Q1.

Welcome to the submission process for the National School Resourcing Board's Review of Regional Schooling Resource Standard Loadings (the Review)

Privacy Statement

Information collected through your submission will contribute to the Review. The Privacy Statement for submissions provides details about the purpose and use of your submission, including the publication of submissions.

Your personal information is protected by law, including under the *Privacy Act 1988* (Cth). The department's Privacy Policy contains more information about how the department will manage any of your personal information, including access to, or collection of, your personal information and how you can make a complaint related to your personal information.

Note: Questions marked with an asterisk * are mandatory.

Q2. I agree to the **Privacy Statement** *

- ⦿ I agree

Q3. I am submitting as/on behalf of an: *

- ◯ Individual
- ⦿ Organisation

Q4. I am making this submission as a: *

This question was not displayed to the respondent.

Q5. I am making this submission as a(n) *

- ◯ Approved authority/school
- ◯ Government agency
- ⦿ Peak body (including parent or community organisations)
- ◯ Reseach body
- ◯ Other

Q6. Please specify the organisation on whose behalf you are submitting *

Association of Independent Schools of South Australia

Q7. I confirm that I have the organisation's agreement to make this submission *

◉ Yes

Q8. Would you like to provide your details alongside your submission or remain anonymous? *

This question was not displayed to the respondent.

Q9.
Your details

Q10. Title

Mrs

Q11. First name *

Carolyn

Q12. Surname *

Grantskalns

Q13. Email *

office@ais.sa.edu.au

Q14. State/Territory *

○ New South Wales

○ Queensland

◉ South Australia

○ Tasmania

○ Victoria

○ Western Australia

○ Australian Capital Territory

○ Northern Territory

Q15.
Review questions
Please use the first response box below to provide a high-level summary of your submission (up to 300 words). You can use the second response box to provide your full submission in response to the focus questions (up to 3000 words).

Alternatively, you may upload your submission as an attachment. You may also upload any supporting documents.

Please note response boxes can accept text and URL links but cannot accept hyperlinks or pictures.

Focus questions
1. What are the elements **specific to school location** (i.e. not related to student characteristics such as socio-educational disadvantage, students with disability, low English language proficiency, Aboriginal and Torres Strait Islander students) that increase the cost of delivering education in these settings?
2. Are there additional elements associated with school size for small schools in regional and remote settings that increase the cost of delivering education over the costs for small schools in city areas (not related to student characteristics such as socio-educational disadvantage, students with disability, low English language proficiency, Aboriginal and Torres Strait Islander students)?
3. Is the dollar value of the current school location and school size loadings appropriate to meet the additional costs **specific to school location and school size?** (noting there are separate student-based loadings for socio-educational disadvantage, students with disability, low English language proficiency, Aboriginal and Torres Strait Islander students).
4. Are there elements specific to school location which have particular resourcing implications for certain types of schools in regional and remote areas, such as boarding schools and small non-systemic schools (as opposed to small systemic schools)? What are the elements?
5. Is ARIA+ the most appropriate basis for classifying locations and applying to the school location loading? Should another measure be considered?
6. Are there new or emerging factors that should be taken into consideration when looking at the cost of education in regional and remote areas and/or small schools?

Q16. Please provide a short summary of the key points in your submission.
You will be able to provide a full submission in the next response box. *
[Max 300 words]

> The AISSA makes the following key points: • Schools located in regional and remote areas face a range of cost pressures which are not experienced by schools in metropolitan areas and which the current regional and remote loading does not reflect. • While student characteristics covered under other elements of the SRS model have been deemed out of scope of this review, the NSRB should recognise that many of the elements are inextricably linked. • For a number of families in regional and remote areas the limited education offerings necessitate that their children attend schools with boarding facilities which places an unfair high cost burden on them in comparison to families in metropolitan areas. • The National School Resourcing Board should undertake consultation with individual schools and where possible visit schools located in regional and remote areas.

Q17.
Please provide your full submission to the focus questions above.

Alternatively you can upload your submission as an attachment below.
[Max 3000 words]

The Association of Independent Schools of South Australia (AISSA) represents the interests of 104 Independent schools including 38 schools in regional and remote areas. The AISSA supports the Independent Schools Association (ISA) submission and provides this response on the basis of specific feedback received from member schools located in regional and remote areas. While the AISSA acknowledges the issues posed by the COVID-19 pandemic, it strongly recommends that the NSRB talk directly with Independent schools located in regional and remote areas to fully understand the complexities within which they operate. The feedback from South Australian member schools identified a range of elements related to their location that increase the costs faced by schools in regional and remote areas and which are not sufficiently accounted for by the regional and remote loading. These included the need to rely on freight from major metropolitan areas to access a significant range of goods, travel costs associated with teachers attending face to face professional learning, transport costs for transporting students to school, providing the necessary breadth of curriculum, access to allied health professionals, and associated costs with attracting high quality teaching staff. In addition, schools often share with parents the additional costs in relation to students undertaking co-curricular activities which require travel to metropolitan areas. The difficulties in attracting high quality staff was seen to be a particular issue both in terms of teachers viewing teaching in schools in regional and remote areas as a high value proposition and the increased costs faced by teachers in relocating to regional and remote areas, particularly in terms of the need to access rental accommodation. These difficulties also impact on the breadth of curriculum that is able to be offered, particularly in the senior secondary areas. Member schools indicated that where possible they work together and in combination with government provided online learning, such as Open Access, to ensure that their students have access to the full range of curriculum. For a number of families in regional and remote areas the limited education offerings necessitate that their children attend schools with boarding facilities. In South Australia all Independent boarding schools are located in metropolitan Adelaide. The need to access boarding schools places an unfair high cost burden on parents in comparison to families in metropolitan areas. Transport is a significant issue for schools in regional and remote areas. The lack of public or government transport in many areas means that schools must operate private buses in order for students to access the school. Buses are high cost items both in terms of the cost of the initial purchase and the ongoing maintenance costs and bus services, though an essential service for families, are often run at an operating loss. The need to freight parts from metropolitan areas adds to the maintenance costs. Freight in general was seen to be a significant cost pressure across a range of areas. While the AISSA notes that student characteristics such as socio-educational disadvantage, students with disability, Aboriginal and Torres Strait Islander students and language background other than English, have been deemed out of scope of this review it is essential that NSRB recognise that school location is inextricably linked with student characteristics. Access to allied health expertise, for example, remains an ongoing issue for schools in regional and remote areas, in particular, in seeking support for students with disability in a timely manner. Mental health is also a significant area of concern for students in regional and remote areas. The focus by the NSRB on discreet elements of the SRS model in their reviews is of significant concern.

Q18.
Attachment of your submission/supporting documents
[The attachment should be no larger than 5MB and be provided in PDF or DOCX format. If you have multiple documents to attach, please upload them as a zip file]

Q25.
Please ensure you review your submission before hitting 'Next'.

Q19.
Permission to publish your submission onto the department's website

Q20. Please choose from the following options how you would like your submission to be treated *

- ○ I would like my submission published online with my details
- ◉ I would like my submission published online with my organisations details
- ○ I would like my submission published online but remain anonymous
- ○ I don't want my submission published online

Q22. Would you like to receive a copy of your submission? *

○ Yes
○ No

Q23. Email address:

office@ais.sa.edu.au