

Preamble

Whilst the Student Centred Funding model (SCFM) was introduced in 2015 with the aim of providing a simple, transparent and equitable allocation model, centred on the educational needs of students and being responsive to school contexts it has not consistently met this objective. Inevitably within this model a level of inequity was inadequately addressed at the onset and gaps either have always existed or have subsequently occurred that has led to inequities between students, school context and locality.

The PFWA acknowledges that the funding of schools across the system is highly complex and there are many specific areas that are not identified or funded with the current Student Centred Funding Model and/or other current resourcing structures. It is also recognised that the education support sector schools and high school sectors require significant funding to operate effectively, and that the primary schools and district high school sectors traditionally suffer with limited funds from the remaining overall funding. This has to change, by increasing funding to all sectors in a fair and equitable way to ensure the best possible impact for all students and to provide a world class education for all students within Western Australia.

In examining the elements that impact on schools in terms of funding shortfalls, or elements that require consideration for extra funding, the following have been included as key areas requiring discussion and attention for an increase in funding and resourcing.

PFWA Position

- The current SCFM model does not adequately support students with special needs.
- The current SCFM model fails primary schools, specifically in not recognising Kindergarten students and Year 4-6 students in the multipliers formula.
- The current SCFM model does not adequately reflect the dynamic changing nature and contexts of schools EG Yr 11/12 students in small high schools and district high schools also enrolled in SIDE, students on the Participation Lists.
- The current SCFM model fails our most vulnerable students with imputed disabilities, undiagnosed disabilities and students with mental health and/or challenging behaviour. *Exclusion of students – moving around system without required resources*
- The current SCFM model and Staffing process do not enable reprofiling requirements due to decreasing enrolments. EG Permanent EA inflexibility/overstaffing.
- The current SCFM model does not cater for the resourcing of increased delegation of responsibilities and associated practices to ensure reduced liabilities to students, personnel and the system. Eg OH&S responsibilities. RAMPS Risk Assessment Management Plan (RAMPS).