



Government Funding Principles

About the South Australian Independent School Sector

The Association of Independent Schools of South Australia (AISSA) represents the interests of 106 Independent systemic and non-systemic not-for-profit schools which are underpinned by a diverse range of religious affiliations and educational philosophies. The Independent sector also includes a number of secular schools and special schools. Independent schools provide high quality outcomes for students and families from a diverse range of social and economic backgrounds.

Charter for Government Funding of Australian Schools

Vision

All children and young people have access to a choice of high quality care and education opportunities.

Principles

The following principles and underpinning values should form the basis for government funding policies of Australian not-for-profit schools non-systemic and system schools and authorities.



Principle 1: Parental Choice

- All parents have the right to choose the school that best meets the needs of their children and is consistent with the values of their family.
- Government funding arrangements recognise and encourage parent and community investment in education.

Principle 2: Supporting Excellence

- High-quality care and education offers children values, knowledge and skills, which builds human capital for the development of our nation.
- Governments increase their investment in education at all levels.
- A diversity of schooling options underpins excellence in education.

Principle 3: Supporting Independence and Diversity

- Governments recognise that a diversity in schooling options builds community capacity.
- Governments recognise and support the significant role of Independent schools and early childhood services in providing high quality education outcomes for students from a wide range of socio-economic backgrounds.
- Governments respect the local autonomy of Independent schools and early childhood services which is a key contributor to their success.
- Funding arrangements, compliance and accountability requirements acknowledge the local autonomy of Independent schools and system authorities.
- Funding arrangements provide a competitive neutrality.

Principle 4: Equitable Access

- All Australian students are entitled to a basic level of government funding to support their education.
- The specific needs of students experiencing educational disadvantage are recognised with additional government funding and support.

- All schools and early childhood services have equitable access to any specific purpose government funding such as targeted support and capital works.
- Investment in the education and care of Indigenous students is increased.
- Government funding for students with disabilities is at the same level, regardless of the school or school sector they attend.

Principle 5: Funding Certainty

- All schools and system authorities have stability and predictability in government funding to support and maintain high quality outcomes for students.
- No Independent school student or family is disadvantaged if governments change their funding arrangements.
- All schools are guaranteed indexation of government funding in line with the real costs of education.

Principle 6: Effectiveness

- Government funding of Independent schools is valued as an excellent investment and benefit to Australia's education system.
- Government funding provided direct to the Independent school sector and guaranteed in legislation is recognised as the most effective and efficient means of supporting high quality outcomes for students in Independent schools.
- Government funding arrangements for all sectors are transparent and equitable.

Principle 7: Accountability to Government

- Governments recognise the accountability of Independent schools and system authorities to parents and the community.
- Accountability requirements are effective, efficient and relevant.
- Accountability framework is based on the educational objectives of the funding and does not duplicate requirements.
- Compliance costs are minimised and related to the level of funding for programs to ensure that resources are directed to schools and students.

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