a high quality education; and loadings that target disadvantage and need at student and school level in specific areas which are known to impact on student performance, such as low socio-economic background, disability, indigeneity, English language proficiency and school size and location.</p> <p>The SRS per student amount is based on the costs of educating a child at a set of high performing schools, known as 'reference schools'. A school is considered a 'reference school' if at least 80 per cent of its students meet the national minimum standard in reading and numeracy under NAPLAN over three years, as well as other measures of school performance.</p>
socio-education advantage (SEA)	<p>A scale based on a range of variables including parental education and occupation—and/or socio-economic characteristics of the areas where students live, a school's location and student characteristics.</p> <p>The SEA is the basis on which the low socio-economic status student loading is calculated.</p>
Standing Council on Federal Financial Relations (SCFFR)	The Standing Council on Federal Financial Relations (SCFFR) is the COAG Council responsible for oversight of the Federal Financial Framework. The SCFFR publishes all COAG National Agreements and National Partnership Agreements on its website.
Standing Council on Schools, Education and Early Childhood (SCSEEC)	The Standing Council on Schools, Education and Early Childhood (SCSEEC) was established under Council of Australian Governments (COAG) arrangements. It provides a forum through which strategic policy on school education and early childhood development can be coordinated at the national level, and through which information can be shared and resources used collaboratively towards the achievement of agreed objectives and priorities.
top 5 countries	Any reference to 'top 5 countries' should be read consistently with the definition used by the Organisation for Economic Co-operation and Development's Programme for International Student Assessment.

NSW Gonski Agreement v Turnbull Plan

School name	Federal electorate	Federal MP party affiliation	State electorate	State MP party affiliation	* 2018 increase - Commonwealth share of the Gonski agreement (NERA) \$	# 2018 Turnbull increase \$	Turnbull's cuts 2018 \$	*2019 Increase Commonwealth share of the Gonski agreement (NERA) \$	# 2019 Turnbull increase \$	Turnbull's cuts 2019 \$	2018 & 2019 total increase - Commonwealth share of the Gonski agreement (NERA) \$	Turnbull's cuts 2018 & 2019 \$
Abbotsford Public School	Reid	Liberal	Drummoyne	Liberal	170,130	63,900	-106,230	322,812	66,967	-255,845	492,942	-362,075
Aberdeen Public School	New England	National	Upper Hunter	National	134,899	36,000	-98,899	257,720	37,728	-219,992	392,619	-318,891
Abermain Public School	Paterson	Labor	Cessnock	Labor	206,476	38,700	-167,776	392,976	40,558	-352,418	599,452	-520,194
Adaminaby Public School	Eden Monaro	Labor	Monaro	National	7,724	4,100	-3,624	14,801	4,297	-10,504	22,525	-14,128
Adamstown Public School	Newcastle	Labor	Newcastle	Labor	85,021	31,200	-53,821	160,509	32,698	-127,811	245,530	-181,632
Adelong Public School	Eden-Monaro	Labor	Wagga Wagga	Liberal	32,192	12,600	-19,592	61,198	13,205	-47,993	93,390	-67,585
Afterlee Public School	Page	National	Lismore	National	9,056	3,800	-5,256	17,376	3,982	-13,394	26,432	-18,650
Airds High School	Macarthur	Labor	Campbelltown	Labor	405,048	77,500	-327,548	780,409	81,220	-699,189	1,185,457	-1,026,737
Ajuga School	Werriwa	Labor	Macquarie Fields	Labor	46,530	17,400	-29,130	88,933	18,235	-70,698	135,463	-99,828
Albert Park Public School	Page	National	Lismore	National	26,366	10,200	-16,166	62,474	10,690	-51,784	88,840	-67,950
Albion Park High School	Whitlam	Labor	Kiama	Liberal	356,313	118,200	-238,113	680,979	123,874	-557,105	1,037,292	-795,218
Albion Park Public School	Whitlam	Labor	Kiama	Liberal	196,354	54,000	-142,354	373,992	56,592	-317,400	570,346	-459,754
Albion Park Rail Public School	Whitlam	Labor	Kiama	Liberal	247,939	45,800	-202,139	471,125	47,998	-423,127	719,064	-625,266
Albury High School	Farrer	Liberal	Albury	Liberal	322,543	149,700	-172,843	617,394	156,886	-460,508	939,937	-623,351
Albury North Public School	Farrer	Liberal	Albury	Liberal	226,886	39,700	-187,186	433,876	41,606	-392,270	660,762	-579,456
Albury Public School	Farrer	Liberal	Albury	Liberal	187,632	71,600	-116,032	355,380	75,037	-280,343	543,012	-396,375
Albury West Public School	Farrer	Liberal	Albury	Liberal	106,867	19,500	-87,367	202,027	20,436	-181,591	308,894	-268,958
Aldavilla Public School	Cowper	National	Oxley	National	205,813	46,900	-158,913	387,097	49,151	-337,946	592,910	-496,859
Alexandria Park Community	Sydney	Labor	Heffron	Labor	202,499	87,300	-115,199	519,714	91,490	-428,224	722,213	-543,423
Alfords Point Public School	Hughes	Liberal	Miranda	Liberal	82,370	28,100	-54,270	157,751	29,449	-128,302	240,121	-182,572
Allambie Heights Public School	Warringah	Liberal	Wakehurst	Liberal	153,012	58,200	-94,812	290,432	60,994	-229,438	443,444	-324,250
Alma Public School	Parkes	National	Barwon	National	281,397	42,500	-238,897	527,715	44,540	-483,175	809,112	-722,072
Alstonville High School	Page	National	Ballina	Greens	256,681	121,100	-135,581	484,946	126,913	-358,033	741,627	-493,614
Alstonville Public School	Page	National	Ballina	Greens	175,084	65,600	-109,484	330,528	68,749	-261,779	505,612	-371,263
Ambarvale High School	Macarthur	Labor	Campbelltown	Labor	493,362	120,300	-373,062	951,632	126,074	-825,558	1,444,994	-1,198,620
Ambarvale Public School	Macarthur	Labor	Campbelltown	Labor	201,977	38,300	-163,677	388,364	40,138	-348,226	590,341	-511,903
Anna Bay Public School	Paterson	Labor	Port Stephens	Labor	128,072	38,600	-89,472	243,167	40,453	-202,714	371,239	-292,186
Annandale North Public School	Grayndler	Labor	Balmain	Greens	107,398	41,600	-65,798	203,179	43,597	-159,582	310,577	-225,380
Annandale Public School	Grayndler	Labor	Balmain	Greens	125,504	39,500	-86,004	238,876	41,396	-197,480	364,380	-283,484
Annangrove Public School	Berowra	Liberal	Castle Hill	Liberal	25,410	10,000	-15,410	48,202	10,480	-37,722	73,612	-53,132
Anson Street School	Calare	National	Orange	Shooters, Fishers & Farmers	94,073	40,900	-53,173	178,679	42,863	-135,816	272,752	-188,989
Anzac Park Public School	North Sydney	Liberal	Willoughby	Liberal	28,948	9,500	-19,448	55,669	9,956	-45,713	84,617	-65,161
Appin Public School	Hume	Liberal	Wollondilly	Liberal	100,670	34,800	-65,870	190,298	36,470	-153,828	290,968	-219,698
Arcadia Public School	Berowra	Liberal	Hornsby	Liberal	21,387	9,800	-11,587	40,595	10,270	-30,325	61,982	-41,912
Arcadia Vale Public School	Hunter	Labor	Lake Macquarie	Independent	45,966	14,700	-31,266	86,721	15,406	-71,315	132,687	-102,581
Ardlethan Central School	Riverina	National	Cootamundra	National	39,319	16,300	-23,019	75,043	17,082	-57,961	114,362	-80,980
Argenton Public School	Hunter	Labor	Lake Macquarie	Independent	20,475	4,400	-16,075	39,485	4,611	-34,874	59,960	-50,949
Ariah Park Central School	Riverina	National	Cootamundra	National	46,533	21,700	-24,833	88,572	22,742	-65,830	135,105	-90,663
Armidale City Public School	New England	National	Northern Tablelands	National	123,607	57,700	-65,907	307,975	60,470	-247,505	431,582	-313,412
Armidale High School	New England	National	Northern Tablelands	National	260,647	103,400	-157,247	489,831	108,363	-381,468	750,478	-538,715
Arncliffe Public School	Barton	Labor	Rockdale	Labor	167,216	49,400	-117,816	322,742	51,771	-270,971	489,958	-388,787
Arncliffe West Infants School	Barton	Labor	Rockdale	Labor	45,354	10,200	-35,154	86,194	10,690	-75,504	131,548	-110,658
Arncliffe School Sec	Bennelong	Liberal	Ryde	Liberal	13,853	5,600	-8,253	26,209	5,869	-20,340	40,102	-28,633
Arranbounbai School	Warringah	Liberal	Wakehurst	Liberal	27,653	21,200	-6,453	52,263	22,218	-30,045	79,916	-36,498
Artarmon Public School	North Sydney	Liberal	Lane Cove	Liberal	341,958	117,400	-224,558	653,414	123,035	-530,379	995,373	-754,938
Arthur Phillip High School	Parramatta	Labor	Parramatta	Liberal	837,887	215,600	-622,287	1,607,485	225,948	-1,381,536	2,445,372	-2,003,823

NSW Gonski Agreement v Turnbull Plan

School name	Federal electorate	Federal MP party affiliation	State electorate	State MP party affiliation	* 2018 increase - Commonwealth share of the Gonski agreement (NERA) \$	# 2018 Turnbull increase \$	Turnbull's cuts 2018 \$	*2019 increase - Commonwealth share of the Gonski agreement (NERA) \$	# 2019 Turnbull increase \$	Turnbull's cuts 2019 \$	2018 & 2019 total increase - Commonwealth share of the Gonski agreement (NERA) \$	Turnbull's cuts 2018 & 2019 \$
Ashbury Public School	Watson	Labor	Summer Hill	Labor	121,189	40,800	-81,389	233,375	42,758	-190,617	355,564	-272,006
Ashcroft High School	Werrriwa	Labor	Liverpool	Labor	430,936	95,200	-335,736	902,293	99,770	-802,523	1,333,229	-1,138,259
Ashcroft Public School	Werrriwa	Labor	Liverpool	Labor	267,254	39,500	-227,754	517,812	41,396	-476,416	785,066	-704,170
Ashfield Boys High School	Grayndler	Labor	Summer Hill	Labor	258,207	102,800	-155,407	515,667	107,734	-407,933	773,874	-563,340
Ashfield Public School	Grayndler	Labor	Summer Hill	Labor	127,995	40,600	-87,395	245,273	42,549	-202,724	373,268	-290,119
Ashford Central School	New England	National	Northern Tablelands	National								
Ashmont Public School	Riverina	National	Wagga Wagga	Liberal	111,672	35,300	-76,372	280,435	36,994	-243,442	392,108	-319,814
Ashtonfield Public School	Paterson	Labor	Maitland	Labor	298,031	41,300	-256,731	556,082	43,282	-512,800	854,113	-769,531
Asquith Boys High School	Berowra	Liberal	Hornsby	Liberal	208,743	71,600	-137,143	396,070	75,037	-321,033	604,813	-458,176
Asquith Girls High School	Bradfield	Liberal	Hornsby	Liberal	177,097	83,200	-93,897	343,712	87,194	-256,518	520,809	-390,415
Asquith Public School	Bradfield	Liberal	Hornsby	Liberal	266,021	119,000	-147,021	516,148	124,712	-391,436	782,169	-538,457
Atheistane Public School	Barton	Labor	Rockdale	Labor	124,490	40,300	-84,190	237,438	42,234	-195,204	361,928	-279,394
Attunga Public School	New England	National	Tamworth	National	205,695	42,200	-163,495	399,423	44,226	-355,197	605,118	-518,692
Auburn Girls High School	Blaxland	Labor	Auburn	Labor	18,626	6,800	-11,826	35,463	7,126	-28,337	54,089	-40,163
Auburn North Public School	Blaxland	Labor	Auburn	Labor	605,594	134,700	-470,894	1,191,968	141,166	-1,050,802	1,797,562	-1,521,696
Auburn Public School	Blaxland	Labor	Auburn	Labor	381,653	83,400	-298,253	746,318	87,403	-658,915	1,127,971	-957,168
Auburn West Public School	Blaxland	Labor	Auburn	Labor	460,926	75,800	-385,126	902,523	79,438	-823,085	1,363,449	-1,208,211
Austrimmer Public School	Cunningham	Labor	Keira	Labor	606,104	100,600	-505,504	1,184,134	105,429	-1,078,705	1,790,238	-1,584,209
Austral Public School	Werrriwa	Labor	Camden	Liberal	95,599	37,100	-58,499	180,688	38,881	-141,807	275,287	-200,306
Australia Street Infants School	Sydney	Labor	Newtown	Greens	152,869	36,600	-116,269	295,715	38,357	-257,358	448,584	-373,627
Avalon Public School	Mackellar	Liberal	Pittwater	Liberal	39,318	15,200	-24,118	74,271	15,930	-58,341	113,589	-82,459
Avoca Beach Public School	Robertson	Liberal	Terrigal	Liberal	230,230	91,400	-137,830	435,159	96,835	-338,324	665,389	-476,154
Avoca Public School	Whitlam	Labor	Gouburn	Liberal	144,293	55,200	-89,093	272,069	57,850	-214,219	416,362	-303,912
Awaba Public School	Hunter	Labor	Lake Macquarie	Independent	9,844	4,100	-5,744	18,989	4,197	-14,692	28,833	-20,436
Balarang Public School	Whitlam	Labor	Shellharbour	Labor	14,950	5,900	-9,050	29,103	6,183	-22,920	44,053	-31,970
Bald Blair Public School	New England	National	Shellharbour	Labor	148,340	38,800	-109,540	281,402	40,662	-240,740	429,742	-350,280
Bald Face Public School	New England	National	Northern Tablelands	National	12,327	6,900	-5,427	23,239	7,231	-16,008	35,566	-21,435
Balgowlah Heights Public School	Cook	Liberal	Oatley	Liberal	81,203	29,000	-52,203	157,534	30,392	-127,142	239,737	-180,345
Balgowlah North Public School	Warringah	Liberal	Manly	Liberal	293,429	76,500	-216,929	366,110	80,172	-285,938	559,539	-402,867
Balgownie Public School	Warringah	Liberal	Manly	Liberal	166,330	66,400	-99,930	314,293	69,587	-244,706	480,623	-344,636
Ballimore Public School	Cunningham	Labor	Keira	Labor	106,279	38,200	-68,079	202,075	40,034	-162,041	308,354	-230,120
Ballina High School	Parkes	National	Dubbo	National	6,759	3,700	-3,059	14,997	3,878	-11,119	21,756	-14,178
Ballina Public School	Richmond	Labor	Ballina	Greens	321,032	72,400	-248,632	611,514	75,875	-535,639	932,546	-784,271
Balmain Public School	Richmond	Labor	Ballina	Greens	244,738	41,100	-203,638	461,801	43,073	-418,728	706,539	-622,366
Balranald Centra School	Grayndler	Labor	Balmain	Greens	95,347	35,200	-60,147	180,445	36,890	-143,555	275,792	-203,702
Bangalow Public School	Farrer	Liberal	Murray	National	77,720	31,300	-46,420	200,219	32,802	-167,417	277,939	-213,837
Bangor Public School	Richmond	Labor	Ballina	Greens	81,555	32,900	-48,655	154,064	34,479	-119,585	235,619	-168,240
Banks Public School	Hughes	Liberal	Heathcote	Liberal	150,433	57,800	-92,633	284,783	60,574	-224,209	435,216	-316,842
Banksia Road Public School	McMahon	Labor	Mulgoa	Liberal	181,634	45,500	-136,134	348,626	47,684	-300,942	530,260	-437,076
Baskinsmeadow Public School	Watson	Labor	Lakemba	Labor	318,581	63,000	-255,581	619,982	66,024	-553,958	938,563	-809,539
Bankstown Girls High School	Kingsford Smith	Labor	Maroubra	Labor	90,986	29,500	-61,486	172,030	30,916	-141,114	263,016	-202,600
Bankstown North Public School	Blaxland	Labor	Bankstown	Labor	397,047	94,000	-303,047	781,547	98,512	-683,035	1,178,594	-986,082
Bankstown Public School	Blaxland	Labor	Bankstown	Labor	192,053	46,900	-145,153	372,855	49,151	-323,704	564,908	-468,857
Bankstown Senior College	Blaxland	Labor	Bankstown	Labor	688,989	116,600	-572,389	1,280,550	122,197	-1,158,353	1,969,539	-1,730,742
Bankstown South Infants School	Watson	Labor	Bankstown	Labor	1,099,567	76,200	-1,023,367	1,131,697	79,858	-1,051,839	2,231,264	-2,075,206
Bankstown West Public School	Blaxland	Labor	Bankstown	Labor	74,775	15,900	-58,875	143,483	16,663	-126,820	218,258	-185,695
Banora Point High School	B'axland	Labor	Bankstown	Labor	164,484	36,100	-128,384	321,154	37,833	-283,321	485,638	-411,705
Banora Point Public School	Richmond	Labor	Tweed	National	273,586	89,200	-184,386	520,168	93,482	-426,686	793,754	-611,072
Baradine Central School	Richmond	Labor	Tweed	National	222,348	74,900	-147,448	418,744	78,495	-340,249	641,092	-487,697
Baradine Central School	Parkes	National	Barwon	National	145,828	28,600	-117,228	272,363	29,973	-242,390	418,191	-359,618

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Bardia Public School	Werriwa	Labor	Macquarie Fields	Labor	91,947	30,400	-61,547	175,672	31,859	-143,813	267,619	-205,360
Bardwell Park Infants School	Barton	Labor	Rockdale	Labor	22,719	7,900	-14,819	42,967	8,279	-34,688	65,686	-49,507
Barellan Central School	Farrer	Liberal	Cootamundra	National	51,657	21,300	-30,357	97,708	22,322	-75,386	149,365	-105,743
Bargo Public School	Hume	Liberal	Wollondilly	Liberal	148,067	46,300	-101,767	281,509	48,522	-232,987	429,576	-334,754
Barham High School	Farrer	Liberal	Murray	National	62,573	29,900	-32,673	119,039	31,335	-87,704	181,612	-120,377
Barham Public School	Farrer	Liberal	Murray	National	53,843	22,000	-31,843	102,658	23,056	-79,602	156,502	-111,445
Barkers Vale Public School	Page	National	Lismore	National	21,994	8,300	-13,694	42,488	8,698	-33,790	64,482	-47,484
Barmedman Public School	Riverina	National	Cootamundra	National	10,575	4,300	-6,275	21,561	4,506	-17,055	32,136	-23,330
Barnier Public School	Greenway	Labor	Riverstone	Liberal	271,148	94,500	-176,648	516,190	99,036	-417,154	787,338	-593,802
Barnsley Public School	Hunter	Labor	Cessnock	Labor	143,883	37,100	-106,783	273,635	38,881	-234,754	417,518	-341,537
Barooga Public School	Farrer	Liberal	Murray	National	61,482	21,900	-39,582	117,122	22,951	-94,171	178,614	-133,763
Barraba Central School	New England	National	Tamworth	National	135,220	36,900	-98,320	257,846	38,671	-219,175	393,066	-317,495
Barrack Heights Public School	Whitlam	Labor	Shellharbour	Labor	215,243	36,700	-178,543	410,836	38,462	-372,374	626,079	-550,917
Barrenjoey High School	Mackellar	Liberal	Pittwater	Liberal	192,087	93,700	-98,387	364,652	98,198	-266,454	556,739	-364,841
Barrington Public School	Lyne	National	Upper Hunter	National	21,847	9,600	-12,247	41,094	10,061	-31,033	62,941	-43,280
Barwon Learning Centre	Parkes	National	Northern Tablelands	National	12,516	9,100	-3,416	80,476	9,537	-70,939	92,992	-74,355
Barwulgi Public School	Page	National	Clarence	National	3,344	3,900	556	16,966	4,087	-12,879	20,310	-12,323
Bass High School	Blaxland	Labor	Bankstown	Labor	556,754	122,100	-434,654	1,089,670	127,961	-961,709	1,646,424	-1,396,363
Bass Hill Public School	Blaxland	Labor	Bankstown	Labor	253,521	46,600	-206,921	491,939	48,837	-443,102	745,460	-650,023
Bateau Bay Public School	Dobell	Labor	The Entrance	Labor	247,336	85,300	-162,036	467,117	89,394	-377,723	714,453	-539,759
Batemans Bay High School	Gilmore	Liberal	Bega	Liberal	343,631	112,400	-231,231	688,980	117,795	-571,185	1,032,611	802,416
Batemans Bay Public School	Gilmore	Liberal	Bega	Liberal	467,059	87,600	-379,459	878,339	91,805	-786,534	1,345,398	-1,165,993
Bates Drive School	Hughes	Liberal	Miranda	Liberal	38,167	26,800	-11,367	72,244	28,086	-44,158	110,411	-55,525
Bathurst Public School	Calare	National	Bathurst	National	231,173	73,500	-157,673	435,960	77,028	-358,932	667,133	-516,605
Bathurst South Public School	Calare	National	Bathurst	National	129,584	33,900	-95,684	242,924	35,527	-207,397	372,508	-303,081
Bathurst West Public School	Calare	National	Bathurst	National	255,693	57,000	-198,693	482,341	59,736	-422,605	738,034	-621,298
Batlow Technology School	Eden-Monaro	Labor	Wagga Wagga	Liberal	68,839	20,800	-48,039	132,097	21,798	-110,299	200,936	-158,338
Baulkham Hills High School	Mitchell	Liberal	Baulkham Hills	Liberal	326,033	152,300	-173,733	617,917	159,610	-458,307	943,950	-632,040
Baulkham Hills North Public School	Mitchell	Liberal	Baulkham Hills	Liberal	264,199	91,900	-172,299	505,043	96,311	-408,732	769,242	-581,031
Beacon Hill Public School	Mackellar	Liberal	Wakehurst	Liberal	180,021	67,900	-112,121	342,026	71,159	-270,867	522,047	-382,988
Beaumont Hills Public School	Mitchell	Liberal	Castle Hill	Liberal	179,808	64,100	-115,708	342,928	67,177	-275,751	522,736	-391,459
Beaumont Road Public School	Bradfield	Liberal	Ku-ring-gai	Liberal	116,101	43,500	-72,601	220,609	45,588	-175,021	335,710	-247,622
Beauty Point Public School	Warringah	Liberal	North Shore	Liberal	90,065	31,400	-57,665	171,632	33,955	-137,677	261,697	-195,342
Beckom Public School	Riverina	National	Cootamundra	National	7,042	3,400	-3,642	13,572	3,563	-10,009	20,614	-13,651
Bedgerebang Public School	Riverina	National	Orange	Shooters, Fishers & Farmers	37,479	10,400	-27,079	73,744	10,899	-62,845	111,223	-89,924
Beechwood Public School	Lyne	National	Oxley	National	48,688	18,500	-30,188	91,698	19,388	-72,310	140,386	-102,498
Beecroft Public School	Berowra	Liberal	Epping	Liberal	241,518	85,200	-156,318	461,798	89,290	-372,508	703,316	-528,826
Beelbanga Public School	Farrer	Liberal	Murray	National	65,636	26,300	-39,336	125,067	27,567	-97,500	190,703	-136,841
Bega High School	Eden-Monaro	Labor	Bega	Liberal	342,220	141,600	-200,620	647,836	148,397	-499,439	990,056	-700,059
Bega Valley Public School	Eden-Monaro	Labor	Bega	Liberal	213,908	53,700	-160,208	406,869	56,278	-350,591	620,777	-510,799
Belair Public School	Newcastle	Labor	Charlestown	Labor	147,570	57,100	-90,470	279,030	59,841	-219,189	426,600	-309,659
Bellambi Public School	Cunningham	Labor	Keira	Labor	152,429	25,900	-126,529	289,113	27,143	-261,970	441,542	-388,499
Bellata Public School	Parkes	National	Barwon	National	21,845	6,800	-15,045	41,924	7,126	-34,798	63,769	-49,843
Bellbird Public School	Hunter	Labor	Cessnock	Labor	147,857	36,800	-111,057	282,788	38,566	-244,222	430,655	-355,289
Bellbrook Public School	Cowper	National	Oxley	National	39,501	7,900	-31,601	73,262	8,279	-64,983	112,763	-96,584
Bellevue Hill Public School	Wentworth	Liberal	Vaucluse	Liberal	199,195	64,100	-135,095	383,241	67,177	-316,064	582,436	-451,159
Bellingen High School	Cowper	National	Oxley	National	200,336	97,500	-102,836	377,929	102,180	-275,749	578,245	-378,565

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Bellingen Public School	Cowper	National	Oxley	National	139,948	52,700	-87,248	263,644	55,230	-208,414	403,592	-295,662
Belltrees Public School	New England	National	Upper Hunter	National	-2,005	3,300	5,305	8,747	3,458	-5,289	6,742	16
Belmont High School	Shortland	Labor	Swansea	Labor	376,707	139,100	-237,607	717,810	145,777	-572,033	1,094,517	-809,640
Belmont North Public School	Shortland	Labor	Swansea	Labor	104,368	26,700	-77,668	198,416	27,982	-170,434	302,784	-248,102
Belmont Public School	Shortland	Labor	Swansea	Labor	155,730	36,100	-119,630	295,958	37,833	-258,125	451,688	-377,755
Belmore Boys High School	Watson	Labor	Canterbury	Labor	186,564	49,800	-136,764	370,914	52,190	-318,724	557,478	-455,488
Belmore North Public School	Watson	Labor	Canterbury	Labor	202,517	42,900	-159,617	392,308	44,959	-347,349	594,825	-506,966
Belmore South Public School	Watson	Labor	Canterbury	Labor	141,508	31,700	-109,808	275,012	33,222	-241,790	416,520	-351,598
Belrose Public School	Mackellar	Liberal	Davidson	Liberal	84,859	32,700	52,159	160,498	34,270	-126,228	245,357	-178,387
Bemboka Public School	Eden-Monaro	Labor	Bega	Liberal	23,294	9,400	-13,894	43,787	9,851	-33,936	67,081	-47,830
Ben Lomond Public School	New England	National	Northern Tablelands	National	2,868	2,200	-668	5,434	2,306	-3,128	8,302	-3,796
Ben Venue Public School	New England	National	Northern Tablelands	National	199,013	73,200	-125,813	373,186	76,714	-296,472	572,199	-422,285
Bendemeer Public School	New England	National	Tamworth	National	9,313	4,300	-5,013	17,649	4,506	-13,143	26,962	-18,156
Bennett Road Public School	Lindsay	Labor	Londonderry	Labor	396,120	72,400	-323,720	792,684	75,875	-716,809	1,188,804	-1,040,529
Berala Public School	Blaxland	Labor	Auburn	Labor	595,235	102,600	-492,635	891,240	107,525	-783,715	1,486,475	-1,776,350
Beresfield Public School	Paterson	Labor	WallSEND	Labor	199,499	39,700	-159,799	381,959	41,606	-340,353	581,458	-500,152
Beresford Road Public School	McMahon	Labor	Prospect	Labor	213,634	69,000	-244,634	409,200	72,312	-336,888	622,834	-481,522
Berimba Public School	Eden-Monaro	Labor	Goulburn	Liberal	117,798	38,000	-79,798	221,959	39,824	-182,135	339,757	-261,933
Berkeley Public School	Whitlam	Labor	Wollongong	Labor	230,164	45,700	-184,464	442,620	47,894	-394,726	672,784	-579,190
Berkeley Vale Public School	DoBell	Labor	The Entrance	Labor	293,489	93,800	-199,689	555,834	98,302	-457,532	849,323	-657,221
Berkeley West Public School	Whitlam	Labor	Wollongong	Labor	165,501	30,100	-135,401	295,361	31,545	-263,816	460,862	-399,217
Bermagui Public School	Eden-Monaro	Labor	Bega	Liberal	60,200	26,900	-33,300	126,724	28,191	-98,533	186,924	-131,833
Berowra Public School	Berowra	Liberal	Hornsby	Liberal	109,578	42,400	-67,178	207,841	44,435	-163,406	317,419	-230,584
Berridale Public School	Eden-Monaro	Labor	Monaro	National	26,524	11,200	-15,324	50,364	11,738	-38,626	76,888	-53,950
Berrigan Public School	Farrer	Liberal	Murray	National	39,889	13,400	-26,489	76,425	14,043	-62,382	116,314	-88,871
Berrima Public School	Whitlam	Labor	Goulburn	Liberal	42,922	18,200	-24,722	81,019	19,074	-61,945	123,941	-86,667
Berry Public School	Gilmore	Liberal	Kiama	Liberal	97,256	39,200	-58,056	183,593	41,082	-142,511	280,849	-200,567
Bert Oldfield Public School	Greenway	Labor	Seven Hills	Liberal	103,753	32,000	-71,753	199,584	33,536	-166,048	303,337	-237,801
Beverley Park School	Macarthur	Labor	Campbelltown	Labor	46,902	23,600	-23,302	89,218	24,733	-64,485	136,120	-87,787
Beverly Hills Girls High School	Banks	Liberal	Lakemba	Labor	485,172	170,000	-315,172	963,823	178,160	-785,663	1,448,995	-1,100,835
Beverly Hills North Public School	Watson	Labor	Lakemba	Labor	215,688	73,400	-142,288	413,560	76,923	-336,637	629,248	-478,925
Beverly Hills Public School	Barton	Labor	Kogarah	Labor	193,176	59,000	-134,176	373,116	61,832	-311,284	566,292	-445,460
Bexhill Public School	Page	National	Lismore	National	32,259	13,900	-18,359	60,676	14,567	-46,109	92,935	-64,468
Bexley North Public School	Barton	Labor	Rockdale	Labor	170,128	57,300	-112,828	326,332	60,050	-266,282	496,460	-379,110
Bexley Public School	Barton	Labor	Rockdale	Labor	153,879	37,700	-116,179	299,765	39,510	-260,255	453,644	-376,434
Biddabah Public School	Shortland	Labor	Lake Macquarie	Independent	139,830	53,300	-86,530	265,212	55,858	-209,354	405,042	-295,884
Bidwill Public School	Chifley	Labor	Mount Druitt	Labor	432,275	55,600	-376,675	826,354	58,269	-768,085	1,258,629	-1,144,760
Bigga Public School	Hume	Liberal	Goulburn	Liberal	5,230	3,600	-1,630	9,975	3,773	-6,202	15,205	-7,832
Bilambil Public School	Richmond	Labor	Tweed	National	115,608	37,600	-78,008	218,683	39,405	-179,278	334,291	-257,286
Biggala Plateau Public School	Mackellar	Liberal	Pittwater	Liberal	134,670	52,400	-82,270	254,930	54,915	-200,015	389,600	-282,285
Billabong High School	Farrer	Liberal	Albury	Liberal	196,297	71,300	-125,197	375,493	74,513	-300,980	571,790	-426,177
Bilpin Public School	Macquarie	Labor	Hawkesbury	Liberal	20,251	9,700	-10,551	38,314	10,166	-28,148	58,565	-38,699
Binalong Public School	Eden-Monaro	Labor	Goulburn	Liberal	11,658	5,700	-5,958	22,200	5,974	-16,226	33,858	-22,184
Binda Public School	Hume	Liberal	Goulburn	Liberal	16,445	3,800	-12,645	30,218	3,982	-26,236	46,663	-38,881
Bingara Central School	New England	National	Tablelands	National	113,503	36,400	-77,103	214,766	38,147	-176,619	378,269	-253,722
Binnaway Central School	ParkeS	National	Barwon	National	68,183	16,400	-51,783	129,147	17,187	-111,960	197,330	-163,743
Binya Public School	Farrer	Liberal	Cootamundra	National	5,380	3,600	-1,780	10,035	3,773	-6,262	15,415	-8,042
Biraban Public School	Hunter	Labor	Lake Macquarie	Independent	109,377	18,100	-91,277	205,201	18,969	-186,232	314,578	-277,509

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Birchgrove Public School	Grayndler	Labor	Balmain	Greens	102,450	37,500	-64,950	193,887	39,300	-154,587	296,337	-219,537
Birrong Boys High School	Blaxland	Labor	Bankstown	Labor	275,677	65,600	-210,077	541,408	68,749	-472,659	817,085	-682,736
Birrong Girls High School	Blaxland	Labor	Bankstown	Labor	492,900	124,700	-368,200	967,746	130,686	-837,060	1,460,646	-1,205,260
Birrong Public School	Blaxland	Labor	Bankstown	Labor	271,169	68,900	-202,269	523,838	72,207	-451,631	795,007	-653,900
Black Hill Public School	Paterson	Labor	Cessnock	Labor	34,952	13,500	-21,452	65,887	14,148	-51,739	100,839	-73,791
Black Mountain Public School	New England	National	Northern Tablelands	National	18,276	6,500	-11,776	33,638	6,812	-26,826	51,914	-38,602
Black Springs Public School	Calare	National	Bathurst	National	-4,325	2,400	6,725	7,795	2,515	-5,280	3,470	1,445
Blackalls Park Public School	Hunter	Labor	Lake Macquarie	Independent	143,641	31,100	-112,541	275,165	32,593	-242,572	418,806	-355,113
Blackett Public School	Chifley	Labor	Mount Druitt	Labor	257,861	37,900	-219,961	492,616	39,719	-452,897	750,477	-672,858
Blackheath Public School	Macquarie	Labor	Blue Mountains	Labor	97,036	38,300	-58,736	183,372	40,138	-143,234	280,408	-201,970
Blacksmiths Public School	Shortland	Labor	Swansea	Labor	33,832	13,200	-20,632	63,800	13,834	-49,966	97,632	-70,598
Blacktown Boys High School	Greenway	Labor	Blacktown	Labor	156,823	70,300	-86,523	306,488	73,674	-232,814	463,311	-319,337
Blacktown Girls High School	Greenway	Labor	Blacktown	Labor	292,982	104,800	-188,182	585,075	109,830	-475,245	878,057	-663,427
Blacktown North Public School	Greenway	Labor	Blacktown	Labor	128,765	26,200	-102,565	251,562	27,458	-224,104	380,327	-326,669
Blacktown South Public School	Greenway	Labor	Blacktown	Labor	351,074	108,300	-242,774	675,159	113,498	-561,661	1,026,233	-804,435
Blacktown West Public School	Chifley	Labor	Blacktown	Labor	219,879	54,000	-165,879	428,002	56,592	-371,410	647,861	-537,289
Blackville Public School	New England	National	Upper Hunter	National	17,577	4,400	-13,177	33,089	4,611	-28,478	50,666	-41,655
Blackwell Public School	McMahon	Labor	Mulgoa	Liberal	256,129	75,400	-180,729	489,808	79,019	-410,789	745,937	-591,518
Blairmount Public School	Macarthur	Labor	Campbelltown	Labor	368,123	70,500	-297,623	708,994	73,884	-635,110	1,077,115	-932,731
Blakebrook Public School	Page	National	Jumohr	National	30,141	13,100	-17,041	60,019	13,729	-46,290	90,160	-63,331
Blakehurst High School	Banks	Liberal	Kogarah	Labor	378,824	156,000	-222,824	749,511	163,488	-586,023	1,128,335	-808,847
Blakehurst Public School	Cook	Liberal	Kogarah	Labor	102,029	33,100	-68,929	194,988	34,689	-160,299	297,017	-229,228
Blandford Public School	New England	National	Upper Hunter	National	16,744	7,400	-9,344	31,182	7,755	-23,427	47,926	-32,771
Blaxcell Street Public School	Blaxland	Labor	Auburn	Labor	575,916	105,900	-470,016	1,122,926	110,983	-1,011,943	1,698,842	-1,481,959
Blaxland East Public School	Macquarie	Labor	Blue Mountains	Labor	110,796	41,400	-69,396	211,048	43,387	-167,661	321,844	-237,057
Blaxland High School	Macquarie	Labor	Blue Mountains	Labor	296,547	135,900	-160,647	559,626	142,423	-417,203	856,173	-577,850
Blaxland Public School	Macquarie	Labor	Blue Mountains	Labor	49,424	17,700	-31,724	92,903	18,550	-74,353	142,327	-106,077
Blayney High School	Calare	National	Bathurst	National	182,281	67,500	-114,781	347,666	70,740	-276,926	529,947	-391,707
Blayney Public School	Calare	National	Bathurst	National	128,044	39,800	-88,244	242,740	41,710	-201,030	370,784	-289,274
Bletchington Public School	Calare	National	Orange	Shooters, Fishers & Farmers	263,610	83,700	-179,910	497,589	87,718	-409,871	761,199	-589,781
Bligh Park Public School	Macquarie	Labor	Hawkesbury	Liberal	175,252	41,500	-133,752	333,036	43,492	-289,544	508,288	-423,296
Blighty Public School	Farrer	Liberal	Murray	National	9,804	5,800	-4,004	18,658	6,078	-12,580	28,462	-16,584
Blue Haven Public School	Dobell	Labor	Wyong	Labor	356,632	72,700	-283,932	681,566	76,190	-605,376	1,038,198	-889,308
Boambee Public School	Cowper	National	Coffs Harbour	National	159,499	57,200	-102,299	300,068	59,946	-240,122	459,367	-342,421
Bobin Public School	Lyne	National	Myall Lakes	National	6,517	3,400	-3,117	12,503	3,563	-8,940	19,020	-12,057
Bobs Farm Public School	Paterson	Labor	Port Stephens	Labor	11,497	5,500	-5,997	21,651	5,764	-15,887	33,148	-21,884
Bodalla Public School	Eden-Monaro	Labor	Bega	Liberal	56,089	15,800	-40,289	103,809	16,349	-87,460	159,698	-127,749
Bogan Gate Public School	Riverina	National	Orange	Shooters, Fishers & Farmers	7,772	3,000	-4,772	15,005	3,144	-11,861	22,777	-16,633
Bogangar Public School	Richmond	Labor	Tweed	National	103,720	33,600	-70,120	195,327	35,213	-160,114	299,047	-230,234
Boggabilla Central School	Parkes	National	Tablelands	National	205,540	26,800	-178,740	375,671	28,086	-347,585	581,211	-526,325
Boggabri Public School	Parkes	National	Barwon	National	92,574	21,500	-71,074	175,622	22,532	-153,090	268,196	-224,164
Bolwarra Public School	Lyne	National	Maitland	Labor	139,611	53,500	-86,111	263,523	56,068	-207,455	403,334	-293,566

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Bomaderry High School	Gilmore	Liberal	Kiama	Liberal	307,749	116,300	-191,449	581,388	121,882	-459,506	889,137	-650,955
Bomaderry Public School	Gilmore	Liberal	Kiama	Liberal	291,391	50,200	-241,191	548,181	52,610	-495,571	839,572	-726,762
Bombala High School	Eden-Monaro	Labor	Monaro	National	64,291	24,000	-40,291	126,976	25,152	-101,824	191,267	-142,115
Bombala Public School	Eden-Monaro	Labor	Monaro	National	61,545	20,200	-41,345	117,506	21,170	-96,336	179,051	-137,681
Bonalbo Central School	Page	National	Lismore	National	97,434	30,100	-67,334	236,346	31,545	-204,801	333,780	-272,135
Bondi Beach Public School	Wentworth	Liberal	Vaucluse	Liberal	165,346	63,500	-101,846	313,210	66,548	-246,662	478,556	-348,508
Bondi Public School	Wentworth	Liberal	Vaucluse	Liberal	161,137	62,900	-98,237	304,748	65,919	-238,829	465,885	-337,066
Bongongo Public School	Riverina	National	Cootamundra	National	2,854	3,600	746	13,877	3,773	-10,104	16,731	-9,358
Bonnells Bay Public School	Hunter	Labor	Lake Macquarie	Independent	198,792	55,000	-143,792	376,546	57,640	-318,906	575,338	-462,698
Bonnet Bay Public School	Hughes	Liberal	Miranda	Liberal	48,496	20,400	-28,096	91,577	21,379	-70,198	140,073	-98,294
Bonnyrigg Heights Public School	Werriwa	Labor	Cabramatta	Labor	513,387	134,700	-378,687	992,630	141,166	-851,464	1,506,017	-1,230,151
Bonnyrigg High School	Fowler	Labor	Cabramatta	Labor	974,476	216,500	-757,976	1,541,493	226,892	-1,314,601	2,515,969	-2,072,577
Bonnyrigg Public School	Fowler	Labor	Cabramatta	Labor	215,736	34,800	-180,936	442,463	36,470	-405,993	658,199	-586,929
Bonshaw Public School	New England	National	Tablelands	National	-4,488	4,000	8,488	8,725	4,192	-4,533	4,237	3,955
Bonville Public School	Cowper	National	Coffs Harbour	National	48,871	19,900	-28,971	93,012	20,855	-72,157	141,833	-101,128
Boolaroo Public School	Shortland	Labor	Lake Macquarie	Independent	35,788	8,800	-26,988	68,353	9,222	-59,131	104,141	-86,119
Booliga Public School	Farrer	Liberal	Murray	National	3,620	4,000	380	6,863	4,192	-2,671	10,483	-7,291
Boomi Public School	Parkes	National	Tablelands	National	15,759	7,800	-7,959	29,361	8,174	-21,187	45,120	-29,146
Booragul Public School	Hunter	Labor	Lake Macquarie	Independent	141,302	30,600	-110,702	270,308	32,069	-238,239	411,610	-348,941
Booral Public School	Lyne	National	Upper Hunter	National	32,829	11,300	-21,529	62,396	11,842	-50,554	95,225	-72,083
Boorowa Central School	Hume	Liberal	Goulburn	Liberal	121,898	39,300	-82,598	232,983	41,186	-191,797	354,881	-274,395
Boree Creek Public School	Farrer	Liberal	Albury	Liberal	13,097	5,100	-7,997	24,733	5,345	-19,388	37,930	-27,385
Boremore Public School	Calare	National	Orange	Shooters, Fishers & Farmers	11,272	6,300	-4,972	21,349	6,602	-14,747	32,621	-19,719
Boronia Park Public School	North Sydney	Liberal	Lane Cove	Liberal	136,625	51,300	-85,325	259,357	53,762	-205,595	395,982	-290,920
Bossley Park High School	Fowler	Labor	Prospect	Labor	638,801	217,700	-421,101	1,245,843	228,150	-1,017,693	1,884,644	-1,438,794
Bossley Park Public School	Fowler	Labor	Prospect	Labor	201,538	50,300	-151,238	390,092	52,714	-337,378	591,630	-488,616
Botany Public School	Kingsford Smith	Labor	Maroubra	Labor	94,019	30,200	-63,819	182,383	31,650	-150,733	276,402	-214,552
Bourke High School	Parkes	National	Barwon	National	278,656	55,200	-223,456	511,236	57,850	-453,386	789,892	-676,842
Bourke Public School	Parkes	National	Barwon	National	431,742	65,500	-366,242	788,556	68,644	-719,912	1,220,298	-1,086,154
Bourke Street Public School	Sydney	Labor	Newtown	Greens	117,327	38,000	-79,327	225,118	39,824	-185,294	342,446	-264,621
Bourke-Walgett School Of Distance Educ- Bourke Campus	Parkes	National	Barwon	National	20,260	11,200	-9,060	37,954	11,738	-26,216	58,214	-35,276
Bowen Public School	Calare	National	Orange	Shooters, Fishers & Farmers	271,870	41,300	-230,570	508,885	43,282	-465,603	780,755	-696,173
Bowling Public School	Eden-Monaro	Labor	Goulburn	Liberal	19,729	5,600	-14,129	37,335	5,869	-31,466	57,064	-45,595
Bowral High School	Whitlam	Labor	Wollondilly	Liberal	323,744	135,400	-188,344	615,145	141,899	-473,246	938,889	-661,590
Bowral Public School	Whitlam	Labor	Wollondilly	Liberal	175,015	69,600	-105,415	331,459	72,941	-258,518	506,474	-363,933
Bowraville Central School	Cowper	National	Oxley	National	244,164	52,700	-191,464	458,306	55,230	-403,076	702,470	-594,540
Bradbury Public School	Macarthur	Labor	Campbelltown	Labor	264,289	72,000	-192,289	503,339	75,456	-427,883	767,628	-620,172
Braddock Public School	Lindsay	Labor	Penrith	Liberal	195,317	35,200	-160,117	419,092	36,890	-382,202	614,409	-542,319
Braefordville Public School	Hume	Liberal	Goulburn	Liberal	123,352	35,600	-87,752	235,084	37,309	-197,775	358,436	-285,527
Braidwood Central School	Eden-Monaro	Labor	Monaro	National	141,988	57,700	-84,288	268,855	60,470	-208,385	410,843	-292,673
Branxton Public School	Hunter	Labor	Cessnock	Labor	174,043	47,500	-126,543	331,494	49,780	-281,714	505,537	-408,257
Breadalbane Public School	Hume	Liberal	Goulburn	Liberal	5,122	2,500	-2,622	9,815	2,620	-7,195	14,937	-9,817

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Bredbo Public School	Eden-Monaro	Labor	Monaro	National	5,415	2,900	-2,515	10,347	3,039	-7,308	15,762	-9,823
Brewarrina Central School	Parkes	National	Barwon	National	384,654	55,500	-329,154	699,629	58,164	-641,465	1,084,283	-970,619
Briar Road Public School	Macarthur	Labor	Campbelltown	Labor	349,558	45,400	-304,158	663,183	47,579	-615,604	1,012,741	-919,762
Bribbaree Public School	Riverina	National	Cootamundra	National	11,487	3,700	-7,787	22,237	3,878	-18,359	33,724	-26,146
Bridge Road School	Sydney	Labor	Newtown	Greens	19,271	12,200	-7,071	39,306	12,786	-26,520	58,577	-33,591
Brighton-Le-Sands Public School	Barton	Labor	Rockdale	Labor	269,929	83,600	-186,329	520,961	87,613	-433,348	790,890	-619,677
Bringelly Public School	Hume	Liberal	Camden	Liberal	88,926	19,900	-69,026	172,620	20,855	-151,765	261,546	-220,791
Brisbane Water Secondary College	Robertson	Liberal	Gosford	Labor	803,637	243,800	559,837	1,569,930	255,502	-1,314,428	2,373,567	-1,874,265
Brisbania Public School	Robertson	Liberal	Terrigal	Liberal	136,052	52,700	-83,352	257,430	55,230	-202,200	393,482	-285,552
Broadwater Public School	Page	National	Clarence	National	15,953	7,300	-8,653	30,089	7,650	-22,439	45,042	-31,092
Brocklesby Public School	Farrer	Liberal	Albury	Liberal	7,382	3,900	-3,482	13,919	4,087	-9,832	21,301	-13,314
Broderick Gillawarna School	Banks	Liberal	East Hills	Liberal	81,177	38,800	-42,377	154,992	40,662	-114,330	236,169	-156,707
Broke Public School	Hunter	Labor	Cessnock	Labor	38,508	11,700	-26,808	73,264	12,262	-61,002	111,772	-87,810
Broken Hill High School	Parkes	National	Barwon	National	381,153	122,900	-258,253	724,106	128,799	-595,307	1,105,259	-853,569
Broken Hill North Public School	Parkes	National	Barwon	National	259,090	44,900	-214,190	491,285	47,055	-444,230	750,375	-658,420
Broken Hill Public School	Parkes	National	Barwon	National	123,181	30,700	-92,481	232,779	32,174	-200,605	355,960	-293,086
Bronte Public School	Wentworth	Liberal	Coogee	Liberal	114,929	44,900	-70,029	217,419	47,055	-170,364	332,348	-240,393
Brooke Avenue Public School	Dobell	Labor	The Entrance	Labor	285,150	62,100	-223,050	542,578	65,081	-477,497	827,728	-700,547
Brooklyn Public School	Berowra	Liberal	Hornsby	Liberal	24,305	11,200	-13,105	45,875	11,738	-34,137	70,180	-47,242
Brookvale Public School	Warringah	Liberal	Wakehurst	Liberal	90,972	28,900	-62,072	175,227	30,287	-144,940	266,199	-707,012
Broulee Public School	Gilmore	Liberal	Bega	Liberal	115,014	44,700	70,314	46,846	217,092	-170,246	332,106	-240,560
Brungle Public School	Eden-Monaro	Labor	Wagga Wagga	Liberal	25,945	4,200	-21,745	47,172	4,402	-42,770	73,117	-64,515
Brunswick Heads Public School	Richmond	Labor	Ballina	Greens	58,388	20,000	-38,388	109,514	20,960	-88,554	167,902	-126,942
Budawang School	Gilmore	Liberal	South Coast	Liberal	31,992	12,400	-19,592	61,247	12,995	-48,252	93,239	-67,844
Budgewoi Public School	Shortland	Labor	Swansea	Labor	343,888	74,200	-269,688	652,319	77,762	-574,557	996,207	-844,245
Bulahdelah Central School	Lyne	National	Myall Lakes	National	244,455	70,100	-174,355	466,823	73,465	-393,358	711,278	-567,713
Bullarah Public School	Parkes	National	Tablelands	National	5,242	4,500	-742	10,710	4,716	-5,994	15,952	-6,736
Bulli High School	Cunningham	Labor	Keira	Labor	257,250	118,400	-138,850	486,560	124,083	-362,477	743,810	-501,327
Bulli Public School	Cunningham	Labor	Keira	Labor	62,792	23,200	-39,592	118,596	24,314	-94,282	181,388	-133,874
Bullimbal School	New England	National	Tamworth	National	44,295	20,100	-24,195	83,164	21,065	-62,099	127,459	-86,294
Bundanoon Public School	Hume	Liberal	Goulburn	Liberal	58,008	24,100	-33,908	109,748	25,257	-84,491	167,756	-118,399
Bundarra Central School	New England	National	Tablelands	National	124,908	29,600	-95,308	246,259	31,021	-215,238	371,167	-310,546
Bundeena Public School	Hughes	Liberal	Heathcote	Liberal	58,390	23,400	-34,990	110,749	24,523	-86,226	169,139	-121,216
Bungendore Public School	Eden Monaro	Labor	Monaro	National	144,912	57,000	-87,912	273,747	59,736	-214,011	418,659	-301,923
Bungwahl Public School	Lyne	National	Myall Lakes	National	17,591	6,800	-10,791	33,011	7,126	-25,885	50,602	-36,676
Buninyong Public School	Parkes	National	Dubbo	National	496,281	64,900	-431,381	911,671	68,015	-843,656	1,407,957	-1,275,037
Bunnialoo Public School	Farrer	Liberal	Murray	National	13,899	7,800	-6,099	26,306	8,174	-18,132	40,205	-24,231
Burke Ward Public School	Parkes	National	Barwon	National	212,380	50,300	-162,080	401,035	52,714	-348,321	613,415	-510,401
Burnside Public School	Parramatta	Labor	Parramatta	Liberal	78,307	26,000	-52,307	150,016	27,248	-122,768	228,923	-175,075
Buronga Public School	Farrer	Liberal	Murray	National	77,362	17,900	-59,462	172,843	18,759	-154,084	250,205	-213,546
Burraneer Bay Public School	Cook	Liberal	Cronulla	Liberal	179,523	69,200	-110,323	339,873	72,522	-267,351	519,396	-377,674
Burrawang Public School	Whitlam	Labor	Goulburn	Liberal	9,474	5,000	-4,474	17,993	5,240	-12,753	27,467	-17,227
Burren Junction Public School	Parkes	National	Barwon	National	17,416	11,400	-6,016	33,770	11,947	-21,823	51,186	-27,839
Burringbar Public School	Richmond	Labor	Tweed	National	26,541	9,700	-16,841	50,382	10,166	-40,216	76,923	-57,057
Burrumbuttock Public School	Farrer	Liberal	Albury	Liberal	12,356	5,500	-6,856	23,491	5,764	-17,727	35,847	-24,583
Burwood Girls High School	Reid	Liberal	Strathfield	Labor	370,630	152,100	-218,530	741,969	159,401	-582,568	1,112,599	-801,098
Burwood Public School	Reid	Liberal	Strathfield	Labor	243,035	67,700	-175,335	472,602	70,950	-401,652	715,637	-576,987
Busby Public School	Werrriwa	Labor	Liverpool	Labor	194,454	36,500	-157,954	424,303	38,252	-386,051	618,757	-544,005
Busby West Public School	Werrriwa	Labor	Liverpool	Labor	349,421	55,900	-293,521	674,088	58,583	-615,505	1,023,509	-909,026
Buxton Public School	Hume	Liberal	Wollondilly	Liberal	67,992	23,300	-44,692	128,886	24,418	-104,468	196,878	-149,160

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Byron Bay High School	Richmond	Labor	Ballina	Greens	250,525	123,700	-126,825	474,307	129,638	-344,669	724,832	-471,494
Byron Bay Public School	Richmond	Labor	Ballina	Greens	189,866	77,300	-112,566	359,264	81,010	-278,254	549,130	-390,820
Cabbage Tree Island Public School	Page	National	Ballina	Greens	8,847	5,100	-3,747	69,029	5,345	-63,684	77,876	-67,431
Cabramatta High School	Fowler	Labor	Cabramatta	Labor	2,211,770	235,200	-1,976,570	2,192,378	246,490	-1,945,888	4,404,148	-3,922,458
Cabramatta Public School	Fowler	Labor	Cabramatta	Labor	592,376	98,400	-493,976	1,156,287	103,123	-1,053,164	1,748,663	-1,547,140
Cabramatta West Public School	Fowler	Labor	Cabramatta	Labor	445,220	75,200	-370,020	869,262	78,810	-790,452	1,314,482	-1,160,472
Cabramurra Public School	Eden-Monaro	Labor	Albury	Liberal	2,322	1,300	-1,022	4,424	1,362	-3,062	6,746	-4,084
Caddies Creek Public School	Greenway	Labor	Riverstone	Liberal	354,332	112,500	-241,832	682,143	117,900	-564,243	1,036,475	-806,075
Cairnsfoot School	Barton	Labor	Rockdale	Labor	65,940	41,800	-24,140	124,660	43,806	-80,854	190,600	-104,994
Calare Public School	Calare	National	Orange	Shooters, Fishers & Farmers	253,025	85,200	-167,825	477,590	89,290	-388,300	730,615	-556,125
Caldera School	Richmond	Labor	Tweed	National	38,256	11,500	-26,756	72,971	12,052	-60,919	111,227	-87,675
Callaghan College	Newcastle	Labor	Wallsend	Labor	1,214,527	381,400	-833,127	2,319,588	399,707	-1,919,881	3,534,115	-2,753,008
Callala Public School	Gilmore	Liberal	South Coast	Liberal	114,033	33,900	-80,133	215,151	35,527	-179,624	329,184	-259,757
Cambewarra Public School	Gilmore	Liberal	Kiama	Liberal	107,128	38,100	-69,028	201,247	39,929	-161,318	308,375	-230,346
Cambridge Gardens Public School	Lindsay	Labor	Penrith	Liberal	172,205	47,300	-124,905	327,250	49,570	-277,680	499,455	-402,585
Cambridge Park High School	Lindsay	Labor	Londonderry	Labor	488,144	114,000	-374,144	936,877	119,472	-817,405	1,425,021	-1,191,549
Cambridge Park Public School	Lindsay	Labor	Londonderry	Labor	401,102	71,100	-330,002	768,332	74,513	-693,819	1,169,434	-1,023,821
Camden Haven High School	Lyne	National	Port Macquarie	National	465,631	170,100	-295,531	885,265	178,265	-707,000	1,350,896	-1,002,531
Camden High School	Hume	Liberal	Camden	Liberal	384,539	154,900	-229,639	732,034	162,335	-569,699	1,116,573	-799,338
Camden Public School	Hume	Liberal	Camden	Liberal	95,067	34,200	-60,867	179,625	35,842	-143,783	274,692	-204,650
Camden South Public School	Hume	Liberal	Camden	Liberal	249,968	92,600	-157,368	472,614	97,045	-375,569	722,582	-532,937
Camdenville Public School	Grayndler	Labor	Newtown	Greens	75,533	28,500	-47,033	147,507	29,868	-117,639	223,040	-164,672
Cammeray Public School	North Sydney	Liberal	Willoughby	Liberal	258,017	99,600	-158,417	489,301	104,381	-384,920	747,318	-543,337
Cammeraygal High School	North Sydney	Liberal	Willoughby	Liberal	65,352	29,600	-35,752	129,221	31,021	-98,200	194,573	-133,952
Campbell House School	Werriwa	Labor	Macquarie Fields	Labor	66,090	21,700	-44,390	125,844	22,742	-103,102	191,934	-147,492
Campbellfield Public School	Macarthur	Labor	Macquarie Fields	Labor	123,116	29,100	-94,016	249,415	30,497	-218,918	372,531	-312,934
Campbelltown East Public School	Macarthur	Labor	Campbelltown	Labor	184,308	38,300	-146,008	352,390	40,138	-312,252	536,698	-458,260
Campbelltown North Public School	Macarthur	Labor	Campbelltown	Labor	203,767	43,000	-160,767	391,325	45,064	-346,261	595,092	-507,028
Campbelltown Performing Arts High School	Macarthur	Labor	Campbelltown	Labor	558,062	172,800	-385,262	1,072,379	181,094	-891,285	1,630,441	-1,276,547
Campbelltown Public School	Macarthur	Labor	Campbelltown	Labor	168,654	41,000	-127,654	323,695	42,968	-280,727	492,349	-408,381
Campsie Public School	Watson	Labor	Canterbury	Labor	328,585	88,000	-240,585	639,970	92,224	-547,746	968,555	-788,331
Candelo Public School	Eden Monaro	Labor	Bega	Liberal	21,055	10,900	-10,155	40,787	11,423	-29,364	61,842	-39,519
Caniaba Public School	Page	National	Lismore	National	28,120	11,100	-17,020	54,361	11,633	-42,728	82,481	-59,748
Canley Heights Public School	Fowler	Labor	Fairfield	Labor	452,093	75,100	-376,993	881,563	78,705	-802,858	1,333,656	-1,179,851
Canley Vale High School	Fowler	Labor	Fairfield	Labor	2,055,297	233,400	-1,821,897	2,058,987	244,603	-1,814,384	4,114,284	-3,636,281
Canley Vale Public School	Fowler	Labor	Fairfield	Labor	612,200	112,900	-499,300	1,196,072	118,319	-1,077,753	1,808,272	-1,577,053
Canobolas Public School	Calare	National	Orange	Shooters, Fishers & Farmers	32,424	14,800	-17,624	61,097	15,510	-45,587	93,521	-63,211
Canobolas Rural Technology High School	Calare	National	Orange	Shooters, Fishers & Farmers	522,689	116,900	-405,789	989,853	122,511	-867,342	1,512,542	-1,273,131

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Canowindra High School	Calare	National	Orange	Shooters, Fishers & Farmers	122,432	44,500	-77,932	233,151	46,636	-186,515	355,583	-264,447
Canowindra Public School	Calare	National	Orange	Shooters, Fishers & Farmers	95,355	32,300	-63,055	181,525	33,850	-147,675	276,880	-210,730
Canterbury Boys High School	Watson	Labor	Canterbury	Labor	139,137	55,600	-83,537	272,494	58,269	-214,225	411,631	-297,762
Canterbury Girls High School	Watson	Labor	Canterbury	Labor	239,104	100,400	-138,704	467,291	105,219	-362,072	706,395	-500,776
Canterbury Public School	Watson	Labor	Canterbury	Labor	118,715	34,200	-84,515	227,224	35,842	-191,382	345,939	-275,897
Canterbury South Public School	Barton	Labor	Canterbury	Labor	95,934	30,600	-65,334	183,818	37,069	-151,749	279,752	-217,083
Canterbury Vale School	Watson	Labor	Lakemba	Labor	17,955	8,500	-9,455	34,373	8,908	-25,465	52,328	-34,920
Capertee Public School	Calare	National	Bathurst	National	-5,464	3,200	8,664	8,335	3,354	-4,981	2,871	3,683
Captains Flat Public School	Eden Monaro	Labor	Monaro	National	20,789	7,300	-13,489	39,461	7,650	-31,811	60,250	-45,300
Caragabal Public School	Riverina	National	Cootamundra	National	9,026	5,600	-3,426	17,005	5,869	-11,136	26,031	-14,562
Carcoar Public School	Calare	National	Bathurst	National	-5,723	2,500	8,223	6,935	2,620	-4,315	1,212	3,908
Cardiff High School	Shortland	Labor	Charlestown	Labor	276,468	106,700	-169,768	598,233	111,822	-486,411	874,701	-656,179
Cardiff North Public School	Shortland	Labor	Wallsend	Labor	62,219	19,900	-42,319	118,115	20,855	-97,260	180,334	-139,579
Cardiff Public School	Shortland	Labor	Lake Macquarie	Independent	90,160	28,400	-61,760	170,816	29,763	-141,053	280,976	-202,813
Cardiff South Public School	Shortland	Labor	Lake Macquarie	Independent	135,580	36,700	-98,880	256,607	38,462	-218,145	392,187	-317,025
Carrenne School	Calare	National	Bathurst	National	104,223	42,000	-62,223	199,206	44,016	-155,190	303,429	-217,413
Cargo Public School	Calare	National	Orange	Shooters, Fishers & Farmers	12,526	4,600	-7,926	23,874	4,821	-19,053	36,400	-26,979
Carinda Public School	Parkes	National	Barwon	National	6,189	5,700	-489	11,775	5,974	-5,801	17,964	-6,290
Caringbah High School	Cook	Liberal	Cronulla	Liberal	237,082	115,800	-121,282	448,134	121,358	-326,776	685,216	-448,058
Caringbah North Public School	Cook	Liberal	Cronulla	Liberal	161,713	59,700	-102,013	306,754	62,566	-244,188	468,467	-346,201
Caringbah Public School	Cook	Liberal	Cronulla	Liberal	76,909	29,200	-47,709	145,870	30,602	-115,268	222,779	-162,977
Carinya School	Banks	Liberal	Oatley	Liberal	44,733	21,700	-23,033	86,901	22,742	-64,159	131,634	-87,192
Carlingford High School	Bennelong	Liberal	Epping	Liberal	356,855	152,800	-204,055	708,983	160,134	-548,849	1,065,838	-752,904
Carlingford Public School	Bennelong	Liberal	Epping	Liberal	170,528	53,700	-116,828	328,864	56,278	-272,586	499,392	-389,414
Carlingford West Public School	Parramatta	Labor	Parramatta	Liberal	475,186	110,500	-364,686	750,053	115,804	-634,249	1,225,239	-998,935
Carlton Public School	Barton	Labor	Kogarah	Labor	336,297	97,300	-238,997	652,097	101,970	-550,127	988,394	-789,124
Carlton South Public School	Banks	Liberal	Kogarah	Labor	215,131	66,400	-148,731	414,407	69,587	-344,820	629,538	-493,551
Caroline Chisholm School	Blaxland	Labor	East Hills	Liberal	76,943	42,300	-34,643	146,683	44,330	-102,353	223,626	-136,996
Carool Public School	Richmond	Labor	Tweed	National	6,789	3,100	-3,689	13,011	3,249	-9,762	19,800	-13,451
Carramar Public School	Fowler	Labor	Fairfield	Labor	189,055	34,400	-154,655	368,678	36,051	-332,627	557,733	-487,282
Carrathool Public School	Farrer	Liberal	Murray	National	2,087	2,900	813	6,630	3,039	-3,591	8,717	-2,778
Carrington Public School	Labor	Newcastle	Labor	Labor	39,032	13,500	-25,532	73,641	14,148	-59,493	112,673	-85,025
Carroll Public School	Parkes	National	Tamworth	National	32,884	6,100	-26,784	60,838	6,393	-54,445	93,722	-81,229
Cartwright Public School	Werriva	Labor	Liverpool	Labor	134,014	24,700	-109,314	267,445	25,886	-241,559	401,459	-350,873
Casino High School	Page	National	Clarence	National	601,046	127,700	-473,346	1,143,850	133,830	-1,010,020	1,744,896	-1,483,366
Casino Public School	Page	National	Clarence	National	525,655	101,100	-424,555	997,822	105,953	-891,869	1,523,477	-1,316,424
Casino West Public School	Page	National	Clarence	National	324,582	42,400	-282,182	610,739	44,435	-566,304	935,321	-848,486
Cassilis Public School	New England	National	Upper Hunter	National	13,143	4,500	-8,643	25,418	4,716	-20,702	38,561	-29,345
Castle Cove Public School	Bradfield	Liberal	Dawson	Liberal	130,800	47,900	-82,900	248,658	50,199	-198,459	379,458	-281,359
Castle Hill High School	Mitchell	Liberal	Castle Hill	Liberal	439,384	198,200	-241,184	853,677	207,714	-645,963	1,293,061	-887,147
Castle Hill Public School	Mitchell	Liberal	Castle Hill	Liberal	275,532	97,600	-177,932	526,417	102,285	-424,132	801,949	-602,064
Castlereagh Public School	Uindsay	Labor	Londonerry	Labor	38,692	14,000	-24,692	73,583	14,672	-58,911	112,275	-83,603
Casuarina School	Greenway	Labor	Riverstone	Liberal	51,138	15,800	-35,338	97,120	16,558	-80,562	148,258	-115,900
Casula High School	Werriva	Labor	Holsworthy	Liberal	425,282	119,500	-305,782	829,906	125,236	-704,670	1,255,188	-1,010,452
Casula Public School	Werriva	Labor	Holsworthy	Liberal	385,823	101,700	-284,123	744,963	106,582	-638,381	1,130,788	-927,506

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Gattai Public School	Macquarie	Labor	Hawkesbury	Liberal	18,872	8,800	-10,072	35,761	9,222	-26,539	54,633	-36,611
Caves Beach Public School	Shortland	Labor	Swansea	Labor	123,252	46,200	-77,052	232,802	48,418	-184,384	356,054	-261,436
Cawdor Public School	Hume	Liberal	Wollondilly	Liberal	27,526	10,700	-16,826	51,860	11,214	-40,646	79,386	-57,472
Cecil Hills High School	Werrinwa	Labor	Mulgoa	Liberal	580,789	190,900	-389,889	1,129,393	200,063	-929,330	1,710,182	-1,319,219
Cecil Hills Public School	Werrinwa	Labor	Mulgoa	Liberal	266,606	86,700	-179,906	510,862	90,862	-420,000	777,468	-599,906
Centaur Public School	Richmond	Labor	Tweed	National	274,335	65,000	-209,335	517,991	68,120	-449,871	792,326	-659,206
Centennial Park School	Kingsford Smith	Labor	Coogee	Liberal	21,408	13,200	-8,208	40,261	13,834	-26,427	61,669	-34,635
Central Mangrove Public School	Robertson	Liberal	Gosford	Labor	31,256	11,200	-20,056	59,560	11,738	-47,822	90,816	-67,878
Central Tilba Public School	Eden-Monaro	Labor	Bega	Liberal	11,529	6,600	-4,929	21,825	6,917	-14,908	33,354	-19,837
Cessnock East Public School	Hunter	Labor	Cessnock	Labor	226,335	37,400	-188,935	431,552	39,195	-392,357	657,887	-581,292
Cessnock High School	Hunter	Labor	Cessnock	Labor	476,742	109,100	-367,642	911,381	114,337	-797,044	1,388,123	-1,164,686
Cessnock Public School	Hunter	Labor	Cessnock	Labor	254,295	44,800	-209,495	484,915	46,950	-437,965	739,210	-647,460
Cessnock West Public School	Hunter	Labor	Cessnock	Labor	282,927	57,000	-225,927	540,804	59,736	-481,068	823,731	-706,995
Chalmers Road School	Reid	Liberal	Strathfield	Labor	49,672	28,600	-21,072	94,380	29,973	-64,407	144,052	-85,479
Chandler Public School	New England	National	Northern Tablelands	National	11,502	5,500	-6,002	21,649	5,764	-15,885	33,151	-21,887
Charlestown East Public School	Shortland	Labor	Charlestown	Labor	76,583	26,400	-50,183	145,023	27,667	-117,356	221,606	-167,539
Charlestown Public School	Shortland	Labor	Charlestown	Labor	53,333	18,100	-35,233	101,228	18,969	-82,259	154,561	-117,492
Charlestown South Public School	Shortland	Labor	Charlestown	Labor	78,519	26,000	-52,519	147,714	27,248	-120,466	226,233	-172,985
Chatham High School	Lyne	National	Myall Lakes	National	570,607	122,500	-448,107	1,084,760	128,380	-956,380	1,655,367	-1,404,487
Chatham Public School	Lyne	National	Myall Lakes	National	288,565	45,300	-243,265	547,378	47,474	-499,904	835,943	-743,169
Chatswood High School	North Sydney	Liberal	Willoughby	Liberal	526,365	185,100	-341,265	969,369	193,985	-775,384	1,495,734	-1,116,649
Chatswood Public School	North Sydney	Liberal	Willoughby	Liberal	425,969	123,300	-302,669	788,393	129,218	-659,175	1,214,362	-961,844
Chatsworth Island Public School	Page	National	Clarence	National	23,442	10,000	-13,442	45,168	10,480	-34,688	68,610	-48,130
Cheltenham Girls High School	Berowra	Liberal	Epping	Liberal	354,949	157,100	-197,849	698,395	164,641	-533,754	1,053,344	-731,603
Cherrybrook Public School	Berowra	Liberal	Epping	Liberal	251,228	84,700	-166,528	481,913	88,766	-393,147	733,141	-559,675
Cherrybrook Technology High School	Berowra	Liberal	Epping	Liberal	522,593	249,000	-273,593	998,402	260,952	-737,450	1,520,995	-1,011,043
Chertsey Primary School	Robertson	Liberal	Terrigal	Liberal	122,391	29,400	-92,991	231,856	30,811	-201,045	354,247	-294,036
Chester Hill High School	Blaxland	Labor	Bankstown	Labor	1,358,518	195,800	-1,162,718	1,745,393	205,198	-1,540,195	3,103,911	-2,702,913
Chester Hill North Public School	Blaxland	Labor	Bankstown	Labor	376,716	69,700	-307,016	733,663	73,046	-660,617	1,110,379	-967,633
Chester Hill Public School	Blaxland	Labor	Bankstown	Labor	443,760	86,500	-357,260	863,083	90,652	-772,431	1,306,843	-1,129,691
Chifley College	Chifley	Labor	Mount Drutt	Labor	2,310,914	423,000	-1,887,914	4,468,868	443,304	-4,025,564	6,779,782	-5,913,478
Chifley Public School	Kingsford Smith	Labor	Maroubra	Labor	105,017	25,800	-79,217	193,367	27,038	-166,329	298,384	-245,546
Chillingham Public School	Richmond	Labor	Lismore	National	25,068	7,100	-17,968	48,023	7,441	-40,582	73,091	-58,550
Chipping Norton Public School	Fowler	Labor	Holsworthy	Liberal	129,867	38,700	-91,167	250,260	40,558	-209,702	380,127	-300,869
Chittaway Bay Public School	Dobell	Labor	Wyong	Labor	160,697	46,100	-114,597	305,338	48,313	-257,025	466,035	-371,622
Chulora Public School	Watson	Labor	Lakemba	Labor	232,968	43,400	-189,568	454,036	45,483	-408,553	687,004	-598,121
Claigate Public School	McMahon	Labor	Mulgoa	Liberal	178,106	50,100	-128,006	339,698	52,505	-287,193	517,804	-415,199
Clare Public School	Farrer	Liberal	Murray	National	3,315	3,400	85	6,319	3,563	-2,756	9,634	-2,671
Claremont Meadows Public School	Lindsay	Labor	Londonderry	Labor	208,297	64,600	-143,697	397,170	67,701	-329,469	605,467	-473,166
Clarence Town Public School	Lyne	National	Upper Hunter	National	57,001	18,700	-38,301	108,014	19,598	-88,416	165,015	-126,717
Clarke Road School	Berowra	Liberal	Hornsby	Liberal	35,848	24,800	-11,048	67,756	25,990	-41,766	103,604	-52,814
Claymore Public School	Macarthur	Labor	Campbelltown	Labor	304,691	42,400	-262,291	589,537	44,435	-545,102	894,228	-807,393
Clepton Park Public School	Barton	Labor	Canterbury	Labor	211,118	66,100	-145,018	405,693	69,273	-336,420	618,811	-481,438
Clergate Public School	Calare	National	Orange	Shooters, Fishers & Farmers	31,205	13,700	-17,505	59,299	14,358	-44,941	90,504	-62,446
Cleveland Street intensive English High School	Sydney	Labor	Newtown	Greens	99,931	33,500	-66,431	189,151	35,108	-154,043	289,062	-220,474

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Cloveily Public School	Wentworth	Liberal	Coogee	Liberal	154,617	61,000	-93,617	292,215	63,928	-228,287	446,832	-321,904
Clunes Public School	Page	National	Lismore	National	26,547	11,600	-14,947	50,078	12,157	-37,921	76,625	-52,868
Coal Point Public School	Hunter	Labor	Lake Macquarie	Independent	65,814	25,700	-40,114	124,277	26,934	-97,343	190,091	-137,457
Cobar High School	Parke	National	Barwon	National	139,360	67,500	-71,860	287,440	70,740	-216,700	426,800	-288,560
Cobar Public School	Parke	National	Barwon	National	169,649	52,900	-116,749	316,684	55,439	-261,245	486,333	-377,994
Cobargo Public School	Eden-Monaro	Labor	Bega	Liberal	32,072	12,900	-19,172	60,724	13,519	-47,205	92,796	-66,377
Cobbitty Public School	Hume	Liberal	Camden	Liberal	84,105	29,700	-54,405	159,199	31,126	-128,073	243,304	-182,478
Coffee Camp Public School	Page	National	Lismore	National	23,226	9,200	-14,026	43,339	9,642	-33,697	66,565	-47,723
Coffs Harbour High School	Cowper	National	Coffs Harbour	National	393,981	152,300	-241,681	771,305	159,610	-611,695	1,165,286	-853,376
Coffs Harbour Public School	Cowper	National	Coffs Harbour	National	351,623	66,600	-285,023	669,551	69,797	-599,754	1,021,174	-884,777
Coffs Harbour Senior College	Cowper	National	Coffs Harbour	National	159,543	77,500	-82,043	303,635	81,220	-222,415	463,178	-304,458
Coleambally Central School	Farrer	Liberal	Murray	National	103,324	44,400	-58,924	201,661	46,531	-155,130	304,985	-214,054
Coledale Public School	Cunningham	Labor	Keira	Labor	38,727	16,700	-22,027	73,060	17,502	-55,558	111,787	-77,585
Collarenebri Central School	Parke	National	Barwon	National	174,839	29,600	-145,239	321,432	31,021	-290,411	496,271	-435,650
Collaroy Plateau Public School	Mackellar	Liberal	Wakehurst	Liberal	169,669	67,500	-102,169	321,326	70,740	-250,586	490,995	-352,755
Collector Public School	Hume	Liberal	Goulburn	Liberal	9,026	5,000	-4,026	17,154	5,240	-11,914	26,180	-15,940
Collingullie Public School	Riverina	National	Wagga Wagga	Liberal	9,117	5,200	-3,917	17,240	5,450	-11,790	26,357	-15,707
Collins Creek Public School	Page	National	Lismore	National	5,497	3,300	-2,197	10,499	3,458	-7,041	15,996	-9,238
Colo Heights Public School	Macquarie	Labor	Hawkesbury	Liberal	33,681	9,800	-23,881	64,921	10,270	-54,651	98,602	-78,532
Colo High School	Macquarie	Labor	Hawkesbury	Liberal	301,700	134,400	-167,300	570,859	140,851	-430,008	872,559	-597,308
Colo Vale Public School	Hume	Liberal	Wollondilly	Liberal	84,817	30,000	-54,817	161,457	31,440	-130,017	246,274	-184,834
Colyton High School	Lindsay	Labor	Londonderry	Labor	529,469	123,100	-406,369	1,032,401	129,009	-903,392	1,561,870	-1,309,761
Colyton Public School	Chifley	Labor	Mount Druitt	Labor	294,735	86,400	-208,335	566,588	90,547	-476,041	861,323	-684,376
Comboyne Public School	Lyne	National	Oxley	National	16,843	6,000	-10,843	33,124	6,288	-26,836	49,967	-37,679
Comleroy Road Public School	Macquarie	Labor	Hawkesbury	Liberal	41,920	18,100	-23,820	79,339	18,969	-60,370	121,259	-84,190
Como Public School	Hughes	Liberal	Miranda	Liberal	32,298	12,700	-19,598	60,936	13,310	-47,626	93,234	-67,224
Como West Public School	Hughes	Liberal	Miranda	Liberal	106,155	40,800	-65,355	201,147	42,758	-158,389	307,302	-223,744
Conargo Public School	Farrer	Liberal	Murray	National	12,192	5,300	-6,892	22,741	5,554	-17,187	34,933	-24,079
Concord High School	Reid	Liberal	Drummoyne	Liberal	328,231	143,200	-185,031	640,288	150,074	-490,214	968,519	-675,245
Concord Public School	Reid	Liberal	Drummoyne	Liberal	99,667	30,500	-69,167	195,024	31,964	-163,060	294,691	-232,227
Concord West Public School	Reid	Liberal	Drummoyne	Liberal	124,675	41,500	-83,175	238,712	43,492	-195,220	363,387	-278,395
Condell Park High School	Blaxland	Labor	East Hills	Liberal	554,634	123,600	-431,034	1,095,777	129,533	-966,244	1,650,411	-1,397,278
Condell Park Public School	Blaxland	Labor	East Hills	Liberal	324,295	69,700	-254,595	629,461	73,046	-556,415	953,756	-811,010
Condobolin High School	Parke	National	Barwon	National	234,866	53,000	-181,866	435,330	55,544	-379,786	670,196	-561,652
Condobolin Public School	Parke	National	Barwon	National	299,829	52,900	-246,929	556,799	55,439	-500,860	856,128	-747,785
Condong Public School	Richmond	Labor	Tweed	National	32,559	9,300	-23,259	62,203	9,746	-52,457	94,762	-75,716
Congewai Public School	Hunter	Labor	Cessnock	Labor	9,102	3,000	-6,102	17,528	3,144	-14,384	26,630	-20,486
Coniston Public School	Cunningham	Labor	Wollongong	Labor	101,564	27,100	-74,464	194,290	28,401	-165,889	285,854	-240,353
Connells Point Public School	Banks	Liberal	Oatley	Liberal	161,249	55,100	-106,149	308,438	57,745	-250,693	469,687	-356,842
Conservatorium High School	Sydney	Labor	Sydney	Independent	44,103	22,900	-21,203	85,614	23,999	-61,615	129,717	-82,818
Coerwull Public School	Calare	National	Bathurst	National	226,095	47,600	-178,495	430,514	48,885	-380,629	656,609	-589,124
Coogee Public School	Kingsford Smith	Labor	Coogee	Liberal	167,654	63,700	-103,954	317,730	66,758	-250,972	485,384	-354,926
Cook School	Hughes	Liberal	Heathcote	Liberal	23,188	9,300	-13,888	44,975	9,746	-35,229	68,163	-49,117
Coolah Central School	Parke	National	Barwon	National	126,356	47,000	-79,356	240,210	49,256	-190,954	366,566	-270,310
Coolamon Central School	Riverina	National	Cootamundra	National	146,621	53,100	-93,521	279,862	55,649	-224,213	426,483	-317,734
Coolongook Public School	Lyne	National	Myall Lakes	National	28,799	6,700	-22,099	55,033	7,022	-48,011	83,832	-70,110
Cooma North Public School	Eden-Monaro	Labor	Monaro	National	117,670	43,300	-74,370	223,418	45,378	-178,040	341,088	-252,410
Cooma Public School	Eden-Monaro	Labor	Monaro	National	101,308	33,700	-67,608	192,531	35,318	-157,213	293,839	-224,821
Coomealla High School	Farrer	Liberal	Murray	National	200,967	59,400	-141,567	378,876	62,251	-316,625	579,843	-458,192
Coonabarabran High School	Parke	National	Barwon	National	171,325	75,500	-95,825	349,285	79,124	-270,161	520,610	-365,986
Coonabarabran Public School	Parke	National	Barwon	National	191,359	51,100	-140,259	434,091	53,553	-380,538	625,450	-520,797

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Coonamble High School	Parkes	National	Barwon	National	343,725	63,900	-279,825	631,077	66,967	-564,110	974,802	-843,935
Coonamble Public School	Parkes	National	Barwon	National	514,575	52,900	-461,675	937,307	55,439	-881,868	1,451,882	-1,343,543
Cooperook Public School	Lyne	National	Port Macquarie	National	32,319	8,700	-23,619	61,932	9,118	-52,814	94,251	-76,433
Coorabell Public School	Richmond	Labor	Balina	Greens	36,557	16,500	-20,057	68,916	17,292	-51,624	105,473	-71,681
Cooranbong Public School	Hunter	Labor	Lake Macquarie	Independent	99,080	25,600	-73,480	189,730	26,829	-162,901	288,810	-236,381
Cootamundra High School	Riverina	National	Cootamundra	National	171,620	54,600	-117,020	326,422	57,221	-269,201	498,042	-386,221
Cootamundra Public School	Riverina	National	Cootamundra	National	124,500	40,300	-84,200	236,177	42,234	-193,943	360,677	-278,143
Copacabana Public School	Robertson	Liberal	Terrigal	Liberal	93,162	36,000	-57,162	175,985	37,728	-138,257	269,147	-195,419
Copmanhurst Public School	Page	National	Clarence	National	39,897	11,600	-28,297	79,221	12,157	-67,064	119,118	-95,361
Coraki Public School	Page	National	Clarence	National	98,170	17,600	-80,570	217,693	18,445	-199,248	315,863	-279,818
Coramba Public School	Page	National	Coffs Harbour	National	24,518	7,400	-17,118	46,512	7,755	-38,757	71,030	-55,879
Coreen School	Greenway	Labor	Blacktown	Labor	88,859	25,900	-62,959	168,198	27,143	-141,055	257,057	-204,014
Corindi Public School	Page	National	Coffs Harbour	National	120,308	31,700	-88,608	227,373	33,222	-194,151	347,681	-282,759
Corndale Public School	Page	National	Lismore	National	6,575	3,800	-2,775	12,300	3,982	-8,318	18,875	-11,093
Corowa High School	Farrer	Liberal	Albury	Liberal	143,969	59,200	-84,769	275,596	62,042	-213,554	419,565	-298,323
Corowa Public School	Farrer	Liberal	Albury	Liberal	109,546	34,600	-74,946	208,705	36,261	-172,444	318,251	-247,390
Corowa South Public School	Farrer	Liberal	Albury	Liberal	25,419	8,400	-17,019	48,789	8,803	-39,986	74,208	-67,005
Corrimal East Public School	Cunningham	Labor	Keira	Labor	78,543	26,000	-52,543	149,033	27,248	-121,785	227,576	-174,328
Corrimal High School	Cunningham	Labor	Keira	Labor	247,198	60,400	-186,798	474,341	63,299	-411,042	721,539	-597,840
Corrimal Public School	Cunningham	Labor	Keira	Labor	71,269	23,600	-47,669	135,334	24,733	-110,601	206,603	-158,270
Coutts Crossing Public School	Page	National	Clarence	National	61,135	15,400	-45,735	117,329	16,139	-101,190	178,464	-146,925
Cowan Public School	Berowra	Liberal	Hornsby	Liberal	16,306	7,900	-8,406	30,781	8,279	-22,502	47,087	-30,908
Cowper Public School	Page	National	Clarence	National	13,875	6,700	-7,175	28,401	7,022	-21,379	42,276	-28,554
Cowra High School	Riverina	National	Cootamundra	National	365,556	108,700	-256,856	691,705	113,918	-577,787	1,057,261	-834,643
Cowra Public School	Riverina	National	Cootamundra	National	259,880	57,000	-202,880	492,771	59,736	-433,035	752,651	-635,915
Crabbes Creek Public School	Richmond	Labor	Tweed	National	4,313	6,000	1,687	11,327	6,288	-5,039	25,640	-13,352
Cranebrook High School	Lindsay	Labor	Penrith	Liberal	506,163	120,800	-385,363	966,592	126,598	-839,994	1,472,755	-1,225,357
Crawford Public School	Chifley	Labor	Blacktown	Labor	383,712	67,100	-316,612	736,135	70,321	-665,814	1,119,847	-982,426
Crescent Head Public School	Cowper	National	Oxley	National	81,636	27,600	-54,036	153,606	28,925	-124,681	295,242	-178,717
Crestwood High School	Mitchell	Liberal	Baulkham Hills	Liberal	288,738	132,100	-156,638	551,316	138,441	-412,875	840,054	-569,513
Crestwood Public School	Mitchell	Liberal	Baulkham Hills	Liberal	230,858	78,400	-152,458	442,068	82,163	-359,905	672,926	-512,363
Cringila Public School	Whitlam	Labor	Wollongong	Labor	146,318	23,700	-122,618	286,362	24,838	-261,524	432,680	-384,142
Cramehurst School	Bradfield	Liberal	Davidson	Liberal	36,054	23,400	-12,654	68,140	24,523	-43,617	104,194	-56,271
Cromer Public School	Mackellar	Liberal	Wakehurst	Liberal	215,028	80,300	-134,728	408,208	84,154	-324,054	623,236	-458,782
Cronulla High School	Cook	Liberal	Cronulla	Liberal	255,046	120,000	-135,046	484,970	125,760	-359,210	740,016	-494,256
Cronulla Public School	Cook	Liberal	Cronulla	Liberal	100,048	37,700	-62,348	189,414	39,510	-149,904	289,462	-212,252
Cronulla South Public School	Cook	Liberal	Cronulla	Liberal	95,100	34,900	-60,200	180,055	36,575	-143,480	275,155	-203,680
Crookwell High School	Hume	Liberal	Goulburn	Liberal	94,477	41,500	-52,977	179,669	43,492	-136,177	274,146	-189,154
Crookwell Public School	Hume	Liberal	Goulburn	Liberal	88,563	30,700	-57,863	168,565	32,174	-136,391	257,128	-194,254
Croppa Creek Public School	Parkes	National	Tablelands	National	5,643	3,700	-1,943	10,734	3,878	-6,856	16,377	-8,799
Crossmaglen Public School	Cowper	National	Coffs Harbour	National	7,974	4,300	-3,674	15,038	4,506	-10,532	23,012	-14,206
Crown Street Public School	Sydney	Labor	Sydney	Independent	94,699	30,300	-64,399	181,153	31,754	-149,399	275,852	-213,798
Croydon Park Public School	Watson	Labor	Strathfield	Labor	159,640	47,400	-112,240	308,602	49,675	-258,927	468,242	-371,167
Croydon Public School	Reid	Liberal	Strathfield	Labor	217,197	71,100	-146,097	417,366	74,513	-342,853	634,563	-488,950
Crystal Creek Public School	Richmond	Labor	Lismore	National	35,209	12,800	-22,409	67,468	13,414	-54,054	102,677	-76,463
Cudal Public School	Calare	National	Orange	Shooters, Fishers & Farmers	21,301	10,500	-10,801	40,455	11,004	-29,451	61,756	-40,252

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Cudgegong Valley Public School	Calare	National	Dubbo	National	211,920	74,000	-137,920	401,795	77,552	-324,243	613,715	-462,163
Cudgen Public School	Richmond	Labor	Tweed	National	79,431	25,000	-54,431	148,410	26,200	-122,210	227,841	-176,641
Culburra Public School	Gilmore	Liberal	South Coast	Liberal	68,254	28,500	-39,754	198,817	29,868	-168,949	267,071	-208,703
Culcarrn Public School	Farrer	Liberal	Albury	Liberal	44,323	16,500	-27,823	84,237	17,292	-66,945	128,560	-94,768
Cullen Bullen Public School	Calare	National	Bathurst	National	27,638	5,800	-21,838	53,283	6,078	-47,205	80,921	-69,043
Cumberland High School	Parramatta	Labor	Parramatta	Liberal	252,267	94,300	-157,967	512,190	98,826	-413,364	764,457	-571,331
Cumnock Public School	Calare	National	Orange	Shooters, Fishers & Farmers	25,243	9,200	-16,043	47,905	9,642	-38,263	73,148	-54,306
Cundletown Public School	Lyne	National	Myall Lakes	National	162,053	43,200	-118,853	308,596	45,274	-263,322	470,649	-382,175
Curl Curl North Public School	Warringah	Liberal	Manly	Liberal	249,043	97,600	-151,443	471,720	102,285	-369,435	720,763	-520,878
Curlewis Public School	Parkes	National	Tamworth	National	44,423	8,400	-36,023	84,285	8,803	-75,482	128,708	-111,505
Currabubula Public School	New England	National	Tamworth	National	13,533	5,900	-7,633	25,731	6,183	-19,548	39,264	-27,181
Curran Public School	Werriwa	Labor	Macquarie Fields	Labor	228,835	39,100	-189,735	509,226	40,977	-468,249	738,061	-657,984
Currans Hill Public School	Macarthur	Labor	Camden	Liberal	244,931	70,900	-174,031	467,063	74,303	-392,760	711,994	-566,791
Daceyville Public School	Kingsford Smith	Labor	Maroubra	Labor	112,948	31,800	-81,148	217,837	33,326	-184,511	330,785	-265,659
Dalgety Public School	Eden-Monaro	Labor	Monaro	National	9,928	5,600	-4,328	18,723	5,869	-12,854	28,651	-17,182
Dalmeny Public School	Werriwa	Labor	Holsworthy	Liberal	370,096	117,400	-252,696	709,055	123,035	-586,020	1,079,151	-838,716
Dalton Public School	Hume	Liberal	Goulburn	Liberal	5,072	2,900	-2,172	9,441	3,039	-6,402	14,513	-8,574
Dapto High School	Whitlam	Labor	Shellharbour	Labor	382,318	138,500	-243,818	729,463	145,148	-584,315	1,111,781	-828,133
Dapto Public School	Whitlam	Labor	Shellharbour	Labor	261,411	82,300	-179,111	497,002	86,250	-410,752	758,413	-589,863
Darcy Road Public School	Parramatta	Labor	Seven Hills	Liberal	229,894	69,400	-160,494	445,134	72,731	-372,383	675,008	-532,877
Dareton Public School	Farrer	Liberal	Murray	National	154,985	17,400	-137,585	283,418	18,235	-265,183	438,403	-402,768
Darlinghurst Public School	Sydney	Labor	Sydney	Independent	93,547	31,800	-60,747	178,046	34,374	-143,672	271,593	-204,419
Darlington Point Public School	Farrer	Liberal	Murray	National	94,083	18,800	-75,283	176,681	19,702	-156,979	270,764	-232,262
Darlington Public School	Sydney	Labor	Newtown	Greens	94,645	28,000	-66,645	207,386	29,344	-178,042	302,031	-244,687
Davidson High School	Mackellar	Liberal	Davidson	Liberal	228,676	106,800	-121,876	438,862	111,926	-326,936	667,538	-448,812
Dawson Public School	Chifley	Labor	Mount Druitt	Labor	256,755	40,400	-216,355	494,789	42,339	-452,450	751,544	-668,805
Dee Why Public School	Mackellar	Liberal	Wakehurst	Liberal	144,422	36,300	-108,122	281,295	38,042	-243,253	425,717	-351,375
Deepwater Public School	New England	National	Tablelands	National	15,693	4,500	-11,193	30,232	4,716	-25,516	45,925	-36,709
Delegate Public School	Eden-Monaro	Labor	Monaro	National	12,777	6,700	-6,077	23,889	7,022	-16,867	36,666	-22,944
Delungra Public School	New England	National	Tablelands	National	22,125	7,200	-14,925	42,433	7,546	-34,887	64,558	-49,812
Deniliquin High School	Farrer	Liberal	Murray	National	222,676	91,100	-131,576	422,554	95,473	-327,081	645,230	-458,657
Deniliquin North Public School	Farrer	Liberal	Murray	National	52,935	20,600	-32,335	99,845	21,589	-78,256	152,780	-110,591
Deniliquin South Public School	Farrer	Liberal	Murray	National	109,518	40,600	-68,918	208,282	42,549	-165,733	317,800	-234,651
Denison College Of Secondary Education	Calare	National	Bathurst	National	790,641	289,100	-501,541	1,494,804	302,977	-1,191,827	2,285,445	-1,693,368
Denistone East Public School	Bennelong	Liberal	Ryde	Liberal	264,142	84,700	-179,442	508,900	88,766	-420,134	773,042	-599,576
Denman Public School	Hunter	Labor	Upper Hunter	National	100,496	27,200	-73,296	189,717	18,506	-161,211	290,213	-234,507
Dobroyd Point Public School	Grayndler	Labor	Summer Hill	Labor	72,371	27,600	-44,771	136,560	28,925	-107,635	208,931	-152,406
Doonside Public School	Chifley	Labor	Blacktown	Labor	153,377	32,500	-120,877	356,510	34,060	-322,450	509,887	-443,327
Doonside Technology High School	Chifley	Labor	Blacktown	Labor	547,558	118,500	-429,058	1,055,595	124,188	-931,407	1,603,153	-1,360,465
Dora Creek Public School	Hunter	Labor	Lake Macquarie	Independent	50,668	15,900	-34,768	95,934	16,663	-79,271	146,602	-114,039
Dorchester School	Macarthur	Labor	Campbelltown	Labor	41,985	22,500	-19,485	109,471	23,580	-85,891	151,456	-105,376
Dorrigo High School	Cowper	National	Oxley	National	70,367	33,000	-37,367	133,292	34,594	-98,708	203,659	-136,075
Dorrigo Public School	Cowper	National	Oxley	National	58,473	18,100	-40,373	111,228	18,969	-92,259	169,701	-132,632
Double Bay Public School	Wentworth	Liberal	Vaucluse	Liberal	98,760	36,900	-61,860	187,550	38,671	-148,879	286,310	-210,739

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Doubtful Creek Public School	Page	National	Lismore	National	7,836	2,900	-4,936	15,147	3,039	-12,108	22,983	-17,044
Douglas Park Public School	Hume	Liberal	Wollondilly	Liberal	68,671	22,000	-46,671	131,072	23,056	-108,016	199,743	-154,687
Drake Public School	New England	National	Lismore	National	20,071	7,000	-13,071	39,323	7,336	-31,987	59,394	-45,058
Drummond Memorial Public School	New England	National	Northern Tablelands	National	141,221	23,200	-118,021	263,863	24,314	-239,549	405,084	-357,570
Drummoyne Public School	Reid	Liberal	Drummoyne	Liberal	208,686	73,700	-134,986	398,660	77,238	-321,422	607,346	-456,408
Dubba College	Parkes	National	Dubbo	National	1,343,735	332,400	-1,011,335	2,493,155	348,355	-2,144,800	3,836,890	-3,156,135
Dubbo North Public School	Parkes	National	Dubbo	National	297,480	48,400	-249,080	549,706	50,723	-498,983	847,186	-748,063
Dubbo Public School	Parkes	National	Dubbo	National	202,297	68,200	-134,097	377,784	71,474	-306,310	580,081	-440,407
Dubbo School Of Distance Education	Parkes	National	Dubbo	National	265,996	74,300	-191,696	502,619	77,866	-424,753	768,615	-616,449
Dubbo South Public School	Parkes	National	Dubbo	National	397,885	99,800	-298,085	737,859	104,590	-633,269	1,135,744	-931,354
Dubbo West Public School	Parkes	National	Dubbo	National	479,864	61,700	-418,164	885,430	64,662	-820,768	1,365,294	-1,238,932
Dudley Public School	Shortland	Labor	Charlestown	Labor	76,873	29,200	-47,673	145,247	30,602	-114,645	222,120	-162,318
Dulwich High School Of Visual Arts And Design	Grayndler	Labor	Summer Hill	Labor	222,120	97,800	-124,320	427,732	102,494	-325,238	649,852	-449,558
Dulwich Hill Public School	Grayndler	Labor	Summer Hill	Labor	160,862	54,300	-106,562	306,762	56,906	-249,856	467,624	-356,418
Dundas Public School	Parramatta	Labor	Parramatta	Liberal	146,301	43,900	-102,401	284,333	46,007	-238,326	430,634	-340,727
Dundurrabin Public School	Page	National	Clarence	National	16,625	5,800	-10,825	32,106	6,078	-26,028	48,731	-36,853
Dunedoo Central School	Parkes	National	Barwon	National	108,160	36,700	-71,460	203,079	38,462	-164,617	311,239	-236,077
Dungay Public School	Richmond	Labor	Lismore	National	22,058	8,200	-13,858	42,300	8,594	-33,706	64,358	-47,564
Dungog High School	Lyne	National	Upper Hunter	National	295,988	114,200	-181,788	561,838	119,682	-442,157	857,827	-623,945
Dungog Public School	Lyne	National	Upper Hunter	National	133,093	38,100	-94,993	251,250	39,929	-211,321	384,343	-306,314
Dungowan Public School	New England	National	Tamworth	National	13,189	5,600	-7,589	25,449	5,869	-19,580	38,638	-27,169
Dunoon Public School	Page	National	Lismore	National	23,402	10,800	-12,602	44,400	11,318	-33,082	67,802	-45,684
Dural Public School	Berowra	Liberal	Castle Hill	Liberal	127,166	45,600	-81,566	241,991	47,789	-194,202	369,157	-275,768
Duranbah Public School	Richmond	Labor	Tweed	National	21,683	5,100	-16,583	41,500	5,345	-36,155	63,183	-52,738
Duri Public School	New England	National	Tamworth	National	18,732	7,500	-11,232	37,112	7,860	-29,252	55,844	-40,484
Durrumbul Public School	Richmond	Labor	Ballina	Greens	11,345	5,700	-5,645	21,437	5,974	-15,463	32,782	-21,108
Duval High School	New England	National	Northern Tablelands	National	217,393	93,300	-124,093	407,999	97,778	-310,221	625,392	-434,314
E A Southee Public School	Riverina	National	Cootamundra	National	104,692	24,500	-80,192	199,627	25,676	-173,951	304,319	-254,143
Eagle Vale High School	Macarthur	Labor	Campbelltown	Labor	399,118	89,400	-309,718	773,717	93,691	-680,026	1,172,835	-989,744
Earlwood Public School	Barton	Labor	Canterbury	Labor	206,268	68,800	-137,468	397,476	72,102	-325,374	603,744	-462,842
East Hills Boys High School	Banks	Liberal	East Hills	Liberal	305,317	120,000	-185,317	589,796	125,760	-464,036	895,113	-649,353
East Hills Girls Technology High School	Banks	Liberal	East Hills	Liberal	336,817	147,700	-189,117	648,433	154,790	-493,643	985,250	-682,760
East Hills Public School	Banks	Liberal	East Hills	Liberal	80,644	21,100	-59,544	155,358	22,113	-133,245	236,002	-192,789
Eastern Creek Public School	Chifley	Labor	Mount Druitt	Labor	127,183	36,200	-90,983	244,261	37,938	-206,323	371,444	-297,306
Eastlakes Public School	Kingsford Smith	Labor	Heffron	Labor	84,252	23,500	-60,752	163,532	24,628	-138,904	247,784	-199,656
Eastwood Heights Public School	Bennelong	Liberal	Ryde	Liberal	146,956	47,900	-99,056	282,138	50,199	-231,939	429,094	-330,395
Eastwood Public School	Bennelong	Liberal	Ryde	Liberal	257,794	83,800	-173,994	496,467	87,822	-408,645	754,261	-582,639
Ebenezer Public School	Macquarie	Labor	Hawkesbury	Liberal	43,016	16,300	-26,716	81,514	17,082	-64,432	124,530	-91,148
Ebor Public School	New England	National	Northern Tablelands	National	619	3,400	-2,781	9,381	3,563	-5,818	10,000	-3,037
Eden Marine High School	Eden-Monaro	Labor	Bega	Liberal	302,074	113,300	-188,774	575,681	118,738	-456,943	877,755	-645,717
Eden Public School	Eden-Monaro	Labor	Bega	Liberal	152,498	42,900	-109,598	330,356	44,959	-285,397	482,854	-394,995
Edensor Park Public School	Fowler	Labor	Cabrattatta	Labor	156,649	36,500	-120,149	303,867	38,252	-265,615	460,516	-385,764
Edgeware School	Barton	Labor	Canterbury	Labor	31,599	8,900	-22,699	59,664	9,327	-50,337	91,263	-73,036
Edgeworth Heights Public School	Hunter	Labor	Cessnock	Labor	174,679	49,200	-125,479	331,738	51,562	-280,176	506,417	-405,655
Edgeworth Public School	Hunter	Labor	Cessnock	Labor	309,578	79,500	-230,078	583,955	83,316	-500,639	893,533	-730,717
Edward Public School	Farrer	Liberal	Murray	National	82,888	26,500	-56,388	200,247	27,772	-172,475	283,135	-228,863

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Eglington Public School	Calare	National	Bathurst	National	154,543	58,300	-96,243	291,827	61,098	-230,729	446,370	-326,972
Elands Public School	Lyne	National	Myall Lakes	National	12,690	4,500	-8,190	24,256	4,716	-19,540	36,946	-27,730
Elanora Heights Public School	Mackellar	Liberal	Pittwater	Liberal	155,114	62,000	-93,114	293,384	64,976	-228,408	448,498	-321,522
Elderslie High School	Hume	Liberal	Camden	Liberal	301,824	135,500	-166,324	572,780	142,004	-430,776	874,604	-597,100
Elderslie Public School	Hume	Liberal	Camden	Liberal	146,198	52,000	-94,198	276,990	54,496	-222,494	423,188	-316,692
E'eebana Public School	Shortland	Labor	Charlestown	Labor	175,605	68,400	-107,205	331,939	71,683	-260,256	507,544	-367,461
Elmore Vale Public School	Newcastle	Labor	Wallsend	Labor	138,692	44,800	-93,892	261,992	46,950	-215,042	400,684	-308,934
Elizabeth Macarthur High School	Hume	Liberal	Camden	Liberal	374,606	153,800	-220,806	713,853	161,182	-552,671	1,088,459	-773,477
Ellalong Public School	Hunter	Labor	Cessnock	Labor	68,243	17,700	-50,543	130,209	18,550	-111,659	198,452	-162,202
Ellerston Public School	New England	National	Upper Hunter	National	7,844	5,000	-2,844	14,842	5,240	-9,602	22,686	-12,446
Ellison Public School	Macquarie	Labor	Blue Mountains	Labor	99,983	36,500	-63,483	188,687	38,252	-150,435	288,670	-213,918
Eltham Public School	Page	National	Lismore	National	20,014	8,900	-11,114	37,726	9,327	-28,399	57,740	-39,513
Emerton Public School	Chifley	Labor	Londonderry	Labor	233,391	37,400	-195,991	448,848	39,195	-409,653	682,239	-605,644
Emmaville Central School	New England	National	Tablelands	National	63,630	17,200	-46,430	121,193	18,026	-103,167	184,823	-149,597
Empire Bay Public School	Robertson	Liberal	Terrigal	Liberal	144,468	52,700	-91,768	272,826	55,230	-217,596	417,294	-309,364
Empire Vale Public School	Page	National	Ballina	Greens	16,965	6,300	-10,665	32,509	6,602	-25,907	49,474	-36,572
Emu Heights Public School	Lindsay	Labor	Penrith	Liberal	105,901	38,400	-67,501	200,840	40,243	-160,597	306,741	-228,098
Emu Plains Public School	Lindsay	Labor	Penrith	Liberal	160,380	55,700	-104,680	303,896	58,374	-245,522	464,276	-350,202
Endeavour Sports High School	Cook	Liberal	Miranda	Liberal	314,805	116,700	-198,105	597,718	122,302	-475,416	912,523	-673,521
Enfield Public School	Watson	Labor	Strathfield	Labor	108,020	30,900	-77,120	208,964	32,383	-176,581	316,984	-253,701
Engadine High School	Hughes	Liberal	Heathcote	Liberal	310,373	143,300	-167,073	588,765	150,178	-438,587	899,138	-606,660
Engadine Public School	Hughes	Liberal	Heathcote	Liberal	113,396	37,600	-75,796	215,696	39,405	-176,291	329,092	-252,087
Engadine West Public School	Hughes	Liberal	Heathcote	Liberal	216,962	84,800	-132,162	410,190	88,870	-321,320	627,152	-453,482
Enngonia Public School	Parke	National	Barwon	National	3,532	7,400	3,868	37,200	7,755	-29,445	40,732	-25,577
Epping Boys High School	Bennelong	Liberal	Ryde	Liberal	338,762	148,000	-190,762	662,886	155,104	-507,782	1,001,648	-698,544
Epping Heights Public School	Bennelong	Liberal	Epping	Liberal	141,784	48,400	-93,384	271,543	50,723	-220,820	413,327	-314,204
Epping North Public School	Bennelong	Liberal	Epping	Liberal	116,738	44,000	-72,738	221,469	46,112	-175,357	338,207	-248,095
Epping Public School	Bennelong	Liberal	Epping	Liberal	148,712	44,700	-104,012	287,648	46,846	-240,772	436,330	-344,784
Epping West Public School	Bennelong	Liberal	Epping	Liberal	421,288	108,600	-312,688	735,614	113,813	-621,801	1,156,902	-934,489
Erina Heights Public School	Robertson	Liberal	Terrigal	Liberal	97,056	36,900	-60,156	183,077	38,671	-144,406	280,133	-204,562
Erina High School	Robertson	Liberal	Terrigal	Liberal	258,814	105,500	-153,314	491,766	110,564	-381,202	750,580	-534,518
Ermington Public School	Bennelong	Liberal	Ryde	Liberal	145,258	48,100	-97,158	278,200	50,409	-227,791	423,458	-324,949
Ermington West Public School	Bennelong	Liberal	Parramatta	Liberal	62,754	19,500	-43,254	123,160	20,436	-102,724	185,914	-145,978
Erskine Park High School	McMahon	Labor	Mulgoa	Liberal	421,658	148,800	-272,858	806,045	155,942	-650,103	1,227,703	-922,961
Erskineville Public School	Sydney	Labor	Heffron	Labor	114,043	38,600	-75,443	217,832	40,453	-177,379	331,875	-252,822
Eschol Park Public School	Macarthur	Labor	Macquarie	Labor								
Eschol Park Public School	Macarthur	Labor	Fields	Labor	164,153	41,400	-122,753	314,113	43,387	-270,726	478,266	-393,479
Ettalong Public School	Robertson	Liberal	Gosford	Labor	270,079	67,300	-202,779	514,749	70,530	-444,219	784,828	-646,998
Euabalong West Public School	Parke	National	Barwon	National	24,187	7,700	-16,487	45,603	8,070	-37,533	69,790	-54,020
Euchareena Public School	Calare	National	Dubbo	National	4,888	1,600	-3,288	9,028	1,677	-7,351	13,916	-10,633
Eugowra Public School	Calare	National	Orange	Shooters, Fishers & Farmers	22,043	7,300	-14,743	41,643	7,650	-33,993	63,686	-48,736
Eumungerie Public School	Parke	National	Dubbo	National	18,512	4,900	-13,612	37,279	5,135	-32,144	55,791	-45,756
Eungai Public School	Cowper	National	Oxley	National	29,994	9,500	-20,494	57,509	9,956	-47,553	87,503	-68,047
Eureka Public School	Richmond	Labor	Ballina	Greens	11,162	5,700	-5,462	21,010	5,974	-15,036	32,172	-20,488
Eurongilly Public School	Riverina	National	Cootamundra	National	5,757	4,000	-1,757	11,273	4,192	-7,081	17,030	-8,838
Euston Public School	Farrer	Liberal	Murray	National	49,618	15,000	-34,618	96,945	15,720	-81,225	146,563	-115,843
Evans High School	Chifley	Labor	Blacktown	Labor	422,954	111,900	-311,054	833,240	117,271	-715,969	1,256,194	-1,027,023
Evans River Community School	Page	National	Clarence	National	281,398	82,700	-198,698	579,385	86,670	-492,715	860,783	-691,413

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Excelsior Public School	Mitchell	Liberal	Baulkham Hills	Liberal	167,986	52,900	-115,086	323,595	55,439	-268,156	491,581	-383,242
Exeter Public School	Hume	Liberal	Goulburn	Liberal	32,434	14,600	-17,834	61,237	15,301	-45,936	93,671	-63,770
Fairfax Public School	Parke	National	Barwon	National	-4,076	3,500	7,576	8,235	3,668	-4,567	4,159	3,009
Fairfield Heights Public School	McMahon	Labor	Fairfield	Labor	788,879	124,200	-664,679	1,377,268	130,162	-1,247,106	2,165,147	-1,911,785
Fairfield High School	McMahon	Labor	Fairfield	Labor	1,742,945	173,100	-1,569,845	1,840,162	181,409	-1,658,753	3,583,107	-3,228,598
Fairfield Public School	McMahon	Labor	Fairfield	Labor	482,713	77,400	-405,313	943,623	81,115	-862,508	1,426,336	-1,267,821
Fairfield West Public School	McMahon	Labor	Fairfield	Labor	504,281	95,500	-408,781	980,924	100,084	-880,840	1,485,205	-1,289,621
Fairvale High School	McMahon	Labor	Fairfield	Labor	2,032,955	232,200	-1,800,755	2,101,013	243,346	-1,857,667	4,133,968	-3,658,422
Fairvale Public School	McMahon	Labor	Fairfield	Labor	468,247	84,000	-384,247	913,107	88,032	-825,075	1,381,354	-1,209,322
Fairy Meadow Public School	Cunningham	Labor	Keira	Labor	156,362	45,200	-111,162	298,020	47,370	-250,650	454,382	-361,812
Falls Creek Public School	Gilmore	Liberal	Kiama	Liberal	19,450	8,300	-11,150	46,389	8,698	-37,691	65,839	-48,841
Farmborough Road Public School	Cunningham	Labor	Wollongong	Labor	118,508	25,400	-93,108	226,458	26,619	-199,839	344,966	-292,947
Farrer Memorial Agricultural High School	New England	National	Tamworth	National	208,613	97,500	-111,113	392,555	102,180	-290,375	601,168	-401,488
Fassifern Public School	Hunter	Labor	Lake Macquarie	Independent	38,845	9,300	-29,545	72,455	9,746	-62,709	111,300	-92,254
Faulconbridge Public School	Macquarie	Labor	Blue Mountains	Labor	96,804	35,800	-61,004	182,710	37,518	-145,192	279,514	-206,196
Fennell Bay Public School	Hunter	Labor	Lake Macquarie	Independent	115,783	22,200	-93,583	236,190	23,266	-212,924	351,973	-306,507
Fern Bay Public School	Paterson	Labor	Newcastle	Labor	13,820	5,500	-8,320	26,083	5,764	-20,319	39,903	-28,639
Ferncourt Public School	Barton	Labor	Summer Hill	Labor	130,053	46,500	-83,553	247,458	48,732	-198,726	377,511	-282,279
Fernleigh Public School	Richmond	Labor	Ballina	Greens	5,820	3,600	-2,220	11,012	3,773	-7,239	16,832	-9,459
Figtree Heights Public School	Cunningham	Labor	Keira	Labor	71,314	27,600	-43,714	134,987	28,925	-106,062	206,301	-149,776
Figtree High School	Cunningham	Labor	Keira	Labor	357,142	144,100	-213,042	682,139	151,017	-531,122	1,039,281	-744,164
Figtree Public School	Cunningham	Labor	Keira	Labor	107,122	35,500	-71,622	205,375	37,204	-168,171	312,497	-239,793
Fingal Head Public School	Richmond	Labor	Tweed	National	38,825	8,100	-30,725	70,812	8,489	-62,323	109,637	-93,048
Finley High School	Farrer	Liberal	Murray	National	178,228	72,500	-105,728	339,084	75,980	-263,104	517,312	-368,832
Finley Public School	Farrer	Liberal	Murray	National	85,111	29,000	-56,111	160,929	30,392	-130,537	246,040	-186,648
Fisher Road School	Mackellar	Liberal	Wakehurst	Liberal	34,281	22,900	-11,381	65,279	23,999	-41,280	99,560	-52,661
Five Dock Public School	Reid	Liberal	Drummoyne	Liberal	129,750	44,800	-84,950	245,543	46,950	-198,593	375,293	-283,543
Five Islands School	Hunter	Labor	Lake Macquarie	Independent	41,461	16,300	-25,161	79,003	17,082	-61,921	120,464	-87,082
Five Islands Secondary College	Cunningham	Labor	Wollongong	Labor	279,857	41,600	-238,257	560,736	43,597	-517,139	840,593	-755,396
Flinders Public School	Whitlam	Labor	Shellharbour	Labor	198,632	66,100	-132,532	378,068	69,273	-308,795	576,700	-441,327
Floraville Public School	Shortland	Labor	Swansea	Labor	178,570	64,600	-113,970	336,761	67,701	-269,060	515,331	-383,030
Forbes High School	Riverina	National	Orange	Shooters, Fishers & Farmers	262,760	72,300	-190,460	493,843	75,770	-418,073	756,603	-608,533
Forbes North Public School	Riverina	National	Orange	Shooters, Fishers & Farmers	246,303	49,500	-196,803	460,497	51,876	-408,621	706,800	-605,424
Forbes Public School	Riverina	National	Orange	Shooters, Fishers & Farmers	147,507	42,500	-105,007	278,013	44,540	-233,473	425,520	-338,480
Forest Hill Public School	Riverina	National	Wagga Wagga	Liberal	119,515	33,600	-85,915	225,304	35,213	-190,091	344,819	-276,006
Forest Lodge Public School	Sydney	Labor	Balmain	Greens	103,952	34,100	-69,852	199,289	35,737	-163,552	303,241	-233,404
Forestville Public School	Warringah	Liberal	Wakehurst	Liberal	199,109	74,400	-124,709	378,231	77,971	-300,260	577,340	-424,969
Forster Public School	Lyne	National	Myall Lakes	National	408,462	103,800	-304,662	771,092	108,782	-662,310	1,179,554	-966,972
Fort Street High School	Grayndler	Labor	Newtown	Greens	251,065	119,700	-131,365	478,783	125,446	-353,337	729,848	-464,702
Fort Street Public School	Sydney	Labor	Sydney	Independent	61,887	20,300	-41,587	119,257	21,274	-97,983	181,144	-139,570

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Fowler Road School	McMahon	Labor	Granville	Labor	57,106	22,000	-35,106	109,585	23,056	-86,529	166,691	-121,635
Francis Greenway High School	Paterson	Labor	Maitland	Labor	455,380	115,600	-339,780	871,795	121,149	-750,646	1,327,175	-1,090,426
Frank Partridge Vc Public School	Cowper	National	Oxley	National	221,163	37,700	-183,463	416,909	39,510	-377,399	638,072	-560,862
Franklin Public School	Eden-Monaro	Labor	Wagga Wagga	Liberal	189,566	44,900	-144,666	361,008	47,055	-313,953	550,574	-458,619
Frederickton Public School	Cowper	National	Oxley	National	98,023	25,000	-73,023	185,222	26,200	-159,022	283,245	-232,045
Freemans Reach Public School	Macquarie	Labor	Hawkesbury	Liberal	86,420	24,900	-61,520	164,768	26,095	-138,673	251,188	-200,193
Frenchs Forest Public School	Mackellar	Liberal	Davidson	Liberal	83,235	32,000	-51,235	157,450	33,536	-123,914	240,685	-175,149
S. S. Kidd Memorial School	Parke	National	Tamworth	National	32,444	15,900	-16,544	61,056	16,663	-44,393	93,500	-60,937
Gadara School	Eden Monaro	Labor	Wagga Wagga	Liberal	26,437	10,800	-15,637	50,698	11,318	-39,380	77,135	-55,017
Galston High School	Berowra	Liberal	Hornsby	Liberal	215,153	97,900	-117,253	409,299	102,599	-306,700	624,452	-423,953
Galston Public School	Berowra	Liberal	Hornsby	Liberal	74,905	29,600	-45,305	141,700	31,021	-110,679	215,605	-155,984
Ganmain Public School	Riverina	National	Cootamundra	National	22,296	6,500	-15,796	44,967	6,812	-38,155	67,263	-53,951
Garah Public School	Parke	National	Northern Tablelands	National	7,054	4,900	-2,154	13,335	5,135	-8,200	20,389	-10,354
Garden Suburb Public School	Shortland	Labor	Charlestown	Labor	83,307	28,200	-55,107	157,048	29,554	-127,494	240,355	-182,601
Gardeners Road Public School	Sydney	Labor	Heffron	Labor	135,894	40,200	-95,694	260,249	42,130	-218,119	396,143	-313,813
George Bass School K-12	Blaxland	Labor	Bankstown	Labor	85,913	39,100	-46,813	163,901	40,977	-122,924	249,814	-169,737
Georges Hall Public School	Blaxland	Labor	East Hills	Liberal	332,361	98,000	-234,361	643,262	102,704	-540,558	975,623	-774,919
Georges River College	Barton	Labor	Kogarah	Labor	951,003	373,300	-577,703	1,880,594	391,218	-1,489,376	2,831,597	-2,067,079
Gerogery Public School	Farrer	Liberal	Albury	Liberal	6,534	3,000	-3,534	12,561	3,144	-9,417	19,095	-12,951
Gerringong Public School	Gilmore	Liberal	Kiama	Liberal	122,483	48,800	-73,683	234,076	51,142	-182,934	356,559	-256,617
Geurie Public School	Calare	National	Dubbo	National	15,773	7,800	-7,973	35,280	8,174	-27,106	51,053	-35,079
Gilgai Public School	New England	National	Northern Tablelands	National	47,570	11,100	-36,470	91,845	11,633	-80,212	139,415	-116,682
Gilgandra High School	Parke	National	Barwon	National	194,602	55,300	-139,302	365,560	57,954	-307,606	560,162	-446,908
Gilgandra Public School	Parke	National	Barwon	National	207,068	37,300	-169,768	387,022	39,090	-347,932	594,090	-517,700
Gilleston Public School	Paterson	Labor	Maitland	Labor	94,573	22,000	-72,573	180,329	23,056	-157,273	274,902	-229,846
Gillwinga Public School	Page	National	Clarence	National	211,706	28,100	-183,606	390,588	29,449	-361,139	602,294	-544,745
Girilambone Public School	Parke	National	Barwon	National	13,209	5,000	-8,209	24,672	5,240	-19,432	37,881	-27,641
Girrakool Education & Training Unit	Robertson	Liberal	Gosford	Labor	80,943	33,300	-47,643	222,069	34,898	-187,171	303,012	-234,814
Girraween High School	Greenway	Labor	Prospect	Labor	199,381	96,300	-103,081	378,815	100,922	-277,893	578,196	-380,974
Girraween Public School	Greenway	Labor	Prospect	Labor	381,516	112,100	-269,416	737,303	117,481	-619,822	1,118,819	-899,238
Gladsville Public School	Bennelong	Liberal	Lane Cove	Liberal	149,084	54,800	-94,284	283,622	57,430	-226,192	432,706	-320,476
Gladstone Public School	Cowper	National	Oxley	National	25,266	7,700	-17,566	48,373	8,070	-40,303	73,639	-57,869
Glebe Public School	Sydney	Labor	Balmain	Greens	72,299	28,800	-43,499	208,006	30,182	-177,824	280,305	-221,323
Glen Alice Public School	Calare	National	Bathurst	National	7,165	3,000	-4,165	13,747	3,144	-10,603	20,912	-14,768
Glen Innes High School	New England	National	Northern Tablelands	National	237,032	92,100	-144,932	449,371	96,521	-352,850	686,403	-497,782
Glen Innes Public School	New England	National	Northern Tablelands	National	243,255	57,600	-185,655	460,355	60,365	-399,990	703,610	-585,645
Glen Innes West Infants School	New England	National	Northern Tablelands	National	34,342	7,600	-26,742	65,214	7,965	-57,249	99,556	-83,491
Glen William Public School	Lyne	National	Upper Hunter	National	12,874	4,700	-8,174	24,279	4,926	-19,353	37,153	-27,527
Glenbrook Public School	Macquarie	Labor	Penrith	Liberal	75,345	29,600	-45,745	142,373	31,021	-111,352	217,718	-157,097
Glendale East Public School	Hunter	Labor	Wallsend	Labor	125,917	31,900	-94,017	238,499	33,431	-205,068	364,416	-299,085
Glendale Technology High School	Hunter	Labor	Wallsend	Labor	405,251	120,500	-284,751	772,796	126,284	-646,512	1,178,047	-931,263
Glendenning Public School	Chifley	Labor	Mount Drutt	Labor	208,795	66,200	-142,595	398,721	69,378	-329,343	607,516	-471,938
Glendore Public School	Newcastle	Labor	Wallsend	Labor	188,925	58,300	-130,625	355,053	61,098	-293,955	543,978	-424,580
Glenfield Park School	Werriwa	Labor	Macquarie Fields	Labor	62,511	22,100	-40,411	119,233	23,161	-96,072	181,744	-136,483

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Glenfield Public School	Werrima	Labor	Macquarie Fields	Labor	153,304	44,300	-109,004	296,025	46,426	249,599	449,329	-358,603
Glennaven Public School	Berowra	Liberal	Castle Hill	Liberal	113,693	44,600	-69,093	214,835	46,741	-168,094	328,528	-237,187
Glenmore Park High School	Lindsay	Labor	Mulgoa	Liberal	350,102	127,500	-222,602	666,909	133,620	-533,289	1,017,011	-755,891
Glenmore Park Public School	Lindsay	Labor	Mulgoa	Liberal	254,476	79,300	-175,176	485,312	83,106	-402,206	739,788	-577,382
Glenmore Road Public School	Wentworth	Liberal	Sydney	Independent	93,223	36,400	-56,823	176,244	38,147	-138,097	269,467	-194,920
Glenorie Public School	Berowra	Liberal	Hawkesbury	Liberal	72,321	29,600	-42,721	137,123	31,021	-106,102	209,444	-148,823
Glenquarry Public School	Whitlam	Labor	Wollondilly	Liberal	9,852	4,900	-4,952	18,628	5,135	-13,493	28,490	-18,455
Glenreagh Public School	Page	National	Clarence	National	52,019	11,100	-40,919	98,747	11,633	-87,114	150,766	-128,033
Glenrui Heights Public School	Calare	National	Orange	Shooters, Fishers & Farmers	297,513	39,700	-257,813	559,621	41,606	-518,015	857,134	-775,828
Glenroy Public School	Farrer	Liberal	Albury	Liberal	140,460	29,300	-111,160	267,745	30,706	-237,039	408,205	-348,199
Glenvale School	Robertson	Liberal	Gosford	Labor	108,038	59,400	-48,638	205,472	62,251	-143,221	313,510	-191,859
Glenwood High School	Greenway	Labor	Riverstone	Liberal	436,447	203,300	-233,147	829,739	213,058	-616,681	1,266,186	-849,828
Glenwood Public School	Werrima	Labor	Macquarie Fields	Labor	119,288	34,500	-84,788	232,525	36,156	-196,370	351,814	-281,158
Glossodia Public School	Macquarie	Labor	Hawkesbury	Liberal	100,244	32,100	-68,144	189,978	33,641	-156,337	290,222	-224,481
Gloucester High School	Lyne	National	Upper Hunter	National	179,952	65,700	-114,252	341,484	68,854	-272,630	521,436	-386,882
Gloucester Public School	Lyne	National	Upper Hunter	National	159,093	46,500	-112,593	300,341	48,732	-251,609	459,434	-364,202
Gol Gol Public School	Farrer	Liberal	Murray	National	61,599	27,200	-34,399	117,823	28,506	-89,317	179,422	-123,716
Goodooga Central School	Parkes	National	Barwon	National	55,310	16,100	-39,210	172,686	16,879	-155,813	227,996	-195,023
Goodgovi Public School	Farrer	Liberal	Murray	National	30,254	9,800	-20,454	55,861	10,270	-45,591	86,115	-66,045
Goolma Public School	Calare	National	Dubbo	National	21,318	3,600	-17,718	38,936	3,773	-35,163	60,254	-52,881
Goolmangar Public School	Page	National	Lismore	National	5,243	3,300	-1,943	10,537	3,458	-7,079	15,780	-9,022
Gooloogong Public School	Riverina	National	Cootamundra	National	3,566	4,000	434	14,402	4,192	-10,210	17,968	-9,776
Goonellabah Public School	Page	National	Lismore	National	292,931	45,600	-247,331	543,756	47,789	-495,967	836,687	-743,298
Goonengerry Public School	Richmond	Labor	Ballina	Greens	13,990	6,400	-7,590	26,513	6,707	-19,806	40,503	-27,396
Gordon East Public School	Bradfield	Liberal	Davidson	Liberal	101,950	36,200	-65,750	194,495	37,938	-156,557	296,445	-222,307
Gordon West Public School	Bradfield	Liberal	Ku-ring gai	Liberal	173,042	58,800	-114,242	331,506	61,622	-269,884	504,548	-384,126
Gorokan High School	Dobell	Labor	Wyong	Labor	578,022	154,300	-423,722	1,096,864	161,706	-935,158	1,674,886	-1,358,880
Gorokan Public School	Dobell	Labor	Wyong	Labor	430,819	78,700	-352,119	822,333	82,478	-739,855	1,253,152	-1,091,974
Gosford East Public School	Robertson	Liberal	Gosford	Labor	133,107	41,500	-91,607	253,296	43,492	-209,804	386,403	-301,411
Gosford High School	Robertson	Liberal	Gosford	Labor	295,650	139,600	-156,050	562,701	146,301	-416,400	858,351	-572,450
Gosford Public School	Robertson	Liberal	Gosford	Labor	176,049	58,100	-117,949	335,195	60,889	-274,306	511,244	-392,255
Goulburn East Public School	Hume	Liberal	Goulburn	Liberal	56,682	20,900	-35,782	107,218	21,903	-85,315	163,900	-121,097
Goulburn High School	Hume	Liberal	Goulburn	Liberal	313,733	108,100	-205,633	600,062	113,289	-486,773	913,795	-692,406
Goulburn North Public School	Hume	Liberal	Goulburn	Liberal	134,302	39,800	-94,502	255,951	41,710	-214,241	390,253	-308,743
Goulburn Public School	Hume	Liberal	Goulburn	Liberal	130,948	26,200	-104,748	251,613	27,458	-224,155	382,561	-328,903
Goulburn South Public School	Hume	Liberal	Goulburn	Liberal	94,524	21,800	-72,724	181,331	22,846	-158,485	275,855	-231,209
Goulburn West Public School	Hume	Liberal	Goulburn	Liberal	152,343	53,300	-99,043	288,857	55,858	-232,999	441,200	-332,042
Governor Philip King Public School	Fowler	Labor	Cabramatta	Labor	317,745	69,700	-248,045	618,922	73,046	-545,876	936,667	-793,921
Grafton High School	Page	National	Clarence	National	513,460	166,100	-347,360	978,360	174,073	-804,287	1,491,820	-1,151,647
Grafton Public School	Page	National	Clarence	National	414,746	98,000	-316,746	785,446	102,704	-682,742	1,200,192	-989,488
Grahamstown Public School	Paterson	Labor	Port Stephens	Labor	207,850	47,100	-160,750	395,694	49,361	-346,333	603,544	-507,033
Gralee School	Farrer	Liberal	Murray	National	29,327	10,000	-19,327	55,467	10,480	-44,987	84,794	-64,314
Granville Boys High School	Parramatta	Labor	Granville	Labor	429,449	91,600	-337,849	848,631	95,997	-752,634	1,278,080	-1,090,483
Granville East Public School	Parramatta	Labor	Auburn	Labor	256,048	47,600	-208,448	499,674	49,885	-449,789	755,722	-658,237
Granville Public School	Parramatta	Labor	Granville	Labor	312,071	70,500	-241,571	605,759	73,884	-531,875	917,830	-773,446
Granville South Creative & Performing Arts High School	Blaxland	Labor	Auburn	Labor	436,058	92,800	-343,258	853,341	97,254	-756,087	1,289,399	-1,099,345
Granville South Public School	Parramatta	Labor	Granville	Labor	210,172	41,100	-169,072	408,832	43,073	-365,759	619,004	-534,831

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Gravesend Public School	Parkes	National	Northern Tablelands	National	13,077	7,300	-5,777	24,868	7,650	-17,218	37,945	-22,995
Grays Point Public School	Hughes	Liberal	Cronulla	Liberal	113,595	43,200	-70,395	215,211	45,274	-169,937	328,806	-240,332
Great Lakes College	Lyne	National	Myall Lakes	National	671,780	257,200	-414,580	1,340,881	269,546	-1,071,335	2,012,661	-1,485,915
Green Hill Public School	Cowper	National	Oxley	National	61,002	7,900	-53,102	122,067	8,279	-113,788	183,069	-166,890
Green Square School	Sydney	Labor	Heffron	Labor	43,201	11,400	-31,801	80,827	11,947	-68,880	124,028	-100,681
Green Valley Public School	Werrriwa	Labor	Liverpool	Labor	248,552	55,000	-193,552	481,284	57,640	-423,644	729,836	-617,196
Greenacre Public School	Watson	Labor	Lakemba	Labor	624,106	107,600	-516,506	1,218,364	112,765	-1,105,599	1,842,470	-1,622,105
Greenethorpe Public School	Riverina	National	Cootamundra	National	11,274	4,200	-7,074	21,430	4,402	-17,028	32,704	-24,102
Greenway Park Public School	Werrriwa	Labor	Liverpool	Labor	288,180	95,400	-192,780	552,295	99,979	-452,316	840,475	-645,096
Greenwell Point Public School	Gilmore	Liberal	South Coast	Liberal	48,414	13,400	-35,014	91,810	14,043	-77,767	140,224	-112,781
Greenwich Public School	North Sydney	Liberal	Lane Cove	Liberal	132,257	51,700	-80,557	251,191	54,182	-197,009	383,448	-277,566
Grenfell Public School	Riverina	National	Cootamundra	National	81,822	30,400	-51,422	155,528	31,859	-123,669	237,350	-175,091
Gresford Public School	Lyne	National	Upper Hunter	National	44,346	13,600	-30,746	83,821	14,253	-69,568	128,167	-100,314
Greta Public School	Hunter	Labor	Cessnock	Labor	136,036	29,400	-106,636	260,792	30,811	-229,981	396,828	-336,617
Greystanes High School	McMahon	Labor	Prospect	Labor	395,891	143,300	-252,591	765,041	150,178	-614,863	1,160,932	-867,454
Greystanes Public School	McMahon	Labor	Prospect	Labor	248,018	79,100	-168,918	476,168	82,897	-393,271	724,186	-562,189
Griffith East Public School	Farrer	Liberal	Murray	National	229,334	79,600	-149,734	434,609	83,471	-351,138	663,943	-500,922
Griffith High School	Farrer	Liberal	Murray	National	369,046	106,600	-262,446	714,965	111,717	-603,248	1,084,011	-865,694
Griffith North Public School	Farrer	Liberal	Murray	National	164,189	54,200	-109,989	312,139	56,802	-255,337	476,328	-366,326
Griffith Public School	Farrer	Liberal	Murray	National	382,026	65,600	-316,426	732,083	68,749	-663,334	1,114,109	-979,760
Grose View Public School	Macquarie	Labor	Hawkesbury	Liberal	80,219	29,600	-50,619	151,357	31,021	-120,336	231,576	-170,955
Guildford Public School	McMahon	Labor	Granville	Labor	359,265	67,000	-292,265	701,876	70,216	-631,660	1,061,141	-923,925
Guildford West Public School	McMahon	Labor	Fairfield	Labor	253,553	56,100	-197,453	490,250	58,793	-431,457	743,803	-628,910
Guse Public School	Werrriwa	Labor	Macquarie Fields	Labor	129,514	24,400	-105,114	262,299	25,571	-236,728	391,813	-341,842
Gulgambone Central School	Parkes	National	Barwon	National	129,958	18,900	-111,058	240,745	19,807	-220,938	370,703	-331,996
Gulgong High School	Calare	National	Dubbo	National	135,827	45,700	-90,127	258,778	47,894	-210,884	394,605	-301,011
Gulgong Public School	Calare	National	Dubbo	National	182,945	43,600	-139,345	349,524	45,693	-303,831	532,469	-443,176
Gulmarrad Public School	Page	National	Clarence	National	80,276	27,800	-52,476	151,317	29,134	-122,183	231,593	-174,659
Gum Flat Public School	New England	National	Northern Tablelands	National	15,313	8,600	-6,713	29,059	9,013	-20,046	44,372	-26,759
Gundagai High School	Riverina	National	Cootamundra	National	118,737	40,200	-78,537	228,213	42,130	-186,083	346,950	-264,620
Gundagai Public School	Riverina	National	Cootamundra	National	92,414	24,700	-67,714	175,069	25,886	-149,183	267,483	-216,897
Gundagai South Public School	Riverina	National	Cootamundra	National	37,200	9,900	-27,300	71,995	10,375	-61,620	109,195	-88,920
Gundaroo Public School	Eden-Monaro	Labor	Goulburn	Liberal	29,350	12,500	-16,850	55,738	13,100	-42,638	85,088	-59,488
Gunnedah High School	Parkes	National	Tamworth	National	434,044	92,600	-341,444	817,039	97,045	-719,994	1,251,083	-1,061,438
Gunnedah Public School	Parkes	National	Tamworth	National	190,083	27,600	-162,483	351,978	28,925	-323,053	542,061	-485,536
Gunnedah South Public School	Parkes	National	Tamworth	National	354,614	92,400	-262,214	665,009	96,835	-568,174	1,019,623	-830,388
Gunning Public School	Hume	Liberal	Goulburn	Liberal	24,024	10,900	-13,124	45,405	11,423	-33,982	69,429	-47,106
Guyra Central School	New England	National	Northern Tablelands	National	153,823	53,700	-100,123	361,574	56,278	-305,296	515,397	-405,419
Gwabegar Public School	Parkes	National	Barwon	National	6,567	3,400	-3,167	16,163	3,563	-12,600	22,730	-15,767
Gwandalan Public School	Shortland	Labor	Swansea	Labor	173,228	43,600	-129,628	329,603	45,693	-283,910	502,831	-413,538
Gwynneville Public School	Cunningham	Labor	Wollongong	Labor	86,176	27,700	-58,476	165,250	29,030	-136,220	251,426	-194,696
GyMEA Bay Public School	Cook	Liberal	Cronulla	Liberal	241,240	94,100	-147,140	456,842	98,617	-358,225	698,032	-505,365
GyMEA North Public School	Cook	Liberal	Miranda	Liberal	106,009	38,600	-67,409	201,272	40,453	-160,819	307,281	-228,228
GyMEA Technology High School	Cook	Liberal	Miranda	Liberal	175,429	85,800	-89,629	342,567	89,918	-252,649	517,996	-342,278
Haberfield Public School	Grayndler	Labor	Summer Hill	Labor	206,006	68,700	-137,306	395,341	71,998	-323,343	601,347	-460,649
Halinda School	Chifley	Labor	Londonderry	Labor	91,056	45,600	-45,456	173,611	47,789	-125,822	264,667	-171,278
Hallidays Point Public School	Lyne	National	Myall Lakes	National	79,185	30,600	-48,585	149,097	32,069	-117,028	228,282	-165,613
Hambledon Public School	Greenway	Labor	Riverstone	Liberal	203,239	69,900	-133,339	387,895	73,255	-314,640	591,134	-447,979
Hamilton North Public School	Newcastle	Labor	Newcastle	Labor	52,225	19,900	-32,325	98,719	20,855	-77,864	150,944	-110,189

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Hamilton Public School	Newcastle	Labor	Newcastle	Labor	88,835	31,500	-57,235	167,424	33,117	-134,307	256,259	-191,542
Hamilton South Public School	Newcastle	Labor	Newcastle	Labor	126,924	45,400	-81,524	239,176	47,579	-191,597	366,100	-273,121
Hammondville Public School	Hughes	Liberal	Holsworthy	Liberal	152,980	51,700	-101,280	290,358	54,182	-236,176	443,338	-337,456
Hampden Park Public School	Watson	Labor	Lakemba	Labor	359,951	85,300	-274,651	689,679	89,394	-600,285	1,049,630	-874,936
Hampton Public School	Calare	National	Bathurst	National	6,209	2,000	-4,209	11,378	2,096	-9,282	17,587	-13,491
Hannam Vale Public School	Lyne	National	Port Macquarie	National	7,931	4,600	-3,331	14,907	4,821	-10,086	22,838	-13,417
Hannans Road Public School	Banks	Liberal	Lakemba	Labor	110,498	24,500	-85,998	213,768	25,676	-188,092	324,266	-274,090
Hanwood Public School	Farrer	Liberal	Murray	National	95,656	38,700	-57,956	182,994	40,558	-142,436	279,650	-200,392
Harbord Public School	Warringah	Liberal	Manly	Liberal	313,161	120,200	-192,961	593,992	125,970	-468,022	907,153	-660,983
Harcourt Public School	Watson	Labor	Canterbury	Labor	234,996	63,700	-171,296	456,522	66,758	-389,764	691,518	-561,060
Hargraves Public School	Calare	National	Dubbo	National	19,190	5,000	-14,190	37,312	5,240	-32,072	56,502	-46,262
Harrington Park Public School	Macarthur	Labor	Camden	Liberal	237,555	87,000	-150,555	450,447	91,176	-359,271	688,002	-509,826
Harrington Public School	Lyne	National	Port Macquarie	National	72,320	16,700	-55,620	138,739	17,502	-121,237	211,059	-176,857
Harrington Street Public School	Fowler	Labor	Cabramatta	Labor	537,404	119,300	-418,104	1,042,804	125,026	-917,778	1,580,208	-1,335,882
Harwood Island Public School	Page	National	Clarence	National	28,912	10,700	-18,212	55,018	11,214	-43,804	83,930	-62,016
Hassall Grove Public School	Chifley	Labor	Mount Druitt	Labor	335,936	94,900	-241,036	643,260	99,455	-543,805	979,196	-784,641
Hastings Public School	Cowper	National	Port Macquarie	National	204,636	83,400	-121,236	385,983	87,403	-298,580	590,619	-419,816
Hastings Secondary College	Cowper	National	Port Macquarie	National	555,758	198,000	-357,758	1,054,197	207,504	-846,693	1,609,955	-1,204,451
Havenlee School	Gilmore	Liberal	Kiama	Liberal	57,518	20,800	-36,718	108,463	21,798	-86,665	165,981	-123,383
Hawkesbury High School	Macquarie	Labor	Hawkesbury	Liberal	223,373	78,600	-144,773	425,263	82,373	-342,890	648,636	-487,663
Hay Public School	Farrer	Liberal	Murray	National	107,718	33,500	-74,218	204,144	35,108	-169,036	312,462	-243,854
Hay War Memorial High School	Farrer	Liberal	Murray	National	103,745	41,600	-62,145	196,920	43,597	-153,323	300,665	-215,468
Hayes Park Public School	Whitlam	Labor	Shellharbour	Labor	221,546	64,400	-157,146	422,356	67,491	-354,865	643,902	-512,011
Hazelbrook Public School	Macquarie	Labor	Blue Mountains	Labor	133,993	47,200	-86,793	253,138	49,466	-203,672	387,131	-290,465
Heathcote East Public School	Hughes	Liberal	Heathcote	Liberal	39,047	16,100	-22,947	74,011	16,873	-57,138	113,058	-80,085
Heathcote High School	Hughes	Liberal	Heathcote	Liberal	244,873	111,400	-133,473	464,022	116,747	-347,275	708,895	-480,748
Heathcote Public School	Hughes	Liberal	Heathcote	Liberal	89,410	33,800	-55,610	169,441	35,422	-134,019	258,851	-189,629
Heaton Public School	Newcastle	Labor	Wallsend	Labor	81,959	26,200	-55,759	155,686	27,458	-128,228	237,645	-183,987
Hebersham Public School	Chifley	Labor	Mount Druitt	Labor	523,750	87,800	-435,950	1,006,372	92,014	-914,358	1,530,122	-1,350,308
Heckenberg Public School	Werrriwa	Labor	Liverpool	Labor	203,697	32,900	-170,797	393,661	34,479	-359,182	597,358	-529,979
Helensburgh Public School	Cunningham	Labor	Heathcote	Liberal	146,912	54,000	-92,912	277,783	56,592	-221,191	424,685	-314,103
Henry Fulton Public School	Lindsay	Labor	Penrith	Liberal	126,750	43,500	-83,250	240,822	45,588	-195,234	367,572	-278,484
Henry Kendall High School	Robertson	Liberal	Gosford	Labor	272,224	107,600	-164,624	518,171	112,765	-405,406	790,395	-570,030
Henty Public School	Farrer	Liberal	Albury	Liberal	45,796	17,400	-28,396	86,592	18,235	-68,357	132,388	-96,753
Hermidale Public School	Parkes	National	Barwon	National	-86	4,100	4,186	11,763	4,297	-7,466	11,677	-3,280
Hernani Public School	Page	National	Clarence	National	-5,062	2,700	7,762	6,643	2,830	-3,813	1,581	3,949
Heron's Creek Public School	Lyne	National	Port Macquarie	National	22,244	8,000	-14,244	41,462	8,384	-33,078	63,706	-47,322
Highlands School	Whitlam	Labor	Wollondilly	Liberal	41,123	16,300	-24,823	78,716	17,082	-61,634	119,839	-86,457
Hill End Public School	Calare	National	Bathurst	National	7,491	3,300	-4,191	13,761	3,458	-10,303	21,252	-14,494
Hill Top Public School	Hume	Liberal	Wollondilly	Liberal	93,032	25,500	-67,532	178,677	26,724	-151,953	271,709	-219,485
Hillshorough Public School	Shortland	Labor	Charlestown	Labor	88,706	33,100	-55,606	167,433	34,689	-132,744	256,139	-188,350
Hillside Public School	Berowra	Liberal	Hawkesbury	Liberal	9,310	4,800	-4,510	17,311	5,030	-12,281	26,421	-16,591
Hillston Central School	Farrer	Liberal	Murray	National	100,295	31,500	-68,795	189,994	33,117	-156,877	290,289	-225,571
Hilltop Road Public School	Parramatta	Labor	Granville	Labor	376,475	91,500	-284,975	729,986	95,892	-634,094	1,106,461	-919,069
Hillvue Public School	New England	National	Tamworth	National	565,628	66,100	-499,528	1,043,584	69,273	-974,311	1,609,212	-1,473,839
Hinchbrook Public School	Werrriwa	Labor	Liverpool	Labor	284,350	70,300	-214,050	551,268	73,674	-477,594	835,618	-691,644
Hinton Public School	Lyne	National	Port Stephens	Labor	29,726	11,200	-18,526	56,273	11,738	-44,535	85,999	-63,061

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Hobartville Public School	Macquarie	Labor	Hawkesbury	Liberal	187,555	49,000	-138,555	356,484	51,352	-305,132	544,039	-443,687
Holbrook Public School	Farrer	Liberal	Albury	Liberal	47,449	19,600	-27,849	89,748	20,541	-69,207	137,197	-97,056
Holgate Public School	Dobell	Labor	Terrigal	Liberal	48,135	19,600	-28,535	90,958	20,541	-70,417	139,093	-98,952
Holman Place School	Riverina	National	Cootamundra	National	30,014	13,800	-16,214	57,215	14,462	-42,753	87,229	-58,967
Holmwood Public School	Riverina	National	Cootamundra	National	25,511	8,600	-16,911	48,324	9,013	-39,311	73,835	-56,722
Holroyd High School	McMahon	Labor	Granville	Labor	1,191,866	95,100	-1,096,766	1,169,803	99,665	-1,070,138	2,361,669	-2,166,904
Holroyd School	Parramatta	Labor	Granville	Labor	177,684	75,200	-102,484	340,465	78,810	-261,655	518,149	-364,139
Holsworthy High School	Hughes	Liberal	Holsworthy	Liberal	242,847	102,600	-140,247	464,336	107,525	-356,811	707,183	-497,058
Holsworthy Public School	Hughes	Liberal	Holsworthy	Liberal	215,029	75,300	-139,729	409,750	78,914	-330,836	624,779	-470,565
Homebush Boys High School	Reid	Liberal	Strathfield	Labor	362,275	153,700	-208,575	721,101	161,078	-560,023	1,083,376	-768,598
Homebush Public School	Reid	Liberal	Strathfield	Labor	178,405	44,300	-134,105	348,830	46,426	-302,404	527,235	-436,509
Homebush West Public School	Reid	Liberal	Strathfield	Labor	208,643	56,200	-152,443	406,250	58,898	-347,352	614,893	-499,795
Hopetown School	Dobell	Labor	Wyong	Labor	60,541	22,300	-38,241	115,842	23,370	-92,472	176,383	-130,713
Hornsby Girls High School	Bradfield	Liberal	Ku ring gai	Liberal	188,889	91,100	-97,789	358,605	95,473	-263,132	547,494	-360,921
Hornsby Heights Public School	Berowra	Liberal	Hornsby	Liberal	124,496	45,800	-78,696	236,627	47,998	-188,629	361,117	-267,319
Hornsby North Public School	Berowra	Liberal	Hornsby	Liberal	261,958	88,100	-173,858	502,762	92,329	-410,433	764,720	-584,291
Hornsby South Public School	Berowra	Liberal	Hornsby	Liberal	200,935	62,200	-138,735	387,817	65,186	-322,631	588,752	-461,366
Horsley Park Public School	McMahon	Labor	Mulgoa	Liberal	60,444	14,800	-45,644	116,069	15,510	-100,559	176,513	-146,203
Howlong Public School	Farrer	Liberal	Albury	Liberal	72,439	26,900	-45,539	137,519	28,191	-109,328	209,958	-154,867
Hoxton Park High School	Werriwa	Labor	Liverpool	Labor	388,299	103,900	-284,399	764,359	108,887	-655,472	1,152,658	-989,871
Hoxton Park Public School	Werriwa	Labor	Liverpool	Labor	283,777	80,000	-203,777	546,171	83,840	-462,331	829,948	-666,108
Hume Public School	Farrer	Liberal	Albury	Liberal	185,226	31,800	-153,426	407,596	33,326	-374,270	592,822	-527,696
Humula Public School	Riverina	National	Wagga Wagga	Liberal	10,387	4,000	-6,387	19,710	4,192	-15,518	30,097	-21,905
Hunter River Community School	Paterson	Labor	Maitland	Labor	62,289	27,300	-34,989	118,525	28,610	-89,915	180,814	-124,904
Hunter River High School	Paterson	Labor	Port Stephens	Labor	455,173	122,700	-332,473	939,896	128,590	-811,306	1,395,069	-1,143,779
Hunter School Of Performing Arts	Newcastle	Labor	Newcastle	Labor	316,195	143,600	-172,595	596,575	150,493	-446,082	912,770	-618,677
Hunter Sports High School	Shortland	Labor	Charlestown	Labor	504,091	123,300	-380,791	955,895	129,218	-826,677	1,459,986	-1,207,468
Hunters Hill High School	North Sydney	Liberal	Lane Cove	Liberal	186,361	82,500	-103,861	366,408	86,460	-279,948	552,769	-383,809
Hunters Hill Public School	North Sydney	Liberal	Lane Cove	Liberal	103,322	39,500	-63,822	195,292	41,396	-153,896	298,414	-217,518
Huntingdon Public School	Lyne	National	Oxley	National	28,720	9,600	-19,120	54,262	10,061	-44,201	82,982	-63,321
Hurlstone Agricultural High School	Werriwa	Labor	Macquarie Fields	Labor	254,726	123,200	-131,526	482,259	129,114	-353,145	736,985	-484,671
Hurstville Grove Infants School	Banks	Liberal	Oatley	Liberal	20,383	7,000	-13,383	38,557	7,336	-31,221	58,940	-44,604
Hurstville Public School	Barton	Labor	Kogarah	Labor	718,828	133,100	-585,728	937,406	139,489	-797,917	1,656,234	-1,383,645
Hurstville South Public School	Banks	Liberal	Oatley	Liberal	190,594	54,100	-136,494	369,927	56,697	-313,230	560,521	-449,724
Huskisson Public School	Gilmore	Liberal	South Coast	Liberal	52,972	20,900	-32,072	100,171	21,903	-78,268	153,143	-110,340
Ilford Public School	Calare	National	Bathurst	National	12,866	6,000	-6,866	24,452	6,288	-18,164	37,318	-25,030
Ilbabo Public School	Riverina	National	Cootamundra	National	10,725	5,800	-4,925	20,133	6,078	-14,055	30,858	-18,480
Ilbaroo Road Public School	Gilmore	Liberal	Xiama	Liberal	192,520	68,800	-123,720	363,146	72,102	-291,044	555,666	-414,764
Illawarra Sports High School	Whitlam	Labor	Wollongong	Labor	494,712	120,900	-373,812	949,978	126,703	-823,275	1,444,690	-1,197,087
Illawong Public School	Hughes	Liberal	Miranda	Liberal	60,285	23,000	-37,285	114,773	24,104	-90,669	175,058	-127,954
Iluka Public School	Page	National	Clarence	National	61,986	19,800	-42,186	117,780	20,750	-97,030	179,766	-139,216
Induna Educator & Training Unit	Page	National	Clarence	National	88,278	18,300	-69,978	162,415	19,178	-143,237	250,693	-213,215
Ingleburn High School	Macarthur	Labor	Macquarie Fields	Labor	351,022	106,300	-244,722	677,147	111,402	-565,745	1,028,169	-810,467
Ingleburn Public School	Macarthur	Labor	Macquarie Fields	Labor	252,872	72,500	-180,372	485,465	75,980	-409,485	738,337	-589,857
Inverell High School	New England	National	Northern Tablelands	National	354,547	115,300	-239,247	670,800	120,834	-549,966	1,025,347	-789,213
Inverell Public School	New England	National	Northern Tablelands	National	284,157	66,600	-217,557	538,682	69,797	-468,885	822,839	-686,442

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Iona Public School	Lyne	National	Port Stephens	Labor	18,285	9,000	-9,285	34,567	9,432	-25,135	52,852	-34,420
Ironbark Ridge Public School	Mitchell	Liberal	Castle Hill	Liberal	192,775	70,000	-122,775	367,573	73,360	-294,213	560,348	-416,988
Irrawang High School	Paterson	Labor	Port Stephens	Labor	454,533	118,600	-335,933	868,569	124,293	-744,276	1,323,102	-1,080,209
Irrawang Public School	Paterson	Labor	Port Stephens	Labor	340,800	46,000	-294,800	646,366	48,208	-598,158	987,166	-892,958
Islington Public School	Newcastle	Labor	Newcastle	Labor	80,186	17,300	-62,886	157,013	18,130	-138,883	237,199	-201,769
Ivanhoe Central School	Parkes	National	Barwon	National	8,938	8,900	-38	28,194	9,327	-18,867	37,132	-18,905
J.J. Cahill Memorial High	Kingsford Smith	Labor	Heffron	Labor	145,392	49,000	-96,392	280,855	51,352	-229,503	426,247	-325,895
Jamberoo Public School	Gilmore	Liberal	Kiama	Liberal	28,643	12,700	-15,943	54,010	13,310	-40,700	82,653	-56,643
James Busby High School	Werrriwa	Labor	Liverpool	Labor	580,550	123,700	-456,850	1,137,739	129,638	-1,008,101	1,718,289	-1,464,951
James Cook Boys Technology High	Cook	Liberal	Rockdale	Labor	112,060	37,900	-74,160	220,386	39,719	-180,667	332,446	-254,827
James Erskine Public School	McMahon	Labor	Mulgoa	Liberal	234,221	72,100	-162,121	445,883	75,561	-370,322	680,104	-532,443
James Fallon High School	Farrer	Liberal	Albury	Liberal	400,481	118,000	-282,481	768,904	123,664	-645,240	1,169,385	-927,721
James Meehan High School	Werrriwa	Labor	Macquarie Fields	Labor	258,029	58,600	-199,429	573,852	61,413	-512,439	831,881	-711,868
James Ruse Agricultural High School	Parramatta	Labor	Parramatta	Liberal	218,489	105,800	-112,689	413,167	110,878	-302,289	631,656	-414,978
Jamison High School	Lindsay	Labor	Penrith	Liberal	419,606	149,800	-269,806	800,223	156,990	-643,233	1,219,829	-913,039
Jamisontown Public School	Lindsay	Labor	Penrith	Liberal	137,679	43,100	-94,579	261,340	45,169	-216,171	399,019	-310,750
Jannali East Public School	Hughes	Liberal	Miranda	Liberal	102,279	38,300	-63,979	193,660	40,138	-153,522	295,939	-217,501
Jannali High School	Hughes	Liberal	Miranda	Liberal	217,875	100,100	-117,775	416,248	104,905	-311,343	634,123	-428,118
Jannali Public School	Hughes	Liberal	Miranda	Liberal	40,909	16,800	-24,109	79,132	17,606	-61,526	120,041	-85,635
Jasper Road Public School	Mitchell	Liberal	Baulkham Hills	Liberal	262,455	83,100	-179,355	504,060	87,089	-416,971	766,515	-596,326
Jennings Public School	New England	National	Lismore	National	10,748	4,200	-6,548	20,725	4,402	-16,323	31,473	-22,871
Jerangle Public School	Eden-Monaro	Labor	Monaro	National	3,872	2,900	-972	7,331	3,039	-4,292	11,203	-5,264
Jerrilderie Public School	Farrer	Liberal	Albury	Liberal	15,786	7,900	-7,886	29,939	8,279	-21,660	45,725	-29,546
Jerrabomberra Public School	Eden-Monaro	Labor	Monaro	National	252,717	97,800	-154,917	478,150	102,494	-375,656	730,867	-530,573
Jerrys Plains Public School	Hunter	Labor	Upper Hunter	National	30,796	8,000	-22,796	58,536	8,384	-50,152	89,332	-72,948
Jesmond Public School	Newcastle	Labor	Wallsend	Labor	102,600	24,700	-77,900	200,467	25,886	-174,581	303,067	-252,481
Jewells Primary School	Shortland	Labor	Swansea	Labor	147,149	52,500	-94,649	278,614	55,020	-223,594	425,763	-318,243
Jigg Public School	Page	National	Lismore	National	7,942	6,100	-1,842	26,007	6,393	-19,614	33,949	-21,456
Jilliby Public School	Dobell	Labor	Wyong	Labor	33,820	10,600	-23,220	64,368	11,109	-53,259	98,188	-76,479
Jindabyne Central School	Eden-Monaro	Labor	Monaro	National	223,954	114,700	-109,254	423,767	120,206	-303,561	647,721	-412,815
Jindera Public School	Farrer	Liberal	Albury	Liberal	75,676	27,700	-47,976	145,739	29,030	-116,709	221,415	-164,685
John Edmondson High School	Werrriwa	Labor	Liverpool	Labor	458,076	174,700	-283,376	881,764	183,086	-698,678	1,339,840	-982,054
John Palmer Public School	Greenway	Labor	Riverstone	Liberal	244,192	91,000	-153,192	464,095	95,368	-368,727	708,287	-521,919
John Purchase Public School	Berowra	Liberal	Epping	Liberal	192,637	70,300	-122,337	366,943	73,674	-293,269	559,580	-415,606
John Warby Public School	Macarthur	Labor	Campbelltown	Labor	234,065	33,200	-200,865	481,241	34,794	-446,447	715,306	-647,312
Johns River Public School	Lyne	National	Port Macquarie	National	12,670	3,700	-8,970	24,316	3,878	-20,438	36,986	-29,408
Jugiong Public School	Riverina	National	Cootamundra	National	7,377	4,800	-2,577	13,973	5,030	-8,943	21,350	-11,520
Junee High School	Riverina	National	Cootamundra	National	145,556	41,400	-104,156	278,829	43,387	-235,442	424,385	-339,598
Junee North Public School	Riverina	National	Cootamundra	National	94,421	25,200	-69,221	179,699	26,416	-153,283	274,120	-222,510
Junee Public School	Riverina	National	Cootamundra	National	103,230	21,900	-81,330	197,026	22,951	-174,075	300,256	-255,405
Kahibah Public School	Shortland	Labor	Charlestown	Labor	95,340	35,800	-59,540	181,311	37,518	-143,793	276,651	-203,333
Kalinda School	Farrer	Liberal	Murray	National	33,831	17,600	-16,231	72,734	18,445	-54,289	106,565	-70,520
Kambora Public School	Mackellar	Liberal	Davidson	Liberal	53,421	22,100	-31,321	101,063	23,161	-77,902	154,484	-109,223
Kanahooka High School	Whitlam	Labor	Shelburne	Labor	383,830	97,300	-286,530	734,458	101,970	-632,488	1,118,288	-919,018
Kandee School	Farrer	Liberal	Albury	Liberal	17,776	8,200	-9,576	54,730	8,594	-46,136	72,506	-55,712
Kandos High School	Calare	National	Bathurst	National	132,492	45,800	-86,692	251,974	47,998	-203,976	384,466	-290,668
Kandos Public School	Calare	National	Bathurst	National	114,440	23,500	-90,940	218,836	24,628	-194,208	333,276	-285,148

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Kangaroo Public School	Whitlam	Labor	Goulburn	Liberal	10,946	5,600	-5,346	20,617	5,869	-14,748	31,563	-20,094
Kangaroo Valley Public School	Gilmore	Liberal	Kiama	Liberal	26,507	11,000	-15,507	49,679	11,528	-38,151	76,186	-53,658
Kanwal Public School	Dobell	Labor	Wyong	Labor	333,930	86,900	-247,030	634,548	91,071	-543,477	968,478	-790,507
Kapooka Public School	Riverina	National	Wagga Wagga	Liberal	35,233	12,700	-22,533	65,691	13,310	-52,381	100,904	-74,894
Karabar High School	Eden-Monaro	Labor	Monaro	National	453,759	161,800	-291,959	859,384	169,565	-689,818	1,313,143	-981,777
Karangi Public School	Page	National	Coffs Harbour	National	43,976	18,300	-25,676	82,504	19,178	-63,326	126,480	-89,002
Kareela Public School	Hughes	Liberal	Miranda	Liberal	110,512	41,700	-68,812	209,826	43,702	-166,124	320,338	-234,936
Kariong Mountains High School	Robertson	Liberal	Gosford	Labor	217,826	89,700	-128,126	413,367	94,006	-319,361	631,193	-447,487
Kariong Public School	Robertson	Liberal	Gosford	Labor	205,252	69,000	-136,252	389,876	72,312	-317,564	595,128	-453,816
Karningul School	Blaxland	Labor	Bankstown	Labor	23,754	7,200	-16,554	45,511	7,546	-37,965	69,265	-54,519
Karonga School	Bennelong	Liberal	Epping	Liberal	53,172	28,100	-25,072	100,462	29,449	-71,013	153,634	-96,085
Karuah Public School	Lyne	National	Port Stephens	Labor	101,623	20,900	-80,723	199,208	21,903	-171,305	294,831	-252,028
Katoomba High School	Macquarie	Labor	Blue Mountains	Labor	238,086	97,300	-140,786	449,548	101,970	-347,578	687,634	-488,364
Katoomba North Public School	Macquarie	Labor	Blue Mountains	Labor	75,640	20,200	-55,440	143,060	21,170	-121,890	218,700	-177,330
Katoomba Public School	Macquarie	Labor	Blue Mountains	Labor	83,163	29,500	-53,663	159,885	30,916	-128,969	243,048	-182,632
Kearns Public School	Macarthur	Labor	Fields	Labor	87,220	25,100	-62,120	166,841	26,305	-140,536	254,061	-202,656
Kearsley Public School	Hunter	Labor	Cessnock	Labor	119,119	23,400	-95,719	227,026	24,523	-202,503	346,145	-298,222
Kegworth Public School	Grayndler	Labor	Balmn	Greens	101,200	34,100	-67,100	192,301	35,737	-156,564	293,501	-223,664
Keira High School	Cunningham	Labor	Keira	Labor	403,864	137,900	-265,964	800,584	144,519	-656,065	1,204,448	-922,029
Keiraville Public School	Cunningham	Labor	Keira	Labor	112,325	36,600	-75,725	215,137	38,357	-176,780	327,462	-252,505
Kellys Plains Public School	New England	National	Northern Tablelands	National	14,201	7,300	-6,901	26,684	7,650	-19,034	40,885	-25,935
Kellyville High School	Mitchell	Liberal	Castle Hill	Liberal	385,566	136,800	-148,766	584,967	143,366	-441,601	890,533	-610,367
Kellyville Public School	Mitchell	Liberal	Castle Hill	Liberal	214,469	70,800	-143,669	412,468	74,198	-338,270	626,937	-481,939
Kellyville Ridge Public School	Greenway	Labor	Riverstone	Liberal	282,532	90,300	-192,232	543,732	94,634	-449,098	826,264	-641,330
Kelso Public School	Calare	National	Bathurst	National	276,273	43,000	-233,273	521,853	45,064	-476,789	798,126	-710,062
Kemblawarra Public School	Cunningham	Labor	Wollongong	Labor	65,183	16,800	-48,383	196,224	17,606	-178,618	261,407	-227,001
Kemps Creek Public School	Werrina	Labor	Mulgoa	Liberal	107,663	23,800	-83,863	207,824	24,942	-182,882	315,487	-266,745
Kempsey East Public School	Cowper	National	Oxley	National	140,267	35,400	-104,867	264,463	37,099	-227,364	404,730	-332,231
Kempsey High School	Cowper	National	Oxley	National	419,826	94,000	-325,826	796,459	98,512	-697,947	1,216,285	-1,023,773
Kempsey South Public School	Cowper	National	Oxley	National	239,262	29,100	-210,162	441,112	30,497	-410,615	680,374	-620,777
Kempsey West Public School	Cowper	National	Oxley	National	507,980	70,900	-437,080	950,848	74,303	-876,545	1,458,828	-1,313,625
Kendall Public School	Lyne	National	Port Macquarie	National	75,809	26,800	-49,009	143,967	28,086	-115,881	219,776	-164,890
Kensington Public School	Kingsford Smith	Labor	Heffron	Labor	150,158	46,800	-103,358	289,477	49,046	-240,431	439,635	-343,789
Kent Road Public School	Bennelong	Liberal	Ryde	Liberal	210,068	62,800	-147,268	406,943	65,814	-341,129	617,011	-488,397
Kenthurst Public School	Berowra	Liberal	Castle Hill	Liberal	64,725	24,900	-39,825	122,969	26,095	-96,874	187,694	-136,699
Kentlyn Public School	Macarthur	Labor	Campbelltown	Labor	67,531	19,200	-48,331	129,288	20,122	-109,166	196,819	-157,487
Kentucky Public School	New England	National	Northern Tablelands	National	16,531	8,200	-8,331	31,013	8,594	-22,419	47,544	-30,750
Khanconan Public School	Eden-Monaro	Labor	Albury	Liberal	8,373	5,000	-3,373	15,967	5,240	-10,727	24,340	-14,100
Kiama High School	Gilmore	Liberal	Kiama	Liberal	313,656	155,100	-158,556	589,922	162,545	-427,377	901,578	-583,933
Kiama Public School	Gilmore	Liberal	Kiama	Liberal	137,554	55,200	-82,354	260,362	57,850	-202,512	397,916	-284,866
Killara High School	Bradfield	Liberal	Davidson	Liberal	464,043	204,500	-259,543	911,693	214,316	-697,377	1,375,736	-956,920
Killara Public School	Bradfield	Liberal	Kur-ring-gai	Liberal	131,666	45,900	-85,766	251,621	48,103	-203,518	383,287	-289,284
Killarney Heights High School	Warringah	Liberal	Wakehurst	Liberal	260,894	117,500	-143,394	507,478	123,140	-384,338	768,372	-527,732
Killarney Heights Public School	Warringah	Liberal	Wakehurst	Liberal	229,088	75,400	-153,688	440,305	79,019	-361,286	669,393	-514,974
Killarney Vale Public School	Dobell	Labor	The Entrance	Labor	212,897	52,900	-159,997	405,032	55,439	-349,593	617,929	-509,590

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Kinchela Public School	Cowper	National	Oxley	National	11,443	5,400	-6,043	24,990	5,659	-19,331	36,433	-25,374
Kincumber High School	Robertson	Liberal	Terrigal	Liberal	296,790	126,600	-170,190	560,920	132,677	-428,243	857,710	-598,433
Kincumber Public School	Robertson	Liberal	Terrigal	Liberal	157,240	51,900	-105,340	296,867	54,391	-242,476	454,107	-347,816
King Park Public School	Fowler	Labor	Fairfield	Labor	220,900	59,100	-161,800	427,136	61,937	-365,199	648,036	-526,999
King Street Public School	Hunter	Labor	Upper Hunter	National	244,163	53,100	-193,063	464,752	55,649	-409,103	708,915	-600,166
Kings Langley Public School	Greenway	Labor	Seven Hills	Liberal	210,873	77,100	-133,773	401,418	80,801	-320,617	612,291	-454,390
Kingscliff High School	Richmond	Labor	Tweed	National	415,968	152,500	-263,468	786,956	159,820	-627,136	1,202,924	-890,604
Kingscliff Public School	Richmond	Labor	Tweed	National	179,084	65,000	-114,084	336,507	68,120	-268,387	515,591	-382,471
Kingsgrove High School	Barton	Labor	Kogarah	Labor	422,929	147,500	-275,429	838,604	154,580	-684,024	1,261,533	-959,453
Kingsgrove North High School	Watson	Labor	Canterbury	Labor	408,032	129,000	-279,032	812,226	135,192	-677,034	1,220,258	-956,066
Kingsgrove Public School	Barton	Labor	Kogarah	Labor	216,429	59,700	-156,729	417,822	62,566	-355,256	634,251	-511,985
Kingstown Public School	New England	National	Northern Tablelands	National	19,213	6,500	-12,713	36,720	6,812	-29,908	55,933	-42,621
Kingswood High School	Lindsay	Labor	Penrith	Liberal	476,178	117,400	-358,778	923,078	123,035	-800,043	1,399,256	-1,158,821
Kingswood Park Public School	Lindsay	Labor	Penrith	Liberal	183,666	25,000	-158,666	345,448	26,200	-319,248	529,114	-477,914
Kingswood Public School	Lindsay	Labor	Penrith	Liberal	160,805	46,700	-114,105	308,610	48,942	-259,668	469,415	-373,773
Kingswood South Public School	Lindsay	Labor	Penrith	Liberal	165,860	37,600	-128,260	316,127	39,405	-276,722	481,987	-404,982
Kirkton Public School	Hunter	Labor	Upper Hunter	National	13,770	6,400	-7,370	26,218	6,707	-19,511	39,988	-26,881
Kirrawee High School	Hughes	Liberal	Cronulla	Liberal	321,592	157,100	-164,492	608,189	164,641	-443,548	929,781	-608,040
Kirrawee Public School	Hughes	Liberal	Miranda	Liberal	87,138	28,800	-58,338	165,067	30,182	-134,885	252,205	-193,223
Kitchener Public School	Hunter	Labor	Cessnock	Labor	49,453	12,300	-37,153	94,610	12,890	-81,720	144,063	-118,873
Kogarah High School	Barton	Labor	Kogarah	Labor	495,673	151,500	-344,173	994,439	158,772	-835,667	1,490,112	-1,179,840
Kogarah Public School	Barton	Labor	Kogarah	Labor	161,868	41,400	-120,468	316,666	43,387	-273,279	478,534	-393,747
Koonawarra Public School	Whitlam	Labor	Shellharbour	Labor	243,074	34,400	-208,674	460,915	36,051	-424,864	703,989	-633,538
Koorawatha Public School	Riverina	National	Cootamundra	National	24,393	6,200	-18,193	46,591	6,498	-40,093	70,984	-58,286
Koorlingal High School	Riverina	National	Wagga Wagga	Liberal	335,651	140,300	-195,352	635,984	147,034	-488,950	971,636	-684,302
Koorlingal Public School	Riverina	National	Wagga Wagga	Liberal	181,660	57,100	-124,560	342,725	59,841	-282,884	524,385	-407,444
Koolringal Public School	New England	National	Tamworth	National	96,739	28,000	-68,739	181,438	29,344	-152,094	278,177	-220,833
Kororo Public School	Cowper	National	Cofts Harbour	National	209,366	82,000	-127,366	395,116	85,936	-309,180	604,482	-436,546
Kotara High School	Newcastle	Labor	Charlestown	Labor	330,848	151,600	-179,248	626,800	158,877	-467,923	957,648	-647,171
Kotara School	Newcastle	Labor	Charlestown	Labor	34,316	12,500	-21,816	65,452	13,100	-52,352	99,768	-74,168
Kotara South Public School	Newcastle	Labor	Charlestown	Labor	87,442	32,300	-55,142	165,203	33,850	-131,353	252,645	-186,495
Krambach Public School	Lyne	National	Myall Lakes	National	22,606	7,600	-15,006	43,533	7,965	-35,568	66,139	-50,574
Kulnura Public School	Robertson	Liberal	Gosford	Labor	20,036	9,100	-10,936	41,079	9,537	-31,542	61,115	-42,478
Ku-Ring-Gai Creative Arts High School	Bradfield	Liberal	Ku-ring-gai	Liberal	179,196	81,600	-97,596	346,880	85,517	-261,363	526,076	-358,959
Kurmond Public School	Macquarie	Labor	Hawkesbury	Liberal	62,116	24,300	-37,816	117,699	25,466	-92,233	179,815	-130,049
Kurnell Public School	Cook	Liberal	Cronulla	Liberal	72,555	26,000	-46,555	137,992	27,248	-110,744	210,547	-157,299
Kurrajong East Public School	Macquarie	Labor	Hawkesbury	Liberal	27,082	10,000	-17,082	51,181	10,480	-40,701	78,263	-57,783
Kurrajong North Public School	Macquarie	Labor	Hawkesbury	Liberal	29,675	13,400	-16,275	55,940	14,043	-41,897	85,615	-58,172
Kurrajong Public School	Macquarie	Labor	Hawkesbury	Liberal	67,815	27,900	-39,915	128,545	29,239	-99,305	196,360	-139,221
Kurrabee School	Lindsay	Labor	Londonderry	Labor	87,844	43,500	-44,344	167,660	45,588	-122,072	255,504	-166,416
Kurri Kurri High School	Paterson	Labor	Cessnock	Labor	565,446	139,900	-425,546	1,084,249	146,615	-937,634	1,649,695	-1,363,180
Kurri Kurri Public School	Paterson	Labor	Cessnock	Labor	465,784	91,100	-374,684	889,304	95,473	-793,831	1,355,088	-1,168,515
Kyeemagh Infants School	Barton	Labor	Rockdale	Labor	23,823	8,100	-15,723	45,538	8,489	-37,049	69,361	-52,772
Kyogle High School	Page	National	Lismore	National	215,361	66,500	-148,861	412,749	69,692	-343,057	628,110	-491,918
Kyogle Public School	Page	National	Lismore	National	167,745	43,600	-124,145	318,929	45,693	-273,236	486,674	-397,381
La Perouse Public School	Kingsford Smith	Labor	Maroubra	Labor	22,630	7,300	-15,330	88,203	7,650	-80,553	110,833	-95,883
Ladysmith Public School	Riverina	National	Wagga Wagga	Liberal	17,635	7,000	-10,635	33,629	7,336	-26,293	51,264	-36,928
Laggan Public School	Hume	Liberal	Goulburn	Liberal	6,015	4,000	-2,015	11,428	4,192	-7,236	17,443	-9,251
Laguna Public School	Hunter	Labor	Cessnock	Labor	20,236	10,400	-9,836	38,728	10,899	-27,829	58,964	-37,665
Laguna Street Public School	Cook	Liberal	Cronulla	Liberal	127,875	49,500	-78,375	242,484	51,876	-190,608	370,359	-268,983

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Lake Albert Public School	Riverina	National	Wagga Wagga	Liberal	175,936	63,000	-112,936	332,124	66,024	-266,100	508,060	-379,036
Lake Cargelligo Central School	Parkes	National	Barwon	National	252,127	56,600	-195,527	469,754	59,317	-410,437	721,881	-605,964
Lake Cathie Public School	Lyne	National	Port Macquarie	National	50,727	19,400	-31,327	95,503	20,331	-75,172	146,230	-106,499
Lake Heights Public School	Cunningham	Labor	Wollongong	Labor	89,337	19,400	-69,937	181,537	20,331	-161,206	270,874	-231,143
Lake Illawarra High School	Whitlam	Labor	Shellharbour	Labor	480,754	106,500	-374,254	920,723	111,612	-809,111	1,401,477	1,183,365
Lake Illawarra South Public School	Whitlam	Labor	Shellharbour	Labor	105,280	30,800	-74,480	200,555	32,278	-168,277	305,835	-242,757
Lake Macquarie High School	Hunter	Labor	Lake Macquarie	Independent	280,057	67,100	-212,957	572,567	70,321	-502,246	852,624	-715,203
Lake Munmorah High School	Shortland	Labor	Swansea	Labor	362,915	112,800	-250,115	694,624	118,214	-576,410	1,057,539	-826,525
Lake Munmorah Public School	Shortland	Labor	Swansea	Labor	220,707	59,500	-161,207	419,674	62,356	-357,318	640,381	-518,525
Lake Wyangan Public School	Farrer	Liberal	Murray	National	46,356	18,300	-28,056	87,961	19,178	-68,783	134,317	-96,839
Lakelands Public School	Whitlam	Labor	Shellharbour	Labor	174,451	40,700	-133,751	333,322	42,654	-290,668	507,773	-424,419
Lakemba Public School	Watson	Labor	Lakemba	Labor	247,703	60,700	-187,003	484,020	63,614	-420,406	731,723	-607,409
Lakeside School	Shortland	Labor	Charlestown	Labor	47,578	18,200	-29,378	90,433	19,074	-71,359	138,011	-100,737
Lalor Park Public School	Greenway	Labor	Blacktown	Labor	101,188	19,800	-81,388	200,112	20,750	-179,362	301,300	-260,750
Lambton High School	Newcastle	Labor	Newcastle	Labor	336,757	151,200	-185,557	646,202	158,458	-487,744	982,959	-673,301
Lambton Public School	Newcastle	Labor	Wallsend	Labor	130,973	44,700	-86,273	246,769	46,846	-199,923	377,742	-286,196
Lane Cove Public School	North Sydney	Liberal	Lane Cove	Liberal	248,292	87,900	-160,392	474,370	92,119	-382,251	722,662	-542,643
Lane Cove West Public School	North Sydney	Liberal	Lane Cove	Liberal	161,429	60,500	-100,929	307,013	63,404	-243,609	468,442	-344,538
Lansdowne Public School	Lyne	National	Port Macquarie	National	37,738	8,900	-28,838	72,203	9,327	-62,876	109,941	-91,714
Lansvale East Public School	Fowler	Labor	Cabramatta	Labor	107,861	19,300	-88,561	210,733	20,226	-190,507	318,594	-279,068
Lansvale Public School	Fowler	Labor	Cabramatta	Labor	432,908	86,700	-346,208	839,824	90,862	-748,962	1,272,732	-1,095,170
Lapstone Public School	Macquarie	Labor	Penrith	Liberal	69,603	27,800	-41,803	131,730	29,134	-102,596	201,333	-144,399
Largs Public School	Lyne	National	Maitland	Labor	50,839	18,500	-32,339	96,108	19,388	-76,720	146,947	-109,059
Larnook Public School	Page	National	Lismore	National	14,491	5,800	-8,691	-61,305	6,078	67,383	-46,814	58,692
Laurieton Public School	Lyne	National	Port Macquarie	National	95,253	29,400	-65,853	181,753	30,811	-150,942	277,006	-216,795
Lavington East Public School	Farrer	Liberal	Albury	Liberal	187,898	49,200	-138,698	359,447	51,562	-307,885	547,345	-446,583
Lavington Public School	Farrer	Liberal	Albury	Liberal	175,753	41,300	-134,453	337,336	43,282	-294,054	513,089	-428,507
Lawrence Hargrave School	Fowler	Labor	Liverpool	Labor	69,303	24,900	-44,403	132,669	26,095	-106,574	201,972	-150,977
Lawrence Public School	Page	National	Clarence	National	42,414	10,700	-31,714	81,351	11,214	-70,137	123,765	-101,851
Lawson Public School	Macquarie	Labor	Blue Mountains	Labor	86,413	29,600	-56,813	163,097	31,021	-132,076	249,510	-188,889
Leeton High School	Farrer	Liberal	Murray	National	238,648	86,000	-152,648	506,483	90,128	-416,355	745,131	-569,003
Leeton Public School	Farrer	Liberal	Murray	National	141,407	52,800	-88,607	267,905	55,334	-212,571	409,312	-301,178
Leeville Public School	Page	National	Clarence	National	27,549	7,700	-19,849	54,327	8,070	-46,257	81,876	-66,106
Leichhardt Public School	Grayndler	Labor	Balmain	Greens	202,301	74,500	-127,801	382,757	78,076	-304,681	585,058	-432,482
Lennox Head Public School	Richmond	Labor	Ballina	Greens	101,745	40,800	-60,945	192,139	42,758	-149,381	293,884	-210,326
Leonay Public School	Lindsay	Labor	Penrith	Liberal	71,987	27,700	-44,287	136,402	29,030	-107,372	208,389	-151,649
Leppington Public School	Macarthur	Labor	Camden	Liberal	71,211	17,600	-53,611	137,628	18,445	-119,183	208,839	-172,794
Les Powell School	Fowler	Labor	Cabramatta	Labor	73,985	31,800	-42,185	142,328	33,326	-109,002	216,313	-151,187
Lethbridge Park Public School	Chifley	Labor	Londonderry	Labor	430,809	58,200	-372,609	825,938	60,994	-764,944	1,256,747	-1,137,553
Leumeah High School	Macarthur	Labor	Macquarie Fields	Labor	389,349	121,000	-268,349	747,857	126,808	-621,049	1,137,206	-889,398
Leumeah Public School	Macarthur	Labor	Macquarie Fields	Labor	224,830	72,100	-152,730	429,526	75,561	-353,965	654,356	-506,695
Leura Public School	Macquarie	Labor	Blue Mountains	Labor	78,320	29,800	-48,520	148,181	31,230	-116,951	226,501	-165,471
Lewisham Public School	Grayndler	Labor	Summer Hill	Labor	53,968	20,900	-33,068	102,607	21,903	-80,704	156,575	-113,772
Lidcombe Public School	Reid	Liberal	Auburn	Labor	349,052	79,600	-269,452	658,216	83,421	-574,795	1,007,268	-844,247

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Lightning Ridge Central School	Parkes	National	Barwon	National	407,584	93,900	-313,684	758,314	98,407	-659,907	1,165,898	-973,591
Lilli Pilli Public School	Cook	Liberal	Cronulla	Liberal	99,613	38,900	-60,713	188,311	40,767	-147,544	287,924	-208,257
Lincoln School	Parkes	National	Dubbo	National	71,264	16,500	-54,764	145,673	17,292	-128,381	216,937	-183,145
Lindfield East Public School	Bradfield	Liberal	Davidson	Liberal	218,150	79,500	-138,650	416,022	83,316	-332,706	634,172	-471,356
Lindfield Public School	Bradfield	Liberal	Davidson	Liberal	231,639	80,300	-151,339	443,343	84,154	-359,189	674,982	-510,528
Lindsay Park Public School	Cunningham	Labor	Keira	Labor	117,752	42,400	-75,352	222,631	44,435	-178,196	340,383	-253,548
Lisarow High School	Dobell	Labor	The Entrance	Labor	247,177	107,400	-139,777	470,883	112,555	-358,328	718,060	-498,105
Lisarow Public School	Dobell	Labor	The Entrance	Labor	91,835	34,700	-57,135	173,372	36,366	-137,006	265,207	-194,141
Lismore Heights Public School	Page	National	Lismore	National	143,544	33,800	-109,744	269,005	35,422	-233,583	412,549	-343,327
Lismore Public School	Page	National	Lismore	National	190,005	44,700	-145,305	359,203	46,846	-312,357	549,208	-457,662
Lismore South Public School	Page	National	Lismore	National	149,062	33,300	-115,762	284,297	34,898	-249,399	433,359	-365,161
Lithgow High School	Calare	National	Bathurst	National	459,579	136,800	-322,779	880,059	143,366	-736,693	1,339,638	-1,059,472
Lithgow Public School	Calare	National	Bathurst	National	243,741	54,700	-189,041	466,952	57,326	-409,626	710,693	-598,667
Liverpool Boys High School	Fowler	Labor	Liverpool	Labor	392,849	98,000	-294,849	782,870	102,704	-680,166	1,175,719	-975,015
Liverpool Girls High School	Fowler	Labor	Liverpool	Labor	700,109	158,400	-541,709	1,344,316	166,003	-1,178,313	2,044,425	-1,720,022
Liverpool Public School	Fowler	Labor	Liverpool	Labor	437,273	88,000	-349,273	852,733	92,224	-760,509	1,290,006	-1,109,782
Liverpool West Public School	Fowler	Labor	Liverpool	Labor	511,124	86,200	-424,924	1,008,715	90,338	-918,377	1,519,839	-1,343,301
Llandilo Public School	Lindsay	Labor	Londonderry	Labor	171,434	43,800	-127,634	327,157	45,902	-281,255	498,591	-408,889
Lochinvar Public School	Paterson	Labor	Matland	Labor	71,526	21,900	-49,626	135,520	22,951	-112,569	207,046	-162,195
Lockhart Central School	Riverina	National	Wagga Wagga	Liberal	65,245	18,900	-46,345	122,989	19,807	-103,182	188,234	-149,527
Loftus Public School	Hughes	Liberal	Heathcote	Liberal	127,785	47,200	-80,585	242,606	49,466	-193,140	370,391	-273,725
Lomandra School	Macarthur	Labor	Campbelltown	Labor	80,476	27,100	-53,376	153,720	28,401	-125,319	234,196	-178,695
Londonderry Public School	Lindsay	Labor	Londonderry	Labor	117,913	28,300	-89,613	245,641	29,658	-215,983	373,554	-315,596
Long Flat Public School	Lyne	National	Oxley	National	27,058	8,000	-19,058	50,962	8,384	-42,578	78,020	-61,636
Lord Howe Island Central School	Sydney	Labor	Port Macquarie	National	10,349	8,500	1,849	19,394	8,908	-10,486	29,743	-12,335
Louth Public School	Parkes	National	Barwon	National	3,303	3,900	597	6,317	4,087	-2,230	9,620	-1,633
Lowanna Public School	Page	National	Coffs Harbour	National	36,225	7,600	-28,625	68,352	7,965	-60,387	104,577	-89,012
Lowesdale Public School	Farrer	Liberal	Albury	Liberal	6,126	3,900	-2,226	11,614	4,087	-7,527	17,740	-9,753
Lucas Gardens School	Reid	Liberal	Drummoyne	Liberal	20,947	9,900	-11,047	39,661	10,375	-29,286	60,608	-40,333
Lucas Heights Community School	Hughes	Liberal	Hoisworthy	Liberal	227,327	93,800	-133,527	429,823	98,302	-331,521	657,150	-465,048
Luddenham Public School	Hume	Liberal	Camden	Liberal	42,385	11,700	-30,685	83,764	12,262	-71,502	126,149	-102,187
Lue Public School	Calare	National	Dubbo	National	16,737	4,900	-11,837	32,366	5,135	-27,231	49,103	-39,068
Lugarno Public School	Banks	Liberal	Oatley	Liberal	85,656	31,100	-54,556	162,906	32,593	-130,313	248,562	-184,869
Lurnea High School	Werrriwa	Labor	Holsworthy	Liberal	564,058	118,700	-445,358	1,106,076	124,398	-981,678	1,670,134	-1,427,036
Lurnea Public School	Werrriwa	Labor	Holsworthy	Liberal	348,493	59,900	-288,593	689,106	62,775	-626,331	1,037,599	-914,924
Lyndhurst Public School	Calare	National	Bathurst	National	20,821	6,300	-14,521	39,944	6,602	-33,342	60,765	-47,863
Lynwood Park Public School	Greenway	Labor	Blacktown	Labor	125,031	35,800	-89,231	239,587	37,518	-202,069	364,618	-291,300
Macarthur Girls High School	Parramatta	Labor	Parramatta	Liberal	331,244	142,200	-189,044	649,093	149,026	-500,067	990,377	-689,111
Macdonald Valley Public School	Macquarie	Labor	Hawkesbury	Liberal	7,044	2,500	-4,544	13,355	2,620	-10,735	20,399	-15,279
Macintyre High School	New England	National	Tablelands	National	193,721	88,800	-104,921	440,185	93,062	-347,123	633,906	-452,044
Macksville High School	Cowper	National	Oxley	National	288,428	103,500	-184,928	545,870	108,468	-437,402	834,298	-622,330
Macksville Public School	Cowper	National	Oxley	National	239,088	59,100	-179,988	485,960	61,937	-424,023	725,048	-604,011
Maclean High School	Page	National	Clarence	National	389,606	156,600	-233,006	774,440	164,117	-610,323	1,164,046	-843,329
Maclean Public School	Page	National	Clarence	National	106,627	28,000	-78,627	236,040	29,344	-206,696	342,667	-285,323
Macquarie Fields High School	Werrriwa	Labor	Macquarie Fields	Labor	345,399	148,700	-196,699	670,102	155,838	-514,264	1,015,501	-710,963
Macquarie Fields Public School	Werrriwa	Labor	Macquarie Fields	Labor	343,461	106,600	-236,861	658,023	111,717	-546,306	1,001,484	-783,167
Madang Avenue Public School	Chifley	Labor	Londonderry	Labor	304,820	44,700	-260,120	587,346	46,846	-540,500	892,166	-800,620
Mamuru Public School	Riverina	National	Cootamundra	National	5,402	3,700	-1,702	10,285	3,878	-6,407	15,687	-8,109
Main Arm Upper Public School	Richmond	Labor	Ballina	Greens	31,562	13,600	-17,962	59,801	14,253	-45,548	91,363	-63,510

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Mansbridge School	Fowler	Labor	Liverpool	Labor	91,246	45,300	-45,946	175,029	47,474	-127,555	266,275	-173,501
Maitland East Public School	Paterson	Labor	Maitland	Labor	249,270	74,400	-174,870	472,390	77,971	-394,419	721,660	-569,289
Maitland Grossmann High School	Paterson	Labor	Maitland	Labor	448,539	187,700	-260,839	853,461	196,710	-656,751	1,302,000	-917,590
Maitland High School	Paterson	Labor	Maitland	Labor	516,600	141,400	-375,200	984,090	148,187	-835,903	1,500,690	-1,211,103
Maitland Public School	Paterson	Labor	Maitland	Labor	178,104	46,000	-132,104	338,599	48,208	-290,391	516,703	-422,495
Malabar Public School	Kingsford Smith	Labor	Maroubra	Labor	87,648	31,400	-56,248	165,499	32,907	-132,592	253,147	-188,840
Mallawa Public School	Parkes	National	Tablelands	National	9,269	3,600	-5,669	16,947	3,773	-13,174	26,216	-18,843
Mandurama Public School	Calare	National	Bathurst	National	6,092	2,900	-3,192	11,247	3,039	-8,208	17,339	-11,400
Manifold Public School	Page	National	Clarence	National	20,156	6,500	-13,656	38,326	6,812	-31,514	58,482	-45,170
Manildra Public School	Calare	National	Orange	Shooters, Fishers & Farmers	21,214	7,400	-13,814	39,908	7,755	-32,153	61,122	-45,967
Manilla Central School	New England	National	Tamworth	National	290,225	65,200	-225,025	543,748	68,330	-475,418	833,973	-700,443
Manly Vale Public School	Warringah	Liberal	Manly	Liberal	130,692	48,200	-82,492	248,317	50,514	-197,803	379,009	-280,295
Manly Village Public School	Warringah	Liberal	Manly	Liberal	204,913	75,800	-129,113	390,225	79,438	-310,787	595,138	-439,900
Manly West Public School	Warringah	Liberal	Manly	Liberal	241,910	91,600	-150,310	458,733	95,997	-362,736	700,643	-513,046
Manning Park Public School	Shortland	Labor	Swansea	Labor	120,542	31,500	-89,042	239,693	33,012	-206,681	360,235	-295,723
Manning Gardens Public School	Lyne	National	Myall Lakes	National	234,528	26,100	-208,428	437,648	27,353	-410,295	672,176	-618,723
Maraylya Public School	Macquarie	Labor	Hawkesbury	Liberal	31,898	14,700	-17,198	60,195	15,406	-44,789	92,093	-61,987
Marayong Heights Public School	Chifley	Labor	Blacktown	Labor	140,895	39,800	-101,095	268,458	41,710	-226,748	409,353	-327,843
Marayong Public School	Chifley	Labor	Blacktown	Labor	258,814	61,600	-197,214	496,820	64,557	-432,263	755,634	-629,477
Marayong South Public School	Chifley	Labor	Blacktown	Labor	143,679	40,900	-102,779	276,237	42,863	-233,374	419,916	-336,153
Marie Bashir Public School	Reid	Liberal	Strathfield	Labor	101,759	30,100	-71,659	196,982	31,545	-165,437	298,741	-237,096
Marks Point Public School	Shortland	Labor	Swansea	Labor	76,753	20,500	-56,253	145,663	21,484	-124,179	222,416	-180,432
Maroota Public School	Berowra	Liberal	Hawkesbury	Liberal	14,396	6,500	-7,896	27,411	6,812	-20,599	41,807	-28,495
Maroubra Bay Public School	Kingsford Smith	Labor	Maroubra	Labor	112,612	35,100	-77,512	214,718	36,785	-177,933	327,330	-255,445
Maroubra Junction Public School	Kingsford Smith	Labor	Maroubra	Labor	211,519	71,400	-140,119	405,392	74,827	-330,565	616,911	-470,684
Marra Creek Public School	Parkes	National	Barwon	National	2,474	3,300	826	4,681	3,458	-1,223	7,155	-397
Marrar Public School	Riverina	National	Cootamundra	National	1,389	4,300	2,911	14,384	4,505	-9,878	15,773	-6,967
Marrickville High School	Grayndler	Labor	Summer Hill	Labor	191,596	56,400	-135,196	375,753	59,107	-316,646	567,349	-451,842
Marrickville Public School	Grayndler	Labor	Summer Hill	Labor	91,254	31,100	-60,154	173,208	32,593	-140,615	264,462	-200,769
Marrickville West Public School	Barton	Labor	Summer Hill	Labor	119,173	37,900	-81,273	226,435	39,719	-186,716	345,608	-267,989
Marsden High School	Bennelong	Liberal	Ryde	Liberal	298,547	104,500	-194,047	602,288	109,516	-492,772	900,835	-686,819
Marsden Park Public School	Chifley	Labor	Riverstone	Liberal	26,474	7,900	-18,574	51,058	8,279	-42,779	77,532	-61,353
Marsden Road Public School	Fowler	Labor	Liverpool	Labor	391,267	84,800	-306,467	759,958	88,870	-671,088	1,151,225	-977,555
Martindale Public School	Hunter	Labor	Upper Hunter	National	9,136	4,000	-5,136	17,399	4,192	-13,207	26,535	-18,343
Martins Creek Public School	Lyne	National	Upper Hunter	National	3,632	2,000	-1,632	6,897	2,096	-4,801	10,529	-6,433
Martins Gully Public School	New England	National	Tablelands	National	49,534	21,800	-27,734	93,603	22,846	-70,757	143,137	-98,491
Marion Public School	Hughes	Liberal	Heathcote	Liberal	120,319	47,600	-72,719	229,160	49,885	-179,275	349,479	-251,994
Marulan Public School	Hume	Liberal	Goulburn	Liberal	65,369	18,300	-47,069	125,642	19,178	-106,464	191,011	-153,533
Mary Brooksbank School	Macarthur	Labor	Campbelltown	Labor	76,859	35,200	-41,659	146,807	36,890	-109,917	223,666	-151,576
Maryland Public School	Newcastle	Labor	Wallsend	Labor	192,240	57,200	-135,040	364,422	59,946	-304,476	556,662	-499,516
Mascot Public School	Kingsford Smith	Labor	Heffron	Labor	155,836	42,400	-113,436	300,933	44,435	-256,498	456,769	-369,334
Mathoura Public School	Farrer	Liberal	Murray	National	35,151	10,900	-24,251	66,986	11,423	-55,563	102,137	-79,814
Matong Public School	Riverina	National	Cootamundra	National	10,548	5,500	-5,048	19,995	5,764	-14,231	30,543	-19,279

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Matraville Public School	Kingsford Smith	Labor	Maroubra	Labor	108,831	29,500	-79,331	210,816	30,916	-179,900	319,647	-259,731
Matraville Soldiers Settlement Public School	Kingsford Smith	Labor	Maroubra	Labor	78,708	27,500	-51,208	214,039	28,820	-185,219	292,747	-236,427
Matraville Sports High School	Kingsford Smith	Labor	Maroubra	Labor	192,064	46,400	-145,664	363,405	48,627	-314,778	555,469	-460,442
Matthew Pearce Public School	Mitchell	Liberal	Baulkham Hills	Liberal	413,054	140,400	-272,654	792,372	147,139	-645,233	1,205,426	-917,887
Mawarra Public School	Hume	Liberal	Camden	Liberal	138,711	51,600	-87,111	262,170	54,077	-208,093	400,881	-295,204
Mayfield East Public School	Newcastle	Labor	Newcastle	Labor	117,441	37,600	-84,841	222,784	34,165	-188,619	340,225	-273,460
Mayfield West Public School	Newcastle	Labor	Newcastle	Labor	145,297	42,700	-102,597	275,864	44,750	-231,114	421,161	-333,711
Mayrunga Public School	Farrer	Liberal	Murray	National	14,436	6,400	-8,036	27,358	6,707	-20,651	41,794	-28,687
Mccallums Hill Public School	Watson	Labor	Canterbury	Labor	171,180	46,300	-124,880	333,905	48,522	-285,383	505,085	-410,263
Meadow Flat Public School	Calare	National	Bathurst	National	20,223	8,200	-12,023	37,761	8,594	-29,167	57,984	-41,190
Meadowbank Public School	Bennelong	Liberal	Ryde	Liberal	85,721	28,600	-57,121	164,916	29,973	-134,943	250,637	-192,064
Medlow Public School	Cowper	National	Oxley	National	5,023	2,700	-2,323	9,664	2,830	-6,834	14,687	-9,157
Medowie Public School	Peterson	Labor	Port Stephens	Labor	128,454	43,700	-85,754	243,680	45,798	-197,882	373,134	-283,636
Megalong Public School	Macquarie	Labor	Blue Mountains	Labor	4,411	2,900	-1,511	8,348	3,039	-5,309	12,759	-6,820
Melrose Park Public School	Bennelong	Liberal	Parramatta	Liberal	59,353	22,700	-36,653	112,768	23,790	-88,978	172,121	-125,631
Melville High School	Cowper	National	Oxley	National	505,205	135,200	-370,005	951,452	141,690	-809,762	1,456,657	-1,179,767
Menai High School	Hughes	Liberal	Miranda	Liberal	377,096	166,700	-210,396	733,470	174,702	-558,768	1,110,566	-769,164
Menai Public School	Hughes	Liberal	Heathcote	Liberal	40,804	13,200	-27,604	77,070	13,834	-63,236	117,874	-90,840
Mendooran Central School	Parke	National	Barwon	National	89,622	27,500	-62,122	168,492	28,820	-139,672	258,114	-201,794
Menindee Central School	Parke	National	Barwon	National	149,481	29,500	-119,981	273,735	30,916	-242,819	423,216	-362,800
Merewether Heights Public School	Newcastle	Labor	Newcastle	Labor	93,245	36,300	-56,945	176,470	38,042	-138,428	269,715	-195,373
Merewether High School	Newcastle	Labor	Newcastle	Labor	283,565	135,000	-148,565	535,414	142,528	-392,886	818,979	-540,451
Merewether Public School	Newcastle	Labor	Charlestown	Labor	68,520	20,800	-47,720	127,651	21,798	-105,853	196,171	-153,573
Merimbula Public School	Eden Monaro	Labor	Bega	Liberal	148,515	57,000	-91,515	280,671	59,736	-220,935	429,186	-312,450
Merriwa Central School	New England	National	Upper Hunter	National	202,833	54,600	-148,233	383,811	57,221	-326,590	586,644	-474,823
Merrylands East Public School	McMahon	Labor	Granville	Labor	225,952	44,800	-181,152	440,753	46,950	-393,803	666,705	-574,955
Merrylands High School	McMahon	Labor	Granville	Labor	489,954	119,900	-370,054	968,051	125,655	-842,396	1,458,005	-1,212,450
Merrylands Public School	McMahon	Labor	Granville	Labor	325,111	57,700	-267,411	633,196	60,470	-572,726	958,307	-840,137
Metella Road Public School	Greenway	Labor	Prospect	Labor	234,610	78,300	-156,310	448,997	82,058	-366,939	683,607	-523,249
Metford Public School	Paterson	Labor	Maitland	Labor	241,240	42,200	-199,040	458,259	44,226	-414,033	699,499	-613,073
Mian School	Parke	National	Dubbo	National	52,928	11,100	-41,828	97,863	11,633	-86,230	150,791	-128,058
Michelago Public School	Eden-Monaro	Labor	Monaro	National	11,492	5,800	-5,692	21,696	6,078	-15,618	33,188	-21,310
Middle Dural Public School	Berowra	Liberal	Hornsby	Liberal	6,685	3,800	-2,885	12,696	3,982	-8,714	19,381	-11,599
Middle Harbour Public School	Warringah	Liberal	North Shore	Liberal	174,895	65,100	-109,795	332,792	68,225	-264,567	507,687	-374,362
Middleton Grange Public School	Werriwa	Labor	Mulgoa	Liberal	125,130	38,300	-86,830	239,393	40,138	-199,255	364,523	-286,085
Middleton Public School	Riverina	National	Orange	Shooters, Fishers & Farmers	152,228	41,300	-110,928	287,890	43,282	-244,608	440,118	-355,536
Milbrodale Public School	Hunter	Labor	Cessnock	Labor	7,821	3,000	-4,821	14,874	3,144	-11,730	22,695	-16,551
Milbank Public School	Cowper	National	Oxley	National	13,406	4,000	-9,406	28,247	4,192	-24,055	41,653	-33,461
Miller Public School	Werriva	Labor	Liverpool	Labor	171,571	31,300	-140,271	330,657	32,802	-297,855	502,228	-438,126
Miller Technology High School	Werriva	Labor	Liverpool	Labor	513,292	96,500	-416,792	1,038,754	101,132	-937,622	1,552,046	-1,354,414
Millers Forest Public School	Paterson	Labor	Maitland	Labor	42,538	8,900	-33,638	80,304	9,377	-70,927	122,842	-104,615
Milfield Public School	Hunter	Labor	Cessnock	Labor	48,919	11,400	-37,519	93,497	11,947	-81,550	142,416	-119,059
Milthorpe Public School	Calare	National	Bathurst	National	80,381	33,200	-47,181	151,820	34,794	-117,026	232,201	-164,207
Milperra Public School	Blaxland	Labor	East Hills	Liberal	80,042	27,800	-52,242	151,426	29,134	-122,292	231,468	-174,534
Milton Public School	Gilmore	Liberal	South Coast	Liberal	222,293	82,800	-139,493	419,662	86,774	-332,888	641,955	-472,381

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Mimosa Public School	Mackellar	Liberal	Davidson	Liberal	136,985	55,300	-81,685	258,926	57,954	-200,972	395,911	-282,657
Minchinbury Public School	McMahon	Labor	Mount Druitt	Labor	199,641	60,000	139,641	381,836	62,880	-318,956	581,477	-458,597
Minerva School	Hughes	Liberal	Heathcote	Liberal	28,157	16,700	-11,457	53,434	17,502	-35,932	81,591	-47,389
Mingoola Public School	New England	National	Lismore	National	6,506	2,400	-4,106	12,642	2,515	-10,127	19,148	-14,233
Minmi Public School	Newcastle	Labor	Wallsend	Labor	34,843	14,200	-20,643	66,039	14,882	-51,157	100,882	-71,800
Minnamurra Public School	Gilmore	Liberal	Kiama	Liberal	120,339	48,200	-72,139	227,085	50,514	-176,571	347,424	-248,710
Minto Public School	Macarthur	Labor	Macquarie Fields	Labor	78,915	25,000	-53,915	151,400	26,200	-125,200	230,315	-179,115
Miranda North Public School	Cook	Liberal	Miranda	Liberal	97,913	35,200	-62,713	186,348	36,890	-149,458	284,261	-212,171
Miranda Public School	Cook	Liberal	Miranda	Liberal	109,222	34,600	-74,622	208,931	36,261	-172,670	318,153	-247,292
Mitchell High School	Greenway	Labor	Blacktown	Labor	480,064	150,300	-329,764	933,812	157,514	-776,298	1,413,876	-1,106,062
Mitchells Island Public School	Lyne	National	Myall Lakes	National	21,842	6,100	-15,742	44,495	6,393	-38,102	66,337	-53,844
Mittagong Public School	Whitlam	Labor	Wollondilly	Liberal	183,375	62,100	-121,275	348,359	65,081	-283,278	531,734	-404,553
Moama Public School	Farrer	Liberal	Murray	National	78,260	31,000	-47,260	171,998	32,488	-139,510	250,258	-186,770
Modanville Public School	Page	National	Lismore	National	27,501	11,600	-15,901	52,138	12,157	-39,981	79,639	-55,882
Model Farms High School	Mitchell	Liberal	Baulkham Hills	Liberal	299,506	141,200	-158,306	570,072	147,978	-422,094	869,578	-580,400
Mogo Public School	Gilmore	Liberal	Bega	Liberal	100,063	13,100	86,963	184,255	13,729	-170,526	284,318	-257,489
Molong Central School	Calare	National	Orange	Shooters, Fishers & Farmers	208,803	75,700	-133,103	396,202	79,334	-316,868	605,005	-449,971
Mona Vale Public School	Mackellar	Liberal	Pittwater	Liberal	305,578	116,900	-188,678	579,308	122,511	-456,797	884,886	-645,475
Monaro High School	Eden Monaro	Labor	Monaro	National	189,236	80,500	-108,736	361,115	84,364	-276,751	550,351	-385,487
Monteagle Public School	Riverina	National	Cootamundra	National	15,822	4,900	-10,922	30,565	5,135	-25,430	46,387	-36,952
Moombi Public School	New England	National	Tamworth	National	47,720	10,600	-37,120	89,910	11,109	-78,801	137,630	-115,921
Moorebank High School	Fowler	Labor	Halsworthy	Liberal	344,490	145,400	-199,090	666,147	152,379	-513,768	1,010,637	-712,858
Moorefield Girls High School	Cook	Liberal	Rockdale	Labor	146,275	52,000	-94,275	288,673	54,496	-234,177	434,948	-328,452
Moorland Public School	Lyne	National	Port Macquarie	National	33,270	9,400	-23,870	64,574	9,851	-54,723	97,844	-78,593
Moree East Public School	Parkes	National	Northern Tablelands	National	298,778	35,800	-262,978	546,259	37,518	-508,741	845,037	-771,719
Moree Public School	Parkes	National	Northern Tablelands	National	521,909	107,100	-414,809	966,172	112,241	-853,931	1,488,081	-1,268,740
Moree Secondary College	Parkes	National	Northern Tablelands	National	533,785	119,300	-414,485	993,902	125,026	-868,876	1,527,687	-1,283,861
Morgan Street Public School	Parkes	National	Barwon	National	119,537	44,600	-74,937	225,124	46,741	-178,383	344,661	-253,320
Morisset High School	Hunter	Labor	Lake Macquarie	Independent	403,264	121,400	-281,864	810,699	127,227	-683,472	1,213,963	-965,336
Morisset Public School	Hunter	Labor	Lake Macquarie	Independent	125,589	30,800	-94,789	238,841	32,278	-206,563	364,430	-301,352
Morpeth Public School	Paterson	Labor	Maitland	Labor	77,510	27,100	-50,410	146,473	28,401	-118,072	223,983	-168,482
Mortdale Public School	Banks	Liberal	Oatley	Liberal	142,475	40,800	-101,675	275,685	42,758	-232,927	418,160	-334,602
Mortlake Public School	Reid	Liberal	Drummoyne	Liberal	134,498	43,400	-91,098	258,121	45,483	-212,638	392,619	-303,736
Moruya High School	Gilmore	Liberal	Bega	Liberal	246,610	103,400	-143,210	499,988	108,363	-391,625	746,598	-534,835
Moruya Public School	Gilmore	Liberal	Bega	Liberal	158,818	51,700	-107,118	355,934	54,182	-301,752	514,752	-408,870
Mosman High School	Warringah	Liberal	North Shore	Liberal	287,750	133,700	-154,050	554,650	140,118	-414,532	842,400	-568,582
Mosman Public School	Warringah	Liberal	North Shore	Liberal	193,537	71,600	-121,937	368,477	75,037	-293,440	562,014	-415,377
Moss Vale High School	Whitlam	Labor	Goulburn	Liberal	230,848	96,600	-134,248	438,824	101,237	-337,587	669,672	-471,835
Moss Vale Public School	Whitlam	Labor	Goulburn	Liberal	210,981	67,500	-143,481	399,903	70,740	-329,163	610,884	-472,644
Moulamein Public School	Farrer	Liberal	Murray	National	20,122	9,200	-10,922	38,191	9,642	-28,549	58,313	-39,471
Mount Annan High School	Hume	Liberal	Camden	Liberal	262,723	103,000	-159,723	500,061	107,944	-392,117	762,784	-551,840
Mount Annan Public School	Hume	Liberal	Camden	Liberal	229,237	78,000	-151,237	434,624	81,744	-352,880	663,861	-504,127
Mount Austin High School	Riverina	National	Wagga Wagga	Liberal	594,789	104,100	-490,689	1,122,059	109,097	-1,012,962	1,716,848	-1,503,651

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Mount Austin Public School	Riverina	National	Wagga Wagga	Liberal	298,153	44,400	-253,753	565,082	46,531	-518,551	863,235	-772,304
Mount Brown Public School	Whitlam	Labor	Shellharbour	Labor	155,392	45,700	-109,692	295,217	47,894	-247,323	450,609	-357,015
Mount Colah Public School	Berowra	Liberal	Hornsby	Liberal	126,463	48,400	-78,063	239,398	50,723	-188,675	365,861	-266,738
Mount Druitt Public School	Chifley	Labor	Londonderry	Labor	298,069	70,500	-227,569	575,024	73,884	-501,140	873,093	-728,705
Mount George Public School	Lyne	National	Myall Lakes	National	16,122	5,500	-10,622	30,627	5,764	-24,863	46,749	-35,485
Mount Hunter Public School	Hume	Liberal	Wollondilly	Liberal	21,429	7,100	-14,329	40,832	7,441	-33,391	62,261	-47,720
Mount Hutton Public School	Shortland	Labor	Charlestown	Labor	125,876	26,100	-99,776	238,806	27,353	-211,453	364,682	-311,229
Mount Kanwarra Public School	Lyne	National	Port Stephens	Labor	12,489	5,100	-7,389	23,608	5,345	-18,263	36,097	-25,652
Mount Keira Demonstration School	Cunningham	Labor	Keira	Labor	25,351	11,000	-14,351	47,803	11,528	-36,275	73,154	-50,626
Mount Kembra Public School	Cunningham	Labor	Wollongong	Labor	44,150	17,300	-26,850	83,372	18,130	-65,242	127,522	-92,092
Mount Kuring-Gai Public School	Berowra	Liberal	Hornsby	Liberal	46,951	19,600	-27,351	88,689	20,541	-68,148	135,640	-95,499
Mount Lewis Infants School	Watson	Labor	Lakemba	Labor	109,422	22,200	-87,222	208,662	23,266	-185,396	318,084	-272,618
Mount Ousley Public School	Cunningham	Labor	Keira	Labor	69,337	25,100	-44,237	135,308	26,305	-109,003	204,645	-153,240
Mount Pleasant Public School	Hunter	Labor	Upper Hunter	National	30,184	9,700	-20,484	57,130	10,166	-46,964	87,314	-67,448
Mount Pritchard East Public School	Fowler	Labor	Cabramatta	Labor	174,987	34,400	-140,587	337,368	36,051	-301,317	512,355	-441,904
Mount Pritchard Public School	Fowler	Labor	Cabramatta	Labor	274,795	52,100	-222,695	537,184	54,601	-482,583	811,979	-705,278
Mount Riverview Public School	Macquarie	Labor	Blue Mountains	Labor	72,423	26,700	-45,723	136,341	27,982	-108,359	208,764	-154,082
Mount St Thomas Public School	Cunningham	Labor	Wollongong	Labor	93,797	35,700	-58,097	177,296	37,414	-139,882	271,093	-197,979
Mount Terry Public School	Whitlam	Labor	Kiama	Liberal	269,344	89,900	-179,444	511,816	94,215	-417,601	781,160	-597,045
Mount Victoria Public School	Macquarie	Labor	Blue Mountains	Labor	29,397	11,800	-17,597	55,515	12,366	-43,149	84,912	-60,745
Mount View High School	Hunter	Labor	Cessnock	Labor	537,039	157,200	-379,839	1,027,302	164,746	-862,556	1,564,341	-1,242,395
Mount Warrigal Public School	Whitlam	Labor	Shellharbour	Labor	195,270	30,400	-164,870	373,443	31,859	-341,584	568,713	-506,454
Mowbray Public School	North Sydney	Liberal	Willoughby	Liberal	134,078	45,800	-88,278	256,701	47,998	-208,703	390,779	-296,881
Mudgee High School	Calare	National	Dubbo	National	395,581	154,300	-241,281	751,076	161,706	-589,370	1,146,657	-830,651
Mudgee Public School	Calare	National	Dubbo	National	300,075	86,800	-213,275	567,937	90,966	-476,971	868,012	-690,246
Muirfield High School	Mitchell	Liberal	Baulkham Hills	Liberal	236,977	105,800	-131,177	457,184	110,878	-346,306	694,161	-477,483
Mulbring Public School	Hunter	Labor	Cessnock	Labor	16,430	6,900	-9,530	31,149	7,231	-23,918	47,579	-33,448
Mulgoa Public School	Lindsay	Labor	Mulgoa	Liberal	28,783	11,500	-17,283	55,707	12,052	-43,655	84,490	-60,938
Mullaley Public School	Parkes	National	Tamworth	National	13,738	7,100	-6,638	28,519	7,441	-21,078	42,257	-27,716
Mullaway Public School	Page	National	Coffs Harbour	National	83,995	29,700	-54,295	158,094	31,126	-126,968	242,089	-181,263
Mullengandra Public School	Farrer	Liberal	Albury	Liberal	3,355	1,600	-1,755	6,421	1,677	-4,744	9,776	-6,499
Mullion Creek Public School	Calare	National	Orange	Shooters, Fishers & Farmers	16,949	8,700	-8,249	32,529	9,118	-23,411	49,478	-31,660
Mullumbimby High School	Richmond	Labor	Ballina	Greens	222,125	98,100	-124,025	422,457	102,809	-319,648	644,582	-443,573
Mullumbimby Public School	Richmond	Labor	Ballina	Greens	65,492	26,100	-39,392	124,249	27,353	-96,896	189,741	-136,288
Mulwala Public School	Farrer	Liberal	Albury	Liberal	19,646	7,900	-11,746	37,412	8,279	-29,133	57,058	-40,879
Mulwaree High School	Hume	Liberal	Goulburn	Liberal	321,546	128,400	-193,146	611,530	134,563	-476,967	933,076	-670,113
Mulyan Public School	Riverina	National	Cootamundra	National	231,316	51,000	-180,316	437,680	53,448	-384,232	668,996	-564,548
Mumbil Public School	Calare	National	Dubbo	National	16,493	4,400	-12,093	31,442	4,611	-26,831	47,935	-38,924
Mummulgum Public School	Page	National	Lismore	National	18,007	4,600	-13,407	34,845	4,821	-30,024	52,852	-43,431
Mungindi Central School	Parkes	National	Northern Tablelands	National	81,760	25,100	-56,660	221,810	26,305	-195,505	303,570	-252,165
Murray Farm Public School	Berowra	Liberal	Baulkham Hills	Liberal	320,156	97,700	-222,456	620,403	102,390	-518,013	940,559	-740,469
Murray High School	Farrer	Liberal	Albury	Liberal	399,454	113,900	-285,554	778,343	119,367	-658,976	1,177,797	-944,530
Murrumbidgee Public School	Riverina	National	Cootamundra	National	11,613	5,200	-6,413	21,829	5,450	-16,379	33,442	-22,792
Murrumburrall High School	Riverina	National	Cootamundra	National	29,266	26,800	-2,466	165,492	28,086	-137,406	194,758	-139,872

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Murrumburrah Public School	Riverina	National	Cootamundra	National	89,852	23,400	-66,452	170,612	24,523	-146,089	260,464	-212,541
Murrurundi Public School	New England	National	Upper Hunter	National	45,912	11,600	-34,312	87,268	12,157	-75,111	133,180	-109,423
Murwillumbah East Public School	Richmond	Labor	Lismore	National	159,565	41,100	-118,465	303,972	43,073	-260,899	463,537	-379,364
Murwillumbah High School	Richmond	Labor	Lismore	National	265,349	86,500	-178,849	507,462	90,652	-416,810	772,811	-595,659
Murwillumbah Public School	Richmond	Labor	Lismore	National	128,708	36,100	-92,608	244,728	37,833	-206,895	373,436	-299,503
Muswellbrook High School	Hunter	Labor	Upper Hunter	National	536,703	142,800	-393,903	1,025,375	149,654	-875,721	1,562,078	-1,269,624
Muswellbrook Public School	Hunter	Labor	Upper Hunter	National	296,839	83,900	-212,939	564,366	87,927	-476,439	861,205	-689,378
Muswellbrook South Public School	Hunter	Labor	Upper Hunter	National	522,789	83,000	-439,789	990,231	86,984	-903,247	1,513,020	-1,343,036
Nabiac Public School	Lyne	National	Myall Lakes	National	111,273	28,700	-82,573	210,779	30,078	-180,701	322,052	-263,274
Nambucca Heads High School	Cowper	National	Oxley	National	145,537	70,600	-74,937	273,807	73,989	-199,818	419,344	-274,755
Nambucca Heads Public School	Cowper	National	Oxley	National	269,304	39,400	-229,904	509,448	41,291	-468,157	778,752	-698,061
Nana Glen Public School	Page	National	Coffs Harbour	National	51,020	18,800	-32,220	96,859	19,702	-77,157	147,879	-109,377
Nangus Public School	Riverina	National	Cootamundra	National	13,923	6,400	-7,523	26,662	6,707	-19,955	40,585	-27,478
Naradhan Public School	Riverina	National	Cootamundra	National	4,264	3,800	-464	3,982	8,073	-4,091	12,337	-4,555
Narara Public School	Dobell	Labor	The Entrance	Labor	129,597	44,700	-84,897	245,051	46,846	-198,205	374,648	-283,102
Narara Valley High School	Robertson	Liberal	Gosford	Labor	387,771	150,300	-237,471	734,534	157,514	-577,020	1,122,305	-814,491
Nareena Hills Public School	Cunningham	Labor	Keira	Labor	84,737	32,000	-52,737	160,488	33,536	-126,952	245,225	-179,689
Narellan Public School	Hume	Liberal	Camden	Liberal	180,262	43,200	-137,062	344,152	45,274	-298,878	524,414	-435,940
Narellan Vale Public School	Hume	Liberal	Camden	Liberal	294,795	99,600	-195,195	561,435	104,381	-457,054	856,230	-652,249
Naremburn School	North Sydney	Liberal	Willoughby	Liberal	20,301	10,600	-9,701	38,475	11,109	-27,366	58,776	-37,067
Narooma High School	Eden-Monaro	Labor	Bega	Liberal	186,509	78,200	-108,309	398,540	81,954	-316,586	585,049	-424,895
Narooma Public School	Eden-Monaro	Labor	Bega	Liberal	153,790	60,800	-92,990	345,208	63,718	-281,490	498,998	-374,480
Narrabeen Lakes Public School	Mackellar	Liberal	Pittwater	Liberal	119,572	45,400	-74,172	226,292	47,579	-178,713	345,864	-252,885
Narrabeen North Public School	Mackellar	Liberal	Pittwater	Liberal	179,101	68,900	-110,201	339,798	72,207	-267,591	518,899	-377,792
Narrabeen Sports High School	Mackellar	Liberal	Pittwater	Liberal	199,382	96,400	-102,982	378,745	101,027	-277,718	578,127	-380,700
Narrabri High School	Parke	National	Barwon	National	279,350	107,400	-171,950	526,236	112,555	-413,681	805,586	-585,631
Narrabri Public School	Parke	National	Barwon	National	276,915	66,000	-210,915	515,445	69,168	-446,277	792,360	-657,192
Narrabri West Public School	Parke	National	Barwon	National	175,454	50,000	-125,454	328,013	52,400	-275,613	503,467	-401,067
Narrandera East Infants School	Farrer	Liberal	Cootamundra	National	46,824	12,000	-34,824	87,927	12,576	-75,351	134,751	-110,175
Narrandera High School	Farrer	Liberal	Cootamundra	National	197,824	52,400	-145,424	369,789	54,915	-314,874	567,613	-460,298
Narrandera Public School	Farrer	Liberal	Cootamundra	National	181,088	43,100	-137,988	395,026	45,169	-349,857	576,114	-487,843
Narranga Public School	Cowper	National	Coffs Harbour	National	220,265	82,200	-138,065	451,745	86,146	-365,599	672,010	-503,664
Narraweena Public School	Mackellar	Liberal	Wakehurst	Liberal	133,765	49,400	-84,365	254,294	51,771	-202,023	388,559	-287,388
Narromine High School	Parke	National	Dubbo	National	301,894	59,400	-242,494	559,250	62,251	-496,999	861,144	-739,493
Narromine Public School	Parke	National	Dubbo	National	369,436	59,600	-309,836	680,504	62,461	-618,043	1,049,940	-927,873
Narwee Public School	Banks	Liberal	Datley	Liberal	154,334	41,700	-112,634	297,677	43,702	-253,975	452,011	-366,609
Nashdale Public School	Calare	National	Orange	Shooters, Fishers & Farmers	30,644	15,300	-15,344	58,608	16,034	-42,574	89,252	-57,918
Nemingha Public School	New England	National	Famworth	National	67,578	28,200	-39,378	127,634	29,554	-98,080	195,212	-137,458
Nepean Creative And Performing Arts High School	Lindsay	Labor	Penrith	Liberal	392,426	155,800	-236,626	747,957	163,278	-584,679	1,140,383	-821,305
Neutral Bay Public School	Warringah	Liberal	North Shore	Liberal	263,758	102,600	-161,158	500,176	107,525	-392,651	763,934	-553,809
Newell Public School	Calare	National	Bathurst	National	8,346	4,300	-4,046	15,989	4,506	-11,483	24,335	-15,529
New Lambton Heights Infants School	Newcastle	Labor	Wallsend	Labor	20,726	9,600	-11,126	39,141	10,061	-29,080	59,867	-40,206
New Lambton Public School	Newcastle	Labor	Wallsend	Labor	168,793	63,400	-105,393	319,480	66,443	-253,037	488,273	-358,430
New Lambton South Public School	Newcastle	Labor	Charlestown	Labor	138,226	50,100	-88,126	260,614	52,505	-208,109	398,840	-296,235
Newbridge Heights Public School	Fowler	Labor	Holsworthy	Liberal	193,922	69,500	-124,422	369,609	72,836	-296,773	563,531	-421,195
Newcastle East Public School	Newcastle	Labor	Newcastle	Labor	68,851	26,400	-42,451	130,342	27,667	-102,675	199,193	-145,126

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Newcastle High School	Newcastle	Labor	Newcastle	Labor	331,895	144,000	-187,895	689,906	150,912	-538,994	1,021,801	-726,889
Newcastle Junior School	Shortland	Labor	Charlestown	Labor	45,930	23,700	-22,230	87,604	24,838	-62,766	133,534	-84,996
Newcastle Middle School	Newcastle	Labor	Wallsend	Labor	32,942	19,800	-13,142	63,940	20,750	-43,190	96,882	-56,332
Newcastle Senior School	Newcastle	Labor	Wallsend	Labor	43,129	22,800	-20,329	81,953	23,894	-58,059	125,082	-78,388
Newington Public School	Reid	Liberal	Auburn	Labor	285,800	94,100	-191,700	549,175	98,617	-450,558	834,975	-642,258
Newling Public School	New England	National	Tablelands	National	162,340	21,600	-140,740	298,779	22,637	-276,142	461,119	-416,882
Newport Public School	Mackellar	Liberal	Pittwater	Liberal	226,873	88,600	-138,273	429,721	92,853	-336,868	656,594	-475,141
Newrybar Public School	Richmond	Labor	Ballina	Greens	8,593	4,900	-3,693	16,354	5,135	-11,219	24,947	-14,912
Newtown High School Of Performing Arts	Sydney	Labor	Newtown	Greens	284,303	135,800	-148,503	537,505	142,318	-395,187	821,808	-543,690
Newtown North Public School	Sydney	Labor	Newtown	Greens	76,519	28,800	-47,719	145,048	30,182	-114,866	221,567	-162,585
Newtown Public School	Sydney	Labor	Newtown	Greens	114,158	42,800	-71,358	215,485	44,854	-170,631	329,643	-241,989
Niagara Park Public School	Robertson	Liberal	The Entrance	Labor	173,549	61,400	-112,149	329,498	64,347	-265,151	503,047	-377,300
Niangala Public School	New England	National	Tamworth	National	7,323	2,300	-5,023	13,821	2,410	-11,411	21,144	-16,434
Nicholson Street Public School	Grayndler	Labor	Balmain	Greens	45,029	17,600	-27,429	85,191	18,445	-66,746	130,220	-94,175
Niland School	Chifley	Labor	Mount Druitt	Labor	79,126	25,400	-53,726	151,011	26,619	-124,392	230,137	-178,118
Nilko Infants School	Lyne	National	Maitland	Labor	18,574	8,200	-10,374	35,091	8,594	-26,497	53,665	-36,871
Nimbin Central School	Page	National	Lismore	National	112,898	33,900	-78,998	213,813	35,527	-178,286	326,711	-257,284
Nimmitabel Public School	Eden Monaro	Labor	Monaro	National	6,939	5,000	-1,939	17,891	5,240	-12,651	24,830	-14,580
Nords Wharf Public School	Shortland	Labor	Swansea	Labor	34,252	14,500	-19,752	64,830	15,196	-49,634	99,082	-69,386
Normanhurst Boys High School	Bradfield	Liberal	Ku-ring-gai	Liberal	197,034	93,700	-103,334	374,566	98,198	-276,368	571,600	-379,702
Normanhurst Public School	Bradfield	Liberal	Ku-ring-gai	Liberal	92,907	34,300	-58,607	176,492	35,946	-140,546	269,399	-199,153
Normanhurst West Public School	Berowra	Liberal	Hornsby	Liberal	139,410	53,100	-86,310	264,349	55,649	-208,700	403,759	-295,010
North East Public School Of Distance Educ	Page	National	Clarence	National	70,069	28,600	-41,469	132,358	29,973	-102,385	202,427	-143,854
North Gosford Learning Centre	Robertson	Liberal	Gosford	Labor	30,411	12,600	-17,811	58,775	13,205	-45,570	89,186	-63,381
North Haven Public School	Lyne	National	Port Macquarie	National	114,835	38,800	-76,035	217,328	40,662	-176,666	332,163	-252,701
North Nowra Public School	Gilmore	Liberal	Kiama	Liberal	157,920	31,700	-126,220	298,501	33,222	-265,279	456,421	-391,499
North Rocks Public School	Mitchell	Liberal	Baulkham Hills	Liberal	236,305	78,600	-157,705	453,098	82,373	-370,725	689,403	-528,430
North Ryde Public School	Benelong	Liberal	Ryde	Liberal	105,867	37,500	-68,367	201,957	39,300	-162,657	307,824	-231,024
North Star Public School	Parkes	National	Tablelands	National	17,131	7,900	-9,231	32,615	8,279	-24,336	49,746	-33,567
North Sydney Boys High School	North Sydney	Liberal	North Shore	Liberal	240,140	116,500	-123,640	455,312	122,092	-333,220	695,452	-456,860
North Sydney Demonstration School	North Sydney	Liberal	North Shore	Liberal	229,143	85,400	-143,743	436,074	89,499	-346,575	665,217	-490,318
North Sydney Girls High School	North Sydney	Liberal	North Shore	Liberal	241,525	115,600	-125,925	460,296	121,149	-339,147	701,821	-465,072
North Wagga Wagga Public School	Riverina	National	Wagga Wagga	Liberal	90,679	33,400	-57,279	171,087	35,003	-136,084	261,766	-193,363
Northbridge Public School	North Sydney	Liberal	Willoughby	Liberal	152,733	59,600	-93,133	289,441	62,461	-226,980	442,174	-320,113
Northern Beaches Secondary College	Warringah	Liberal	Manly	Liberal	1,127,739	511,200	-616,539	2,185,628	535,738	-1,649,890	3,313,367	-2,266,429
Northlakes High School	Shortland	Labor	Swansea	Labor	591,137	143,300	-447,837	1,132,307	150,178	-982,129	1,723,444	-1,429,966
Northlakes Public School	Shortland	Labor	Swansea	Labor	260,841	52,100	-208,741	499,303	54,601	-444,702	760,144	-653,443
Northmead Creative And Performing Arts High School	Mitchell	Liberal	Seven Hills	Liberal	316,088	144,700	-171,388	646,233	151,646	-494,587	962,321	-665,975
Northmead Public School	Mitchell	Liberal	Seven Hills	Liberal	200,639	71,400	-129,239	382,639	74,827	-307,812	583,278	-437,051
Noumea Public School	Chifley	Labor	Mount Druitt	Labor	261,846	43,400	-218,446	546,426	45,483	-500,943	808,272	-719,389
Nowendoc Public School	New England	National	Tamworth	National	9,770	3,100	-6,670	18,723	3,249	-15,474	28,493	-22,144
Nowra East Public School	Gilmore	Liberal	South Coast	Liberal	505,755	62,700	-443,055	948,912	65,710	-883,202	1,454,667	-1,326,257

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Nowra High School	Gilmore	Liberal	South Coast	Liberal	413,801	161,700	-252,101	784,317	169,462	-614,855	1,198,118	-866,956
Nowra Hill Public School	Gilmore	Liberal	Kiama	Liberal	49,543	19,400	-30,143	93,909	20,331	-73,578	143,452	-103,721
Nowra Public School	Gilmore	Liberal	South Coast	Liberal	382,360	88,400	-293,960	721,536	92,643	-628,893	1,103,896	-922,853
Nulkata Public School	Hunter	Labor	Cessnock	Labor	166,599	54,100	-112,499	315,482	56,697	-258,785	482,081	-371,284
Nundle Public School	New England	National	Tamworth	National	37,284	11,100	-26,184	70,104	11,633	-58,471	107,388	-84,655
Nuwarra Public School	Hughes	Liberal	Holsworthly	Liberal	168,089	43,200	-124,889	324,400	45,274	-279,126	492,489	-404,015
Nymboida Public School	Page	National	Clarence	National	9,151	4,200	-4,951	17,189	4,402	-17,787	26,340	-17,738
Nyngan High School	Parkes	National	Barwon	National	131,563	42,000	-89,563	244,634	44,016	-200,618	376,197	-290,181
Nyngan Public School	Parkes	National	Barwon	National	158,066	28,500	-129,566	292,413	29,868	-262,545	450,479	-392,111
Oak Flats High School	Whitlam	Labor	Shellharbour	Labor	465,533	127,300	-338,233	890,515	133,410	-757,105	1,356,048	-1,095,338
Oak Flats Public School	Whitlam	Labor	Shellharbour	Labor	194,649	53,400	-141,249	370,171	55,963	-314,208	564,820	-455,457
Oakdale Public School	Hume	Liberal	Wollondilly	Liberal	89,825	24,300	-65,525	170,320	25,466	-144,854	260,245	-210,379
Oakhill Drive Public School	Berowra	Liberal	Epping	Liberal	202,327	73,900	-128,427	386,253	77,447	-308,806	588,580	-437,233
Oaklands Central School	Farrer	Liberal	Albury	Liberal	32,159	14,600	-17,559	61,082	15,301	-45,781	93,241	-63,340
Oakville Public School	Macquarie	Labor	Hawkesbury	Liberal	160,307	56,300	-104,007	305,097	59,002	-246,095	465,404	-350,102
Oatlands Public School	Parramatta	Labor	Parramatta	Liberal	59,604	21,400	-38,204	113,959	22,427	-91,532	173,563	-129,736
Oatley Public School	Banks	Liberal	Oatley	Liberal	168,945	55,700	-113,245	324,107	58,374	-265,733	493,052	-378,928
Oatley West Public School	Banks	Liberal	Oatley	Liberal	167,369	58,100	-109,269	319,500	60,889	-258,611	486,869	-367,880
Oberon High School	Calare	National	Bathurst	National	124,622	42,200	-82,422	238,792	44,226	-194,566	363,414	-276,988
Oberon Public School	Calare	National	Bathurst	National	145,220	36,500	-108,720	278,011	38,252	-239,759	423,231	-348,479
Ocean Shores Public School	Richmond	Labor	Bailma	Greens	106,599	42,200	-64,399	202,013	44,226	-157,787	308,612	-222,186
O'Connell Public School	Calare	National	Bathurst	National	22,863	10,900	-11,963	43,450	11,423	-32,027	66,313	-43,990
Old Bar Public School	Lyne	National	Myall Lakes	National	192,850	63,000	-129,850	364,944	66,024	-298,920	557,794	-428,770
Old Bonalbo Public School	Page	National	Lismore	National	18,625	5,400	-13,225	35,259	5,659	-29,600	53,884	-42,825
Old Guildford Public School	McMahon	Labor	Fairfield	Labor	426,884	59,600	-367,284	835,821	62,461	-773,360	1,262,705	-1,140,644
Orana Public School	Cowper	National	Oxley	National	12,253	5,700	-6,553	23,153	5,974	-17,179	35,406	-23,732
Oran Park Public School	Macarthur	Labor	Camden	Liberal	183,289	54,700	-128,589	351,572	57,326	-294,246	534,861	-422,835
Orana Heights Public School	Parkes	National	Dubbo	National	355,393	88,100	-267,293	660,762	92,329	-568,433	1,016,155	-835,726
Orange East Public School	Calare	National	Orange	Shooters, Fishers & Farmers	164,239	39,200	-125,039	312,131	41,082	-271,049	476,370	-396,088
Orange Grove Public School	Grayndler	Labor	Balmain	Greens	109,492	40,600	-68,892	206,798	42,549	-164,249	316,290	-233,141
Orange High School	Calare	National	Orange	Shooters, Fishers & Farmers	390,732	167,600	-223,132	739,215	175,645	-563,570	1,129,947	-786,702
Orange Public School	Calare	National	Orange	Shooters, Fishers & Farmers	224,635	82,300	-142,335	422,590	86,250	-336,340	647,225	-478,675
Orara High School	Cowper	National	Coffs Harbour	National	401,463	106,400	-295,063	782,023	111,507	-670,516	1,183,486	-965,579
Orara Upper Public School	Cowper	National	Coffs Harbour	National	11,137	5,400	-5,737	21,261	5,659	-15,602	32,398	-21,339
Orchard Hills Public School	Lindsay	Labor	Londonderry	Labor	35,612	13,700	-21,912	67,626	14,358	-53,268	103,238	-75,180
Otdford Public School	Cunningham	Labor	Heathcote	Liberal	16,805	8,200	-8,605	31,862	8,594	-23,268	48,667	-31,873
Durimbah Public School	Doobell	Labor	The Entrance	Labor	141,265	51,400	-89,865	266,749	53,867	-212,882	408,014	-302,747
Oxley High School	New England	National	Tamworth	National	421,066	156,200	-264,866	794,099	163,698	-630,401	1,215,165	-895,267
Oxley Island Public School	Lyne	National	Myall Lakes	National	9,004	4,100	-4,904	17,016	4,297	-12,719	26,020	-17,623
Oxley Park Public School	Lindsay	Labor	Londonderry	Labor	334,317	66,700	-267,617	644,171	69,902	-574,269	978,488	-841,886
Oxley Vale Public School	New England	National	Tamworth	National	244,687	50,700	-193,987	457,684	53,134	-404,550	702,371	-598,537
Oyster Bay Public School	Hughes	Liberal	Miranda	Liberal	113,254	44,400	-68,854	214,409	46,531	-167,878	327,663	-236,732
Pacific Palms Public School	Lyne	National	Myall Lakes	National	110,148	40,600	-69,548	208,556	42,549	-166,007	318,704	-235,555
Paddington Public School	Wentworth	Liberal	Sydney	Independent	94,516	32,500	-62,016	180,318	34,060	-146,258	274,834	-208,274
Padstow Heights Public School	Banks	Liberal	East Hills	Liberal	121,902	44,800	-77,102	231,566	46,950	-184,616	353,468	-261,718
Padstow North Public School	Banks	Liberal	East Hills	Liberal	115,026	38,200	-76,826	221,090	40,034	-181,056	336,116	-257,882
Padstow Park Public School	Banks	Liberal	East Hills	Liberal	126,806	40,000	-86,806	242,486	41,920	-200,566	369,292	-287,372

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Pagewood Public School	Kingsford Smith	Labor	Maroubra	Labor	87,454	31,300	-56,154	166,903	32,802	-134,101	254,357	190,255
Rainyewah Public School	Farrer	Liberal	Murray	National	8,615	4,500	4,115	16,369	4,716	-11,653	24,984	-15,768
Pallamal'awa Public School	Parkes	National	Northern Tablelands	National	35,231	7,500	-27,731	66,279	7,860	-58,419	101,510	-86,150
Palmer's Is and Public School	Page	National	Clarence	National	25,497	9,200	-16,297	48,206	9,642	-38,564	73,703	-54,861
Pambula Public School	Eden-Monaro	Labor	Bega	Liberal	116,101	47,600	-68,501	220,147	49,885	-170,262	336,248	-238,763
Panania North Public School	Banks	Liberal	East Hills	Liberal	132,276	43,900	-88,376	251,999	46,007	-205,992	384,275	-294,368
Panania Public School	Banks	Liberal	East Hills	Liberal	142,760	52,400	-90,360	270,769	54,915	-215,854	413,529	-306,214
Para Meadows School	Cunningham	Labor	Wollongong	Labor	71,078	44,100	-26,978	134,362	46,217	-88,145	205,440	-115,123
Parkes East Public School	Riverina	National	Orange	Shooters, Fishers & Farmers	135,996	39,100	-96,896	257,345	40,977	-216,368	393,341	-313,264
Parkes High School	Riverina	National	Orange	Shooters, Fishers & Farmers	367,628	117,700	-249,928	697,880	123,350	-574,530	1,065,508	-824,458
Parkes Public School	Riverina	National	Orange	Shooters, Fishers & Farmers	223,633	61,900	-161,733	419,899	64,871	-355,028	643,532	-516,761
Parklea Public School	Greenway	Labor	Riverstone	Liberal	236,393	80,300	-156,093	453,723	84,154	-369,569	690,116	-525,662
Parkview Public School	Farrer	Liberal	Murray	National	250,201	54,900	-195,301	474,550	57,535	-417,015	724,751	-612,316
Parramatta East Public School	Parramatta	Labor	Parramatta	Liberal	137,434	44,500	-92,934	264,876	46,636	-218,240	402,310	-311,174
Parramatta High School	Parramatta	Labor	Parramatta	Liberal	291,280	120,000	-171,280	578,588	125,760	-452,828	869,868	-624,108
Parramatta North Public School	Parramatta	Labor	Parramatta	Liberal	150,816	40,900	-109,916	293,120	42,863	-250,257	443,936	-360,173
Parramatta Public School	Parramatta	Labor	Parramatta	Liberal	590,732	86,300	-504,432	688,533	90,442	-598,091	1,279,265	-1,102,523
Parramatta West Public School	Parramatta	Labor	Granville	Labor	310,817	85,200	-225,617	603,175	89,290	-513,885	913,992	-739,502
Parry School	New England	National	Tamworth	National	34,151	8,500	-25,651	63,927	8,908	-55,019	98,078	-80,670
Passfield Park School	Macarthur	Labor	Macquarie Fields	Labor	63,104	28,500	-34,604	120,583	29,868	-90,715	183,687	-125,319
Paterson Public School	Lyne	National	Upper Hunter	National	31,264	13,200	-18,064	60,465	13,834	-46,631	91,729	-64,695
Paxton Public School	Hunter	Labor	Cessnock	Labor	27,313	6,600	-20,713	55,465	6,917	-48,548	82,778	-69,261
Peak Hill Central School	Riverina	National	Orange	Shooters, Fishers & Farmers	198,589	34,200	-164,389	364,258	35,842	-328,416	562,847	-492,805
Peakhurst Public School	Banks	Liberal	Oatley	Liberal	219,906	67,200	-152,706	423,875	70,426	-353,449	643,781	-506,155
Peakhurst South Public School	Banks	Liberal	Oatley	Liberal	73,899	27,300	-46,599	140,501	28,610	-111,891	214,400	-158,490
Peakhurst West Public School	Banks	Liberal	Oatley	Liberal	114,488	36,500	-77,988	219,369	38,252	-181,117	333,857	-259,105
Peats Ridge Public School	Robertson	Liberal	Gosford	Labor	15,896	7,200	-8,696	30,132	7,546	-22,586	46,028	-31,282
Peel High School	New England	National	Tamworth	National	683,180	139,400	-543,780	1,284,790	146,091	-1,138,699	1,967,970	-1,682,479
Pelaw Main Public School	Paterson	Labor	Cessnock	Labor	158,426	34,300	-124,126	304,154	35,946	-268,208	462,580	-392,334
Pelican Flat Public School	Shortland	Labor	Swansea	Labor	23,521	7,300	-16,221	44,633	7,650	-36,983	68,154	-53,204
Pendle Hill High School	Parramatta	Labor	Seven Hills	Liberal	206,223	55,200	-151,023	402,130	57,850	-344,280	608,353	-495,303
Pendle Hill Public School	Parramatta	Labor	Prospect	Labor	122,407	34,600	-87,807	235,707	36,261	-199,446	358,114	-287,253
Pennant Hills High School	Berowra	Liberal	Hornsby	Liberal	324,093	138,800	-185,293	632,737	145,462	-487,275	956,830	-672,568
Pennant Hills Public School	Berowra	Liberal	Hornsby	Liberal	172,424	59,200	-113,224	329,561	62,042	-267,519	501,985	-380,743
Penrith High School	Lindsay	Labor	Penrith	Liberal	246,423	120,400	-126,023	465,721	126,179	-339,542	712,144	-465,565
Penrith Public School	Lindsay	Labor	Penrith	Liberal	195,490	49,200	-146,290	373,614	51,562	-322,052	569,104	-468,342
Penrith South Public School	Lindsay	Labor	Penrith	Liberal	231,889	59,700	-172,189	442,436	62,566	-379,870	674,325	-552,059
Penrith Valley Learning Centre	Lindsay	Labor	Londonderry	Labor	46,977	17,200	-29,777	89,739	18,026	-71,713	136,716	-101,490
Penrose Public School	Hume	Liberal	Goulburn	Liberal	5,539	3,600	-1,939	10,495	3,773	-6,722	16,034	-8,661
Penshurst Public School	Banks	Liberal	Oatley	Liberal	178,434	49,500	-128,934	345,934	51,876	-294,058	524,368	-422,992
Penshurst West Public School	Banks	Liberal	Oatley	Liberal	103,366	32,600	-70,766	198,476	34,165	-164,311	301,842	-235,077
Perthville Public School	Calare	National	Bathurst	National	40,742	17,000	-23,742	76,761	17,816	-58,945	117,503	-82,687

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Peterborough School	Whitlam	Labor	Shellharbour	Labor	65,223	36,200	-29,023	124,368	37,938	-86,430	189,591	-115,453
Petersham Public School	Grayndler	Labor	Summer Hill	Labor	78,066	27,500	-50,566	148,597	28,820	-119,777	226,663	-170,343
Picnic Point High School	Banks	Liberal	East Hills	Liberal	337,024	147,100	-189,924	641,586	154,161	-487,425	978,610	-677,349
Picnic Point Public School	Banks	Liberal	East Hills	Liberal	120,953	42,900	-78,053	230,729	44,959	-185,770	351,682	-263,823
Picton High School	Hume	Liberal	Wollondilly	Liberal	530,505	187,400	-343,105	1,013,803	196,395	-817,408	1,544,308	-1,160,513
Picton Public School	Hume	Liberal	Wollondilly	Liberal	142,539	51,100	-91,439	270,249	53,553	-216,696	412,788	-308,135
Pilliga Public School	Parkes	National	Barwon	National	27,309	5,200	-22,109	49,855	5,450	-44,405	77,164	-66,514
Pitt Town Public School	Macquarie	Labor	Hawkesbury	Liberal	88,187	32,200	-55,987	167,539	33,746	-133,793	255,726	-189,780
Pittwater High School	Mackellar	Liberal	Pittwater	Liberal	267,464	125,900	-141,564	510,505	131,943	-378,562	777,969	-520,126
Plattsburg Public School	Newcastle	Labor	Wallsend	Labor	180,801	34,700	-146,101	343,258	36,366	-306,892	524,059	-452,993
Pleasant Heights Public School	Cunningham	Labor	Keira	Labor	78,902	28,900	-50,002	149,983	30,287	-119,696	228,885	-169,698
Pleasant Hills Public School	Riverina	National	Wagga Wagga	Liberal	10,924	4,400	-6,524	20,988	4,611	-16,377	31,912	-22,901
Plumpton High School	Chifley	Labor	Mount Druitt	Labor	574,895	147,500	-427,395	1,110,044	154,580	-955,464	1,684,939	-1,382,859
Plumpton House School	Chifley	Labor	Mount Druitt	Labor	72,928	22,500	-50,428	138,952	23,580	-115,372	211,880	-165,800
Plumpton Public School	Chifley	Labor	Mount Druitt	Labor	205,554	58,800	-146,754	435,263	61,622	-373,641	640,817	-520,395
Plunkett Street Public School	Sydney	Labor	Sydney	Independent	15,908	6,900	-9,008	50,586	7,231	-43,355	66,494	-52,363
Point Clare Public School	Robertson	Liberal	Gosford	Labor	155,852	56,900	-98,952	294,681	59,631	-235,050	450,533	-334,002
Pomona Public School	Farrer	Liberal	Murray	National	17,614	5,700	-11,914	33,263	5,974	-27,289	50,877	-39,203
Port Hacking High School	Cook	Liberal	Miranda	Liberal	329,621	155,500	-174,121	630,263	162,964	-467,299	959,884	-641,420
Port Kembla Public School	Cunningham	Labor	Wollongong	Labor	114,579	34,000	-80,579	217,484	35,632	-181,852	332,063	-262,431
Port Macquarie Public School	Cowper	National	Port Macquarie	National	278,890	63,000	-215,890	530,091	66,024	-464,067	808,981	-679,957
Portland Central School	Calare	National	Bathurst	National	164,411	33,800	-130,611	312,096	35,422	-276,674	476,507	-407,285
Pottsville Beach Public School	Richmond	Labor	Tweed	National	227,914	81,500	-146,414	429,612	85,412	-344,200	657,526	-490,614
Prarievale Public School	Fowler	Labor	Prospect	Labor	367,409	62,700	-304,709	717,564	65,710	-651,854	1,084,973	-956,563
Prariewood High School	Fowler	Labor	Prospect	Labor	585,197	180,100	-405,097	1,146,570	188,745	-957,825	1,731,767	-1,362,922
Premer Public School	New England	National	Upper Hunter	National	16,651	3,300	-13,351	31,164	3,458	-27,706	47,815	-41,057
Prestons Public School	Werriwa	Labor	Holsworthy	Liberal	271,915	69,400	-202,515	522,930	72,731	-450,199	794,845	-652,714
Pretty Beach Public School	Robertson	Liberal	Terrigal	Liberal	45,355	19,700	-25,655	85,848	20,646	-65,202	131,203	-90,857
Primbee Public School	Whitlam	Labor	Wollongong	Labor	55,817	14,500	-41,317	106,192	15,196	-90,996	162,009	-132,313
Punchbowl Boys High School	Watson	Labor	Lakemba	Labor	345,216	85,500	-258,716	670,441	90,652	-579,789	1,015,657	-838,505
Punchbowl Public School	Watson	Labor	Lakemba	Labor	388,343	76,100	-312,243	755,461	79,753	-675,708	1,143,804	-987,951
Putland Education & Training Unit	Lindsay	Labor	Londonderry	Labor	73,928	21,200	-52,728	160,738	22,218	-138,520	234,666	-191,248
Putney Public School	Bennelong	Liberal	Lane Cove	Liberal	134,487	51,200	-83,287	255,099	53,658	-201,441	389,586	-284,728
Pymble Public School	Bradfield	Liberal	Ku-ring-gai	Liberal	184,681	68,400	-116,281	351,757	71,683	-280,074	536,438	-396,355
Quaama Public School	Eden Monaro	Labor	Bega	Liberal	23,623	9,600	-14,023	44,440	10,061	-34,379	68,063	-48,402
Quakers Hill East Public School	Greenway	Labor	Riverstone	Liberal	222,892	75,100	-147,792	427,225	78,705	-348,520	650,117	-496,312
Quakers Hill Public School	Chifley	Labor	Blacktown	Labor	328,636	100,000	-228,636	631,873	104,800	-527,073	960,509	-755,709
Quambone Public School	Parkes	National	Barwon	National	24,816	6,900	-17,916	46,119	7,231	-38,888	70,935	-56,804
Quandialla Public School	Riverina	National	Cootamundra	National	6,681	4,500	-2,181	12,698	4,716	-7,982	19,379	-10,163
Queanbeyan East Public School	Eden-Monaro	Labor	Monaro	National	85,365	25,200	-60,165	161,857	26,410	-135,447	247,212	-195,612
Queanbeyan High School	Eden-Monaro	Labor	Monaro	National	196,785	81,800	-114,985	442,663	85,726	-356,937	639,448	-471,922
Queanbeyan Public School	Eden-Monaro	Labor	Monaro	National	292,772	90,100	-202,672	555,989	94,425	-461,564	848,761	-664,236
Queanbeyan South Public School	Eden-Monaro	Labor	Monaro	National	248,005	50,600	-197,405	467,587	53,029	-414,558	715,592	-611,963
Queanbeyan West Public School	Eden Monaro	Labor	Monaro	National	163,662	50,400	-113,262	309,041	52,819	-256,222	472,703	-369,484
Quirindi High School	New England	National	Upper Hunter	National	338,481	84,100	-254,381	641,026	88,137	-552,889	979,507	-807,270
Quirindi Public School	New England	National	Upper Hunter	National	103,625	39,600	-64,025	247,075	41,501	-205,574	350,700	-269,599
Raglan Public School	Calare	National	Bathurst	National	103,616	35,100	-68,516	196,673	36,785	-159,888	300,289	-228,404
Railway Town Public School	Parkes	National	Barwon	National	88,106	19,700	-68,406	168,961	20,646	-148,315	257,067	-216,721
Rainbow Street Public School	Kingsford Smith	Labor	Coogee	Liberal	161,060	46,200	-114,860	311,338	48,418	-262,920	472,398	-377,780
Raleigh Public School	Cowper	National	Oxley	National	8,201	4,200	-4,001	17,101	4,402	-12,699	25,302	-16,700

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Ramsgate Public School	Cook	Liberal	Rockdale	Labor	198,435	61,000	-137,435	382,154	63,928	-318,226	580,589	-455,661
Rand Public School	Farrer	Liberal	Albury	Liberal	7,545	4,700	-2,845	14,179	4,926	-9,253	21,724	-12,098
Randwick Boys High School	Kingsford Smith	Labor	Coogee	Liberal	207,109	88,900	-118,209	408,076	93,167	-314,909	615,185	-433,118
Randwick Girls High School	Kingsford Smith	Labor	Coogee	Liberal	317,906	126,300	-191,606	635,754	132,362	-503,392	953,660	-694,998
Randwick Public School	Kingsford Smith	Labor	Coogee	Liberal	245,950	92,400	-153,550	467,498	96,835	-370,663	713,448	-524,213
Rankins Springs Public School	Farrer	Liberal	Murray	National	4,984	5,400	416	19,108	5,659	-13,449	24,092	-13,033
Rappville Public School	Page	National	Clarence	National	11,541	3,800	-7,741	22,209	3,982	-18,227	33,750	-25,968
Rathmines Public School	Hunter	Labor	Lake Macquarie	Independent	91,518	30,500	61,018	173,046	31,964	-141,082	264,564	-202,100
Raymond Terrace Public School	Paterson	Labor	Port Stephens	Labor	329,318	55,400	-273,918	628,843	58,059	-570,784	958,161	-844,702
Red Hill Public School	Riverina	National	Wagga Wagga	Liberal	327,963	40,000	-287,963	613,578	41,920	-571,658	941,541	-859,621
Red Range Public School	New England	National	Northern	National	32,997	11,400	-21,597	77,065	11,947	-65,118	110,062	-86,715
Redbank School	Parramatta	Labor	Seven Hills	Liberal	33,714	17,500	-16,214	63,745	18,340	-45,405	97,459	-61,619
Redhead Public School	Shortland	Labor	Charlestown	Labor	85,091	31,600	-53,491	160,170	33,117	-127,053	245,261	-180,544
Regents Park Public School	Blaxland	Labor	Bankstown	Labor	182,894	34,400	-148,494	357,320	36,051	-321,269	540,214	-469,763
Regentville Public School	Lindsay	Labor	Mulgoa	Liberal	233,407	83,000	-150,407	442,281	86,984	-355,297	675,688	-505,704
Repton Public School	Cowper	National	Oxley	National	19,841	9,300	-10,541	37,672	9,746	-27,926	57,513	-38,467
Revesby Public School	Banks	Liberal	East Hills	Liberal	176,887	40,000	-136,887	341,945	41,920	-300,025	518,832	-436,912
Revesby South Public School	Banks	Liberal	East Hills	Liberal	107,999	37,200	-70,799	205,249	38,986	-166,263	313,248	-237,062
Richmond High School	Macquarie	Labor	Hawkesbury	Liberal	370,405	110,400	-260,005	706,996	115,699	-591,297	1,077,401	-851,302
Richmond North Public School	Macquarie	Labor	Hawkesbury	Liberal	78,175	22,100	-56,075	147,774	23,161	-124,613	225,949	-180,688
Richmond Public School	Macquarie	Labor	Hawkesbury	Liberal	119,066	40,500	-78,566	225,083	42,444	-182,639	344,149	-261,205
Ringrose Public School	McMahon	Labor	Granville	Labor	152,318	48,300	-104,018	291,567	50,618	-240,949	443,885	-344,967
Rivendell School	Reid	Liberal	Drummoyne	Liberal	37,180	23,200	-13,980	70,915	24,314	-46,601	108,095	-60,581
Riverbank Public School	Greenway	Labor	Riverstone	Liberal	227,468	70,600	-156,868	438,429	73,989	-364,440	665,897	-521,308
Riverside Girls High School	North Sydney	Liberal	Lane Cove	Liberal	262,039	120,900	-141,139	505,016	126,703	-378,313	767,055	-519,452
Riverstone Public School	Greenway	Labor	Riverstone	Liberal	171,470	34,000	-137,470	373,557	35,632	-337,925	545,027	-475,395
Riverwood Public School	Banks	Liberal	Lakemba	Labor	66,931	14,100	-52,831	130,610	14,777	-115,833	197,541	-168,664
Robert Townson High School	Macarthur	Labor	Macquarie	Labor	388,314	123,800	-264,514	746,410	129,742	-616,668	1,134,724	-881,182
Robert Townson Public School	Macarthur	Labor	Macquarie	Labor	230,898	67,400	-163,498	441,955	70,635	-371,320	672,853	-534,818
Robertson Public School	Whitlam	Labor	Goulburn	Liberal	49,681	20,000	-29,681	94,495	20,960	-73,535	144,176	-103,216
Rockdale Public School	Barton	Labor	Rockdale	Labor	173,901	47,000	-126,901	337,875	49,256	-288,619	511,776	-415,520
Rockley Public School	Calare	National	Bathurst	National	10,184	3,800	-6,384	19,724	3,982	-15,742	29,908	-22,126
Rocky River Public School	New England	National	Northern	National	20,940	7,200	-13,740	38,842	7,546	-31,296	59,782	-45,036
Rollands Plains Upper Public School	Lyne	National	Oxley	National	5,559	4,200	-2,359	15,636	4,402	-11,234	22,195	-13,599
Rooty Hill High School	Chifley	Labor	Mount Druitt	Labor	528,362	168,900	-359,462	1,017,907	177,007	-840,900	1,546,269	-1,200,362
Rooty Hill Public School	Chifley	Labor	Mount Druitt	Labor	349,521	84,000	-265,521	673,168	88,032	-585,136	1,022,689	-850,657
Ropes Crossing Public School	Chifley	Labor	Londonberry	Labor	204,380	67,900	-136,480	390,597	71,159	-319,438	594,977	-455,918
Rose Bay Public School	Wentworth	Liberal	Vaucluse	Liberal	191,531	65,500	-126,031	367,125	68,644	-298,481	558,656	-424,512
Rose Bay Secondary College	Wentworth	Liberal	Vaucluse	Liberal	292,449	131,100	-161,349	564,252	137,393	-426,859	856,701	-588,208
Rosebank Public School	Page	National	Lismore	National	12,876	6,600	-6,276	24,332	6,917	-17,415	37,208	-23,691
Rosehill Public School	Parramatta	Labor	Parramatta	Liberal	245,814	69,600	-176,214	476,142	72,941	-403,201	721,956	-579,415
Roselea Public School	Bennelong	Liberal	Epping	Liberal	113,793	36,700	-77,093	218,536	38,462	-180,074	332,329	-257,167
Rosemeadow Public School	Macarthur	Labor	Campbelltown	Labor	453,980	90,700	-363,280	872,852	95,054	-777,798	1,326,832	-1,141,078
Roseville Public School	Bradfield	Liberal	Davidson	Liberal	178,049	65,600	-112,449	339,114	68,749	-270,365	517,163	-382,814

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Rosewood Public School	Eden-Monaro	Labor	Albury	Liberal	16,793	5,000	-11,793	32,424	5,240	-27,184	49,217	-38,977
Ross Hill Public School	New England	National	Northern	National	463,222	107,400	-355,822	872,010	112,555	-759,455	1,335,232	-1,115,277
Rossmore Public School	Macarthur	Labor	Camden	Liberal	74,820	14,900	-59,920	143,334	15,615	-127,719	218,154	-187,639
Rous Public School	Page	National	Ballina	Greens	27,069	10,900	-16,169	50,999	11,423	-39,576	78,068	-55,745
Rouse Hill High School	Mitchell	Liberal	Castle Hill	Liberal	221,496	104,700	-116,796	420,821	109,726	-311,095	642,317	-427,891
Rouse Hill Public School	Mitchell	Liberal	Castle Hill	Liberal	212,537	77,000	-135,537	403,975	80,696	-323,279	616,512	-458,816
Rowena Public School	Parke	National	Barwon	National	7,978	7,000	-978	15,762	7,336	-8,426	23,740	-9,404
Rowland Hassall School	Parramatta	Labor	Parramatta	Liberal	57,053	22,200	-34,853	109,323	23,266	-86,057	166,376	-120,910
Rozelle Public School	Grayndler	Labor	Balmain	Greens	176,638	64,500	-112,138	334,537	67,596	-266,941	511,175	-379,079
Rugby Public School	Hume	Liberal	Goulburn	Liberal	-2,876	1,600	4,476	7,490	1,677	-5,813	4,614	-1,337
Rukenvale Public School	Page	National	Lismore	National	5,993	3,600	-2,393	11,366	3,773	-7,593	17,359	-9,986
Ruse Public School	Macarthur	Labor	Campbelltown	Labor	208,429	52,600	-155,829	399,320	55,125	-344,195	607,749	-500,024
Russell Lea Infants School	Reid	Liberal	Drummoyne	Liberal	44,341	17,900	-26,441	83,801	18,759	-65,042	128,142	-91,483
Russell Vale Public School	Cunningham	Labor	Kera	Labor	81,192	29,400	-51,792	153,794	30,811	-122,983	234,986	-174,775
Rutherford Public School	Paterson	Labor	Maitland	Labor	455,674	108,100	-347,574	865,740	113,289	-752,451	1,321,414	-1,100,025
Rutherford Technology High School	Paterson	Labor	Maitland	Labor	767,668	165,500	-602,168	1,388,806	173,444	-1,215,362	2,156,474	-1,817,530
Rydalmere East Public School	Bennelong	Liberal	Parramatta	Liberal	75,649	21,600	-54,049	145,143	22,637	-122,506	220,792	-176,555
Rydalmere Public School	Parramatta	Labor	Parramatta	Liberal	55,689	15,500	-40,189	107,265	16,244	-91,021	162,954	-131,210
Ryde East Public School	Bennelong	Liberal	Lane Cove	Liberal	142,691	51,500	-91,191	272,088	53,972	-218,116	414,779	-309,307
Ryde Public School	Bennelong	Liberal	Lane Cove	Liberal	201,107	58,800	-142,307	385,625	61,622	-324,003	587,732	-467,310
Ryde Secondary College	Bennelong	Liberal	Lane Cove	Liberal	317,738	132,900	-184,838	624,335	139,279	-485,056	942,073	-669,894
Rye Park Public School	Hume	Liberal	Goulburn	Liberal	6,276	3,700	-2,576	11,971	3,878	-8,093	18,247	-10,669
Rylstone Public School	Calare	National	Bathurst	National	32,745	13,900	-18,845	62,413	14,567	-47,846	95,158	-66,691
Sackville Street Public School	Macarthur	Labor	Macquarie	Labor	233,558	64,700	-168,858	446,054	67,806	-378,248	679,612	-547,106
Sadleir Public School	Werris	Labor	Liverpool	Labor	300,868	42,800	-258,068	586,906	44,854	-542,052	887,774	-800,120
Salt Ash Public School	Paterson	Labor	Port Stephens	Labor	42,786	13,300	-29,486	81,665	13,938	-67,727	124,451	-97,213
Samuel Gilbert Public School	Mitchell	Liberal	Castle Hill	Liberal	209,854	77,800	-132,054	399,096	81,534	-317,562	608,950	-449,616
Samuel Terry Public School	Lindsay	Labor	Penrith	Liberal	210,292	63,900	-156,392	416,648	66,967	-349,681	636,940	-506,073
Sanctuary Point Public School	Gilmore	Liberal	South Coast	Liberal	362,529	74,700	-287,829	686,726	78,286	-608,440	1,049,255	-896,269
Sandon Public School	New England	National	Northern	National	134,488	34,700	-99,788	250,925	36,366	-214,559	385,413	-314,347
Sandy Beach Public School	Page	National	Coffs Harbour	National	148,932	47,000	-101,932	280,861	49,256	-231,605	429,793	-333,537
Sandy Hollow Public School	Hunter	Labor	Upper Hunter	National	19,525	5,800	-13,725	37,117	6,078	-31,039	56,642	-44,764
Sans Souci Public School	Cook	Liberal	Rockdale	Labor	207,362	67,900	-139,462	398,366	71,159	-327,207	605,728	-466,669
Sarah Redfern High School	Macarthur	Labor	Macquarie	Labor	380,165	94,700	-285,465	774,272	99,246	-675,026	1,154,437	-960,491
Sarah Redfern Public School	Macarthur	Labor	Macquarie	Labor	214,673	51,600	-163,073	413,507	54,077	-359,430	628,180	-522,503
Savernake Public School	Farrer	Liberal	Albury	Liberal	-5,203	3,500	8,703	8,948	3,668	-5,280	3,745	3,423
Sawtell Public School	Cowper	National	Coffs Harbour	National	125,530	44,500	-81,030	235,701	46,636	-189,065	361,231	-270,095
Scarborough Public School	Cunningham	Labor	Heathcote	Liberal	21,739	9,700	-12,039	40,969	10,166	-30,803	62,708	-42,842
Schofields Public School	Greenway	Labor	Riverstone	Liberal	112,636	36,400	-76,236	214,185	38,147	-176,038	326,821	-252,274
School Of The Air	Parke	National	Barwon	National	43,519	18,800	-24,719	82,447	19,702	-62,745	125,966	-87,464
Scane High School	New England	National	Upper Hunter	National	199,254	71,400	-127,854	380,274	74,827	-305,447	579,528	-439,301
Scane Public School	New England	National	Upper Hunter	National	222,004	67,000	-155,004	422,019	70,216	-351,803	644,023	-506,807
Scotts Head Public School	Cowper	National	Oxley	National	33,764	13,300	-20,464	63,357	13,938	-49,419	97,121	-69,883
Seaforth Public School	Warringah	Liberal	Manly	Liberal	155,094	59,400	-95,694	293,663	62,251	-231,412	448,757	-327,106
Seaham Public School	Lyne	National	Port Stephens	Labor	73,179	26,300	-46,879	138,090	27,562	-110,528	211,269	-157,407
Sefton High School	Blaxland	Labor	Bankstown	Labor	352,834	148,600	-204,234	678,398	155,733	-522,665	1,031,232	-726,899
Sefton Infants School	Blaxland	Labor	Bankstown	Labor	58,218	12,200	-46,018	111,113	12,786	-98,327	169,331	-144,345

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Seven Hills North Public School	Greenway	Labor	Seven Hills	Liberal	84,958	28,200	-56,758	162,907	29,554	-133,353	247,866	-190,112
Seven Hills Public School	Greenway	Labor	Blacktown	Labor	57,327	15,500	-41,827	110,557	16,244	94,313	167,884	-136,140
Seven Hills West Public School	Greenway	Labor	Blacktown	Labor	196,515	46,500	-150,015	379,445	48,732	-330,713	575,960	-480,728
Shalvey Public School	Chifley	Labor	Mount Druitt	Labor	330,349	48,500	-281,849	630,496	50,828	-579,668	960,845	-861,517
Shell Cove Public School	Whitlam	Labor	Shellharbour	Labor	171,242	64,400	-106,842	323,732	67,491	-256,241	494,974	-363,083
Shelley Public School	Greenway	Labor	Blacktown	Labor	224,142	66,600	-157,542	430,931	69,797	-361,134	655,073	-518,676
Shellharbour Public School	Whitlam	Labor	Shellharbour	Labor	153,198	55,500	-97,698	290,093	58,164	-231,929	443,291	-329,627
Shepherds Park Education & Care Centre	Riverina	National	Wagga Wagga	Liberal	44,908	17,200	-27,108	138,938	18,026	-120,912	183,246	-148,020
Sherwood Grange Public School	McMahon	Labor	Granville	Labor	116,315	37,600	-78,715	222,415	39,405	-183,010	338,730	-261,725
Sherwood Ridge Public School	Mitchell	Liberal	Castle Hill	Liberal	273,824	101,300	-172,524	521,197	106,162	-415,035	795,021	-587,559
Shoal Bay Public School	Paterson	Labor	Port Stephens	Labor	157,234	52,100	-105,134	297,454	54,601	-242,853	454,688	-347,987
Shoalhaven Heads Public School	Gilmore	Liberal	Kiama	Liberal	70,478	25,100	-45,378	132,421	26,305	-106,116	202,899	-151,494
Shoalhaven High School	Gilmore	Liberal	South Coast	Liberal	536,039	118,600	-417,439	1,015,916	124,293	-891,623	1,551,955	-1,309,062
Shortland Public School	Newcastle	Labor	Wallsend	Labor	164,342	31,600	-132,742	314,126	33,117	-281,009	478,468	-413,751
Singleton Heights Public School	Hunter	Labor	Upper Hunter	National	284,725	76,000	-208,725	541,813	79,648	-462,165	826,538	-670,890
Singleton High School	Hunter	Labor	Upper Hunter	National	622,670	201,100	-421,570	1,187,438	210,753	-976,685	1,810,108	-1,398,255
Singleton Public School	Hunter	Labor	Upper Hunter	National	198,111	60,600	-137,511	374,265	63,509	-310,756	572,376	-448,267
Sir Eric Woodward Memorial School	Bradfield	Liberal	Davidson	Liberal	37,266	30,200	-7,066	70,772	31,650	-39,122	108,038	-46,188
Sir Joseph Banks High School	Blaxland	Labor	East Hills	Liberal	439,879	97,000	-342,879	874,570	101,656	-772,914	1,314,449	-1,115,793
Smithfield Public School	McMahon	Labor	Prospect	Labor	318,858	64,600	-254,258	620,069	67,701	-552,368	938,927	-806,626
Smithfield West Public School	McMahon	Labor	Prospect	Labor	223,646	43,500	-180,146	433,551	45,588	-387,963	657,197	-568,109
Smiths Hill High School	Cunningham	Labor	Wollongong	Labor	195,060	93,900	-101,160	369,382	98,407	-270,975	564,442	-372,135
Smithtown Public School	Cowper	National	Oxley	National	59,816	12,800	-47,016	115,087	13,414	-101,673	174,903	-148,689
Sofala Public School	Calare	National	Bathurst	National	11,286	3,000	-8,286	21,681	3,144	-18,537	32,967	-26,823
Soldiers Point Public School	Paterson	Labor	Port Stephens	Labor	112,422	43,100	-69,322	213,489	45,169	-168,320	325,911	-237,642
Somersby Public School	Robertson	Liberal	Gosford	Labor	23,592	10,200	-13,392	44,483	10,690	-33,793	68,075	-47,185
Somerton Public School	New England	National	Tamworth	National	13,848	4,200	-9,648	26,436	4,402	-22,034	40,284	-31,682
South Coogee Public School	Kingsford Smith	Labor	Coogee	Liberal	168,879	57,700	-111,179	321,953	60,470	-261,483	490,832	-372,662
South Grafton High School	Page	National	Clarence	National	459,698	117,100	-342,598	873,872	122,721	-751,151	1,333,570	-1,093,749
South Grafton Public School	Page	National	Clarence	National	395,816	87,800	-308,016	752,032	92,014	-660,018	1,147,848	-968,034
South Sydney High School	Kingsford Smith	Labor	Maroubra	Labor	187,291	76,600	-110,691	362,940	80,277	-282,663	550,231	-393,354
South Wagga Wagga Public School	Riverina	National	Wagga Wagga	Liberal	91,657	36,300	-55,357	173,394	38,042	-135,352	265,051	-190,709
South West Rocks Public School	Cowper	National	Oxley	National	121,769	42,300	-79,469	228,918	44,330	-184,588	350,687	-264,057
Southern Cross Distance Education	Richmond	Labor	Ballina	Greens	694,651	234,800	-459,851	1,307,156	246,070	-1,061,086	2,001,807	-1,520,937
Speers Point Public School	Shortland	Labor	Lake Macquarie	Independent	62,855	16,200	-46,655	119,745	16,978	-102,767	182,600	-149,422
Spring Farm Public School	Hume	Liberal	Camden	Liberal	36,716	11,500	-25,216	69,777	12,052	-57,725	106,493	-82,941
Spring Hill Public School	Calare	National	Orange	Shooters,	19,461	6,300	-13,161	36,854	6,602	-30,252	56,315	-43,413
Spring Ridge Public School	New England	National	Upper Hunter	National	8,615	5,300	-3,315	16,217	5,554	-10,663	24,832	-13,978
Spring Terrace Public School	Calare	National	Orange	Shooters,	13,835	5,700	-8,135	26,365	5,974	-20,391	40,200	-28,576
Springdale Heights Public School	Farrer	Liberal	Albury	Liberal	133,995	26,000	-107,995	256,696	27,248	-229,448	390,691	-337,443

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Springwood High School	Macquarie	Labor	Blue Mountains	Labor	207,778	94,600	-113,178	391,985	99,141	-797,844	599,763	-406,022
Springwood Public School	Macquarie	Labor	Blue Mountains	Labor	127,570	45,900	-81,670	240,674	48,103	-192,571	368,244	-274,241
St Peters Public School	Grayndler	Labor	Heffron	Labor	28,349	10,800	17,549	53,975	11,318	-42,657	82,324	-60,206
St Andrews Public School	Werriwa	Labor	Macquarie	Labor	316,362	94,200	-222,162	602,336	98,722	-503,614	918,698	-725,776
St Clair High School	McMahon	Labor	Mulgoa	Liberal	417,616	121,600	-296,016	803,315	127,437	-675,878	1,220,931	-971,894
St Clair Public School	McMahon	Labor	Mulgoa	Liberal	154,987	35,400	-119,587	297,592	37,099	-260,493	452,579	-380,080
St George Girls High School	Barton	Labor	Kogarah	Labor	241,382	117,600	-123,782	456,653	123,245	-333,408	698,035	-457,190
St George School	Cook	Liberal	Rockdale	Labor	34,878	23,700	-11,178	65,963	24,838	-41,125	100,841	-52,303
St Georges Basin Public School	Gilmore	Liberal	South Coast	Liberal	193,768	56,700	-137,068	367,888	59,422	-308,466	561,656	-445,534
St Helens Park Public School	Macarthur	Labor	Campbelltown	Labor	213,157	59,700	-153,457	405,653	62,566	-343,087	618,810	-486,544
St Ives High School	Bradfield	Liberal	Davidson	Liberal	273,559	120,500	-153,059	533,661	126,284	-407,377	807,220	-560,436
St Ives North Public School	Bradfield	Liberal	Davidson	Liberal	285,921	94,000	-191,921	550,016	98,512	-451,504	835,937	-643,425
St Ives Park Public School	Bradfield	Liberal	Davidson	Liberal	50,404	19,900	-30,504	95,430	20,855	-74,575	145,834	-105,079
St Ives Public School	Bradfield	Liberal	Davidson	Liberal	142,892	47,400	-95,492	274,383	49,675	-224,708	417,275	-320,200
St Johns Park High School	Fowler	Labor	Cabramatta	Labor	625,390	145,200	-480,190	1,240,313	152,170	-1,088,143	1,865,703	-1,568,333
St Johns Park Public School	Fowler	Labor	Cabramatta	Labor	344,156	89,200	-254,956	666,851	93,482	-573,369	1,011,007	-828,325
St Marys North Public School	Lindsay	Labor	Londonderry	Labor	391,244	62,800	-328,444	746,580	65,814	-680,766	1,137,824	-1,009,210
St Marys Public School	Lindsay	Labor	Londonderry	Labor	176,330	35,000	-141,330	339,165	36,680	-302,485	515,495	-443,815
St Marys Senior High School	Lindsay	Labor	Londonderry	Labor	278,843	123,500	-155,343	542,970	129,428	-413,542	821,813	-568,885
St Marys South Public School	Lindsay	Labor	Londonderry	Labor	174,492	38,800	-135,692	335,416	40,662	-294,754	509,908	-430,446
Stanford Merthyr Infants School	Paterson	Labor	Cessnock	Labor	48,512	10,500	-38,012	92,631	11,004	-81,627	141,143	-119,639
Stanmore Public School	Grayndler	Labor	Newtown	Greens	177,269	67,800	-109,469	336,075	71,054	-265,021	513,344	-374,490
Stanwell Park Public School	Cunningham	Labor	Heathcote	Liberal	39,593	17,200	-22,393	74,938	18,026	-56,912	114,531	-79,305
Stockingall Public School	Riverina	National	Cootamundra	National	16,567	5,300	-11,267	31,874	5,554	-26,320	48,441	-37,587
Stockton Public School	Newcastle	Labor	Newcastle	Labor	104,218	33,200	-71,018	196,329	34,794	-161,535	300,547	-232,553
Stokers Siding Public School	Richmond	Labor	Lismore	National	22,210	7,700	-14,510	44,326	8,070	-36,256	66,536	-50,766
Stratford Public School	Lyne	National	Upper Hunter	National	16,439	4,200	-12,239	31,775	4,402	-27,373	48,214	-39,612
Stratheden Public School	Page	National	Clarence	National	14,643	5,000	-9,643	28,125	5,240	-22,885	42,768	-32,528
Strathfield Girls High School	Reid	Liberal	Strathfield	Labor	391,646	154,600	-237,046	796,347	162,021	-634,326	1,187,993	-871,372
Strathfield North Public School	Reid	Liberal	Drummoyne	Liberal	225,437	71,200	-154,237	433,681	74,618	-359,063	659,118	-513,300
Strathfield South High School	Reid	Liberal	Strathfield	Labor	415,571	102,400	-313,171	819,900	107,315	-712,585	1,235,471	-1,025,756
Strathfield South Public School	Reid	Liberal	Strathfield	Labor	299,590	85,800	-213,790	580,836	89,918	-490,918	880,426	-704,708
Stroud Public School	Lyne	National	Upper Hunter	National	47,463	14,400	-33,063	90,583	15,091	-75,492	138,046	-108,555
Stroud Road Public School	Lyne	National	Upper Hunter	National	7,274	4,700	-2,574	18,669	4,926	-13,743	25,943	-16,317
Stuart Town Public School	Calare	National	Dubbo	National	2,287	2,900	613	10,710	3,039	-7,671	12,997	-7,058
Stuarts Point Public School	Cowper	National	Oxley	National	58,868	12,100	-46,768	110,593	12,681	-97,912	169,461	-144,680
Sturt Public School	Riverina	National	Wagga Wagga	Liberal	142,815	45,500	-97,315	269,912	47,684	-222,228	412,727	-319,543
Summer Hill Public School	Grayndler	Labor	Summer Hill	Labor	238,146	86,600	-151,546	453,147	90,757	-362,390	691,293	-513,936
Sunshine Bay Public School	Gilmore	Liberal	Bega	Liberal	197,212	46,900	-150,312	376,960	49,151	-327,809	574,172	-478,121
Surveyors Creek Public School	Lindsay	Labor	Mulgoa	Liberal	173,317	61,300	-112,017	329,289	64,242	-265,047	502,606	-377,064
Sussex Inlet Public School	Gilmore	Liberal	South Coast	Liberal	103,718	31,700	-72,018	197,056	33,222	-163,834	300,774	-235,852
Sutherland North Public School	Hughes	Liberal	Heathcote	Liberal	82,505	29,500	-53,005	156,983	30,916	-126,067	239,488	-179,072
Sutherland Public School	Hughes	Liberal	Heathcote	Liberal	88,434	26,700	-61,734	170,445	27,982	-142,463	258,879	-204,197
Sutton High School	Eden-Monaro	Labor	Goulburn	Liberal	73,770	30,400	-43,370	139,329	31,859	-107,470	213,089	-150,840
Swansea High School	Shortland	Labor	Swansea	Labor	281,594	103,800	-177,794	534,495	108,782	-425,713	816,089	-603,507
Swansea Public School	Shortland	Labor	Swansea	Labor	145,599	32,900	-112,699	275,536	34,479	-241,057	421,135	-353,756
Sydney Boys High School	Wentworth	Liberal	Heffron	Labor	311,233	151,900	-159,333	590,043	159,191	-430,852	901,276	-590,185
Sydney Distance Education High School	Sydney	Labor	Sydney	Independent	204,572	70,100	-134,472	386,752	73,465	-313,287	591,324	-447,759
Sydney Distance Education Primary	Sydney	Labor	Newtown	Greens	68,723	31,000	-37,723	131,513	32,488	-99,025	200,236	-136,748

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Sydney Girls High School	Wentworth	Liberal	Haffron	Labor	249,580	118,200	-131,380	476,152	123,874	-352,278	725,732	-483,658
Sydney Secondary College	Grayndler	Labor	Balmain	Greens	697,854	306,100	-391,754	1,357,440	320,793	-1,036,647	2,055,294	-1,428,401
Sydney Technical High School	Barton	Labor	Kogarah	Labor	243,884	117,700	-126,184	462,308	123,350	-338,958	706,192	-465,142
Sylvania Heights Public School	Cook	Liberal	Miranda	Liberal	208,117	73,300	-134,817	396,771	76,818	-319,953	604,888	-454,770
Sylvania High School	Cook	Liberal	Miranda	Liberal	235,895	109,100	-126,795	450,006	114,337	-335,669	685,901	-462,464
Sylvania Public School	Cook	Liberal	Miranda	Liberal	40,147	14,000	-26,147	76,760	14,672	-62,088	116,907	-88,235
Table Top Public School	Farrer	Liberal	Albury	Liberal	22,478	9,700	-12,778	42,294	10,166	-32,128	64,772	-44,906
Tabulam Public School	Page	National	Lismore	National	89,656	12,200	-77,456	176,506	12,786	-163,720	266,162	-241,176
Tacking Point Public School	Cowper	National	Port Macquarie	National	228,814	93,400	-135,414	431,094	97,883	-333,211	659,908	-468,625
Tacoma Public School	Dobell	Labor	Wyong	Labor	94,283	25,600	-68,683	180,003	26,829	-153,174	274,286	-221,857
Tahmoor Public School	Hume	Liberal	Wollondilly	Liberal	219,593	52,300	-167,293	417,826	54,810	-363,016	637,419	-530,309
Talbingo Public School	Eden-Monaro	Labor	Wagga Wagga	Liberal	2,448	2,600	152	9,755	2,725	-7,030	12,203	-6,878
Talimba Public School	Riverina	National	Cootamundra	National	11,190	5,300	-5,890	21,430	5,554	-15,876	32,620	-21,766
Tallong Public School	Hume	Liberal	Goulburn	Liberal	29,855	9,800	-20,055	56,788	10,270	-46,518	86,643	-65,573
Tallowood School	Mitchell	Liberal	Castle Hill	Liberal	60,465	38,400	-22,065	114,133	40,243	-73,890	174,598	-95,955
Tambar Springs Public School	Parke	National	Tamworth	National	10,495	2,600	-7,895	19,733	2,725	-17,008	30,228	-24,903
Tamworth High School	New England	National	Tamworth	National	487,155	121,200	-365,955	913,694	127,018	-786,676	1,400,849	-1,152,631
Tamworth Public School	New England	National	Tamworth	National	304,016	113,600	-190,416	571,562	119,053	-452,509	875,578	-642,925
Tamworth South Public School	New England	National	Tamworth	National	529,632	104,500	-425,132	992,902	109,516	-883,386	1,522,534	-1,308,518
Tamworth West Public School	New England	National	Tamworth	National	271,332	51,300	-220,032	508,825	53,762	-455,063	780,157	-675,095
Tangara School	Whitlam	Labor	Wollondilly	Liberal	23,319	10,000	-13,319	44,596	10,480	-34,116	67,915	-47,435
Tanilba Bay Public School	Paterson	Labor	Port Stephens	Labor	293,105	77,900	-215,205	558,688	81,639	-477,049	851,793	-692,254
Tanja Public School	Eden-Monaro	Labor	Bega	Liberal	5,493	4,600	-893	11,977	4,821	-7,156	17,470	-8,049
Tarago Public School	Hume	Liberal	Goulburn	Liberal	13,347	5,700	-7,647	26,028	5,974	-20,054	39,375	-27,701
Taralga Public School	Hume	Liberal	Goulburn	Liberal	11,719	5,800	-5,919	22,307	6,078	-16,229	34,026	-22,148
Tarcutta Public School	Riverina	National	Wagga Wagga	Liberal	7,960	3,200	-4,760	15,373	3,354	-12,019	23,333	-16,779
Taree High School	Lyne	National	Myall Lakes	National	440,939	147,700	-293,239	836,336	154,700	-681,636	1,277,275	-974,785
Taree Public School	Lyne	National	Myall Lakes	National	104,255	16,000	-88,255	213,429	16,768	-196,661	317,684	-284,916
Taree West Public School	Lyne	National	Myall Lakes	National	305,027	71,200	-233,827	579,225	74,618	-504,607	884,252	-738,434
Taren Point Public School	Cook	Liberal	Miranda	Liberal	30,508	11,600	-18,908	58,140	12,157	-45,983	88,648	-64,891
Tarrawanna Public School	Cunningham	Labor	Keira	Labor	72,330	16,700	-55,630	137,880	17,502	-120,378	210,210	-176,008
Tarro Public School	Paterson	Labor	Wallsend	Labor	89,021	20,500	-68,521	170,682	21,484	-149,198	259,703	-217,719
Tathra Public School	Eden-Monaro	Labor	Bega	Liberal	61,776	28,700	-33,076	116,910	30,078	-86,832	178,686	-118,908
Taverners Hill Infants School	Grayndler	Labor	Newtown	Greens	22,522	9,800	-12,722	42,682	10,270	-32,412	65,204	-45,134
Tea Gardens Public School	Lyne	National	Port Stephens	Labor	112,218	26,500	-85,718	212,674	27,772	-184,902	324,892	-270,620
Telarah Public School	Paterson	Labor	Maitland	Labor	426,665	64,400	-362,265	814,427	67,491	-746,936	1,241,092	-1,109,201
Telegraph Point Public School	Cowper	National	Port Macquarie	National	43,515	17,100	-26,415	82,284	17,921	-64,363	125,799	-90,778
Telopea Public School	Parramatta	Labor	Parramatta	Liberal	44,747	9,500	-35,247	87,158	9,956	-77,202	131,905	-112,449
Temora High School	Riverina	National	Cootamundra	National	157,570	66,200	-91,370	301,349	69,379	-231,971	458,919	-323,341
Temora Public School	Riverina	National	Cootamundra	National	108,811	37,600	-71,211	207,075	39,405	-167,670	315,886	-238,881
Temora West Public School	Riverina	National	Cootamundra	National	69,960	23,000	-46,960	133,677	24,104	-109,573	203,637	-156,533
Tempe High School	Barton	Labor	Heffron	Labor	298,520	129,100	-169,420	579,853	135,297	-444,556	878,373	-613,976
Tempe Public School	Barton	Labor	Heffron	Labor	106,177	34,700	-71,477	202,788	36,366	-166,422	308,965	-237,899
Tenambit Public School	Paterson	Labor	Maitland	Labor	239,167	48,400	-190,767	455,794	50,723	-405,071	694,961	-595,838
Tenterfield High School	New England	National	Lismore	National	125,579	50,600	-74,979	238,966	53,029	-185,937	364,545	-260,916
Teralba Public School	Hunter	Labor	Lake Macquarie	Independent	43,854	11,300	-32,554	83,066	11,842	-71,224	126,920	-103,778
Terara Public School	Gilmore	Liberal	South Coast	Liberal	27,211	11,300	-15,911	51,532	11,842	-39,690	78,743	-55,601
Terranora Public School	Richmond	Labor	Tweed	National	137,223	52,300	-84,923	259,189	54,810	-204,379	396,412	-289,302
Terry Hills Public School	Mackellar	Liberal	Pittwater	Liberal	65,378	26,400	-38,978	123,923	27,667	-96,256	189,301	-135,234
Terrigal High School	Robertson	Liberal	Terrigal	Liberal	304,563	142,900	-161,663	576,338	149,759	-426,579	880,901	-588,242

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Terrigal Public School	Robertson	Liberal	Terrigal	Liberal	245,449	89,300	-156,149	463,744	93,586	-370,158	709,193	-526,307
Teven Tintenbar Public School	Richmond	Labor	Ballina	Greens	44,119	18,900	-25,219	83,400	19,807	-63,593	127,519	-88,812
Tharawal Public School	Hughes	Liberal	Miranda	Liberal	99,077	37,000	-62,077	187,689	38,776	-148,913	286,766	-210,990
Tharbogang Public School	Farrer	Liberal	Murray	National	20,444	8,400	-12,044	38,771	8,803	-29,968	59,215	-42,012
The Beach School	Warringah	Liberal	Wakehurst	Liberal	21,312	10,500	-10,812	40,377	11,004	-29,373	61,689	-40,185
The Bidgee School	Riverina	National	Wagga Wagga	Liberal	28,336	7,900	-20,436	53,061	8,279	-44,782	81,397	-65,218
The Channon Public School	Page	National	Lismore	National	13,294	6,600	-6,694	25,361	6,917	-18,444	38,655	-25,138
The Crescent School	Hume	Liberal	Goulburn	Liberal	51,372	26,200	-25,172	97,780	27,458	-70,322	149,152	-95,494
The Entrance Public School	Dobell	Labor	The Entrance	Labor	426,022	75,100	-350,922	812,157	78,705	-733,452	1,238,179	-1,084,374
The Forest High School	Mackellar	Liberal	Wakehurst	Liberal	269,269	120,300	-148,969	521,759	126,074	-395,685	791,028	-544,654
The Grange Public School	Macarthur	Labor	Macquarie	Labor	150,141	33,500	-116,641	288,896	35,108	-253,788	439,037	-370,429
The Henry Lawson High School	Riverina	National	Cootamundra	National	74,180	33,500	-40,680	141,189	35,108	-106,081	215,369	-146,761
The Hills School	Mitchell	Liberal	Seven Hills	Liberal	78,146	44,200	-33,946	148,294	46,322	-101,972	226,440	-135,918
The Hills Sports High School	Greenway	Labor	Seven Hills	Liberal	402,732	131,900	-270,832	774,104	138,231	-635,873	1,176,836	-906,705
The Junction Public School	Newcastle	Labor	Newcastle	Labor	175,464	67,000	-108,464	331,386	70,216	-261,170	506,850	-369,634
The Meadows Public School	Greenway	Labor	Seven Hills	Liberal	126,894	29,200	-97,694	270,701	30,602	-240,099	397,595	-337,793
The Oaks Public School	Hume	Liberal	Wollondilly	Liberal	118,069	38,500	-79,569	224,448	40,348	-184,100	342,517	-263,669
The Pocket Public School	Richmond	Labor	Ballina	Greens	20,846	8,900	-11,946	39,234	9,327	-29,907	60,080	-41,853
The Ponds High School	Greenway	Labor	Riverstone	Liberal	136,611	66,300	-70,311	261,482	69,482	-192,000	398,093	-262,311
The Ponds School	Greenway	Labor	Riverstone	Liberal	83,551	43,400	-40,151	158,287	45,483	-112,804	241,838	-152,958
The Risk Public School	Page	National	Lismore	National	9,639	5,200	-4,439	18,185	5,450	-12,735	27,824	-17,174
The Rivers Secondary College	Page	National	Lismore	National	716,679	276,000	-440,679	1,476,278	289,248	-1,187,030	2,192,957	-1,627,709
The Rock Central School	Riverina	National	Wagga Wagga	Liberal	81,128	26,100	-55,028	153,893	27,353	-126,540	235,021	-181,568
The Sir Henry Parkes Memorial	New England	National	Lismore	National	110,102	39,200	-70,902	279,728	41,082	-238,646	389,830	-309,548
Thirlmere Public School	Hume	Liberal	Wollondilly	Liberal	159,844	49,900	-109,944	305,021	52,295	-252,726	464,865	-362,670
Thirroul Public School	Cunningham	Labor	Keira	Labor	135,180	51,000	-84,180	255,537	53,448	-202,089	390,717	-286,269
Thomas Acres Public School	Macarthur	Labor	Campbelltown	Labor	279,446	68,100	-211,346	593,673	71,369	-522,304	873,119	-733,650
Thomas Reddall High School	Macarthur	Labor	Campbelltown	Labor	354,086	90,200	-263,886	685,773	94,530	-591,243	1,039,859	-855,129
Thornleigh West Public School	Berowra	Liberal	Hornsby	Liberal	160,988	58,500	-102,488	307,085	61,308	-245,777	468,073	-348,265
Thornton Public School	Paterson	Labor	Maitland	Labor	240,103	70,900	-169,203	455,986	74,303	-381,683	696,089	-550,886
Thurgoona Public School	Farrer	Liberal	Albury	Liberal	146,043	54,600	-91,443	276,213	57,221	-218,992	422,256	-310,435
Tibooburra Outback Public School	Parkes	National	Barwon	National	3,556	4,000	444	6,680	4,192	-2,488	10,236	-2,044
Tighes Hill Public School	Newcastle	Labor	Newcastle	Labor	99,572	35,800	-63,772	187,171	37,518	-149,653	286,743	-213,425
Timbumburi Public School	New England	National	Tamworth	National	52,199	21,300	-30,899	97,867	22,322	-75,545	150,066	-106,444
Tingha Public School	New England	National	Northern	National	127,330	18,300	-109,030	235,304	19,178	-216,126	362,634	-325,156
Tinonee Public School	Lyne	National	Myall Lakes	National	67,103	24,400	-42,703	126,867	25,571	-101,296	193,970	-143,999
Tintinhull Public School	New England	National	Tamworth	National	46,845	14,100	-32,745	86,509	14,777	-71,732	133,354	-104,477
Turranna Public School	Hume	Liberal	Goulburn	Liberal	5,438	3,400	-2,038	10,307	3,563	-6,744	15,745	-8,782
Tocumwal Public School	Farrer	Liberal	Murray	National	56,774	21,800	-34,974	108,078	22,846	-85,232	164,852	-120,206
Tomaree High School	Paterson	Labor	Port Stephens	Labor	467,006	193,400	-273,606	887,282	202,683	-684,599	1,354,288	-958,205
Tomaree Public School	Paterson	Labor	Port Stephens	Labor	147,946	50,100	-97,846	279,766	52,505	-227,261	427,712	-325,102
Tomerong Public School	Gilmore	Liberal	South Coast	Liberal	53,057	18,900	-34,157	99,970	19,807	-80,163	159,027	-114,320
Tooleybur Central School	Farrer	Liberal	Murray	National	56,022	24,500	-31,522	106,627	25,676	-80,951	182,649	-112,473
Toomeyah Public School	Parkes	National	Northern	National	112,090	13,500	-98,590	203,886	14,148	-189,738	315,976	-288,328
Toongabbie East Public School	Parramatta	Labor	Seven Hills	Liberal	59,005	12,400	-46,605	114,829	12,995	-101,834	173,834	-148,439
Toongabbie Public School	Parramatta	Labor	Seven Hills	Liberal	210,937	73,500	-137,437	402,456	77,028	-325,428	613,393	-462,865
Toongabbie West Public School	Parramatta	Labor	Seven Hills	Liberal	104,919	30,100	-74,819	200,221	31,545	-168,676	305,140	-243,495
Tooraweenah Public School	Parkes	National	Barwon	National	9,103	5,800	-3,303	17,169	6,078	-11,091	26,272	-14,394

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Toormina High School	Cowper	National	Coffs Harbour	National	392,064	125,800	-266,264	750,211	131,838	-618,373	1,142,275	-884,637
Toormina Public School	Cowper	National	Coffs Harbour	National	170,108	41,200	-128,908	321,115	43,178	-277,937	491,223	406,845
Toronto High School	Hunter	Labor	Lake Macquarie	Independent	509,529	152,800	-356,729	968,431	160,134	-808,297	1,477,960	-1,165,026
Toronto Public School	Hunter	Labor	Lake Macquarie	Independent	134,253	25,500	-108,753	255,816	26,724	-229,092	390,069	-337,845
Tottenham Central School	Parke	National	Barwon	National	34,579	18,300	-16,279	64,788	19,178	-45,610	99,367	-61,889
Toukley Public School	Dobell	Labor	Wyong	Labor	379,096	70,300	-308,796	722,237	73,674	-648,563	1,101,333	-837,359
Towamba Public School	Eden-Monaro	Labor	Bega	Liberal	11,734	4,200	-7,534	24,918	4,402	-20,516	36,652	-28,050
Tower Street Public School	Banks	Liberal	East Hills	Liberal	77,626	24,000	-53,626	148,553	25,152	-123,401	226,179	-177,027
Towradgi Public School	Cunningham	Labor	Wollongong	Labor	61,238	20,200	-41,038	115,580	21,170	-94,410	176,818	-135,448
Trangie Central School	Parke	National	Dubbo	National	253,238	49,500	-203,738	471,009	51,876	-419,133	724,247	-622,871
Tregeagle Public School	Page	National	Lismore	National	34,594	14,000	-20,594	65,023	14,672	-50,351	99,617	-70,945
Tregear Public School	Chifley	Labor	Londonderry	Labor	361,557	50,800	-310,757	687,249	53,238	-634,011	1,048,806	-944,768
Trundle Central School	Riverina	National	Orange	Shooters, Fishers & Farmers	85,131	23,900	-61,231	162,059	25,047	-137,012	247,190	-198,243
Trunkey Public School	Calare	National	Bathurst	National	5,340	3,700	-1,640	10,149	3,878	-6,271	15,489	-7,911
Truscott Street Public School	Bennelong	Liberal	Ryde	Liberal	101,738	35,200	-66,538	193,526	36,890	-156,636	295,264	-223,174
Turabia Public School	Page	National	Clarence	National	30,386	7,200	-22,986	57,429	7,546	-49,883	87,615	-72,869
Tuggerah Lakes Secondary College	Dobell	Labor	The Entrance	Labor	1,202,630	416,400	-786,230	2,293,571	436,387	-1,857,184	3,496,201	-2,643,414
Tuggerah Public School	Dobell	Labor	The Entrance	Labor	181,789	61,300	-120,489	344,412	64,242	-280,170	526,201	-400,659
Tuggerawong Public School	Dobell	Labor	Wyong	Labor	114,082	30,600	-83,482	218,259	32,069	-186,190	332,341	-269,672
Tullamore Central School	Riverina	National	Orange	Shooters, Fishers & Farmers	28,910	16,700	-12,210	54,798	17,502	-37,296	83,708	-49,506
Tullibigeal Central School	Parke	National	Barwon	National	22,540	12,200	-10,340	45,366	12,786	-32,580	67,906	-42,920
Tullimbar Public School	Whitlam	Labor	Kiama	Liberal	112,625	35,600	-77,025	214,048	37,309	-176,739	326,673	-253,764
Tulloona Public School	Parke	National	Northern Tablelands	National	3,899	3,500	-399	7,389	3,668	-3,721	11,288	-4,120
Tumbarumba High School	Eden-Monaro	Labor	Albury	Liberal	81,210	31,900	-49,310	155,198	33,431	-121,767	236,408	-171,077
Tumbarumba Public School	Eden-Monaro	Labor	Albury	Liberal	68,265	23,100	-45,165	129,535	24,209	-105,326	197,800	-150,491
Tumbulgum Public School	Richmond	Labor	Tweed	National	13,533	5,000	-8,533	25,573	5,240	-20,333	39,106	-28,866
Tumut High School	Eden-Monaro	Labor	Wagga Wagga	Liberal	269,279	97,500	-171,779	511,477	102,180	-409,297	780,756	-581,076
Tumut Public School	Eden-Monaro	Labor	Wagga Wagga	Liberal	130,083	44,200	-85,883	246,673	46,322	-200,351	376,756	-286,234
Tuncurry Public School	Lyne	National	Myall Lakes	National	187,194	50,700	-136,494	355,737	53,134	-302,603	542,931	-439,097
Tunttable Creek Public School	Page	National	Lismore	National	8,521	3,500	-5,021	16,208	3,668	-12,540	24,729	-17,561
Turrumurra High School	Bradfield	Liberal	Ku-ring-gai	Liberal	364,155	161,300	-202,855	712,067	169,042	-543,025	1,076,222	-745,880
Turrumurra North Public School	Bradfield	Liberal	Ku-ring-gai	Liberal	89,765	33,600	-56,165	170,538	35,213	-135,325	260,303	-191,490
Turrumurra Public School	Bradfield	Liberal	Ku-ring-gai	Liberal	157,101	59,200	-97,901	298,375	82,042	-216,333	455,476	-334,234
Turvey Park Public School	Riverina	National	Wagga Wagga	Liberal	161,984	47,700	-114,284	305,997	49,990	-256,007	467,981	-370,291
Tweed Heads Public School	Richmond	Labor	Tweed	National	134,744	34,500	-100,244	255,305	36,156	-219,149	390,049	-319,393
Tweed Heads South Public School	Richmond	Labor	Tweed	National	218,155	32,500	-185,655	408,610	34,060	-374,550	626,765	-560,205
Tweed River High School	Richmond	Labor	Tweed	National	363,289	121,900	-241,389	690,462	127,751	-562,711	1,053,751	-804,100
Tyalgum Public School	Richmond	Labor	Lismore	National	29,567	7,600	-21,967	56,382	7,965	-48,417	85,949	-70,384
Tyalga Public School	Cowper	National	Coffs Harbour	National	280,173	51,400	-228,773	532,039	53,867	-478,172	812,232	-706,945
Uki Public School	Richmond	Labor	Lismore	National	58,946	20,600	-38,346	112,431	21,589	-90,842	171,377	-129,188
Ulan Public School	Calare	National	Upper Hunter	National	10,082	3,800	-6,282	19,310	3,982	-15,328	29,392	-21,610
Ulladulla High School	Gilmore	Liberal	South Coast	Liberal	457,950	192,500	-265,450	869,330	201,740	-667,590	1,327,280	-933,040
Ulladulla Public School	Gilmore	Liberal	South Coast	Liberal	303,829	96,100	-207,729	576,393	100,713	-475,680	880,222	-683,409
Ulmarra Public School	Page	National	Clarence	National	36,955	10,800	-26,155	70,333	11,318	-59,015	107,288	-85,170

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Ulong Public School	Cowper	National	Coffs Harbour	National	18,395	5,500	-12,895	35,555	5,764	-29,791	53,950	-42,686
Ultimo Public School	Sydney	Labor	Balmain	Greens	112,175	32,400	-79,775	214,289	33,955	-180,334	326,464	-260,109
Umina Beach Public School	Robertson	Liberal	Gosford	Labor	287,233	95,800	-191,433	543,533	100,398	-443,135	830,766	-634,568
Unanderra Public School	Cunningham	Labor	Wollongong	Labor	155,145	49,400	-105,745	294,582	51,771	-242,811	449,727	-348,556
Undercliffe Public School	Barton	Labor	Canterbury	Labor	74,629	25,100	-49,529	143,497	26,305	-117,192	218,126	-166,721
Ungarie Central School	Riverina	National	Cootamundra	National	51,199	20,500	-30,699	97,799	21,484	-76,315	148,998	-107,014
Upper Coopers Creek Public School	Richmond	Labor	Ballina	Greens	3,262	1,900	-1,362	6,177	1,991	-4,186	9,439	-5,548
Upper Lansdowne Public School	Lyne	National	Port Macquarie	National	12,935	5,300	-7,635	24,701	5,554	-19,147	37,636	-26,782
Uralla Central School	New England	National	Tablelands	National	206,604	57,700	-148,904	389,503	60,470	-329,033	596,107	-477,937
Urana Public School	Farrer	Liberal	Albury	Liberal	14,963	4,800	-10,163	28,924	5,030	-23,894	43,887	-34,057
Uranquinty Public School	Riverina	National	Wagga Wagga	Liberal	9,830	5,600	-4,230	20,685	5,869	-14,816	30,515	-19,046
Urbenville Public School	New England	National	Lismore	National	11,808	4,100	-7,708	22,795	4,297	-18,498	34,603	-26,206
Urunga Public School	Cowper	National	Oxley	National	92,313	29,200	-63,113	173,782	30,602	-143,180	266,095	-206,293
Vacy Public School	Lyne	National	Upper Hunter	National	35,760	14,800	-20,960	70,320	15,510	-54,810	106,080	-75,770
Valentine Public School	Shortland	Labor	Swansea	Labor	156,266	61,800	-94,466	295,194	64,766	-230,428	451,460	-324,894
Valley View Public School	Dobell	Labor	The Entrance	Labor	149,302	47,300	-102,002	283,381	49,570	-233,811	432,683	-335,813
Vardys Road Public School	Greenway	Labor	Seven Hills	Liberal	162,349	54,900	-107,449	309,685	57,535	-252,150	472,034	-359,599
Vaucluse Public School	Wentworth	Liberal	Vaucluse	Liberal	104,963	38,500	-66,463	198,972	40,348	-158,624	303,935	-225,087
Verona School	McMahon	Labor	Fairfield	Labor	40,916	13,100	-27,816	78,239	13,729	-64,510	119,155	-92,326
Victoria Avenue Public School	Reid	Liberal	Strathfield	Labor	80,084	20,900	-59,184	155,680	21,903	-133,777	235,764	-192,961
Villawood East Public School	Blaxland	Labor	Bankstown	Labor	272,416	40,300	-232,116	530,381	42,234	-488,147	802,797	-720,263
Villawood North Public School	Fowler	Labor	Fairfield	Labor	219,329	38,100	-181,229	427,161	39,929	-387,232	646,490	-566,461
Vincentia High School	Gilmore	Liberal	South Coast	Liberal	576,697	173,400	-403,297	1,098,070	181,723	-916,347	1,674,767	-1,319,644
Vincentia Public School	Gilmore	Liberal	South Coast	Liberal	120,186	42,500	-77,686	225,991	44,540	-181,451	346,177	-259,137
Vineyard Public School	Greenway	Labor	Riverstone	Liberal	22,002	5,000	-17,002	42,247	5,240	-37,007	64,249	-54,009
Wadalba Community School	Dobell	Labor	Wyong	Labor	649,250	207,600	-441,650	1,232,912	217,565	-1,015,347	1,882,162	-1,456,997
Wade High School	Farrer	Liberal	Murray	National	320,037	136,000	-184,037	608,964	142,528	-466,436	929,001	-650,473
Wagga Wagga High School	Riverina	National	Wagga Wagga	Liberal	402,304	165,800	-236,504	776,558	173,758	-602,800	1,178,862	-839,304
Wagga Wagga Public School	Riverina	National	Wagga Wagga	Liberal	131,020	49,000	-82,020	247,490	51,352	-196,138	378,510	-278,158
Wahroonga Public School	Bradfield	Liberal	Ku-ring-gai	Liberal	198,459	75,200	-123,259	376,913	78,810	-298,103	575,372	-421,362
Wairoa School	Wentworth	Liberal	Vaucluse	Liberal	44,356	23,300	-21,056	83,461	24,418	-59,043	127,817	-80,099
Waitara Public School	Bradfield	Liberal	Ku-ring-gai	Liberal	267,688	76,700	-190,988	519,224	80,382	-438,842	786,912	-629,830
Wakefield School	Hunter	Labor	Lake Macquarie	Independent	39,988	10,800	-29,188	75,650	11,318	-64,332	115,638	-93,520
Waketurst Public School	Mackellar	Liberal	Davidson	Liberal	101,499	39,300	-62,199	192,342	41,186	-151,156	293,841	-213,355
Wakool Burraboi Public School	Farrer	Liberal	Murray	National	9,547	3,600	-5,947	18,506	3,773	-14,733	28,053	-20,680
Wakundrie Public School	Farrer	Liberal	Albury	Liberal	-3,159	4,000	7,159	10,416	4,192	-6,224	7,257	935
Wakha Central School	New England	National	Tamworth	National	107,377	45,300	-62,077	264,191	47,474	-216,717	371,568	-278,794
Walgett Community College High School	Parkes	National	Barwon	National	244,956	39,000	-205,956	449,252	40,872	-408,380	694,208	-614,336
Walgett Community College - Primary School	Parkes	National	Barwon	National	344,766	42,000	-302,766	626,634	44,016	-582,618	971,400	-885,384
Walhallow Public School	New England	National	Upper Hunter	National	4,716	4,500	-216	36,551	4,716	-31,835	41,267	-32,051
Walla Walla Public School	Farrer	Liberal	Albury	Liberal	16,993	7,300	-9,693	32,088	7,650	-24,438	49,081	-34,331
Wallabadah Public School	New England	National	Upper Hunter	National	18,538	5,400	-13,138	35,287	5,659	-29,628	53,825	-42,766
Wallacia Public School	Hume	Liberal	Mulgoa	Liberal	33,044	11,900	-21,144	62,845	12,471	-50,374	95,889	-71,518
Wallendbeen Public School	Riverina	National	Cootamundra	National	8,592	4,000	-4,592	16,146	4,192	-11,954	24,738	-16,546
Wallerawang Public School	Calare	National	Bathurst	National	156,820	40,500	-116,320	297,776	42,444	-255,332	454,596	-371,652
Wallsend Public School	Newcastle	Labor	Wallsend	Labor	187,925	36,300	-151,625	358,969	38,042	-320,927	546,894	-472,552
Wallsend South Public School	Newcastle	Labor	Wallsend	Labor	171,036	61,500	-109,536	322,521	64,452	-258,069	493,557	-367,605

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Walters Road Public School	Chifley	Labor	Blacktown	Labor	253,418	68,300	-189,118	488,612	71,578	-417,034	742,030	-602,152
Wamberal Public School	Dobell	Labor	Yerragal	Liberal	218,247	82,900	-135,347	411,505	86,879	-324,626	629,752	-459,973
Wamoon Public School	Farrer	Liberal	Murray	National	34,757	6,900	-27,857	66,998	7,231	-59,767	101,755	-87,624
Wanaaring Public School	Parkes	National	Barwon	National	17,450	5,400	-12,050	32,067	5,659	-26,408	49,517	-38,458
Wangee Park School	Watson	Labor	Lakemba	Labor	34,327	19,800	-14,527	65,102	20,750	-44,352	99,429	-58,879
Wangi Wangi Public School	Hunter	Labor	Lake Macquarie	Independent	49,833	14,000	-35,833	93,990	14,672	-79,318	143,823	-115,151
Waniora Public School	Cunningham	Labor	Keira	Labor	105,082	39,300	-66,782	199,064	40,138	-158,926	304,146	-275,708
Waratah Public School	Newcastle	Labor	Wallsend	Labor	185,636	43,100	-142,536	348,096	45,169	-302,927	533,732	-445,463
Waratah West Public School	Newcastle	Labor	Wallsend	Labor	79,911	14,000	-65,911	150,910	14,672	-136,238	230,821	-202,149
Wardell Public School	Page	National	Ballina	Greens	30,598	7,100	23,498	57,785	7,441	50,344	88,383	-73,842
Warialda High School	Parkes	National	Northern Tablelands	National	125,475	40,600	-84,875	239,887	42,549	-197,338	365,362	-282,213
Warialda Public School	Parkes	National	Northern Tablelands	National	80,805	26,900	-53,905	152,579	28,191	-124,388	233,384	-178,293
Warilla High School	Whitlam	Labor	Shellharbour	Labor	491,436	178,400	-313,036	995,044	186,963	-808,081	1,486,480	-1,121,117
Warilla North Public School	Whitlam	Labor	Shellharbour	Labor	177,677	26,200	-151,477	338,592	27,458	-311,134	516,269	-462,611
Warilla Public School	Whitlam	Labor	Shellharbour	Labor	160,347	31,500	-128,847	307,940	33,012	-274,928	468,287	-403,775
Warners Bay High School	Shortland	Labor	Charlestown	Labor	389,259	178,900	-210,359	737,089	187,487	-549,602	1,126,348	-759,961
Warners Bay Public School	Shortland	Labor	Charlestown	Labor	148,450	50,600	-97,850	280,664	53,029	-227,635	429,114	-325,485
Warnervale Public School	Dobell	Labor	Wyong	Labor	222,555	60,500	-162,055	422,604	63,404	-359,200	645,159	-521,255
Warragamba Public School	Hume	Liberal	Wollondilly	Liberal	150,093	45,400	-104,693	285,928	47,579	-238,349	436,021	-343,042
Warrabee Public School	Bradfield	Liberal	Ku-ring-gai	Liberal	168,660	61,100	-107,560	320,933	64,033	-256,900	489,593	-364,460
Warrawong High School	Cunningham	Labor	Wollongong	Labor	540,934	111,800	-429,134	1,061,910	117,166	-944,744	1,602,844	-1,379,878
Warrawong Public School	Cunningham	Labor	Wollongong	Labor	246,387	39,200	-207,187	473,894	41,082	-432,812	720,281	-639,999
Warren Central School	Parkes	National	Barwon	National	205,611	47,300	-158,311	429,630	49,570	-380,060	635,241	-538,371
Warrimoo Public School	Macquarie	Labor	Blue Mountains	Labor	56,593	21,300	-35,293	106,519	22,322	-84,197	163,112	-119,490
Warwick Farm Public School	Fowler	Labor	Liverpool	Labor	172,069	31,800	-140,269	334,672	33,326	-301,346	506,741	-441,615
Waterfall Public School	Hughes	Liberal	Heathcote	Liberal	17,252	7,100	-10,152	32,716	7,441	-25,275	49,968	-35,427
Wattawa Heights Public School	Blaxland	Labor	Bankstown	Labor	188,606	36,200	-152,406	367,658	37,938	-329,720	556,264	-482,126
Wattle Flat Public School	Calare	National	Bathurst	National	17,234	5,600	-11,634	35,423	5,869	-29,554	52,657	-41,188
Wattle Grove Public School	Hughes	Liberal	Holsworthy	Liberal	203,873	68,900	-134,973	387,622	72,207	-315,415	591,495	-450,388
Wauchape High School	Lyne	National	Oxley	National	373,757	110,500	-263,257	713,274	115,804	-597,470	1,087,031	-860,727
Wauchape Public School	Lyne	National	Oxley	National	384,952	98,800	-286,152	729,650	103,542	-626,108	1,114,602	-912,260
Waverley Public School	Wentworth	Liberal	Coogee	Liberal	83,110	27,800	-55,310	159,127	29,134	-129,993	242,237	-185,303
Wee Jasper Public School	Eden-Monaro	Labor	Goulburn	Liberal	7,326	2,400	-4,926	14,166	2,515	-11,651	21,492	-16,577
Wee Waa High School	Parkes	National	Barwon	National	172,811	40,800	-132,011	325,458	42,758	-282,700	498,269	-414,711
Wee Waa Public School	Parkes	National	Barwon	National	133,053	26,600	-106,453	281,104	27,877	-253,227	414,157	-359,680
Weethalle Public School	Riverina	National	Cootamundra	National	10,891	5,500	-5,391	20,747	5,764	-14,983	31,638	-20,374
Weilmorrigle Public School	Parkes	National	Barwon	National	9,033	7,300	-1,733	69,477	7,650	-61,827	78,510	-63,560
Wellington High School	Calare	National	Dubbo	National	337,588	77,700	-259,888	659,503	81,430	-578,073	997,091	-837,961
Wellington Public School	Calare	National	Dubbo	National	557,938	85,600	-472,338	1,026,865	89,709	-937,156	1,584,803	-1,409,494
Wentworth Falls Public School	Macquarie	Labor	Blue Mountains	Labor	108,713	41,300	-67,413	205,561	43,282	-162,279	314,274	-229,692
Wentworth Public School	Farrer	Liberal	Murray	National	114,668	26,500	-88,168	252,159	27,772	-224,387	366,827	-312,555
Wentworthville Public School	Parramatta	Labor	Granville	Labor	179,865	54,800	-125,065	345,681	57,430	-288,251	525,546	-413,316
Werrington County Public School	Lindsay	Labor	Londonderry	Labor	197,984	51,600	-146,384	377,945	54,077	-323,868	575,929	-470,252
Werrington Public School	Lindsay	Labor	Londonderry	Labor	242,351	51,600	-190,751	463,834	54,077	-409,757	706,185	-600,508
Werris Creek Public School	New England	National	Tamworth	National	62,029	18,400	-43,629	167,435	19,283	-148,152	229,464	-191,781
West Pennant Hills Public School	Berowra	Liberal	Epping	Liberal	192,596	69,200	-123,396	367,896	72,522	-295,374	560,492	-418,770

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West Pymble Public School	Bradfield	Liberal	Ku-ring-gai	Liberal	104,929	35,300	-69,629	201,043	36,994	-164,049	305,972	-233,678
West Ryde Public School	Bennelong	Liberal	Ryde	Liberal	205,792	56,700	-149,092	400,683	59,422	-341,261	606,475	-490,353
West Wallsend High School	Hunter	Labor	Cessnock	Labor	356,658	96,000	-260,658	680,811	100,608	-580,203	1,037,469	-840,861
West Wallsend Public School	Hunter	Labor	Cessnock	Labor	128,567	30,600	-97,967	245,981	32,069	-213,912	374,548	-311,879
West Wyalong High School	Riverina	National	Cootamundra	National	118,331	55,000	-63,331	224,194	57,640	-166,554	342,525	-229,885
West Wyalong Public School	Riverina	National	Cootamundra	National	131,784	43,800	-87,984	248,740	45,902	-202,838	380,524	-290,822
Westdale Public School	New England	National	Tamworth	National	403,841	80,300	-323,541	758,559	84,154	-674,405	1,162,400	-997,946
Westfields Sports High School	McMahon	Labor	Fairfield	Labor	719,623	249,300	-470,323	1,408,490	261,266	-1,147,224	2,128,113	-1,617,547
Westlawn Public School	Page	National	Clarence	National	215,129	70,600	-144,529	407,271	73,989	-333,282	622,400	-477,811
Westmead Public School	Parramatta	Labor	Granville	Labor	839,717	133,100	-706,617	946,059	139,489	-806,570	1,785,776	-1,513,187
Weston Public School	Paterson	Labor	Cessnock	Labor	167,781	29,200	-138,581	320,977	30,602	-290,375	488,758	-428,956
Westport Public School	Cowper	National	Port Macquarie	National	227,660	48,100	-179,560	465,706	50,409	-415,297	693,366	-594,857
Wewak Street School	Farrer	Liberal	Albury	Liberal	62,842	24,100	-38,742	120,348	25,257	-95,091	183,290	-133,833
Whalan Public School	Chifley	Labor	Londonderry	Labor	365,997	47,300	-318,697	703,285	49,570	-653,715	1,069,282	-972,412
Wheeler Heights Public School	Mackellar	Liberal	Wakehurst	Liberal	138,036	54,400	-83,636	260,949	57,011	-203,938	398,985	-287,574
Whian Whian Public School	Page	National	Lismore	National	6,227	3,700	-2,527	11,837	3,878	-7,959	18,064	-10,486
White Cliffs Public School	Parkes	National	Barwon	National	5,839	4,900	-939	11,191	5,135	-6,056	17,030	-6,995
Whitebridge High School	Shortland	Labor	Charlestown	Labor	334,431	139,800	-194,631	633,434	146,510	-486,924	967,865	-681,555
Whitton-Murrumbidgee Public School	Farrer	Liberal	Murray	National	23,701	8,200	-15,501	44,425	8,594	-35,831	68,126	-51,332
Wiangaree Public School	Page	National	Lismore	National	14,536	4,800	-9,736	27,614	5,030	-22,584	42,150	-32,320
Widmere Public School	McMahon	Labor	Prospect	Labor	80,559	28,500	-52,059	154,968	29,868	-125,100	235,527	-177,159
Widewind Public School	Berowra	Liberal	Hornsby	Liberal	106,481	42,500	-63,981	201,374	44,540	-156,834	307,855	-220,815
Wilberforce Public School	Macquarie	Labor	Hawkesbury	Liberal	108,684	38,400	-70,284	206,677	40,243	-166,434	315,361	-236,718
Wilcannia Central School	Parkes	National	Barwon	National	231,618	29,200	-202,418	423,865	30,602	-393,263	655,483	-595,681
Wiley Park Girls High School	Watson	Labor	Lakemba	Labor	348,833	83,100	-265,733	691,205	87,089	-604,116	1,040,038	-869,849
Wiley Park Public School	Watson	Labor	Lakemba	Labor	356,041	71,200	-284,841	695,636	74,618	-621,018	1,051,677	-905,859
Wilkins Public School	Grayndler	Labor	Summer Hill	Labor	198,439	71,300	-127,139	377,580	74,722	-302,858	576,019	-429,997
Willans Hill School	Riverina	National	Wagga Wagga	Liberal	50,720	26,100	-24,620	96,731	27,353	-69,378	147,451	-93,998
Willawarrin Public School	Cowper	National	Oxley	National	50,158	10,000	-40,158	94,913	10,480	-84,433	145,071	-124,591
William Bayldon Public School	Cowper	National	Coffs Harbour	National	198,637	33,500	-165,137	375,010	35,108	-339,902	573,647	-505,039
William Dean Public School	Chifley	Labor	Mount Druitt	Labor	135,997	34,600	-101,397	261,465	36,261	-225,204	397,462	-326,601
William Rose School	Greenway	Labor	Blacktown	Labor	67,964	33,700	-34,264	128,718	35,318	-93,400	196,682	-127,664
William Stimson Public School	McMahon	Labor	Prospect	Labor	252,131	65,200	-186,931	487,599	68,330	-419,269	739,730	-606,200
Willmot Public School	Chifley	Labor	Londonderry	Labor	116,323	23,500	-92,823	291,825	24,628	-267,197	408,148	-360,020
Willoughby Girls High School	North Sydney	Liberal	Willoughby	Liberal	293,832	124,100	-169,732	584,675	130,057	-454,618	878,507	-624,350
Willoughby Public School	North Sydney	Liberal	Willoughby	Liberal	300,927	114,700	-186,227	571,487	120,206	-451,281	872,414	-637,508
Willow Tree Public School	New England	National	Upper Hunter	National	18,041	6,700	-11,341	34,742	7,022	-27,720	52,783	-39,061
Willyama High School	Parkes	National	Barwon	National	246,066	93,200	-152,866	511,307	97,674	-413,633	757,373	-566,499
Wilson Park School	Page	National	Lismore	National	57,756	23,800	-33,956	108,668	24,942	-83,726	166,424	-117,682
Wilsons Creek Public School	Richmond	Labor	Ballina	Greens	23,996	8,900	-15,096	45,591	9,327	-36,264	69,587	-51,360
Wilton Public School	Hume	Liberal	Wollondilly	Liberal	107,424	40,000	-67,424	203,285	41,920	-161,365	310,709	-228,789
Windale Public School	Shortland	Labor	Charlestown	Labor	229,471	28,500	-200,971	432,182	29,868	-402,314	661,653	-603,285
Windang Public School	Whitlam	Labor	Wollongong	Labor	74,457	22,500	-51,957	141,966	23,580	-118,386	216,423	-170,343
Windelama Public School	Hume	Liberal	Goulburn	Liberal	9,507	4,400	-5,107	18,100	4,611	-13,489	27,607	-18,596
Windsor High School	Macquarie	Labor	Hawkesbury	Liberal	278,438	73,000	-205,438	530,552	76,504	-454,048	808,950	-659,486
Windsor Park Public School	Macquarie	Labor	Hawkesbury	Liberal	139,906	33,000	-106,906	266,608	34,584	-232,024	406,514	-348,930
Windsor Public School	Macquarie	Labor	Hawkesbury	Liberal	93,276	23,200	-70,076	177,070	24,314	-152,706	270,296	-222,782
Windsor South Public School	Macquarie	Labor	Hawkesbury	Liberal	168,176	27,600	-140,576	318,256	28,925	-289,331	485,432	-429,907
Wingello Public School	Hume	Liberal	Goulburn	Liberal	13,624	5,700	-7,924	25,832	5,974	-19,858	39,456	-27,782
Wingham Brush Public School	Lyne	National	Myall Lakes	National	108,244	28,900	-79,344	206,318	30,287	-176,031	314,562	-255,375
Wingham High School	Lyne	National	Myall Lakes	National	312,287	99,900	-212,387	596,464	104,695	-491,769	908,751	-704,156
Wingham Public School	Lyne	National	Myall Lakes	National	211,106	48,400	-162,706	398,726	50,723	-348,003	609,832	-510,709

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Winmalee High School	Macquarie	Labor	Blue Mountains	Labor	255,604	118,600	-137,004	482,775	124,293	-358,482	738,379	-495,486
Winmalee Public School	Macquarie	Labor	Blue Mountains	Labor	114,870	41,300	-73,570	217,012	43,282	-173,730	331,882	-247,300
Winston Heights Public School	Mitchell	Liberal	Seven Hills	Liberal	123,804	47,100	-76,704	234,953	49,361	-185,592	358,757	-262,296
Winston Hills Public School	Mitchell	Liberal	Seven Hills	Liberal	198,283	68,200	-130,083	377,557	71,474	-306,083	575,840	-436,166
Winpaang Public School	Shortland	Labor	Charlestown	Labor	248,731	36,700	-212,031	474,272	38,462	-435,810	723,003	-647,841
Wirreanda Public School	Paterson	Labor	Port Stephens	Labor	207,972	72,800	-135,172	394,764	76,294	-318,470	602,736	-453,642
Wisemans Ferry Public School	Berowra	Liberal	Hawkesbury	Liberal	19,986	7,900	-12,086	37,748	8,279	-29,469	57,734	-41,555
Wollar Public School	Cafare	National	Upper Hunter	National	6,607	2,900	-3,707	12,773	3,039	-9,734	19,380	-13,441
Wollondilly Public School	Hume	Liberal	Goulburn	Liberal	127,737	42,700	-85,037	242,405	44,750	-197,655	370,142	-282,692
Wollongbar Public School	Page	National	Ballina	Greens	96,327	35,600	-60,727	181,625	37,309	-144,316	277,952	-205,043
Wollongong High School Of The Performing Arts	Cunningham	Labor	Keira	Labor	368,352	154,900	-213,452	716,580	162,335	-554,245	1,084,932	-767,697
Wollongong Public School	Cunningham	Labor	Wollongong	Labor	151,049	50,300	-100,749	289,035	52,714	-236,321	440,084	-337,070
Wollongong West Public School	Cunningham	Labor	Wollongong	Labor	117,604	30,000	-87,604	226,213	31,440	-194,773	343,817	-282,377
Wollumbin High School	Richmond	Labor	Lismore	National	214,237	79,400	-134,837	409,201	83,211	-325,990	623,438	-460,827
Wolumla Public School	Eden-Monaro	Labor	Bega	Liberal	25,967	9,900	-16,067	49,453	10,375	-39,078	75,420	-55,145
Wombat Public School	Riverina	National	Cootamundra	National	12,980	5,500	-7,480	24,881	5,764	-19,117	37,861	-26,597
Wongarbon Public School	Parkes	National	Dubbo	National	39,520	11,200	-28,320	74,715	11,738	-62,977	114,235	-91,297
Woniara Road School	Banks	Liberal	Kogarah	Labor	22,737	16,100	-6,637	43,664	16,873	-26,791	65,401	-33,428
Woodberry Learning Centre	Newcastle	Labor	Matland	Labor	24,413	7,400	-17,013	45,849	7,755	-38,094	70,262	-55,167
Woodberry Public School	Paterson	Labor	Maitland	Labor	182,870	30,300	-152,570	348,100	31,754	-316,346	530,970	-468,916
Woodburn Public School	Page	National	Clarence	National	67,958	18,900	-49,058	129,800	19,807	-109,993	197,758	-159,051
Woodenbong Central School	Page	National	Lismore	National	115,200	33,700	-81,500	257,072	35,318	-221,754	372,272	-303,254
Woodland Road Public School	Macarthur	Labor	Campbelltown	Labor	151,635	34,000	-117,635	290,730	35,632	-255,098	442,365	-372,733
Woodport Public School	Robertson	Liberal	Terrigal	Liberal	128,969	45,900	-83,069	244,263	48,103	-196,160	373,232	-279,229
Woodstock Public School	Riverina	National	Cootamundra	National	24,929	5,400	-19,529	46,360	5,659	-40,701	71,289	-60,230
Woolbrook Public School	New England	National	Tamworth	National	12,713	4,200	-8,513	28,107	4,402	-23,705	40,820	-32,218
Woolgoolga High School	Page	National	Coffs Harbour	National	379,319	144,500	-234,819	723,913	151,436	-572,477	1,103,232	-807,296
Woolgoolga Public School	Page	National	Coffs Harbour	National	158,253	48,700	-109,553	302,394	51,038	-251,356	460,647	-360,909
Wooli Public School	Page	National	Clarence	National	19,441	8,600	-10,841	37,032	9,013	-28,019	56,473	-38,860
Woollahra Public School	Wentworth	Liberal	Vaucluse	Liberal	224,559	80,800	-143,759	428,346	84,678	-343,668	652,905	-487,427
Woolomin Public School	New England	National	Tamworth	National	20,741	6,500	-14,241	39,731	6,812	-32,919	60,472	-47,160
Wooloware High School	Cook	Liberal	Cronulla	Liberal	284,241	137,000	-147,241	538,622	143,576	-395,046	822,863	-542,287
Wooloware Public School	Cook	Liberal	Cronulla	Liberal	130,767	50,900	-79,867	247,710	53,343	-194,367	378,477	-274,234
Woongarah Public School	Dobell	Labor	Wyong	Labor	174,694	58,600	-116,094	330,312	61,413	-268,899	505,006	-384,993
Woonona East Public School	Cunningham	Labor	Keira	Labor	74,753	26,600	-48,153	140,759	27,877	-112,882	215,512	-161,035
Woonona High School	Cunningham	Labor	Keira	Labor	218,978	91,300	-127,678	415,722	95,682	-320,040	634,700	-447,718
Woonona Public School	Cunningham	Labor	Keira	Labor	154,176	56,900	-97,276	290,905	59,631	-231,274	445,081	-328,550
Woronora River Public School	Hughes	Liberal	Heathcote	Liberal	29,368	13,000	-16,368	55,569	13,624	-41,945	84,937	-58,313
Woy Woy Public School	Robertson	Liberal	Gosford	Labor	201,167	51,700	-149,467	380,592	54,182	-326,410	581,759	-475,877
Woy Woy South Public School	Robertson	Liberal	Gosford	Labor	246,853	63,800	-183,053	469,031	66,862	-402,169	715,884	-585,222
Wyalong Public School	Riverina	National	Cootamundra	National	46,592	12,500	-34,092	88,994	13,100	-75,894	135,586	-109,986
Wyangala Dam Public School	Riverina	National	Cootamundra	National	5,349	2,000	-3,349	10,225	2,096	-8,129	15,574	-11,478
Wyee Public School	Hunter	Labor	Lake Macquarie	Independent	126,703	28,500	-98,203	241,459	29,868	-211,591	368,162	-309,794
Wyndham College	Greenway	Labor	Riverstone	Liberal	1,128,257	358,200	-770,057	2,169,035	375,394	-1,793,641	3,297,292	-2,563,698
Wyndham Public School	Eden Monaro	Labor	Bega	Liberal	15,269	5,200	-10,069	29,495	5,450	-24,045	44,764	-34,114
Wyoming Public School	Dobell	Labor	The Entrance	Labor	192,159	42,500	-149,659	365,121	44,540	-320,581	557,280	-470,240
Wyong Creek Public School	Dobell	Labor	Wyong	Labor	20,167	8,900	-11,267	38,680	9,327	-29,353	58,847	-40,620
Wyong High School	Dobell	Labor	Wyong	Labor	353,306	115,800	-237,506	724,282	121,358	-602,924	1,077,588	-840,430
Wyong Public School	Dobell	Labor	Wyong	Labor	283,678	62,300	-221,378	536,890	65,290	-471,600	820,568	-692,978

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School name	Federal electorate	Federal MP party affiliation	State electorate	State MP party affiliation	* 2018 Increase - Commonwealth share of the Gonski agreement (NERA) \$	# 2018 Turnbull increase \$	Turnbull's cuts 2018 \$	*2019 Increase - Commonwealth share of the Gonski agreement (NERA) \$	## 2019 Turnbull increase \$	Turnbull's cuts 2019 \$	2018 & 2019 total increase - Commonwealth share of the Gonski agreement (NERA) \$	Turnbull's cuts 2018 & 2019 \$
Wyrallah Public School	Page	National	Lismore	National	15,009	5,600	-9,409	28,792	5,869	-22,923	43,801	-32,932
Wyrallah Road Public School	Page	National	Lismore	National	216,792	68,000	-148,792	408,656	71,264	-337,392	625,448	-486,184
Wyaliba Public School	New England	National	Northern Tablelands	National	16,429	3,800	-12,629	19,429	3,982	-15,447	35,858	-28,076
Yagoona Public School	Blaxland	Labor	Bankstown	Labor	304,482	66,000	-238,482	594,121	69,168	-524,953	898,603	-763,435
Yamba Public School	Page	National	Clarence	National	136,876	50,300	-86,576	307,660	52,714	-254,946	444,536	-341,522
Yanco Agricultural High School	Farrer	Liberal	Murray	National	104,275	58,000	-46,275	196,784	60,784	-136,000	301,059	-182,275
Yanco Public School	Farrer	Liberal	Murray	National	26,692	7,600	-19,092	50,898	7,965	-42,933	77,590	-62,025
Yanderra Public School	Hume	Liberal	Wollondilly	Liberal	18,347	5,700	-12,647	35,633	5,974	-29,659	53,980	-42,306
Yarrawarrah Public School	Hughes	Liberal	Heathcote	Liberal	82,201	32,600	-50,601	155,606	33,117	-122,489	237,807	-173,090
Yarrowitch Public School	New England	National	Tamworth	National	6,325	3,100	-3,225	11,936	3,249	-8,687	18,261	-11,912
Yass High School	Eden-Monaro	Labor	Goulburn	Liberal	182,227	78,400	-103,827	345,343	82,163	-263,180	527,570	-367,007
Yass Public School	Eden Monaro	Labor	Goulburn	Liberal	83,560	31,800	-51,760	157,765	33,326	-124,439	241,325	-176,199
Yates Avenue Public School	Parramatta	Labor	Parramatta	Liberal	73,217	20,400	-52,817	140,133	21,379	-118,754	213,350	-171,571
Yenda Public School	Farrer	Liberal	Murray	National	53,695	21,400	-32,295	101,999	22,427	-79,572	155,694	-113,867
Yennora Public School	McMahon	Labor	Fairfield	Labor	169,388	28,300	-141,088	331,524	29,658	-301,866	500,912	-442,954
Yeo Park Infants School	Watson	Labor	Summer Hill	Labor	21,077	9,500	-11,577	39,797	9,956	-29,841	60,874	-41,418
Yeoval Central School	Calare	National	Orange	Shooters, Fishers & Farmers	82,275	27,200	-55,075	155,330	28,506	-126,824	237,605	-181,899
Yerong Creek Public School	Riverina	National	Wagga Wagga	Liberal	14,417	5,100	-9,317	27,772	5,345	-22,427	42,189	-31,744
Yetman Public School	New England	National	Northern Tablelands	National	6,768	4,800	-1,968	12,776	5,030	-7,746	19,544	-9,714
Yugali Public School	Farrer	Liberal	Murray	National	18,213	5,400	-12,813	39,454	5,659	-33,795	57,657	-46,508
York Public School	Lindsay	Labor	Penrith	Liberal	238,214	71,200	-167,014	453,598	74,618	-378,980	691,812	-545,994
Young High School	Riverina	National	Cootamundra	National	320,374	102,600	-217,774	614,728	107,525	-507,203	935,102	-724,977
Young North Public School	Riverina	National	Cootamundra	National	214,236	44,000	-170,236	411,823	46,112	-365,711	626,059	-535,947
Young Public School	Riverina	National	Cootamundra	National	237,000	77,500	-159,500	448,967	81,220	-367,747	685,967	-527,247
Yowie Bay Public School	Cook	Liberal	Cronulla	Liberal	140,176	53,500	-86,676	265,844	56,068	-209,776	406,020	-296,452
Zig Zag Public School	Calare	National	Bathurst	National	57,503	14,100	-43,403	108,685	14,777	-93,908	166,188	-137,311
					370,298,637	109,242,500	-261,056,137	699,614,410	114,486,140	-585,128,270	1,069,913,047	-846,184,407

Notes:

* NSW Department of Education - "Hypothetical data set showing the estimated financial impact for each public school in NSW if the Commonwealth honours the final two years of the National Education Reform Agreement (NERA) funding."

Australian Government's "School Funding Estimator" www.education.gov.au/sites/education/files/sch/calc/index.html

Annual growth rate set out in the Coalition's briefing paper "Key funding figures and qualifiers – 30 April agreed costs". - 4.8% indexation for NSW. (4.1% national average.)