



## Public submission made to the Review to Achieve Educational Excellence in Australian Schools

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### Summary

Australia's has a two-speed school system driven by government policies and practices that make it very difficult to achieve excellence in all Australian schools.

### Main submission

Australia's school system has evolved into a two-speed system supported and enabled by government policies, funding and the way school performance is measured and reported.

School performance is measured by aggregating data on a relatively narrow set of student performance data (NAPLAN).

As a result 'school performance' is enhanced by having high performing low-needs students.

As a legacy of the pre-State Aid era, government policies allow all non-government schools (and a small number of government schools) to select which students they enrol while excluding others. This is exacerbated by social-economic factors that mean that millions of poorer parents have a choice of one school while more affluent better-educated parents have a choice of several schools.

Even Gonski 2.0 does not create a level playing field to address the structural inequalities involved.

The result is that advantaged and disadvantaged students are increasingly concentrated in different, often neighbouring schools. Gonski 2.0 funding arrangements actually exacerbate this situation. Part of all of the public funding of most non-government schools is actually additional discretionary funding while many government schools will nor receive sufficient funding to make adequate provision for their students.

While Australia's two-speed school system continues to develop it will be increasingly difficult to achieve educational excellence in all Australia's schools