

EDUCATION — REGIONAL INCENTIVE FRAMEWORK

1279. Hon COLIN de GRUSSA to the Minister for Education and Training:

I refer to question without notice 1182, asked last week.

- (1) Is the minister aware that the funding will mean level 3 staff may potentially be on a higher district allowance that will be more than what existing staff, such as deputy principals, are paid at some of the schools?
- (2) Are any incentives, on top of existing measures, being provided to current staff at remote, rural and regional schools to ensure that they do not leave in search of better pay conditions?
- (3) I ask again: will the minister please table the regional incentives framework used to identify the schools most in need of staffing support in 2023?

Hon SUE ELLERY replied:

I thank the honourable member for some notice of the question. I appreciate the member's interest in this matter, but I think the question reflects that he did not listen to any of the public comments I made at the time that all current and new staff at those schools in 2023 will receive the new attraction and retention initiative. I am also not sure that he listened when I said that there was no document; the framework was a series of different indices that were used together to come up with the list of those schools most at risk of not being able to staff properly. Nevertheless —

- (1) New and existing teachers and school administrators with a teaching load will be eligible to receive the attraction and retention payment. It is expected that all school administrators in these schools will have teaching responsibilities throughout the year.
- (2) Rural, regional and remote schools have professional and financial incentives in addition to the attraction and retention initiative, such as permanency, additional leave, and country teaching program and remote teaching service allowances.
- (3) The regional incentives framework model was developed using metrics weighted according to certain indicators. The framework identified schools experiencing acute staffing shortages in the 2021 and 2022 school years as an evidence-based predictor of the schools most likely at risk of a teacher shortage in 2023. Eligible schools have been classified based on the accessibility and remoteness index of Australia; staff movements and previous use of flying squad relief; the average number of applications per advertised process; the index of community socio-educational advantage; and existing financial incentives.