



QUEENSLAND

TEACHERS' UNION

Queensland Teachers' Union

Submission to

The Senate Education and Employment Committee Inquiry into the Better and Fairer Schools (Funding and Reform) Bill 2024

**Authorised by Kate Ruttiman
22 October 2024**

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Introduction

This Queensland Teachers' Union (QTU) submission to the Senate Education and Employment Committee inquiry into the *Better and Fairer Schools (Funding and Reform) Bill 2024 (the bill)* is made after more than a decade of campaigning for a needs-based, sector blind school funding model, as was recommended by the Australian Government's *Review of Funding for Schooling Final Report December 2011 (Gonski Review)*.ⁱ

It is nearly 13 years since the release of the Gonski Review.

In that time, the Australian Government has funded two reviews and the writing of nine versions of the Australian Curriculum. The Australian Government has funded the implementation of 13 annual NAPLAN tests, at more than \$100 million per annum. In recent years, the Australian Government committed \$40million to the Australian Education Research Organisation (2021-2025),ⁱⁱ and the Australian Government has allocated more than \$40 million to the Australian Institute of Teaching and School Leadership (AITSL) from 2023/4 and across the forward estimates.ⁱⁱⁱ

However, in the same time period, the student pictured in figure 1^{iv} graduated from her public school without the Australian Government delivering the promise of the Gonski Review.

Furthermore, the current school funding trajectory for state schools in Queensland means the younger siblings of the student, who enrolled in Queensland state schools after the Gonski Review was released, and who experienced Year 3, 5, 7, and 9 NAPLAN tests and changes to the Australian Curriculum, are now experiencing disruptions to their learning due to the unprecedented teacher shortage crisis. The siblings will also graduate from their state schools without the Australian Government delivering on the equity and excellence funding promise of the Gonski Review.

In the 13 years since the release of the Gonski Review, governments have failed the student, her age cohort, her siblings, her parents, her teachers, and her community.

Figure 1: QTU's I Give a Gonski campaign (2016)



About the QTU

1. The QTU is a significant stakeholder in Queensland education and is committed to actively engaging in processes in which the voice of teachers ought to be heard. Established in 1889, this year the QTU chalks up 135 years of achievement as the professional, industrial, and legal voice of Queensland's public education and training sectors throughout remote, regional, and metropolitan Queensland. In 2024, the QTU represents more than 48,000 members of the teaching profession who are employed in special schools, primary schools, secondary schools, other specialist school settings, and TAFE.
2. The QTU's submissions and participation in stakeholder consultation are informed by the Union's active membership, which includes more than 2,800 QTU Workplace Representatives and decision-making forums such as our QTU Council, which consists of democratically elected members from more than 120 branches across the state. This QTU submission represents positions that are supported by QTU policy and are endorsed by QTU Conference, which consists of more than 250 democratically elected members from branches throughout Queensland.
3. The QTU is not affiliated with any political party, nor does it donate funds to any political parties. The QTU is affiliated with the Australian Council of Trade Unions (ACTU) and the Queensland Council of Unions (QCU), the peak Australian and Queensland union bodies. Neither of the bodies is affiliated with, or donates funds to, any political party.
4. In the federal jurisdiction, the QTU is registered as the Australian Education Union (AEU) (Queensland Branch). The QTU recognises that the Australian Education Union will also make a submission to the Senate Education and Employment Committee inquiry into the Bill.

Organisation of this submission

5. Following the introduction, this QTU submission includes three sections:
 - Funding equity and excellence in Queensland's state schools
 - Reducing the teaching profession's work and workload
 - Responding to the *Better and Fairer Schools (Funding and Reform) Bill 2024*
 - Preamble
 - Regulations
 - Annual statement by Minister

A summary of recommendations appears at the end of this submission.

Contact details

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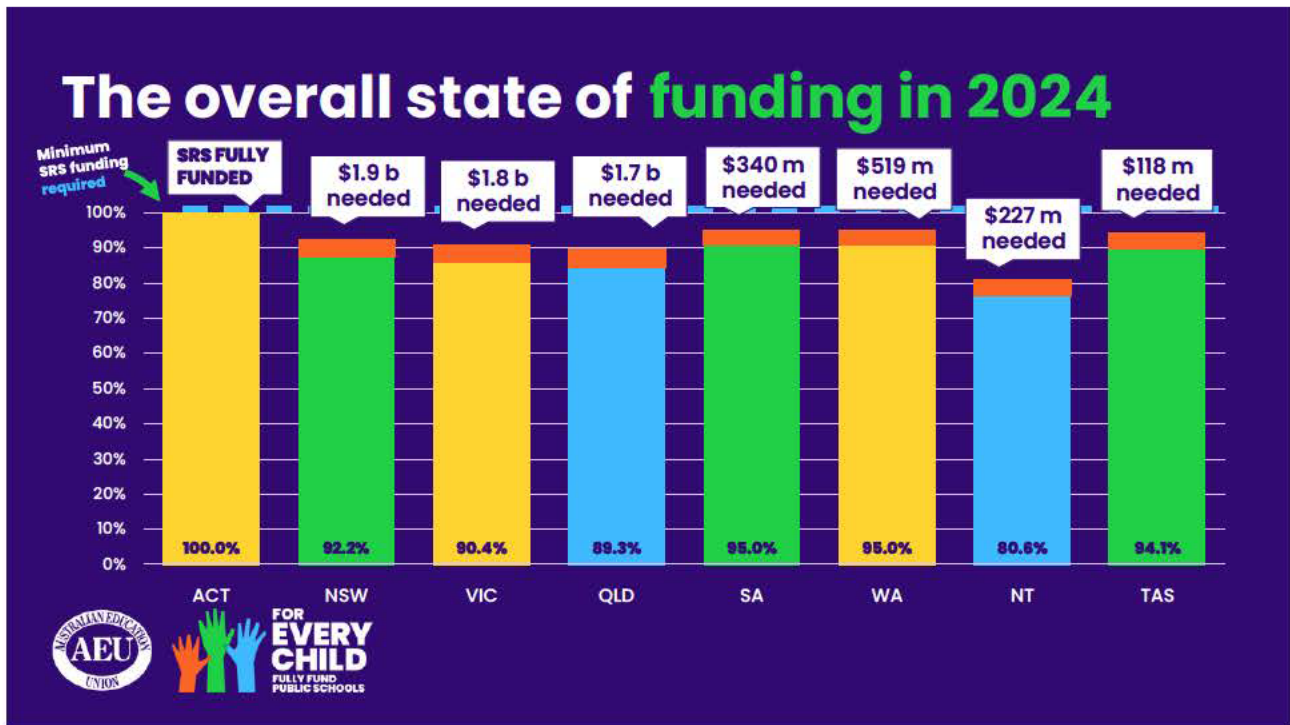
Funding equity and excellence in Queensland’s state schools

7. The QTU acknowledges the bill’s second reading speech, delivered on 10 October 2024 by Hon. Jason Clare, M.P., Minister for Education. The QTU agrees with the Minister in so far as:

Education is the most powerful cause for good in this country. It doesn’t just change lives. Its impact ricochets through generations. It changes communities and it changes countries.^v
8. The QTU also notes the Minister’s statement:

At the moment all non-government schools are funded at the level David Gonski set all those years ago, or they are on track to get there, or they are above it and coming back down to it. But most public schools aren’t.^{vi}
9. In Figure 2, below, the AEU has calculated the financial impact of the Minister’s acknowledgement that “most public schools aren’t” on track to 100 per cent of the schooling resource standard (SRS). The figure shows that, in 2024, Queensland state schools are underfunded by \$1.7 billion.

Figure 2: The overall state of funding in 2024^{vii}



10. Queensland state schools urgently need the Commonwealth Government to turn the 20 per cent funding cap into a minimum, not a maximum; a floor and not a ceiling. Queensland state schools also need the state government to deliver a bilateral *Better and Fairer Schools Agreement* that commits Commonwealth and state governments to delivering 100 per cent of the SRS.
11. Table 1, below, shows a sample of the impact of the Minister’s statement.

Table 1: Sample comparison of non-government and government school funding^{viii}

In the federal electorate of Moncrief on the Gold Coast, Benowa State School is 500 metres from St Kevin's Catholic School.				
	Benowa State School		St Kevin's Catholic School	
	FTE enrolment	Aust Govt recurrent funding per student	FTE enrolment	Aust Govt recurrent funding per student
2019	884	\$2662	531	\$7964
2020	880	\$2820	474	\$8983
2021	879	\$2975	459	\$9028
2022	893	\$3078	423	\$9701
With about half of the FTE enrolment, St Kevin's is allocated about three times the per-student recurrent funding by the Australian Government.				
In the federal electorate of Lilley in outer Brisbane, Sandgate District State High School is approximately 3.5 kilometres from St Patrick's College.				
	Sandgate District State High School		St Patrick's College	
	FTE enrolment	Aust Govt recurrent funding per student	FTE enrolment	Aust Govt recurrent funding per student
2019	1056	\$2662	1332	\$8690
2020	1120	\$2820	1416	\$9144
2021	1142	\$2975	1400	\$9667
2022	1063	\$3078	1418	\$9838
With about 25 per cent more students, St Patrick's is allocated about three times the per student recurrent funding by the Australian Government.				
In the federal electorate of Maranoa in Queensland's southwest, outer Brisbane, Chinchilla State High School is approximately 3 kilometres from Chinchilla Christian College.				
	Chinchilla State High School		Chinchilla Christian College	
	FTE enrolment	Aust govt recurrent funding per student	FTE enrolment	Aust govt recurrent funding per student
2019	599	\$3533	335	\$11,810
2020	572	\$3989	408	\$12,374
2021	561	\$4255	437	\$13,233
2022	561	\$4242	456	\$13,922
With about two-thirds of the FTE student enrolment, Chinchilla Christian College is allocated about three times the per student recurrent funding by the Australian Government.				
In the federal electorate of Capricornia, Rockhampton State High School is less than 3 kilometres from The Cathedral College.				
	Rockhampton State High School		The Cathedral College	
	FTE enrolment	Aust govt recurrent funding per student	FTE enrolment	Aust govt recurrent funding per student
2019	1085	\$3333	1214	\$12,224
2020	1160	\$3375	1281	\$12,769
2021	1153	\$3591	1303	\$13,649
2022	1179	\$3821	1313	\$13,841
With about ten per cent more FTE student enrolment, The Cathedral College is allocated more than three times the per student recurrent funding by the Australian Government.				

12. The QTU strongly endorses the recommendations of the McKell Institute's *Bridging the Gap* report, which include:

Recommendation 1: Increase the Commonwealth share of school resource standard payments to at least 25 per cent.

To enhance the quality and equity of education in Queensland, it is crucial to increase the Commonwealth's share of the schooling resource standard (SRS) to a minimum of 25 per cent for government schools and secure a bilateral agreement between the Commonwealth and Queensland Governments to deliver 100 per cent of the SRS to all government schools. Raising the Commonwealth's contribution would alleviate the financial burden on the state, helping to close funding gaps and ensure that every student has access to the necessary resources for a high-quality education. A bilateral agreement guaranteeing full SRS funding would address disparities in educational outcomes, ensuring that all government schools are adequately resourced to support their students, regardless of socio-economic status or geographic location^{ix}

13. The McKell Institute report was published in October 2024, and it is a timely contribution to understanding the effects of chronic underfunding of state schools. The report observes:

A body of research is clear that growing disadvantage and declining student outcomes are the consequences of how we resource and invest in our schools. As we completed this report, the OECD's Education at a Glance 2024 survey was released, reconfirming what studies consistently show: there is a widening gap between advantaged and disadvantaged students, harming learning outcomes and leading to increased concentration of social disadvantage.^x

14. The McKell Institute report has the courage to look inside the school gate and report on nuanced and local solutions to complex school challenges. Moreover, underfunding the SRS, shown in Figure 2, is often bridged by the invisible labour of Queensland's teaching profession, which contributes to the unsustainable escalations in workload that are contributing to teacher attrition.^{xi} The McKell Institute report contends:

Education is in crisis, but this is reparable. This report shows that through needs-based funding, Queensland's access to education can become more equitable and its outcomes can rise to meet community expectations and world standards. Queensland now has an opportunity to reverse educational decline in ways that are affordable, politically achievable and popularly supported.^{xii}

15. The McKell Institute report features case studies of the invisible labour that is performed inside the school gate, in which teachers and school leaders strive to bridge funding gaps to support students to rise above factors of educational disadvantage. *Bridging the Gap* shows local decision-making initiatives like allocations of time for professional collaboration and inquiry, supporting curriculum and pedagogy differentiation, funding specialist staff to work with teachers, students and their families, delivering wrap-around support services, to name a few.^{xiii}

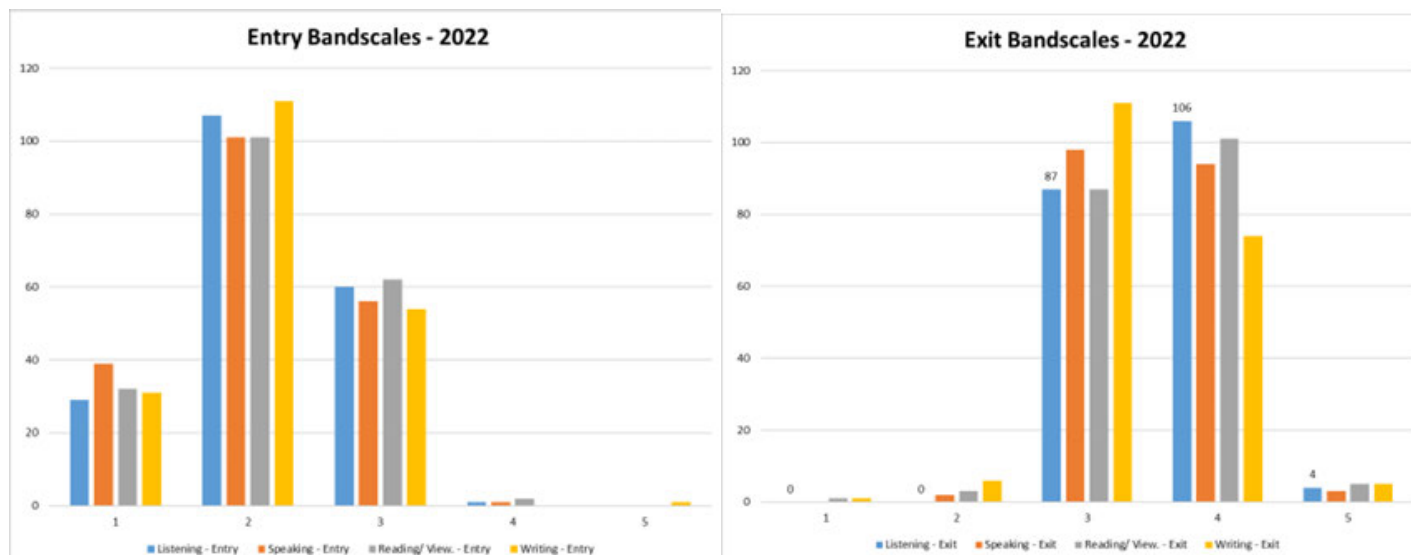
Case study: Milpera State High School^{xiv}

Milpera State High School is located in the federal electorate of Moreton, in metropolitan Brisbane. 100 per cent of its students identify as having a language background other than English, and the school has students from more than 50 countries and even more cultural and linguistic groups. Typically, two thirds of the students come from refugee backgrounds; however this varies from year to year, depending upon economic factors, world events and immigration policy.

Many of the students in the school experience economic disadvantage and all experience cultural and linguistic dislocation. To support students, the school is staffed by experienced teachers of English to speakers of other languages (TESOL), bilingual teacher aides, a large number of volunteers and an extensive student services team, including the guidance officer, art and music therapists (HEAL), head of student services, youth support worker, on-site GP (general practitioner), school health nurse, community liaison officer and representatives of many community support organisations. Milpera works collaboratively with community organisations, using an inter-agency model of service delivery for pastoral care, acculturation and settlement services.

The positive impact of Milpera’s teachers, school leaders and wrap-around support services is indicated in its English as an additional language (EAL) bandscale data for 2022, shown below in Figure 3.

Figure 3: Milpera bandscale data for 2022^{xv}



16. The QTU strongly endorses the recommendations of the McKell Institute’s *Bridging the Gap* report, which include:

*Recommendation 2: Embed school autonomy and local consultation in expenditure of schooling resource standard payments.
 By allowing schools greater control over how they allocate their funding, this approach empowers school leaders to make decisions that best meet the unique needs of their students and communities. Local consultation, and at its best co-design, ensures that these decisions are informed by those frontline workers inside the school gate, who understand the specific challenges and opportunities within the school environment, including teachers, parents, and community members. This tailored approach to resource allocation can lead to more effective use of funds, fostering innovative solutions and targeted support that directly benefits students, while also promoting transparency and accountability in how education resources are utilised.^{xvi}*

Case study: Benowa State School^{xvii}

Benowa State School is located in the federal electorate of Moncrieff on the Gold Coast. The school is part of a rapidly developing, economically diverse neighbourhood, with more than half (54 per cent) of its students from non-English speaking backgrounds. The school community includes families who have been in the area for many generations, as well as many newcomers from across the globe.

Yet despite being from language backgrounds other than English (LBOTE), Benowa students far outperformed most Australian schools in successive NAPLAN scores of reading, writing, spelling and grammar.

Benowa’s school leadership has invested its SRS funding in supporting curriculum and pedagogy differentiation and allocations of time for professional collaboration and inquiry, when teachers come together to discuss student data with leaders at individual and cohort levels.

In Benowa’s School Opinion Survey, more than 96 per cent of parents agree that “Teachers at this school motivate my child to learn”, “Teachers at this school treat students fairly”, and “I can talk to my child’s teachers about my concerns”. Moreover, more than 90 per cent of students agree “I feel safe at my school”, “My teachers motivate me to learn”, and “My teachers provide me with useful feedback about my school work”.

Recommendation 1

To reverse rising inequity and prevent an escalation of teacher attrition, the QTU recommends that the bill and arrangements for a new bilateral Better and Fairer Schools Agreement between the Commonwealth and Queensland governments must deliver a seismic shift in school funding trajectories and must ensure all Queensland state schools are allocated 100 per cent of the SRS.

Recommendation 2

*The QTU commends The McKell Institute report, *Bridging the Gap: A Pathway to Excellence and Equity in Australian Schools through Needs based Funding and Equitable Policy*.*

Reducing the teaching profession's work and workload

17. The Australian Government's *National Teacher Workforce Action Plan*^{xviii} includes some welcome initiatives, namely initiative 20 as part of priority area 3 and keeping the teachers we have. Initiative 20 is:
- Each initiative in the next National School Reform Agreement will be subject to a Teacher Workload Impact Assessment.*
18. The QTU views with alarm the rise in work intensification that can be attributed to incremental workload creep, and the QTU has long called for governments and school systems to ensure that change arising from new or revised policies should not be enacted in schools until a workload impact statement has been provided to the QTU for consultation with relevant members. Governments and school systems are accountable for ensuring that the implementation of new education initiatives does not adversely impact on the workload of the teaching profession. The QTU welcomes initiative 20 in so far as it frames any new policy or procedure, and/or revised policy or procedure, in a workload impact statement, and which ought to ensure no diminution of employee wellbeing or work-life balance is caused by increases in hours of duty or increases in complexity of duties and responsibilities.^{xix}
19. How this is enlivened and how governments and school systems are held accountable has not yet been tested. QTU members inside the school gate at 1,262 state schools^{xx} contend that a workload impact statement should detail:^{xxi}
- the specific legislative, regulatory, policy and/or procedure that will be changed and/or updated
 - the likely impact of the change on teachers, heads of program and school leaders
 - implementation timelines for the proposed change
 - the anticipated increases in workload for teachers, heads of program and school leaders during each phase of the change implementation
 - the costs to individual workplaces and/or employee cohorts
 - the additional resources that will be deployed to offset costs, including, but not limited to, funding for the release of teachers, heads of program, and school leaders to undertake the requisite professional development
 - a commitment to no disadvantage throughout any phase of implementation of the change
 - the parties consulted on the drafting of the workload impact statement and each party's agreement or dissent.
20. QTU members cite frequent examples of excessive workload associated with Commonwealth initiatives, and the QTU notes that the impact of excessive workload on the teaching profession has been widely reported.^{xxii} An example of Commonwealth initiatives adversely impacting upon the workload of the teaching profession is the administrivia associated with Nationally Consistent Collection of Data (**NCCD**), about Australian school students with disability. NCCD is an annual collection of data that continues to be a source of increased workload from which there is no benefit. That is, the teaching profession undertake the additional administrivia to deliver spreadsheets for the government and school systems, without seeing additional support for teaching and learning that occurs inside the school gate. On that basis, NCCD befits the definition of zombie data because it:
- resides in school systems, lurking in the infrastructures used to manage student and school data. These data are called to life and used as evidence to inform practices and policy beyond their original purpose.*^{xxiii}

21. The QTU contends that a courageous government that seeks to address teacher attrition and backs its *National Teachers Workforce Action Plan*, should take the opportunity to legislate teacher workforce workload reduction targets in the bill.

Recommendation 3

The QTU calls on the Commonwealth Government and parties to the Better and Fairer Schools Agreement to ensure reductions in teacher workforce workload across the life of the agreement, and the Bill legislates teacher workforce workload reduction targets.

Responding to the Better and Fairer Schools (Funding and Reform) Bill 2024

Preamble

22. Section 3 of the bill proposes to amend the *Australian Education Act 2013*^{xxiv} to insert new and additional text to the preamble. The QTU observes that both the current and proposed preamble text recognise the benefits of education to individuals, “both in employment and civic life. Education also has a role to play in overcoming social and economic disadvantage.”^{xxv} However, neither current nor proposed preamble address the social purpose of schools to strengthen social cohesion and democracy. The QTU contends the purpose of strengthening social cohesion is best served through the maintenance of a strong, fully funded, high quality public education and training system.

Recommendation 4.

The QTU recommends the amendment of the preamble of the Better and Fairer Schools (Funding and Reform) Bill 2024 to recognise that the social purposes of schools strengthen social cohesion and democracy.

Regulations

23. Section 7 of the bill deals with a proposal to repeal section 35 of the act and substitute with a new 35A Commonwealth share. The QTU acknowledges the bill includes 35A(1) with references to regulations, and also includes a note that states:

Before regulations are made for the purposes of this subsection, the Minister must consult, and have regard to any decisions of, the Ministerial Council (see subsection 130(5)).

24. In Queensland:

- 25 per cent of Australia’s students who attend a remote or very remote school are enrolled in a Queensland state school^{xxvi}
- more than 38 per cent of the student population live in rural or remote locations^{xxvii}

- seven out of ten of Australia’s most disadvantaged local government areas (LGAs) are in Queensland, and most disadvantage is located in regional Queensland, particularly in the west and far north of the state (30 of the 40 most disadvantaged areas are outside Brisbane, and eight of the ten areas experiencing the most extreme disadvantage were located outside the capital)^{xxviii}
- 11.4 per cent of students enrolled in Queensland state schools in 2023 identified as Aboriginal and Torres Strait Islander peoples, compared to the national proportional share of 8.3 per cent (over the past decade, the proportion of students who identify as Aboriginal and Torres Strait Islander peoples enrolled in a Queensland state school has increased every year).^{xxix}

Case study: Whitfield State School^{xxx}

Whitfield State School is located in the federal electorate of Leichhardt, in Cairns. The school has an ICSEA value of 973, well below the national average of 1000, with almost two thirds (63 per cent) of its families in the bottom quartiles on the distribution of socio-educational advantage. More than half its students live in public housing, with almost a quarter (23 per cent) Indigenous and more than a quarter (28 per cent) from a language background other than English. The school has deployed its SRS payments to fund specialist staff to work with families and students, as well as on tailored teaching programs. These investments have reaped many benefits within and beyond the classroom.

In Year 3 spelling and grammar, students in 2023 were performing above the average of all Australian students, and well above other students from a similar background in the areas of reading, writing, spelling and grammar. Furthermore, since 2012, students have moved up the bandscale — from band 5 to band 6, and they are making above-average progress in writing. The numbers of students achieving As, Bs and Cs continues to improve.

Recommendation 5.

The QTU contends that regulations must recognise circumstances that make each jurisdiction unique and be underpinned by principles of horizontal fiscal equalisation.

Annual statement by Minister

25. The QTU notes that the bill proposes to amend section 127A of the act, and that the explanatory memorandum observes this arises from the Productivity Commission’s *Review of the National School Reform Agreement and Review to inform a Better and Fairer Education System*. The QTU recognises the call for greater accountability and transparency.^{xxxi}
26. However, the QTU expresses concern over potential increases in work and workload performed by teachers and school leaders inside the school gate. Calls for greater accountability and transparency will inevitably require jurisdictions and school systems to generate data for the Minister’s report. The experience of those in the teaching profession is that such calls almost always require school leaders to reduce complex lived experiences of teaching and learning to spreadsheets and graphs.

27. The QTU strongly endorses recommendations of the McKell Institute's *Bridging the Gap* report, which include:

Recommendation 6: Develop a reporting mechanism that is both (i) qualitative and recognises school difference, and (ii) mitigates workload of school leaders.

Implementing such a mechanism involves creating a system that captures and acknowledges the diverse contexts and needs of individual schools, ensuring that reports reflect the unique challenges and successes of each school. The mechanism should adopt a purposeful, collaborative, solution-focused, ethical and inclusive approach to underpin local choice about what data to capture and then how that decision represents current practice and informs school improvement. Data collection methods should be unobtrusive and there must be local agreement about when data is collected, who enters and tracks the data, who can access the data, and how data will be represented and reported. At the same time, it is crucial to design this reporting process in a way that minimises the administrative burden on school leaders, perhaps through streamlined data collection tools and automated reporting features. This dual focus ensures that schools can provide meaningful feedback and demonstrate their progress without being overwhelmed by excessive paperwork, ultimately leading to more accurate assessments and a clearer understanding of how resources and support impact student outcomes.

Case study: Cairns West State School^{xxxii}

Cairns West State School is located in the federal electorate of Leichhardt, in Cairns. The school's ICSEA ranking is in the lowest 2 per cent of Australian schools. More than three-quarters of its student population are from language backgrounds other than English, and almost two thirds of its students identify as Aboriginal and Torres Strait Islander peoples. The student population also includes Cook Islander, Bhutanese, North African, as well as Hmong, Nepalese, and Sudanese students.

Overcoming factors of education disadvantage, students in Years 3 and 5 achieved writing and spelling NAPLAN scores above similar demographics.

In 2023, a school review was conducted, finding the rich cultural diversity of the school community is highly valued and respected and there is a strong sense of belonging across the school community in which "staff are united in their genuine care, concern and respect for their students," and "students speak appreciatively of their teachers and describe them as supportive and caring." The school's learning environment is calm and orderly and there is a strong education improvement agenda that guides the teaching of reading.

Recommendation 6

The QTU calls on the Commonwealth Government and state and territory governments to consult with the teaching profession, that is teachers and school leaders working inside the school gate, to develop a reporting mechanism that is both (i) qualitative and recognises school difference, and (ii) mitigates workload of school leaders.

Summary of recommendations

Recommendation 1.

To reverse rising inequity and prevent an escalation of teacher attrition, the QTU recommends that the *Better and Fairer Schools (Funding and Reform) Bill 2024* and arrangements for a new bilateral *Better and Fairer Schools Agreement* between the Commonwealth and Queensland Governments must deliver a seismic shift in school funding trajectories and ensure all Queensland state schools are allocated 100 per cent of the SRS.

Recommendation 2.

The QTU commends the McKell Institute's report, *A Pathway to Excellence and Equity in Australian Schools through Needs based Funding and Equitable Policy*.

Recommendation 3.

The QTU calls on the Commonwealth Government and parties to the Better and Fairer Schools Agreement to ensure reductions in teacher workforce workload across the life of the agreement, and the Better and Fairer Schools (Funding and Reform) Bill 2024 legislates teacher workforce workload reduction targets.

Recommendation 4.

The QTU recommends that the preamble of the *Better and Fairer Schools (Funding and Reform) Bill 2024* is amended to recognise that the social purposes of schools strengthen social cohesion and democracy.

Recommendation 5.

The QTU contends that regulations must recognise circumstances that make each jurisdiction unique and be underpinned by principles of horizontal fiscal equalisation.

Recommendation 6.

The QTU calls on the Commonwealth Government and state and territory governments to consult with the teaching profession, that is teachers and school leaders working inside the school gate, to develop a reporting mechanism that is both (i) qualitative and recognises school difference, and (ii) mitigates workload of school leaders.

Endnotes

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- ⁱ Australian Government. (2011). *Review of Funding for Schooling - Final Report*. <https://www.education.gov.au/download/1307/review-funding-schooling-final-report-december-2011/1280/document/pdf>
- ⁱⁱ Australian Government. (2021). *2021-22 Education, Skills and Employment Portfolio Budget Statements*. <https://www.education.gov.au/download/11359/2021-22-education-skills-and-employment-portfolio-budget-statements-and-paes/21785/2021-22-education-skills-and-employment-portfolio-budget-statements/pdf>
- ⁱⁱⁱ Australian Government. (2023). *2023-24 Education Portfolio Budget Statements*. <https://www.education.gov.au/download/16361/2023-24-education-portfolio-budget-statements-and-paes/32714/2023-24-education-portfolio-budget-statements/pdf>
- ^{iv} Image from QTU campaign archives. In 2016, consent was obtained to use the student's image from the student and her parents. The image is reproduced in 2024, with the consent of the student, who is now older than 18.
- ^v Commonwealth. *Parliamentary Debates*. House of Representatives. 10 October 2024. <https://ministers.education.gov.au/clare/second-reading-speech-better-and-fairer-schools-funding-and-reform-bill-2024>
- ^{vi} Ibid.
- ^{vii} Australian Education Union. (2024). *School funding briefing: Queensland*.
- ^{viii} Data sourced from www.myschool.edu.au
- ^{ix} The McKell Institute. (2024). *Bridging the Gap: A Pathway to Excellence and Equity in Australian Schools through Needs based Funding and Equitable Policy* (p. 5). <https://mckellinstitute.org.au/research/reports/bridging-the-gap/>
- ^x Ibid (p. 6).
- ^{xi} See, for example, Lampert, J., McPherson, A., & Burnett, B. (2024) Still standing: an ecological perspective on teachers remaining in hard-to-staff schools, *Teachers and Teaching*, 30(1), 116-130, DOI: 10.1080/13540602.2023.2294791; Longmuir, F., McKay, A., Gallo Cordoba, B., Allen, K. A., & Phillips, M. (2024). Australian Teachers' Perceptions of Safety, Violence and Limited Support in Their Workplaces. *Journal of School Violence*, 1-20.; Thompson, G., Creagh, S., Stacey, M., Hogan, A., & Mockler, N. (2024). Researching teachers' time use: Complexity, challenges and a possible way forward. *The Australian Educational Researcher*, 51(4), 1647-1670.
- ^{xii} The McKell Institute. *Op. Cit.* (p. 5).
- ^{xiii} Ibid.
- ^{xiv} Various reports and documents from Milperra State High School website: <https://milperashs.eq.edu.au/>
- ^{xv} Ibid.
- ^{xvi} Ibid (p. 26).
- ^{xvii} Various reports and documents from Benowa State School website: <https://benowass.eq.edu.au/>
- ^{xviii} Australian Government. (2022). *National Teacher Workforce Action Plan*. <https://www.education.gov.au/national-teacher-workforce-action-plan>
- ^{xix} Queensland Teachers Union. (2021). *QTU Position Statement: Workload*. <https://www.qtu.asn.au/ps-workload>
- ^{xx} Department of Education. (2023). *State School Count*. <https://alt-qed.qed.qld.gov.au/our-publications/reports/statistics/Documents/school-count-by-sds-sector.pdf>
- ^{xxi} Queensland Teachers Union. *Op. Cit.*
- ^{xxii} See, for example: Daliri-Ngametua, R., & Hardy, I. (2022). The devalued, demoralized and disappearing teacher: The nature and effects of datafication and performativity in schools. *Education Policy Analysis Archives*, 30(102). <https://doi.org/10.14507/epaa.30.6174>; McPherson, A., & Lampert, J. (2024). An analysis of Australian teacher workforce policy: Challenges and opportunities for teacher recruitment and retention. *Policy Futures in Education*, 14782103241283106; Stacey, M., & Mockler, N. (2024). Analysing Education Policy: An introduction. In *Analysing Education Policy* (pp. 3-17). Routledge.; Stacey, M., McGrath-Champ, S., & Wilson, R. (2023). Teacher attributions of workload increase in public sector schools: Reflections

on change and policy development. *Journal of Educational Change*, 24(4), 971-993.; Thompson, G., Mockler, N., & Hogan, A. (2022). Making work private: Autonomy, intensification and accountability. *European Educational Research Journal*, 21(1), 83-104.

^{xxiii} Clutterbuck, J., & Daliri-Ngametua, R. (2021, November 30). How to recognise an attack of the zombie (data). *EduResearchMatters - Australian Association for Research in Education*. <https://blog.aare.edu.au/how-to-recognise-an-attack-of-the-zombie-data/>

^{xxiv} *Australian Education Act 2013* (Commonwealth).

^{xxv} Preamble in *Australian Education Act 2013* (Commonwealth).

^{xxvi} Productivity Commission. (2024). *Report on Government Services: B4 School education* (Table 4A.11). <https://www.pc.gov.au/ongoing/report-on-government-services/2024/child-care-education-and-training/school-education/rogs-202405-partb-section4-school-education-data-tables.xlsx>

^{xxvii} The McKell Institute. *Op. Cit.* (p. 17).

^{xxviii} *Ibid.*

^{xxix} Productivity Commission. *Op. Cit.* (Table 4A.9).

^{xxx} Various reports and documents from Whitfield State School website: <https://whitfieldss.eq.edu.au/>

^{xxxi} Parliamentary of Australia (2024). *Better and Fairer Schools (Funding and Reform) Bill 2024: Explanatory Memorandum*.

https://parlinfo.aph.gov.au/parlInfo/search/display/display.w3p;query=Id%3A%22legislation%2Fems%2Fr7253_ems_c161fc9f-eabd-472a-963d-28aa9b127a8e%22 (p. 24).

^{xxxii} Various reports and documents from Cairns West State School website: <https://cairnswestss.eq.edu.au/>