

Speaking Notes for the Australian Education Union Conference 16 January 2011

You have been asked to present at the Australian Education Union Conference at 2:30 p.m. (AEDT) on Sunday, 16 January 2011. Note: This will be 1:30 p.m. Queensland time. Your presentation will form part of a session on the 'Schools Funding Campaign', as indicated in the conference agenda at Attachment A. You will speak for approximately 20 minutes, and will present via video link. After your presentation, you will also be asked to answer five pre-prepared questions from AEU Branch Presidents. These questions and answers are provided at Attachment B. Conference delegates will receive a brief handout to accompany your presentation. This is provided for your information at Attachment C.

Speaking Points

Introduction

I would like to thank the federal President, Angelo Gavrielatos; for inviting me to speak with you today about the Australian Government's Review of Funding of Schooling. I also thank you all for allowing me to use the new technology rather than transporting myself today from Queensland to Victoria.

Whilst giving thank you, I would like to record my thanks to the federal and state and territory branches of the AEU for their strong interest in the review.

To date, the review has received some 1700 submissions from AEU members as part of the 'Public Schools for Our Future' campaign. This response is very encouraging. It tells me and my fellow panel members that there is a strong and passionate commitment to providing all children with the best quality school education we can.

As most of you would be aware, the Australian Government announced its comprehensive review of funding and regulation across the government and non-government schooling sectors on 15 April 2010. This includes analysing the funding provided, by the Australian Government and state and territory governments, as well as other sources of income.

I was honoured to be asked to chair the panel leading this review, and am joined on the panel by Ken Boston, Kathryn Greiner, Carmen Lawrence, Bill Scales and Peter Tannock. Each of us brings our own expertise and different and varied experiences across the early childhood, schooling and higher education sectors.

My fellow panel members include a current Chancellor of a leading Victorian university, a former Vice Chancellor, a former federal education minister and a former director general of education in two states of Australia.

For my own part I have for many years been Chairman of an independent school (announcing my retirement from that role recently) and I am Chancellor of The University of New South Wales. I also, as with many of the panel, am a parent who has also had to make choices about my children's education.

So, this review provides us with a genuine opportunity to look at the funding arrangements for schooling that are currently in place to see how well they support all students to reach their educational potential.

Our aim is to provide advice to the Australian Government on a funding system for schools that is transparent, fair, equitable and financially sustainable.

We understand that this is a complex task. And, while not underestimating its challenges, we are excited about the possibilities of this review.

The need to review funding for schooling

Australia has a high-performing schooling system when compared with other OECD countries.

However, our performance in international assessments also highlights the large group of students who are at risk of falling behind their peers.

There are concerns about the extent to which the composition of this group reflects broader social disadvantage due to; for example, low SES, Aboriginal and Torres Strait Islander status, remoteness and language background including refugees and migrants.

There are also concerns about a growing shift of enrolments from government schools to non-government schools, and about what some perceive to be the resulting "residualisation" - or the changing socioeconomic composition - of the government school sector.

We all know and believe how important it is that every student in every school is given the opportunity to reach their potential. For the panel one of our main drivers is about equity of educational outcomes but I will talk further on, that later.

As you would understand, an effective school requires a number of elements all working together simultaneously.

This is why the Terms of Reference for the review (provided in your handout) cover reform across a range of areas including governance, transparency and accountability, infrastructure, and community and family engagement.

We are asking some questions like, 'How can we use funding more effectively?' and 'What kinds of structural or systemic reforms might we need to make to ensure our schools get the funding they need to provide educational opportunity for all?'

Release of the Emerging Issues Paper

As part of its early work, the panel last year completed its preliminary stakeholder listening tour with some 70 key education groups across Australia, including groups representing parents, principals and teachers, as well as unions, special education stakeholders, Indigenous groups and government and non-government education authorities.

Some of you from state and territory AEU branches may have had the opportunity to meet with some of the panel members and I certainly thank those with whom I met. The listening tour was an invaluable experience for the panel, and we very much enjoyed the opportunity to hear first hand from stakeholders about the issues affecting education.

Last month, we released our Emerging Issues Paper that presents the key themes and issues raised during our preliminary consultations. I would like to be clear that this paper does not put forward the panel's conclusions for the review; rather, it reflects what has been discussed and raised with us to date. It provides the community with an opportunity to consider the views heard by the panel, and to comment on them through a submission process.

The paper sets out seven themes that stakeholders discussed with the panel:

1. equity of educational outcomes
2. recurrent funding
3. capital funding
4. targeted and needs-based funding (including funding for Indigenous students)
5. students with special needs and students with disability
6. governance and leadership, and
7. community and family engagement.

Equity of educational outcomes

The need to improve educational outcomes for all students, especially those currently not achieving their potential has been a recurring theme, and is a major focus for the panel.

For the purposes of the review, the panel believes that the focus of equity should be on ensuring that differences in educational outcomes are not the result of differences in wealth, income, power or possessions.

Or, as the Prime Minister put it quite nicely I think, 'where demography does not equal destiny'.

In our consultations to date many education groups have recognised that governments need to equitably distribute appropriate and adequate resources if all students are to be placed in the best position to achieve their full educational potential.

It also means that we need to continue to build a strong public school system, and investigate and understand the causes and effects of the enrolment shift from government schools to non-government schools.

Recurrent Funding

The panel has heard almost unanimously that the recurrent funding arrangements are complex and not easily understood.

We have a clear opportunity to consider the challenges of the current SES funding model for non-government schools and the Average Government School Recurrent Cost (AGSRC) measure, and think about what new arrangements, if any, could be put in place to better support schooling.

Capital Funding

We also heard that there are a number of pressures relating to capital funding and infrastructure.

These centred around the cost of maintaining and updating ageing infrastructure and learning facilities in existing schools, as well as the capacity of schools and systems to develop and establish new schools, particularly in our growth corridors and in regional and remote communities.

Many submissions from AEU members reflect these concerns and paint compelling pictures of the learning environments in which students and teachers currently learn and work.

Targeted and needs-based funding

Following on from the focus on equity of educational outcomes, the panel is conscious of the need to examine targeted and needs-based funding to better address the additional costs associated with students who face educational disadvantage.

We heard that many people have observed educational disadvantage being increasingly concentrated in certain systems or schools.

As we know, disadvantage is often determined by Indigenous status, non-English speaking backgrounds (including refugees and migrants), disability, geographical remoteness, and low socioeconomic status and is usually multiplied in most contexts.

We also know that the location of a school and its relative school size can also magnify and compound any existing sources and multipliers of disadvantage.

The challenge for the panel will be to consider funding arrangements that are able to address this kind of disadvantage.

Some stakeholders have been critical of the current SES funding model in identifying areas of disadvantage.

Some in the community argue that an indirect measure like the SES model which is based on attributes of a census Collection district would not be as powerful as using a more direct measure, such as parental income, occupation or education.

That is something that the panel will need to consider further.

Students with special needs and students with disability

Funding for students with special needs and students with disability continues to be a major concern.

There is general recognition that supporting students with disability, in particular, is resource intensive with high costs of equipment, training and teaching support.

The Australian Government has recently commissioned advice on strategies that could assist school students with disability and special needs in the classroom, and I understand senior representatives from the AEU have contributed to this advice.

Governance and leadership

Of course in any discussion on improving educational outcomes we need to recognise and understand the importance of relationships at the system, school and community level.

It is clear that funding alone does not lead to improved educational outcomes for students; rather, it is an enabler or a means of being able to achieve better educational outcomes. Research has consistently shown us that the interactivity of relationships between principals, teachers, students, families and the broader community are fundamental to achieving stronger educational outcomes.

It then becomes a question of what governance and leadership arrangements can be put in place to support and reinforce these positive relationships. Just as important will be the way in which funding arrangements support teachers and reinforce new approaches to teacher recruitment, retention and reward.

Community and family engagement

Finally, we cannot underestimate the importance of community and family engagement in attracting students to schools and promoting educational outcomes.

This was especially viewed to be the case in rural and remote settings where the school can be the focal point of the community, and which can offer services beyond traditional schooling. We need to actively look for solutions where we can harness the potential of a school's infrastructure and services to provide integrated solutions for children -- not only in terms of their education but also for health and well-being.

Final comments

So, the task ahead of the review panel is significant and challenging. In terms of the overall timeframe for the review, the panel will need to provide its final advice to the Australian Government later in 2011.

In the short term, the emerging issues paper and call for public submissions provides an excellent opportunity for interested parties to begin to, or continue to, be involved in the discussion. To ensure that everyone with an interest in schooling is able to make a submission on the emerging issues paper, the submission process will be open until the end of March 2011.

The review's website (in the handout) contains a copy of the paper and provides information on how to make a submission.

The panel will continue to undertake its investigations and research and is also hoping to visit a number of schools over the coming months across both the government and non government sectors and across all the states and territories.

I strongly encourage the education community to participate in the debate as the review progresses, and to take part in a process that will help to shape the future of Australia's education.

I want to assure you all that the panel takes its responsibility in this review very seriously, and that we are all true believers in providing the best education for all of our children.

Thank you.



Agenda

Saturday 15 January 2011

- 1100 - 1300 Finance Committee Meeting
- 1400 - 1700 Pre=Conference Federal Executive Meeting
- 1830 Teachers Federation Health Federal Executive Dinner

Sunday 16 January 2011 Conference Day One

0830 - 0900 Branch Caucuses

0900 – 1000 Welcome Breakfast

1000 – 1200 Conference Session One

1. Welcome to Country
2. Opening of the 2011, Federal Conference Federal President's Address
3. Delegates' Credentials
4. Agenda Report
5. Adoption of Standing Orders
6. Confirmation of Minutes
7. Affiliations
8. Returning Officer's Report
9. Public Education in Australia - What Does History Tell us About the Future?

Keynote Address
Lyndsay Connors
Associate Professor, Faculty of Education and Work, University of
Sydney

Greetings From Invited Guests
Ged Kearney
President, ACTU

1200 – 1330 Lunch & Women's Caucus

1330 – 1700 Conference Session Two

Greetings From Invited Guests
Kate Gainsford
Post Primary Teachers Association, New Zealand

10. Campaigning for Public School Funding Panel

AEU Activists Discuss the Schools Funding Campaign

10.1. Schools Funding Campaign Schools Funding Review- Processes and Procedures

Keynote Speaker
David Gonski
Chair, Schools Funding Review Expert Panel

10.2. Report on Schools Funding Review Campaign

10.3. Schools Funding Campaign Recommendation

11. Life Memberships

1330 – 1700 Life Membership Reception

Monday 17 January 2011 Conference Day Two

0800 - 0900 Branch Caucuses

0900 – 1230 Conference Session Three

12. Welcome to Country

Keynote Address
Peter Garrett
Federal Minister for Schools, Early Childhood and Youth

13. Federal Secretary's Report

14. Rules

15. Finance and Auditor's Report

16. Budget

17. The International Evidence on Trends in Education

Keynote Address
Diane Ravitch
Research Professor of Education, New York University

18. Refusing Professional Amnesia: Reclaiming Teacher Judgement Under Conditions Not of Our Choosing.

Keynote Address
Marie Brennan
Professor of Education, School of Education, Victoria University

Greetings from Invited Guests
Jeannie Rea

President, NTEU

1200 – 1330 ***Lunch*** Provided by ACTU Member Connect, ME Bank, Industry Fund Financial Planning, Discount New Cars and Union Shopper

Nominations for AEU Representation Close – 1300

1230 - 1330 **Special Interest Caucuses**

- Aboriginal and Torres Strait Islander Caucus
- Early Childhood Caucus
- GLBTI Caucus
- Principals Caucus
- Support Staff Caucus
- Beginning Teachers Caucus

1330 - 1700 **Conference Session Four**

19. Workshops

19.1. Workshop Session One (1330 - 1530)

19.2. Workshop Session Two (1530 - 1700)

- Enhance and support the professional status of AEU members in public education and Protect and promote quality teaching and learning.
- Protect and enhance the industrial rights of AEU members.
- Promote human rights and social justice.

1900 **Conference Dinner**

Tuesday 18 January 2011 Conference Day Three

0900 - 1000 **Branch Caucuses**

1000 – 1230 **Conference Session Five**

20. AEU Policies

20.1. Securing the Revenue Base for High Quality Public Services

21. Executive Report

22. TAFE Matters

22.1. Report from National TAFE Council AGM

22.2. Recommendations from National TAFE Council AGM

23. Indigenous Education

23.1. Presentation of the Arthur Hamilton Award

23.2. Report on Indigenous Education

23.3. Recommendations on Indigenous Education

24. International

24.1. International Forum

1230 – 1330

Lunch Session

1330 – 1600

Conference Session Six

International (Continued)

24.2. 1Goal Campaign

Report from Goulbourn High Students
William Oxley and Alishia Tomlinson

24.3. International Report

24.4. International Resolution

25. Plenary

25.1. Workshop Resolutions

26. Constitutional Requirements

27. Unfinished and Other Business

28. Close

1600 – 1700

Post Conference Federal Executive Meeting

ATTACHMENT B

Australian Education Union Conference 16 January 2011 Suggested Responses to Possible Questions

Public Private Education

Possible questions may canvass:

- Concern that the current funding arrangements favour the non-government school sector, at the expense of properly and adequately funding government schools.
- Concern that government schools educate a disproportionate share of students with particular needs, including students with disability, and bear increased costs in providing for these students.
- Concern that the non-government school sector unfairly benefits from the AGSRC, as it transfers the higher average costs of educating a child in a government school to non government schools (who educator fewer children "with complex needs).

Suggested Response:

- The panel is aware that there are some concerns within the community that the current funding arrangements for Schools are inequitable across the schooling sectors.
- During the listening tour we heard a range of views, including that any future funding model should:
 1. Recognise the legal obligation to government school system has in delivering a quality education to all students within a location;
 2. Take into account factors that increase the cost of providing a high quality education for all (like a higher number of students with particular needs); and
 3. Consider all sources of school income (including the from private sources) when allocating resources.
- Government schools are primarily resourced by state and territory governments (providing around 89 per cent of total funding), with the Australian Government providing some additional funding (11 per cent).
- On the other hand, the Australian Government is the major funder of non-government schools (providing around 42 per cent of total funding), state and territory governments provide around 15 per cent of funding and private income in the form of fees and donations provide around 43 per cent of non-government school income.
- Our remit is to achieve a funding system which is transparent, fair, financially sustainable and effective in supporting the outcomes of all students, regardless of their location or the sector of which they are a part.
- This will involve considering the funding currently provided by governments, as well as other sources of school income.
- We will also be looking at the structures and funding channels we have in place for both sectors, and seeing whether or not this funding can be used more efficiently and effectively.

IF ASKED ABOUT THE DISPROPORTIONATE NUMBER OF STUDENTS WITH HIGH NEEDS IN GOVERNMENT SCHOOLS:

- We heard during the listening tour that many people have observed educational disadvantage being increasingly concentrated in certain systems or schools.
- We also heard that many of these students, particularly those with disability, require additional learning resources which are costly.
- As you know, disadvantage is often determined by Indigenous status, non-English speaking backgrounds (including refugees and migrants), disability, geographical remoteness, and low socioeconomic status - and is usually multiplied in some contexts.
- The location of a school and its relative school size can also magnify and compound any existing sources and multipliers of disadvantage.
- We intend to further explore issues around educating disadvantaged students and the effectiveness of current funding arrangements in our work.
- The working group which has recently been established by the Australian Government to provide advice on strategies that could assist students with disability and special needs in schools will also make a valuable contribution to the review. Note: Angelo Gavrielatos is a member of this working group.

Choice

Possible questions may canvass:

- The importance of access to a quality education for all students, particularly for those whom the government school system is their only choice (such as those in regional and remote areas, and those from low socioeconomic backgrounds).

Suggested response:

- The panel is very aware that choice is not an option for all parents in all communities, particularly for those in regional and remote areas where there is limited provision of services, and those on low incomes.
- For these families government schooling is their only option for their children.
- The panel understands the importance of building a strong public school system, and the legal responsibilities that public education has to be open to all students, and to also provide a quality education.
- We are working to achieve a funding system which is transparent, fair, financially sustainable and effective in promoting excellent educational outcomes for all Australian students, regardless of their location or the sector of which they are a part.

Equity of educational outcomes

Possible questions may canvass:

- The importance of high quality public schools which are accessible to all and resourced to enable all students to reach their full potential.
- Addressing the drift of students from the government school sector to the non-government school sector.

Suggested response:

- We know that so many of our stakeholders share concern about the equity of the current funding arrangements across sectors.
- This was highlighted to us during the listening tour and will be a focal point for the review.
- In the emerging issues paper we put the view that the focus of the considerations of equity should be on ensuring that differences in educational outcomes are not the results of differences in wealth, income, power or possessions.
- The panel does not intend it to mean that all students are the same or will achieve the same outcomes, but rather that they will not be prevented from achieving their maximum potential because of their background or family circumstances, or where they go to school.
- The matter of equity will be a matter that the panel will be investigating further in our considerations.

IF ASKED ABOUT THE DRIFT OF STUDENTS FROM THE GOVERNMENT SECTOR TO THE NON-GOVERNMENT SECTOR:

- A recurring theme in our discussions with stakeholders was concern about the shift of enrolments from the public sector to the non-government sector.
- We know that over the last number of years there has been a growing shift of enrolments towards non-government schools.
- There are a number of factors contributing to this shift.
- The current funding arrangements, to some extent, have increased the affordability of non-government school by allowing low-fee paying schools to operate, thereby offering some families greater choice regarding their child's education.
- But we also know that for some of our most disadvantaged families they are not able to exercise such a choice, and that government schooling is their only option for their children.
- This has led to concerns with the community about what some perceive to be the resulting 'residualisation' - or the changing socioeconomic composition of the government school sector.
- However, shifts in the socioeconomic composition of the different schooling sectors can occur in a number of different ways, and some of the patterns can be quite complex.
- For example, there can be significant shifts between sectors between primary and secondary schooling with evidence that shows that a number of families choose to begin their child's education at a government primary School, and then choose a non-government school for their secondary education,
- The panel needs to take the time to understand more about why these shifts are occurring.
- One of our primary concerns is about equity and ensuring that differences in educational outcomes should not be the result of differences in wealth, income, power or possessions.
- We intend to explore this issue further as the work progresses.

Accountability (public disclosure of school finances)

Possible questions may canvass:

- Whether the school financial data available on the My School website will be used in the design of a new funding model.
- Views on the My School data and its Index of Community Socio-Educational Advantage (ICSEA), and whether this will replace the current socioeconomic status (SES) funding model.

Suggested response:

- We are considering all sources of school income, including from government and private sources, as part of the review.
- The forms of accountability necessary to promote high standards of school delivery are also an important part of the review's Terms of Reference.
- We will be asking questions like, 'How can we use income sources that are available to schools more effectively?', and 'What data is required to monitor and assess high standards of schooling?'.
- The availability of data on school income on the My School website should be useful in informing the community of the resources that are available to a school.
- However, the panel has not yet formed any views about how we might use any of the My Schools information as part of the review or in any new funding model.

IF ASKED ABOUT ICSEA REPLACING THE SES FUNDING MODEL

- We are aware of the ongoing discussions about the appropriateness of different aspects of the data for different purposes.
- We have not yet formed any views about how we might use any of the My Schools information as part of the review or in any new funding model.
- As part Of our listening tour we did hear views from some stakeholders about the limitation of the SES funding model as a blunt instrument that lacked precision in identifying areas of disadvantage.
- It was put to us by some groups that an indirect measure like the SES model which is based on attributes of a census collection district would not. be as powerful as using a more direct measure such as parental income, occupation or education.
- Whether or not that would mean the adoption of ICSEA for funding purposes is a careful consideration the panel will have to make in the future.

School/principal autonomy

Possible questions may canvass:

- The benefits of schools determining their own allocation of resources.
- The importance of teachers and principals being adequately supported to deliver quality education.

Suggested response:

- As we know, an effective school requires a number of elements all working together simultaneously. Funding alone does not influence educational outcomes.
- Many groups we spoke to highlighted the pressures that exist within a school in providing a quality education for every student.
- We know that quality teaching is the single greatest in-school influence on student engagement and achievement.
- I would also extend this to the fundamental role principals have in leading, coaching, mentoring, inspiring and creating environments for successful learning.
- It is so important that our teachers and principals are adequately supported.
- We have heard about the benefits of school autonomy, particularly in relation to the ability of a principal to make decisions about the resources within a school, including the recruitment of staff.
- We also heard concerns about high levels of autonomy in some schools.
- This relates to my point about adequate and appropriate support, and the role of professional learning programs as well as structures such as school boards and councils, which may assist the school leadership team in the management of a school.
- The work of the Australian Institute for Teaching and School Leadership in driving reforms on teacher quality and school leadership will be an important input into the review.
- We would also welcome any views in your submissions to the review on this issue.



Australian Government

Review of Funding for Schooling

Australian Education Union - 27th Annual Federal Conference

16 January 2011

Presentation by Mr David Gonski AC, Chair of the Review of Funding for Schooling panel

Emerging issues in the Review of Funding for Schooling

Background

- The Australian Government announced the Review of Funding for Schooling on 15 April 2010.
- It will review funding and regulation across the government and non-government schooling sectors.
- It is being conducted by a panel, chaired by David Gonski, and includes Ken Boston, Kathryn Greiner, Carmen Lawrence, Bill Scales and Peter Tannock.
- The panel will report against its Terms of Reference (refer to the attachment) and will report to the Government by the end of 2011.
- The review is directed towards achieving a funding system which is transparent, fair, financially sustainable and effective in promoting excellent educational outcomes for all Australian students.

Stakeholder consultation

- The review aims to be consultative, wide-ranging and comprehensive.
- As a first step, and to assist it in understanding the range of issues, the panel undertook a preliminary, national stakeholder listening tour in the second half of 2011.
- It met with some 70 education groups, including groups representing parents, principals and teachers, as well as unions, special education stakeholders, Indigenous groups, and government and non-government education authorities.
- It met with the Federal Branch of the AEU as well as each AEU state and territory branch.

Emerging issues, paper and submissions process

- On 16 December 2010, the panel released its *Review, of Funding for Schooling: Emerging Issues Paper*.
- The paper presents the key themes and issues raised by stakeholders during its preliminary consultations.
- It does not present the panel's conclusions.
- It provides the Community with an opportunity to consider the views heard by the panel and to comment on them through a submissions process.
- While a range of issues were raised during the panel's listening tour, the emerging issues paper identifies seven key themes which were central to the discussions:

1. equity of educational outcomes
 2. recurrent funding
 3. capital funding
 4. targeted and needs-based funding (including funding for Indigenous students)
 5. students with special needs and students with disability
 6. governance and leadership, and
 7. community and family engagement.
- To ensure everyone with an interest in schooling is able to make a submission to the emerging issues paper, the submission process will be open until **31 March 2011**.
 - A copy of the paper and information on how to make a submissions is available from the review's website at:

www.deewr.gov.au/fundingreview



Australian Government

Review of Funding for Schooling

Final Terms of Reference | Updated November 2010

Final Terms of Reference for the Review of Funding for Schooling

The Review of Funding for Schooling will report to the Minister with responsibility for school education.

Purpose

The review will provide recommendations to the Minister with responsibility for school education on the future funding arrangements for schooling in Australia for the period beyond 2013.

The review's recommendations will be directed towards achieving a funding system for the period beyond 2013 which is transparent, fair, financially sustainable and effective in promoting excellent educational outcomes for all Australian students.

In making its recommendations, the review should consider the following issues:

Supporting educational outcomes

1. The role of funding arrangements in supporting improved educational outcomes, including:
 - a) links between school resourcing and educational outcomes; and
 - b) funding allocation mechanisms that address current barriers to educational achievement such as English language proficiency, indigeneity, location, disability and special needs, and other disadvantaged groups such as low socio-economic areas and other concentrations of disadvantage.
2. The roles of families, parents, communities and other institutions in providing or supporting educational partnerships with schools.

Allocation of funding

3. The roles of the Australian and state and territory governments in providing funding for schooling.
4. The baseline level and allocation of funding for schools, including:
 - a) costs of ensuring all students have access to a world class education;
 - b) factors influencing growth in costs and whether current indexation arrangements are appropriate;

- c) supply and demand considerations including the likely growth and distribution of demand and student need, based on current student enrolment trends and projections;
- d) cost drivers of school funding, including teaching, capital, technology and other costs of schooling;
- e) place of voluntary and private contributions and other income sources in school funding arrangements for government and non-government schools; and
- f) role of government funding in providing parents with choice among diverse schools.

Funding mechanisms

- 5. The most effective means of distributing funding for schooling, including:
 - a) the different funding models used in States and Territories and relevant overseas examples, especially in high performing school systems, and how these may link to outcomes in their respective education systems;
 - b) the best funding mechanism(s) for delivering optimal educational outcomes, financial efficiency and sustainability, including whether a basic entitlement for every student is required and how this could be defined and determined;
 - c) ways to increase the simplicity, transparency and effectiveness of school funding arrangements, including the forms of school and system-level autonomy within those arrangements that best support improved educational outcomes; and
 - d) the transitional assistance that should be offered to schools in making the transition to any new system.

Accountability and regulation

- 6. What forms of accountability, transparency and regulation are necessary to promote high standards of delivery and probity among schools receiving public funding, and the data required to monitor and assess these standards of delivery and educational outcomes.