

# Submission

to

Senate Employment, Workplace Relations and Education  
References Committee

## **Inquiry into Commonwealth Funding for Schools**

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**Submission no:** 75

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**Submitter:** Mr Geoff Scott  
President

**Organisation:** NSW Primary Principals' Association Inc

**Address:**

**Phone:** 02 9622 2449

**Fax:** 02 9831 2379

**Email:** [gscott@nswppa.org.au](mailto:gscott@nswppa.org.au)

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**EXECUTIVE OFFICERS**

**PRESIDENT**

**Geoff Scott**  
Blacktown South PS  
Tel: 02 9622 2449  
Fax: 02 9831 2379  
Mob: 0427 451 359  
gscott@nswppa.org.au

**DEPUTY PRESIDENT**

**Sue Ingram**  
Toukley PS  
Tel: 02 4396 4275  
Fax: 02 4397 1586  
Mob: 0407 061 912  
singram@nswppa.org.au

**SECRETARY**

**Roger Pryor**  
Waitara PS  
Tel: 02 9489 3105  
Fax: 02 9489 7130  
Mob: 0421 316 473  
rpryor@nswppa.org.au

**TREASURER**

**Peter Newman**  
Berkeley Vale PS  
Tel: 02 4388 1796  
Fax: 02 4389 1178  
Mob: 0407 935 363  
pnewman@nswppa.org.au

**VICE PRESIDENTS**

**Tim Edwards**  
Bangalow PS  
Tel: 02 6687 1434  
Fax: 02 6687 2036  
Mob: 0418 764 341  
tedwards@nswppa.org.au

**Ralph Taylor**  
Wyrallah Road PS  
Tel: 02 6621 3363  
Fax: 02 6622 2952  
Mob: 0407 292 631  
rtaylor@nswppa.org.au

**Kerry-Anne Knox**  
Nuwarra PS  
Tel: 02 9601 2864  
Fax: 02 9602 0656  
Mob: 0417 471 159  
kknox@nswppa.org.au

**NSW Primary  
Principals' Association Inc.**

[www.nswppa.org.au](http://www.nswppa.org.au)



**NSW PRIMARY  
PRINCIPALS'  
ASSOCIATION Inc.**

**SUBMISSION TO THE  
SENATE INQUIRY INTO  
COMMONWEALTH  
SCHOOLS FUNDING  
26 July 2004**

**RESEARCH OFFICER**

**Jackie Malecki**  
Rooty Hill PS  
Tel: 02 9625 8807  
Fax: 02 98321561

Mob: 0414 405 614  
jmalecki@nswppa.org.au

**EXECUTIVE OFFICER**

**Colin Labrie**  
Tel: 02 9639 6258  
Fax: 02 9639 1543

Mob: 0408 402 618  
clabrie@nswppa.org.au

**MINUTES SECRETARY**

**Ken Pares**  
Tel: 02 6555 4324  
Fax: 02 6554 0642

Mob: 0400 483 718  
kpare@nswppa.org.au



# *NSW Primary Principals' Association Inc*

## **Position Paper - Parity**

**“Australia's future depends upon each citizen having the necessary knowledge, understanding, skills and values for a productive and rewarding life in an educated, just and open society. High quality schooling is central to achieving this vision.”**

*(The Adelaide Declaration on National Goals for Schooling in the 21<sup>st</sup> Century”)*

Achievement and sustainment of high quality schooling is dependant on provision of adequate resourcing.

The NSWPPA position is that, in matters of resourcing, Primary Schools are the poor relations within the Public Education System. National research indicates that the biggest equity gap in education spending is not between public and private sectors but within each sector, between primary and secondary schools.

*(Resourcing Australian Primary Schools: A Historical Perspective – Max Angus et al)*

The current NSWPPA position is that, there should be vastly increased resources targeted at Primary Education, particularly in the following areas:

- **Student per capita funding;**
- **School Administrative & Support Staff entitlements;**
- **Salaries and release time;**
- **Global Budget allocations and Administrative Grants;**
- **Equal representation on all relevant committees, working parties and reference groups.**

We are placing a heavy emphasis, in all arenas to which we have access, on the concept of improved resourcing for primary students and parity with the secondary sector. We do not want resources stripped from any sector, but the chronic under-funding of primary education must be addressed as a matter of urgency. We cannot rewrite the historical reasons for secondary schools being funded to compete with private schools in the early days of public education, but we can ensure that current inequities are addressed and can draw a line in the sand to say, “this must stop”!

## Examples of lack of parity:

### *Student per capita funding*

Primary student:	\$54.40
Secondary student:	\$99.60

### *School Administrative & Support Staff entitlements*

Enrolment Bands	Current Primary Allocation	Current Secondary Allocation
0 - 26	0.296	1.596
27 - 50	0.496	1.596
51 - 100	1.096	3.096/3.596
101 - 150	1.096	4.096
151 - 225	1.496	4.096/4.496
226 - 300	1.996	4.896
301 - 375	2.296	5.296/5.696
376 - 450	2.396	6.096
451 - 525	2.596	6.496/6.896
526 - 600	2.776	7.296
601 - 675	2.886/3.076	7.696/8.096
676 - 750	3.176	8.496
751 - 825	3.376	8.896/9.296
826 - 900	3.576/3.776	9.696
901 - 975	4.596	10.096/10.496
976 - 1050	4.796	10.896

### *Salaries (@ January 2004)*

Primary	Central	Secondary	Salary
		PH1 (900+)	\$95,101
PP1 (701+)	PC1 (451+)	PH2 (less than 900)	\$91,117
PP2 (451-700)	PC2 (301-450)		\$84,024
PP3 (301-450)	PC3 (160-300)		\$80,619
PP4 (160-300)	PC4 (26-159)		\$77,915

- Assistant Principal (Prim) = \$62,944    PP6 (Prim) = \$64,977    Head Teacher (Sec) = \$66,534
- Deputy Principal (Prim) = \$69,362    PP5 (Prim) = \$72,570    Dep. Principal (Sec) = \$76,925

## ***Relief Time***

Secondary Deputy Principal is appointed and receives 0.5 relief at school enrolment level of 150 students;  
Primary Deputy Principal is not appointed until school enrolments exceed 515 and receives 1.0 relief only at enrolment level of 220 students from K-2.

Secondary Head Teacher receives 0.2 relief;

Primary Assistant Principal receives NO relief (other than 2 hours RFF, which is applicable to all teachers);

Primary Principal 5 (responsible for school up to 159 students) receives only 30 days per year relief (plus 2 hours RFF);

Secondary Classroom Teacher teaches 28 periods + sport (30/40 periods or 1200 minutes per week);

Primary Classroom Teacher teaches for 1425 minutes per week – 120 minutes RFF (1305 minutes per week).

## ***Global Budget Allocations & Administrative Grants***

### **GENERAL OPERATIONS GRANT (Semester 1, 2003)**

#### **PRIMARY BASE GRANT:**

<b>Student Bandwidths</b>	<b>0 - 25</b>	<b>26 - 159</b>	<b>160-400</b>	<b>401 - 600</b>	<b>601-800</b>	<b>801+</b>
School/Class Resources	\$3,165	\$2,643	\$2,644	\$2,998	\$2,792	\$2,982
Maintenance	\$1,494	\$2,442	\$3,663	\$4,884	\$4,884	\$4,884
Computer Education	\$1,776	\$2,619	\$2,619	\$4,305	\$5,990	\$7,675
Energy Management	\$384	\$384	\$384	\$384	\$384	\$384
<b>Total per bandwidth</b>	<b>\$6,819</b>	<b>\$8,088</b>	<b>\$9,310</b>	<b>\$12,571</b>	<b>\$14,050</b>	<b>\$15,925</b>

#### **SECONDARY BASE GRANT:**

<b>Student Bandwidths</b>	<b>0 - 100</b>	<b>101-500</b>	<b>501-750</b>	<b>751-1000</b>	<b>1001-1200</b>	<b>1201 +</b>
School/Class Resources	\$6,047	\$6,278	\$6,548	\$7,430	\$8,053	\$8,771
Maintenance	\$4,981	\$4,981	\$4,981	\$4,981	\$4,981	\$4,981
Computer Education	\$10,767	\$10,767	\$10,767	\$10,767	\$10,767	\$10,767
Science Grant	\$384	\$384	\$384	\$384	\$384	\$384
Energy Management	\$384	\$384	\$384	\$384	\$384	\$384
<b>Total per bandwidth</b>	<b>\$22,455</b>	<b>\$22,686</b>	<b>\$22,956</b>	<b>\$23,838</b>	<b>\$24,461</b>	<b>\$25,179</b>

#### **Strategies**

- Continue to obtain further current data from DET relating to comparative resourcing levels in the areas above (student per capita grants, AMS plans, Annual School Reports and Financial Statements, Tied & Special Grants). Relate this data to size of school (by enrolments) for cross-sectoral comparison.
- Analyse NSW State Government Budget 2002-2003 to determine any inequity in resourcing primary and secondary education.
- Engage the Anti-discrimination Board and NSW Ombudsman to advise on possible actions to ensure that "education funding will no longer be based on a child's shoe size".
- Publicise the importance of adequately resourcing the early years of schooling as the most cost effective way of achieving lifelong learners and of establishing Australia's future academic and social capital.

*NSWPPA Executive  
June 2003*