

TRANSCRIPT

LEGISLATIVE COUNCIL LEGAL AND SOCIAL ISSUES COMMITTEE

Inquiry into Public School Funding

Melbourne – Wednesday 25 March 2026

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Michael Galea – Deputy Chair

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WITNESS

Regina Gosney.

The CHAIR: Welcome to the public hearing of the Legal and Social Issues Committee. I declare the hearings open for today into the Inquiry into Public School Funding in Victoria. Please ensure that all mobile phones are switched off or on silent so that background noise is minimised.

I would like to acknowledge the original custodians of the land, the Aboriginal peoples, and pay respect to elders past and present.

I would also like to introduce the committee members. I am Joe McCracken, the Chair.

Michael GALEA: Morning. Michael Galea, Deputy Chair.

Ryan BATCHELOR: Ryan Batchelor, Member for Southern Metropolitan Region.

Anasina GRAY-BARBERIO: Hello. Anasina Gray-Barberio, Northern Metro.

The CHAIR: I am not sure if we will have some members online, but if they do pop online, we will see them come up on the screen there.

All evidence taken is protected by parliamentary privilege as provided by the *Constitution Act 1975* and further subject to the provisions of the Legislative Council standing orders. Therefore the information that you provide during the hearings is protected by law. You are protected against any action for what you say during the hearing, but if you go elsewhere and repeat those same comments, that may not be protected by privilege. Any deliberately false evidence or misleading of the committee may be considered a contempt of Parliament.

All evidence is being recorded. You will be provided with a proof version of the transcript following the hearing today and those transcripts, once you have had a look through and approved them, will ultimately be made public and put on the committee's website. For our Hansard record, are you happy to say your name and any organisation that you are appearing on behalf of, please.

Regina GOSNEY: Regina Gosney. I am the former school council president of Streeton Primary.

The CHAIR: Perfect. Thank you, Regina. Welcome today. Thanks for coming in. I will hand over to you for your 5-minute verbal submission, and then we will go to questions.

Regina GOSNEY: Okay. No problems. Thank you for the opportunity to appear before the committee today. My name is Regina Gosney, and I am the former school council president of Streeton Primary School. Streeton Primary is a small metropolitan school, with approximately 130 students, in the north-eastern suburbs of Melbourne. I held that role for four years, between 2020 and 2023, and during that time I worked closely with the principal, staff and school community on matters relating to school funding and infrastructure advocacy. My evidence today reflects the perspective of a school community navigating the practical realities of the funding model.

I acknowledge that Victoria has a structured funding model designed to support schools and direct additional resources to students with high needs. The intent of that model is to provide equitable support across the education system. Based on my experience in reviewing school budgets and funding allocations at school council level, I found the model's practical implementation does not often align with the actual challenges encountered by individual schools, especially smaller metropolitan ones. One of the key challenges is that the school funding model is largely based on per-student allocations through the student resource standard. While this provides an important benchmark, many operational costs within a school do not reduce in proportion to enrolment size. Schools still require leadership, administration, classroom teachers and support staff in order to operate effectively. For smaller schools these fixed costs can reduce flexibility when allocating resources across programs and staffing.

In practice, this creates ongoing structural pressure when schools make decisions about how to prioritise limited resources. During my time on school council the school frequently faced difficult decisions about how to best

allocate funding. For smaller schools even modest increases in operational funding can significantly improve capacity to provide specialist programs, intervention, wellbeing support and staffing stability. Delays in reaching the full-funding benchmark mean those supports can be deferred or limited. This context is important when considering the impact of the delayed progression to the full student resource standard for Victorian government schools, estimated at approximately \$2.4 billion. While the funding is distributed across the entire system, delays in reaching the full-funding benchmark can have cumulative impacts at the school level.

Another important factor is the student resource standard relates primarily to operational funding, while infrastructure is supported through separate capital investment programs. In the case of Streecon, capital improvements took many years to progress, and during my time works occurred through emergency maintenance rather than planned upgrades. Additionally, in some cases, issues progressed only after they were formally raised and pursued by school council, highlighting the role of local advocacy in navigating the system. Infrastructure investment, enrolment growth and operational funding are closely connected. Delays in infrastructure investment can directly affect enrolment growth, which in turn impacts funding levels, creating a cycle that is difficult for smaller schools to break.

If I were to consider how additional funding could be used most effectively, my starting point would be ensuring that teachers are supported to meet the demands of the modern classroom. The modern classroom is increasingly complex. Teachers are working with students with a wide range of learning, wellbeing and extension needs. Strengthening the broader support available to them, including tutoring, wellbeing and allied health, would enable teachers to focus on delivering high-quality teaching while ensuring students receive the support they need to succeed. Supporting teachers with the right resources and professional support directly enhances educational experiences and learning outcomes for all students in the classroom. Ultimately, my submission is about student equity. While the funding model aims to be fair, it does not always deliver equitable outcomes in practice. Thank you for the opportunity to provide evidence, and I look forward to answering the committee's questions.

The CHAIR: Thank you very much. I am going to hand over to Mr Galea to start us off.

Michael GALEA: Thank you, Chair. Good morning, Ms Gosney. Thank you for joining us today. Just at the outset, you mentioned a few times that Streecon is a smaller school in the metro area. I understand, if I am correct, the current enrolment is around 144. Is that correct?

Regina GOSNEY: 130. It is dropping, yes.

Michael GALEA: 130. Yes, I was going to ask you about the growth or decline. What has that change over time looked like over the past 10 years?

Regina GOSNEY: I think, to be honest, infrastructure funding has played a big part. Streecon has not had planned upgrades. It really was a significant incident that resulted in Streecon receiving some significant funding, and that was through advocacy from school council to members of Parliament and the department secretary. That has a cascading effect, right? If your neighbouring schools have been well invested in, it is incredibly hard for a school in a metropolitan setting to – dare I say – compete, and they do have to compete. I think what I am highlighting here is, yes, we are talking about the SRS operational funding, but you need to also collectively look at the range of funding offered and the impacts of those when there is a shortfall.

Michael GALEA: Thank you. How do the enrolment numbers at Streecon compare to other nearby schools?

Regina GOSNEY: I think most of them are around 500, 600. I understand they are at capacity. It is a challenge that Streecon has faced; it is a challenge the department is aware of. I guess one thing to note is while you can invest in a school, it takes a long time to grow the school. It is not like you invest in a school and suddenly you get 100 kids coming in the next year. The ripple effect of that is the element of funding from an operational stance. Schools still need to have teachers for specialist programs and wellbeing et cetera, right? If your neighbouring school network can offer that, it is very hard for Streecon to offer the same. Teachers wear many hats in this instance.

Michael GALEA: Thank you. My colleague online Mr Tarlamis and I both look after the outer south-eastern suburbs. We are dealing with the opposite problem of so much demand. We have built so many new schools and they are filling up with students, so it is quite interesting for me to hear –

Regina GOSNEY: It is a different perspective.

Michael GALEA: the contrast, yes. You have talked about the funding that you have now received or are receiving through – you mentioned your local member. Is that Colin Brooks?

Regina GOSNEY: Yes, that was through school council, local advocacy. That was direct to the department. That was emergency maintenance funding. To give you a picture, in 2022 the ceiling of one classroom was collapsing. That resulted in student evacuation. WorkSafe had to come in. A whole look through of that building work needs to be looked at, which resulted in battens on the ceilings.

Michael GALEA: That is not the outdoor learning space? That has been funded.

Regina GOSNEY: No, that is not the outdoor learning space. They are all sort of capital. The outdoor learning space actually came from the north-east fund, so that is separate. As far as capital funding, we probably have not really received anything, to be honest. This was purely from the emergency maintenance program.

Michael GALEA: Sure. So the outdoor learning space funding, that has not –

Regina GOSNEY: That was a grant. School council submitted that grant through the North East Link fund, and we got the opportunity to use that \$100,000 for the outdoor learning space.

Michael GALEA: Is it \$100,000 or \$500,000?

Regina GOSNEY: That \$500,000 that we recently got I think is for –

Michael GALEA: That is a separate thing again.

Regina GOSNEY: That is separate. That is for retaining walls and things like that.

Michael GALEA: Okay. So there is the \$500,000, there is the \$100,000 separate, and then there is the emergency funding that you were referring to.

Regina GOSNEY: Which was \$5 million.

Michael GALEA: Yes, I understand. Thank you. From your experience at a school such as Streeton, what structural things do you think need to happen in order to address the imbalance between some schools? I know it is not a growth area, but I am assuming population is not falling in Yallambie.

Regina GOSNEY: No. Well, population will grow, right? That is a natural thing that will happen. Housing will be required, subdivision will be allowed – all of these things will happen. That takes time. I suppose what we need is there needs to be a strategic direction. A lot of the things that I am alluding to are late indicators of where things go wrong and help is – there is a call to arms, right? There needs to be a strategic direction, particularly when you are looking at, by region, what do the schools look like in the area? That should come down to funding decisions et cetera.

Michael GALEA: My time is up, but just very quickly, some regions of Victoria have had what is called regionwide education plans – Shepparton and Merri-bek North are two examples. Is that something that you would advocate for in your community?

Regina GOSNEY: Definitely for within metropolitan Melbourne. I think you do need to look at –

Michael GALEA: Metrowide? Or within your region?

Regina GOSNEY: Yes, metro, definitely. And that would just isolate some of the inconsistencies, some of the gaps where things need to be addressed.

Michael GALEA: Thank you. Thanks, Chair.

The CHAIR: Thank you. I will have a go at a few questions now. In your submission I note that you said that:

Despite repeated advocacy efforts, ranging from comprehensive submissions to direct conversations with senior Department of Education staff and local government ministers ...

You mean local members of Parliament, that sort of thing?

Regina GOSNEY: Members – yes.

The CHAIR: You said:

... progress remained slow and inconsistent.

Can you expand a bit on that? What do you actually mean?

Regina GOSNEY: When the incident happened at Streeton, we thought, ‘Great.’ You know, ‘It’s a call to arms. Things will happen.’

The CHAIR: Are you talking about the roof leaking?

Regina GOSNEY: The roof, yes. And, look, before that, we talked a lot about Streeton and what we can do and all of these things. It just seemed to be very much a school council led approach, so we really had to have a finger on the pulse to get things actioned.

The CHAIR: You did not feel you had much support from the department?

Regina GOSNEY: No. Look, the department came in and did what they needed to do, but there needed to be that advocacy on, okay, what are the ins and outs in terms of what is going to be funded for the repair jobs? Carpet, for instance, was something that was going to be excluded, which was mind-boggling, because two buildings, the main classroom buildings, were in disrepair. So I think it was those things that were challenging. One thing to note: schools that are of this side do need to think about pivoting. You want to improve enrolment, right? That should naturally happen, but you want to improve enrolment. Our principal is incredible, like all principals across the state, and so we did look at the kindergarten program, having a kindergarten onsite, that would be a really good proposition for Streeton. I know the department came in. I know they know us very well, because there is a lot of advocacy coming from our school. I am not sure where that landed, but it would have been an incredible proposition. So I think you have got to understand the navigation that needs to be done at a school level to get things done. I am not saying that there is not a model, I am saying in practice it is not effective.

The CHAIR: It is not a one-size-fits-all.

Regina GOSNEY: Yes.

The CHAIR: Can you describe to me what the remaining buildings are like at Streeton? I want to understand what the whole capital portfolio is.

Regina GOSNEY: Sure. So, the buildings – two-thirds, all of that – basically we all got new ceilings, guttering, all the stuff that would not be needed for a school that has been around since 1995. I think the school merged with another school back in the 90s.

The CHAIR: What are the buildings themselves? How old are they?

Regina GOSNEY: Well, themselves, they would be since 1995. I do not know, around then or pre then, so over 30 years old. The refurbishment was fantastic for the school. I have to say that it is unlikely Streeton will ever see modernisation funding. So the collective effort from Streeton council to get where we are is fantastic.

Buildings aside, I think one thing to note is the behavioural needs. That is a big thing that we see across, I guess, the school network but in the classroom. When I talk about the modern classroom, you really need to think about: what are teachers facing into? You know, that requires specific support. I think for Streeton, they have had quite an increase in sort of behavioural challenges. That has also resulted in lockdowns, unfortunately. So navigating that is also challenging but also the optics of that. You have got to understand that prospective parents come in looking at schools, understanding the journey of Streeton and looking at other schools in the area. The optics are not great.

The CHAIR: Yes, I can understand.

Regina GOSNEY: So I think there are a number of things. I guess what I want to show is that, yes, there is a model. You need to look at it collectively and you need to understand what is happening on the ground. Yes, you have got a benchmark, yes, this is what we are trying to do but what are the gaps?

The CHAIR: I am just going to quickly ask before my time runs out. You talked about emergency maintenance as being the only real injection of cash. Has there been more than one example of that apart from the roof?

Regina GOSNEY: No. That was pretty significant, though.

The CHAIR: Of course. Yes.

Regina GOSNEY: Not that I am aware of. I mean, our grounds are beautiful. The grounds themselves still have the old asphalt. We have tried to go through those minor capital works, and they are quite disheartening to be honest. You go through that process – school council went through that process, there were overwhelming submissions, only to hear down the road a school gets another round of funding. The inequities are present. I think there probably needs to be a more sustainable approach.

The CHAIR: Thank you. My time has just expired. I will hand over to Mr Batchelor now.

Ryan BATCHELOR: Thanks, Chair. Regina, thanks so much for coming in. I just want to unpack a little bit more the challenges that you think exist in the model for smaller schools. We are a committee that has got to make recommendations. You have spoken a lot about sort of the capital side, and one of the things that this committee has inquired into in the past is that there was a decade of the Commonwealth not putting any money into capital, which the state had to then pick up. So there has been an ongoing challenge there of getting money from the Commonwealth for public schools for school capital, but on the recurrent side, we have got to have a way of funding the system, and that is what the current mechanism seeks to do. How would you, at a system level, recommend a sort of policy shift that did not fund on a per capita or a per student basis? Because that is one of our challenges.

Regina GOSNEY: Yes, I think you need to understand what is going into that per capita basis. What are you using as your underlying measures to derive that, and why is it plausible? I think the challenge from a policy perspective is every school is very different and it is constantly changing. You have to adapt. To have a specific component, I think you are looking at what is coming out of here. And none of this is new. What we are saying or what schoolteachers are saying is not new, so I think you may need to think about really drilling down into the modern classroom. What is in there? What are students experiencing? How can you bring in those support networks to support the teacher? Which then should derive – what does that cost, and how does that derive back to policy in terms of how you are going to fund that?

Ryan BATCHELOR: Do you think that should be different per school, or do you think it should be consistent across the system?

Regina GOSNEY: I think there are allocations, from my understanding, that the department has for varying things like disability and small schools et cetera. Maybe you can think about how, really, what is the underlying formula here to derive that? When it comes to schools and you are looking at them and you are looking at, you know, the students there, whether it is social, economic et cetera, you are applying the right funding for them or the best you can based on what you know, right? It is really delving deep into what is happening on the ground, okay. You will get pockets of schools that are small schools, and they are dealing with this. You have got larger schools that are dealing with this. How can we utilise this to get a more equitable approach to funding?

Ryan BATCHELOR: I think one of the things I am struggling with is we have got to have a funding policy and mechanism –

Regina GOSNEY: You do.

Ryan BATCHELOR: that works across a system of a thousand-plus schools. It is hard to do a systemwide approach based on the sort of individual circumstances of each individual school, don't you think?

Regina GOSNEY: I do not know. I do not think it will just be many individual circumstances. I think you will get common themes that you can utilise, and I think it is looking at are those common themes now different and is the underlying definition for that additional support or whatever still right? Are we catching up with what is actually happening in schools, right? Because I mean, dare I say it, for you and me schools were very different back in the day. You have to adapt, so it is actually understanding what is happening structurally here to be able to support that policy decision.

Ryan BATCHELOR: You mentioned a bit about sort of some of the challenges with behaviour and behavioural issues in the classroom. What is your understanding about what is driving that?

Regina GOSNEY: I do not know. I cannot talk specifically to what drives behavioural issues – that could be a wide range of things – but they are present in the classroom, and they are varying. So you need a mechanism to either support that child, bring them out of the classroom, have support staff be able to look after that classroom, help them self-regulate and bring them back into the classroom so the whole classroom is not disrupted and the teacher can teach, right? I think you have got to understand that that is what schools are trying to do, right? They are trying to get some cohesion in the classroom. They are trying to teach everybody. I cannot talk to the behavioural why, but I can talk to probably mechanisms in terms of what is currently being done to support that.

Ryan BATCHELOR: Thanks, Chair.

The CHAIR: Thank you. Ms Gray-Barberio, over to you.

Anasina GRAY-BARBERIO: Thank you very much, Chair. Thank you, Ms Gosney, for being here. We are here as an inquiry to I guess understand the impact of the government's decision to delay 75 per cent of SRS. You have mentioned in your opening statement that your submission is around student equity. You mentioned in your submission that kitchen and garden programs have been impacted and dedicated sports teacher programs have been either reduced or eliminated completely. What kind of like ripple effect is this having on students in terms of access to a breadth of curriculum and quality of education?

Regina GOSNEY: Obviously, you know, it supports overall learning outcomes, okay. There is numeracy and literacy, and that is the crux of learning, but these enrichment programs really support wider learning, okay? The school tries its best, and this is where teachers wear many hats. It will be on a smaller scale. It might be, you know, part of a term to try and bring something within the curriculum to be able to do those. So when funding is not there, they struggle, and that is where I –

Anasina GRAY-BARBERIO: Who makes up the shortfall? Are parents having to make voluntary payments to cover basic resources?

Regina GOSNEY: Look, I have my own views on voluntary payments. I feel like that is just fundraising. I think we do not put pressure on parents. Obviously we rely on it, but it is not mandatory. I think anything that the school gets to be able to put back into the curriculum is a bonus. We cannot really fundraise. We can fundraise to a certain degree given our school community. I mean, we all love a sausage sizzle when it is election day, so that is great when that happens because that is a real money earner for the school. But we do not have the capacity like other schools to do state fairs –

Anasina GRAY-BARBERIO: How often are you having to fundraise a year?

Regina GOSNEY: We do what we can, because it all depends on parent involvement too. I think what we decided is that we would do maybe one thing a term, if that. A lot of the time during my time at school council was really on advocacy to really highlight some of the inconsistencies at school.

Anasina GRAY-BARBERIO: And what are those fundraising funds going towards?

Regina GOSNEY: They will go to teaching resources. Streeton was one of the earliest schools to adopt explicit teaching before it was announced. So we supported resourcing – it was a sausage sizzle, actually, the election barbecue. A lot of those funds went into resourcing. We allocated it out to teachers and said, 'Here you go. Work through where you want to put it,' and some of that funding went to resourcing.

Anasina GRAY-BARBERIO: You also spoke about CRTs: when they are not available, planning time just disappears completely. What else is going on at your school as a result of this delay in funding?

Regina GOSNEY: I think it is just the instability. Because of the nature of the school, composite classes are a thing, and that is fine – teachers do need to teach to the need; however, it is complex. When teachers are away, there is a lot of stepping in. CRTs have been a big problem for all schools, but for Streeton – it puts a lot of pressure on teachers; you can see it.

Anasina GRAY-BARBERIO: And can I just ask you, talking about modern-day classes and everything, does your school have access to wellbeing staff? You said that students' behaviours are getting worse.

Regina GOSNEY: We have one, yes. That was something we raised, so again, school council raised the issue to the department.

Anasina GRAY-BARBERIO: What was the response?

Regina GOSNEY: They did come down, because they had to. They came to the school, they had a look, they suggested –

Anasina GRAY-BARBERIO: Did they make any commitments?

Regina GOSNEY: Look, there was a commitment and there was a model implemented, but it was not sustainable.

Anasina GRAY-BARBERIO: So do you actually have any staff that cover counselling or provide psychology support?

Regina GOSNEY: No. There was access to a psychologist on a much smaller scale than, I guess, our other schools, so I think there was access to that. There was a couple of ES staff to support this one child that was quite vulnerable with significant needs. But again, the model itself was not sustainable.

Anasina GRAY-BARBERIO: Do you support the teachers striking yesterday?

Regina GOSNEY: Of course.

Anasina GRAY-BARBERIO: Thank you.

The CHAIR: I am just triple-checking: Lee, you have not got any questions at all? No? That is all right. Cool. What we will do now, we have still got a little bit of time left, is we might just go through each of the committee members again. But we will have a bit less time, so it might be 2 minutes, and we will just fire away. So let me just change the clock. I will just go down the way there and start off with Mr Batchelor again.

Ryan BATCHELOR: Thanks, Chair. Regina, you just mentioned that CRTs are a big problem. Can you unpack that a little bit for me? What is the nature of the problem? Why is it a problem?

Regina GOSNEY: Well, we do not have a lot of staff, so if a staff is sick – particularly over winter, that is natural – accessing CRTs is challenging. And so that I could see quite clearly: you have got availability and then you have got consistency. I think they try to have a pool of CRTs, but naturally over that time it is really hard.

Ryan BATCHELOR: What do you think the impact on the kids and their learning is from having inconsistent CRTs?

Regina GOSNEY: Well, for some of those kids that do like structure and do like to have that level and that teacher in the classroom, that is challenging for them.

Ryan BATCHELOR: So some of the kids you think benefit from having a sort of stability and consistency?

Regina GOSNEY: Stability, definitely, yes. Stability in the sense that you do not necessarily have to have the one teacher; you can still have a number of teachers. You could have two teachers teaching a class part-time

– that is fine, that is stability. But when they are coming in and out or they are constantly changing, that is hard because that is a different person coming in with a different method of teaching, and we are talking about kids under the age of 12.

Ryan BATCHELOR: How does the school go about – what are the measures it uses to go and source its CRTs?

Regina GOSNEY: I think like every other school, it just goes out there to who is available. They try and have their – and we do have CRTs that want to come back. You try and keep the ones that you have got, but it is the general pool.

Ryan BATCHELOR: Thanks, Chair.

Michael GALEA: Thank you, Chair. Thanks again. I wanted to again unpack something else you talked about. You had some concerns around the voluntary payments from parents. We have had some different feedback from parents and schools already in this inquiry. Can you elaborate on your thoughts on that?

Regina GOSNEY: Yes. Look, I mean, they are voluntary, so if parents want to contribute to the building fund or additional funds, then that is great, but you cannot rely on them. That is not sustainable funding. That is a bonus, right? I question the validity of that, because it is not sustainable. Having it as a voluntary contribution to me is like, ‘Well, okay, it’s a nice-to-have.’

Michael GALEA: What percentage of parents at your school would typically pay?

Regina GOSNEY: Less than 50.

Michael GALEA: Is that something that has changed over time?

Regina GOSNEY: We have tried – I think you cannot advocate for this, right? I think you have to be within the realms of what the department requires you to talk through. There will always be the parents that will provide contributions. But again, we do not go too hard, if that makes sense.

Michael GALEA: Yes. Thank you. Thanks, Chair.

The CHAIR: Thanks. I heard you say that you support the teachers strike of yesterday. It is obviously a long, protracted pay dispute, a very significant impact on the state. Firstly, when were you the school council president? Was it recent?

Regina GOSNEY: 2020 to 2023.

The CHAIR: Okay. I guess we would still be operating under that same – have you had conversations with teachers about their pay and conditions and even with the principal about attraction, retention, all those sorts of issues?

Regina GOSNEY: No. I do not have specific – I can just see the effects.

The CHAIR: What do you see?

Regina GOSNEY: I just see the challenges in the classroom. I can see the challenges with them having to deal with a lot in the classroom. That is why I call it the modern classroom, because it is very different, and it can be different day on day, right? Kids are still the same, but they have varying challenges with learning needs and behavioural support. I think there is a lot that they have to manage, particularly at Streeton with limited resourcing, so that support network is really key. Not only are they doing what they do best, which is teaching in the classroom, but there is the added pressure of everything else.

The CHAIR: Admin and all of the –

Regina GOSNEY: All of it, yes.

The CHAIR: We have had that feedback before. Do you think if the government did not cut \$2.4 billion from education, it would go towards paying teachers better?

Regina GOSNEY: I think any additional funding to support the system will be beneficial, of course, definitely. In response to teachers, definitely. They do a lot in that classroom. They do a lot, and so the expectations of them are incredibly high when they walk in during that day.

The CHAIR: Yes. All right. My time is about up, so I will go over to you, Anasina.

Anasina GRAY-BARBERIO: Thank you, Chair. Thank you, Ms Gosney. Do you think schools' over-reliance on CRTs is an impact and an outcome of the government's \$2.4 billion cut from public schools?

Regina GOSNEY: I think there is probably just a structural thing there in understanding the landscape of teaching and what has been – I think it is that strategic direction that has not been committed to. So \$2.4 billion would add to it – obviously, if we do not get it. But I think it is actually understanding what has contributed to that and how long that has been going on for.

Anasina GRAY-BARBERIO: Who needs to understand that?

Regina GOSNEY: I think that is the government. That is the department. That is understanding what are the trends and what has happened over time – why has this happened? I think you have already heard a lot from this hearing on what is happening in the classroom. So naturally –

Anasina GRAY-BARBERIO: Do you think that they are not following trends that are coming through from –

Regina GOSNEY: I would not say that. I am just saying this is what I am seeing. I am seeing that there is this ripple effect that is happening, and now we are in a situation where – what is the call to arms here to help with this?

Anasina GRAY-BARBERIO: What is the call to arms according to you, Ms Gosney?

Regina GOSNEY: I think it is looking not necessarily at just the \$2.4 billion, but how that is going to be allocated. Where is that going to go, right? \$2.4 billion will obviously help. But it is about how it is actually going to be filtered into the system and what are those measurable things that are going to happen.

Anasina GRAY-BARBERIO: Other jurisdictions have already reached 100 per cent, like ACT. Victoria has not even come to 75 per cent, and we have heard witnesses talk about that as the minimum that this government should be reaching. What is your response to that?

Regina GOSNEY: Obviously it is clear that we need to inject it. But again, we need it. How are you actually going to implement it into the system to make it effective?

Anasina GRAY-BARBERIO: Thank you.

The CHAIR: We have still got a few minutes. Does anyone else have any more questions?

Michael GALEA: Just one.

The CHAIR: Of course. Go for it.

Michael GALEA: What is the current class size at Streeton Primary School, typically?

Regina GOSNEY: I think it has dropped from 130. I think it is below 100, yes.

Michael GALEA: No, sorry – the classroom size, not the school size.

Regina GOSNEY: Oh, the class size is probably 16 to 20.

Michael GALEA: Okay. Thank you.

The CHAIR: Does anyone else have any questions? Do you have any more?

Anasina GRAY-BARBERIO: No, thank you.

The CHAIR: Do you have any final comments before we finish up?

Regina GOSNEY: No, I think I have relayed what I wanted to say. Hopefully the committee can take that on and think about the direction that should take place.

The CHAIR: All right. Thanks very much for your time today. We really appreciate it. You will get a proof copy of the transcript.

Witness withdrew.