



FEDERAL FUNDING AND SCHOOLS

HISTORY

Federal Government funding to schools began in December, 1964 with a capital allocation of \$9.9 m for the building of science laboratories and related equipment. In 1970 recurrent funding for non government schools was introduced, and this was extended to government schools in 1974. In 1996 total Federal Government expenditure through the States Grants Act will be over \$3.2 billion.

1996 FUNDING

The following programs were funded for 1996 under the States Grants Act (prior to the election):

Government schools	\$000
General Recurrent	937 064
Capital	206 593
English as a Second Language	
-general support	44 901
-new arrivals	38 651
Special Education	
Schools Support	28 195
Disadvantaged schools	57 205
Country Areas Program	13 712
Students at Risk	5 156
Early Literacy and Learning	6 666
Community Languages	6 178
National Equity Program - students with disabilities	4 227
Total Government Schools	1 348 548
Non-government schools	
General Recurrent	1 627 838
Capital	113 002
English as a Second Language	
- general support	23 157
- new arrivals	4 767
Special Education	
- schools support	25 483
- capital support	4 054
Disadvantaged Schools	9 334

Country Areas	1 678
National Equity Program- students with disabilities	4 957
Students at Risk	2 063
Early Literacy and Learning	2 208
Transition Support for Special Schools	3 216
Community Languages	4 774
Short Term Emergency Assistance	534
Total Non Government Schools	1 827 066

Joint Programs

Special Education - Intervention Support	17 931
Transition Support	1 037
Priority Languages Support	4 080
Education Centres	2 586
Projects of National Significance	2 765
Total Joint Programs	28 399

Total All Programs 3 204 013

Aboriginal Education Student Programs

AESIP (1996)	83 636
ASSPA (1994-95)	14 700
(1995-96)	18 400
ATAS (1994-95)	27 400
(1995-96)	28 000
VEGAS (1994-95)	1 900
(1995-96)	3 000

In the government schools area, just under 70% of the expenditure goes on General Recurrent, (i.e. money which can be spent on education as the states/territories determine), with just over 30% (\$411 m) on particular programs. For non government schools the split is nearer 90%-10%, and overall is 80% -20%. The money which goes on specified programs (i.e. excluding the general recurrent money and Aboriginal Education Student Programs), some \$640 m for both government and non government schools in 1996, is almost exclusively directed to emerging national priorities and equity funding.

The Commonwealth also funded the following programs directly through the 1995/96 Commonwealth Budget :

Commonwealth Own Purpose Outlays - Schools Programs	1995 - 96 \$m
Australian Students Prize	1.000
Grants in Aid	0.940
Curriculum Development (includes Quality Schooling)	3.264
Key Competencies	6.187
Teacher Professional Development	24.970
National Survey of Australia's Literacy Skills	1.239
Civics Education	2.467
Children's Literacy	0.582
Languages Other Than English	0.360
Asia Education Foundation	1.096
National Languages and Literacy Institute of Australia	1.455
National Asian Language Studies	10.393
Total	53.954

In addition there are Student Assistance Grants which are:

- C AUSTUDY (\$1522.9 m estimated in 1995/96)
- C ABSTUDY (\$171.6 m estimated in 1995/96)
- C Migrant education (\$72.3 m estimated in 1995/96)

and expenditure on Education Network Australia (EdNA).

IMPORTANT ROLE

However, the role of the Commonwealth is important not just for the programs but also for the Principles and Procedures it has encouraged. The AEU supports the following:

Principles

Over the period of time the Commonwealth has been active in schools, it has played a key role in the areas of emerging national priorities and in greater equity in schools. The importance of

this role should be maintained. In particular, there is need for National Leadership.

Procedures

The current Commonwealth procedures embed a number of features worth preserving including:

- C community involvement
- C union and other professional consultation
- C recognition of teacher professionalism
- C program accountability and evaluation
- C piloting and evaluation before implementation

If programs are handed to states/territories these programs, principles and procedures are in jeopardy.

CONCLUSION

The States and Territories do not have the will or the capacity to maintain modern, world standard school systems on their own.

There must be a partnership between the states/territories and the Federal government which recognises that the states/territories are the traditional managers of the government systems on behalf of the people, the owners, but that the Commonwealth has a legitimate role and clear responsibility to show national leadership.

REFERENCES

Commonwealth Programs for Schools 1996, Administrative Guidelines, AGPS.
DEET Internal Documentation.

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