

SCHOOL SUPPORT PROGRAM RESOURCE ALLOCATION FUND

**226. Hon HELEN BULLOCK to the minister representing the Minister for Education:**

I refer to the school support program resource allocation fund.

- (1) What support is there for schools that have their SSPRA funding significantly reduced?
- (2) Given that the funding is allocated on the basis of student numbers, what scope is there for the funding to reflect the financial situation of the parents of the students or the socioeconomic area of the school?

**Hon PETER COLLIER replied:**

I thank the honourable member for some notice of this question.

- (1) The school support program resource allocation is a stream of supplementary funding allocated to schools in addition to their school grant. SSPRA has been provided to schools since 2009 in response to the director general's Classroom First strategy, to enable principals and schools to have greater autonomy and flexibility in making decisions about how they use funding to bring about improvement in specific areas of need. As allocative mechanisms take into account student numbers, socioeconomic index, National Assessment Program – Literacy and Numeracy results and geographic location, funding for individual schools can fluctuate from year to year. Schools that have had a reduction in SSPRA can access a range of support, including access to learning and teaching resources to assist teachers to plan effective programs for kindergarten to year 12 across all learning areas. This includes K–10 syllabuses; explicit literacy and numeracy teaching resources that focus on the teaching of essential literacy and numeracy skills including phonological and phonemic awareness, grammar, punctuation, spelling and number skills; resources to support the teaching of students for whom English is a second language or dialect; participation in effective whole-school literacy planning workshops and learning area-specific workshops for secondary school leaders and teachers; delivery of specialist literacy and numeracy training to support expert teachers to provide modelling, mentoring and coaching support to colleagues; delivery of professional learning to upskill mainstream teachers to support effective teaching for English as a second language or dialect students; delivery of Primary Connections professional learning by trained, school-based facilitators; participation in Classroom Management Strategies professional learning to build the capacity and skills of teachers to manage and engage students positively; access to the department's statewide services branch to support teachers to cater for the needs of students from diverse backgrounds and students with identified disabilities—that is visiting teachers; and, access to Schools Plus funding to support the implementation of individual education plans for students with identified needs.
- (2) The socioeconomic index is a factor used to determine the level of funding provided to schools via SSPRA.

The member cannot be dissatisfied with that one!