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FACTORS IN FUNDING THE PUBLIC SECONDARY SCHOOL (S) IN THE NEW SOUTH WALES TOWARD STUDENTS' ACADEMIC ACHIEVEMENTS

By

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2024

FACTORS IN FUNDING THE   PUBLIC SECONDARY SCHOOL (S) IN THE NEW SOUTH WALES TOWARD STUDENTS' ACADEMIC ACHIEVEMENTS

Abstract of Book

This Book investigates a basic issue: the way funds are allocated to public secondary schools in Western Sydney, New South Wales, and how much it affects how well students do in school. The primary goal is to explore the different elements impacting the distribution of government assets and funds, determined to give fair open opportunities to all students, no matter what their experience/background or school size.To address these objectives, four key research questions guide the investigation. First, the role of government regulations in shaping education funding in New South Wales is examined. Second, the allocation of government funds to schools in Western Sydney is analyzed, comparing current practices to previous years to track evolving dynamics. Third, factors responsible for the uneven distribution of resources in the Western Sydney education sector are identified and evaluated. Finally, a funding distribution framework for secondary schools that promotes fairness and equality is proposed.This research is of paramount importance as it addresses the equitable access to quality education for all students. By shedding light on the complexities of funding allocation, this study aims to contribute to informed policy decisions and practical strategies to mitigate resource disparities. The outcomes of this study have far-reaching implications, benefiting not only students and their families but also the broader community, as a fair education system is essential for societal progress and development.Through a thorough examination of government strategies, financing patterns, and the variables impacting asset designation, this research endeavors to give important experiences and suggestions to policymakers, teachers, and partners in the schooling area. A definitive objective is to improve the educational landscape in Western Sydney, encouraging a climate where each student can flourish and accomplish their full academic potential.

Approval Page

I confirm that I have overseen and reviewed this study, and in my view, it meets the expected standards for scholarly presentation. It is comprehensive and of sufficient quality to qualify as a project paper for the Doctor of Philosophy degree in Education, specifically in the field of Educational Foundation.

Declaration

I affirm that this project is the outcome of my own research, except where I have explicitly mentioned other sources. I also confirm that I have not previously or simultaneously submitted this work for any other academic degrees, whether at my current institution or elsewhere.

This Capstone Research Book holds a special place in my heart as a dedication to my parents,

whose unwavering support and guidance have played an indispensable role in shaping the person I

have become in life.

Acknowledgement

I want to take a moment to express my heartfelt gratitude to the many people who have played a part in bringing this Capstone Book to life, exploring the critical topic of "Factors in Funding Public Secondary Schools in New South Wales Toward Students' Academic Achievements."

I'd also like to extend my appreciation to the dedicated educators, school administrators, and government officials who generously shared their time and knowledge, helping me gain valuable insights into the complex world of education funding and its impact on our students.

To the students, parents, and community members who took part in providing the guidelines for the study as their perspectives and experiences have added depth and meaning to this study.

To my family, a big thanks for their patience and understanding during those long hours of study. Their belief in me has been my anchor.

To my friends and colleagues, their support and encouragement have been a true source of motivation. Sharing this journey with them has made it all the more rewarding. And, of course, a nod to the academic institutions and libraries that provided me with access to crucial resources and materials.

While I take full responsibility for any errors or limitations in this Capstone Book, it's important to recognize that these individuals and organizations have played a significant role in making this research possible. Thank you for being a part of this academic adventure.

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Abbreviation Page

NSW: New South Wales

RAM: Resource Allocation Model

SRS: Schooling Resource Standard

VET: Vocational Education and Training

ACARA: Australian Curriculum, Assessment and Regulatory Authority

TSDEA: two-stage data envelopment analysis

SFA: Stochastic Frontier Approach

RQF: Research Quality Framework

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CHAPTER ONE

INTRODUCTION

1.1 Introduction

In recent years, governmental and non-profit organizations have primarily funded and managed the significant increase in public education spending (Salau et al., 2016). A gradual reduction in education spending however, has been observed since 2016. Allocating necessary funds to the education sector ensures quality education for students, equipping them with expansive learning opportunities, improving their academics (Salau et al., 2016).

1.2 Background

Over the last two decades, education in New South Wales has been heavily politicised. Whereas, the national interest towards the education system has also declined. Some educational reforms were taken by the government but due to inappropriate policies and time frames, no successful outcome was attained in the NSW education system (Shreeve & Palser, 2018). Typically, the ideal scenario of education cannot be restricted for the public and the government has considerable authority to provide education. However, the inappropriate reforms by the NSW education system have left teachers and policymakers resistant to proceed towards any advanced reform or advancement (Netolicky, 2020). It therefore, is important to analyise the role that the government plays in providing funding for the education system and the challenges that may intervene its provision. Conversely, New South Wales is a large part of the country and the study requires a more detailed approach, narrowing down the research towards West Sydney only, which

itself is a large area of the region. There are various public and private schools within Western Sydney that acquire government funding, where health facilities and the education system are flourishing alike (Salau et al., 2016).

The concerns with the problem of politicization and uneven funding distribution in the education sector in New South Wales, particularly in Western Sydney, are multifaceted and impactful. The national education system has lost interest and prominence as a result of education's politicization. This influences the nature of schooling as well as subverts the drawn out prosperity of communities. Due to the government's direct control over education funding, public and private schools receive different amounts of funds. Parents are put under pressure to pay for expensive educations as a result of this unequal distribution, which makes families' already poor facing financial circumstances even worse. As a result, disadvantaged students may be further marginalized, hindering their educational opportunities and perpetuating social inequalities. It is a common fact that schools lacking funding, pass on essential costs of the schooling system towards the parents of their students being admitted into the school (Muralidharan & Prakash, 2017). Being of age, adults have a responsibility towards their children to provide them with the best education facilities as per their feasibility, however, raising school costs would be very detrimental over their mental health. Adults would have to juggle between all their social responsibilities as well as work to earn more money to provide their children with quality education. Similarly, we are also starting our families and would therefore require adequate amount of financial funding to ensure that our children get the best education as possible. Our neighbourhood, and the entire community is also likely to feel the same since each community has a significant portion of children. If in case, all of us need to collectively pay for our children's school activities and infrastructure, it would suddenly put pressure over all our other responsibilities since it would be an addition expense that was

previously being catered by the government. Parents are bound to use their spare time to look for additional sources of income so that they may use their surplus to donate to their children's school in order to provide them a better education rather than using that time for themselves or to talk to their children (Muralidharan & Prakash, 2017). Similarly, children attending such schools having a lack of funding often lack a sense of direction since they do not experience adequate extracurricular activities or a proper curriculum as in other schools, since all such activities are dependent on funds. This subsequently results in disengagement and lower academic performance (Duncan & Murnane, 2011). The effect on families is huge also, with guardians being compelled to look for extra sources of earning to cover the costs of their kids' schooling. This can bring about an absence of quality time enjoyed with youngsters and possibly influence their profound prosperity (Muralidharan and Prakash, 2017).

Resource allocation theory allows for an analysis of the processes and criteria used by the government to distribute funds among schools and educational institutions. By exploring factors such as student population, socioeconomic indicators, infrastructure needs, and educational outcomes, policymakers can gain insights into how fund distribution decisions are made and whether they address the specific needs of the Western Sydney region (Liefner, 2003; Rice & Smith, 2002). Equity in education emphasizes the importance of fair and equal access to educational resources and opportunities. By considering principles of social liberties and distributive justice, policymakers can strive for an equitable usage of resources in the allocation of funds (Heindl & Kaschik, 2016; Hutmacher et al., 2001). The concept of community engagement recognizes the active involvement of families, local organizations, and community stakeholders in advocating for equitable funding (Lazarus et al., 2008). Collaborative decision-making and participatory governance frameworks provide valuable perspectives on engaging diverse groups in addressing the

impact of funding disparities and promoting educational equity (Evers et al., 2016). Public policy theory allows for an exploration of the government's role in resolving cultural issues through its choices and actions. By understanding the creation, implementation, and evaluation of regulations, policymakers can identify opportunities for improvement in education funding policies (Dye, 2013). Political economy theory sheds light on the complex interactions between political processes, economic factors, and power dynamics that shape public policy. This theory helps to analyze how economic factors influence the distribution of funds and how government rules reflect the interests and priorities of different political actors. The concept of governance and accountability is crucial in understanding the mechanisms that ensure effective oversight, transparency, and fairness in the education sector. Examining the roles of educational establishments, regulatory bodies, and government agencies in enforcing and monitoring education funding policies is essential to assess the extent to which government rules facilitate equitable fund allocation (Wicksell, 2013). Drucker (2007) was also of the opinion that managers should instill a culture of ongoing improvement within their companies. This is relevant to the research because it suggests that the government should constantly assess its education funding policies to make sure they are meeting the needs of schools and students. Educational specialists ought to be given the responsibility of allocating funds to schools by the government. The needs of Western Sydney's students and schools should be well-understood by these specialists, and they should be able to assist the government in achieving its funding objectives for education.

Given the gravity of these concerns, conducting research on the issue becomes essential. Investigating this can gain significant insights within the education sector which may help policy makers to address the issue adequately. Since we live in Western Sydney, the study has been limited to this region as the funding of schools in this region mainly influence us despite it being a small

region. Moreover, analysing a large population would currently be time and labour intensive, therefore, only the West of Sydney would be included within the proposed study. The region has a large number of public and private schools alike, however, that too, would be narrowed down to only 10 schools due to time constraints. Furthermore, since our children are currently starting their secondary education, we have limited the scope of the study to funds allocation within the secondary schools only. We, have long been residing in Australia, however, the influence of funds allocation by the government in the schooling system has been recognised now as we start our families and expensive education has become a liability for us that can only be corrected through an even distribution of funds among schools by the government. Hence, the scope of the study has been directed towards analysing funds allocation by the government within the schools of Western Sydney.

1.3 Statement of Problem

The statement of the problem highlights significant issues with public secondary school funding in New South Wales and how it affects students' academic success. To begin, it mentions that education has become politicized, which has resulted in a decline in educational quality and a decline in public school enrollment. This suggests that political considerations may have a greater impact on education policy and funding decisions than what is in the best interest of students, which can harm learning environments. The statement also makes it clear that funds are not evenly distributed between public and private schools. This uneven portion of assets can make disparities in assets and opportunities for students in various sorts of schools, possibly affecting the nature of training. In addition, it emphasizes the financial strain on families already struggling with rising costs of living. Due to the high cost of education, these families may not be able to provide their

children with the necessary support and resources. Furthermore, it brings up the absence of a well-defined curriculum and limited extracurricular activities as issues. These factors can hinder the overall educational experience for students, potentially affecting their academic performance. In summary, the problems mentioned in the statement of the problem revolve around funding disparities, political influences, financial hardships for families, and limitations in the quality and range of education in public secondary schools. All of these factors could potentially impact students' academic achievements.

1.4 Research Objectives

Based on the problem statement and the background of study provided, the following research objectives have been devised:

Objective 1:

- The primary aim is to determine the current distribution of government funds in schools within Western Sydney.

  ➢ **Objective 1.1:** To achieve this, an analysis of funding trends for Western Sydney schools over the past decade will be conducted.

  ➢ **Objective 1.2:** A comparison will be made between the allocation of funds in rural/smaller and urban/larger schools in Western Sydney.

Objective 2:

- To identify effective methods for ensuring equitable allocation of government funds to all children in Western Sydney, regardless of their school's location or size.

➢ **Objective 2.1:** To investigate this, an exploration of strategies and best practices employed in other regions or countries to achieve fair fund allocation in education will be undertaken.

➢ **Objective 2.2:** To conduct an assessment of the specific needs and challenges faced by rural/smaller schools in Western Sydney concerning resource allocation.

Objective 3:

● To pinpoint and evaluate the key factors that influence the uneven allocation of resources within the education sector of Western Sydney.

➢ **Objective 3.1:** To carry out an examination of the impact of socioeconomic factors on resource allocation disparities among schools in Western Sydney.

➢ **Objective 3.2:** To undertake an analysis of the role of government policies and regulations in shaping the allocation of resources to schools.

➢ **Objective 3.3:** To gain a deeper understanding, an exploration of how school size and location impact resource allocation will be conducted.

➢ **Objective 3.4:** To explore the perspectives of educators, administrators, and community stakeholders regarding resource allocation issues.

1.5 Research Questions

The following research questions have been framed against the aim of the study,

1. What role does the government rules play in education funding within New South Wales?

2. How does the government allocate funds across the education sector within Western Sydney? What are the factors effecting allocation of funds?

3. What influence does an uneven distribution of funds in the education sector have over students, their families and the larger community?

4. What is the solution to framework funding distribution for secondary schools ?

1.6 Significance of the Study

This study remarkably addresses a major issue: how the money for public secondary schools in New South Wales is spent, and how this affects students' success in school. We all want education to be fair and excellent because it is so crucial to society. This examination assumes the challenge of sorting out how we can get that going in New South Wales. This isn't just something we're doing because it's interesting; there's a gap in what we know. In many places, education funding has been studied, but New South Wales is unique. No one has truly checked out at it intently here. As a result, this research fills that gap and aids in our comprehension of our own concerning point. The cool thing about this study is that the information it reveals can actually assist decision-makers regarding schools. What we find can be used to improve schools by policymakers, school administrators, and even parents. Students may receive a better education if we are careful with our spending. By focusing a light on the variables that conclude how much cash schools get, this examination likewise enables loads of various individuals. It's like giving them a megaphone to use to advocate for fairness. That incorporates individuals who decide, educators, guardians, and, surprisingly, the actual students. They can advocate for a better educational system once they are aware of the situation. This research is not just another paper because it is a PhD Capstone Book. It's like a significant knowledge building block. It combines real data, theories, and research methods to

help us comprehend education funding and its connection to student success. Also, it's not only the end; It's also a start. Different analysts can utilize what we find to continue to dive into this significant point. In short, this research for the PhD Capstone Book is significant because it addresses a crucial education issue, fills in knowledge gaps about New South Wales, contributes to the improvement of schools, empowers individuals to speak up, and enhances our comprehension of education funding. It's all about making sure every student gets a fair shot at a great education.

It has been found that some principles of education department had been given poor support to manage the educational reforms as well as reflected ineffective ways to handle the overall mechanism (Connell et al., 2020). In this manner, the realisation to have a strengthening role of government is the most crucial aspect as this would help to highlight the role of the government to keep track of funds. Moreover, an effective role of government in the education system would help to upgrade the learning and support practices and allows the student to fulfil their needs. The understanding of the role of government in the education system will help to ensure the right to provide high quality and tends to offer adequate resources to the students (Vincent & Chiwandire, 2019). Meanwhile, the study is directly associated with the needs of adults today who have just began to start their families or already have a family where children are of a school going age. An uneven distribution pressurises the parents to look towards alternative sources of income or additional income in order to pay the expenses of the tuition fee for their children so that the schools are able to carry out facilitative activities that enhance the quality of education being provided. In admist all this chaos however, children are bound to miss out on the love from their parents who themselves would be busy roaming around in search of income. Hence, this study will help elaborate over the management of allocation of funds within the education sector of Western Sydney

by the government in order to understand their management model and distribution system to ensure that no student gets left behind whether they hail from a rural area or an urban area.

1.7 Conceptual Framework

The following figure provides a clear image of the conceptual framework being followed within the research study which has been extracted from the research study University of Michigan (2022),
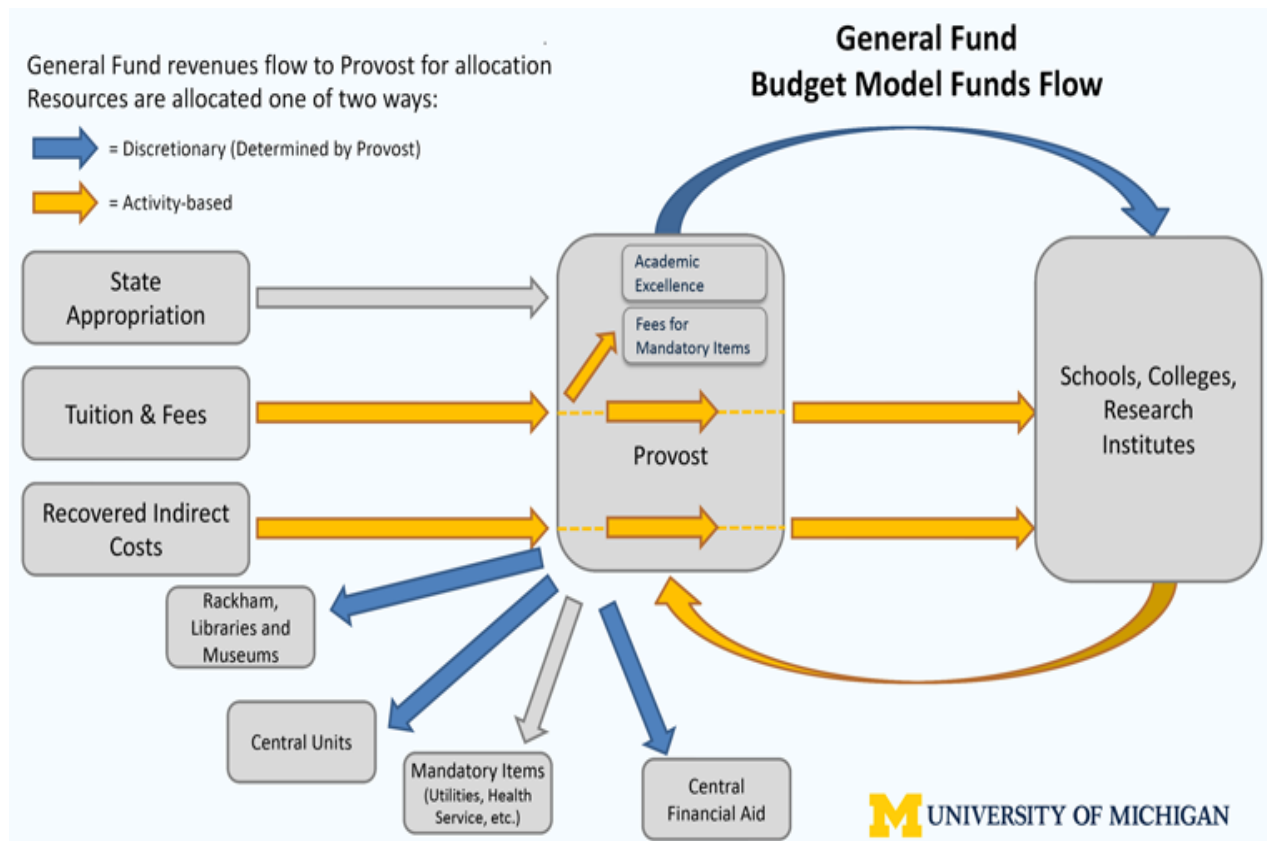
Figure 1.1. Budget and Planning System (University of Michigan, n.d.)

A more simplistic version of this model that has been utilised within this study has been presented below,
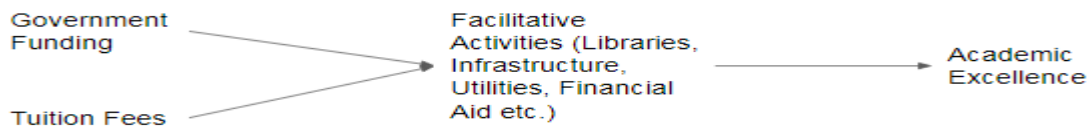
Figure 1.2. Conceptual Model

1.8 Limitations

In order to aid the objectives of this study it has been ensured that a proper and effective research design would be followed among government employees and the public regarding the role of the government in providing funds for the educational system. Despite an effective research design, some important limitations may exist within the study that include,

1.   Only the region of Western Sydney has been considered within the study since the region itself is quite large and possesses a significant population that has school going children. Conversly, the sample limits the results of the study towards Western Sydney only.

   a)   The Government representatives and Individuals from the Public would be randomly selected therefore, would not be able to represent a certain group however, it would ensure a collective representation of the region. Moreover, secondary education children can not be effectively included within the sample since they do not stay outside of their households to be contacted by the researcher. Meanwhile, certain government officials would not be entirely open to be interviewed therefore, the accessibility of certain government offices would also limit the results of the study.

b)   A bias may exist within the interview due to the interviewer or even social bias that may restrict the answers of some of the individuals participating within the study.

c)   Moreover, there is a financial constraint that limits our own ability to consider a larger sample or carry out a detailed, in-depth study in respect to the problem statement derived.

d)   A time constraint is also present because of which the study needs to be completed within a time limit, because of which a detailed study can not be carried out.

1.9 Delimitation

Delimitations help limit the scope of the study whereby within this study, the population of the study has been kept limited to students, parents and government officials in order to truly highlight the state of funds allocation within the education sector of Western Sydney as an uneven distribution would only be directly influencing them instead of other individuals within the area. Many good students that have done well in their schools are evidently not going into college due to an uneven allocation of resources.

1.10 Definition of Terms

a) Western Sydney

The Western Sydney is a metropolitan south west - western Sydney covering the larger western side of the city. The greater Western Sydney region include the 13 local government areas of Blacktown City, Blue mountains city, Camden Council, Campbelltown city, the City of Canterbury Bankstown, Cumberland Council, Fairfield city, Hawkesbury City, Liverpool city, the City of Parramatta, Penrith City and the Hills Shire.

b) Disadvantage

Being at a disadvantage within this study implies not having enough income to support additional responsibilities and activities.

c) Funds Allocation

This is the process of dividing funds and then allocating them into areas where they are the most needed.

1.11 Research Structure

Research structure is typically the outline of the work that explains the overall direction to carry forward the research study. The structure for this research study consists of five chapters including Introduction, Literature Review, Methodology, Results, and Conclusion (Miller, Ziaian & Esterman, 2018).

In the first chapter, the background of the study, objectives, research questions, and significance of the research study is discussed. This helps the reader to have a clear understanding of the topic and gives an idea about the study and awareness of the importance of why to choose this topic for a research study. The second chapter "Literature Review" Baak (2019) found that the information collected from previous research studies that are related to the topic under study. This helps to cover all relevant information to create the background of the study. After this, the research study will proceed to the 'Methodology' chapter. Specifically, in this chapter, data will be collected by selecting suitable methods, processes and techniques. All aspects will be discussed in a detailed manner to obtain appropriate data. The next chapter is 'Result and discussion', which comprises the findings extracted from the collected data that would help to accomplish the objectives of the study.

This chapter includes two main parts i.e. data analysis and discussion. The last chapter is of 'Conclusion and Recommendations' consists of a final statement reflecting the result. This chapter also includes a recommendation to guide the future.

1.12 Conclusion of Chapter

To conclude, this introductory part makes way for a broad investigation into the government's role in financing public secondary training in New South Wales, with a particular spotlight on Western Sydney. It exposes basic issues, for example, the politicization of schooling and the inconsistent distribution of assets, which have critical ramifications for students, families, and the more extensive community. This research project's significance can't be adequately emphasized, as it means to handle these essential difficulties and propose possible solutions. The research objectives and questions illustrated here give a guide to our review, directing us as we dive into the variables that impact fund allocation, the effect of government strategies, and the perspectives of different stakeholders.

1.13 Summary

The conceptual framework, drawn from financial plan and planning frameworks, offers us an organized way to deal with our research. However, it's vital to recognize the limits we face, including geographical requirements, possible biases in our interviews, monetary constraints, and time limits, all of which might impact the degree and depth of our review. Regardless of these imperatives, our examination holds the commitment of revealing insight into the remarkable operations of education funding and what it means for educational equity. By focusing on Western Sydney, the researcher's point is to give experiences that can shape strategy choices, engage

teachers, draw in the attention of educators, and at last improve the nature of training for all students in the locale.

CHAPTER TWO

LITERATURE REVIEW

2.1 Chapter Introduction

Within the research study, the literature review intends to discuss the information extracted from previous studies and allows me as the researcher to identify the gap to be filled. This chapter identifies the relationship of the topic with the context of previous scholars to build reliable knowledge. Liao et al. (2017) clamimed that the purpose to design this chapter is to have a better understanding of relevant data related to the topic as to direct me as the researcher to reveal the gap considerably. Some important aspects that were considered while designing this section includes informing the readers about the research topic, compare and contrast the findings of each study, identify the possible gaps in scholarly sources. Since the current topic is to analyse the role of government in providing the funds for the school of Australia therefore, the researcher has conducted the literature review systematically over variables mainly limited to the role of Australian government in provision of funds for the education system and any challenges that they might be facing for raising funds. This allows to identify, select and critically analyse the questions and objectives of the research (Milian et al., 2019). The systematic literature review also directs to plan a reliable strategy to establish a focus to conduct the study. For this, numerous research studies have been selected to conduct empirical research as mentioned in this section.

We come across a treasure trove of previous studies that have been both helpful and limited in certain ways when we delve into the world of education funding and how it affects students' academic success. Firstly, these examinations set out the structure blocks of information in this field. They have investigated every factor that influences how well students do in school, acting like pioneers. They've taken a gander at things like where the cash goes, how assets are shared, and what everything means for students' learning. Also, a significant number of these investigations aren't simply hypotheses; They are supported by hard data, giving their findings a lot of weight. This observational proof isn't simply extravagant rather it assists us with settling on choices in light of realities, particularly with regards to training strategy and practice. The fact that these studies don't just focus on one viewpoint is another great feature. They get bits of knowledge from a wide range of people, from educators and leaders to specialists and, indeed, even students themselves. We are able to gain a complete understanding of the intricate world of education funding due to these various points of view. What's considerably noteworthy is that a portion of these investigations aren't just about hypoCapstone Book; they have functional guidance as well. They tell policymakers and schools how they might really improve things. That bridge between research and real-world change is pretty important.However, previous studies have their flaws as well.

The fact that their focus can be rather confined is one of their drawbacks. It's possible that they only looked at one aspect of education funding and didn't take into account the bigger picture or the specifics of a place like New South Wales. It resembles focusing in on a solitary unique piece and not understanding the situation as a whole. Time can also be a challenge. Changes occur, particularly in education. Approaches shift, schools adjust, and the world can toss curves like the Coronavirus pandemic.

It's possible that some older studies don't take into account current events or how schools deal with new challenges. Then there is their research methodology. Some studies might only examine a small number of people or concentrate on a specific topic. It may be challenging to assert, "Oh, this works for everyone!" due to this. Sometimes, their techniques could have a few inherent constraints that influence how we can utilize their discoveries. Finally, despite all of the research that has been done, there are still knowledge gaps. Some theoretical frameworks, for instance, haven't been looked at as much as they should, especially in relation to particular regions like New South Wales. This reminds us of the significance of delving deeper into these subjects and demonstrates that there is still a great deal that we do not know. Eventually, past examinations have given us a ton to work with, yet they've likewise got their constraints. We can better understand education funding in places like New South Wales if we recognize both sides and decide where we need to go from here.

2.1.1 Government Funding in Education System

With the participative role of the government in providing funds for the education system, the Australian government also reflects consistent funding arrangements in the form of a funding model. The findings have been reflected that funding from the government is chiefly based on the Schooling Resource Standard (SRS) that helps the schools to meet all educational needs of students. Other than this, the region has set the standards of funds under the Australian Education Act 2013 following section 22A (Babie, 2021). Accordingly, the states and territory are allowed to allocate minimum funding contribution for the education system of Australia whether the government and non-government. Hyland-Wood et al., (2021) found that underlined National School Reform Agreement that intends to set funding facilities for schools and leading to achieve long-term

national goals to promote education. One of the reports of Gonski 2.0 funds reflects the need for fundraising for schools for which the schooling system will get $23 billion of funds in the next ten years (Bozhikin, Macke & da Costa, 2019). Added to this, some accountable measures initiated by the Federal Government of Australia include receiving additional funds for the schooling system having the majority of disadvantaged schools. Another report shared the contribution of government funding for school education in which the National Education Agreement, Schools Assistance Act 2008, National Partnership agreements, and Commonwealth's own purpose expenses are included. With respect to school funding, in the year 2009, the Australian Government restructure the funding system by design a new framework. With the help of this framework, the schooling system of Australia is now providing adequate funds under the NSSPP; this targets the government schools and non-government schools (Evans et al., 2018).

2.1.2 Challenges in Managing Funds

In the context of school funding, schools in NSW prefer to have adequate funding to improve school attendance, meanwhile, the studies have shared that a strategic improvement plan aims to develop the overall schooling system. The study of Sharma & Yarlagadda(2018) claimed that some issues related to funding that is one of the debating topics in Australia. Some other evidence reflects that the Australian government face complexities to ensure the fair and equal distribution of funding as noticed by the report of Assessment and Regulatory Authority. Because of the challenges faced by the Australian government and the increasing trend of private funding, the exacerbating inequalities are increasing in NSW, although the discussion also involved the main sectors for funding such as government, Catholic and independent. It has been showing that inequalities in private funding of secondary schools have an impact on the socioeconomic status of

schools. It can be said that fund generation practices are affected by communities, schools, and even children as this help the management to design practices accordingly. By examining a number of research studies, it has been mentioned that NSW sets the funding standard to target educational disadvantage by the schools, and development programs can monitor in a better manner (Miller, Ziaian & Esterman, 2018). In contrast to this, it has been evident that government funding of public schools was linked with the lower inequity level so that improvement is needed.

Apart from this, some of the challenges faced by the schooling system of Australia include the problem of equity that is majorly experienced due to private funding. With the help of studies, it has been observed that private funding practices involved parents in the form of fees as well as involved other school charges to extract the funds. Some other studies have shared the challenges in the form of less concern of government to generate funds whether related to public or private secondary schools. In contrast to this, the majority of government fundraising practices are linked to learning resources and classroom teaching practices however the school funding initiatives prefer to involve the federal and state government. Downes and Roberts (2018) found that some issues have been extracted relating to the role of government in the provision of funds in which the difference between a classroom and teaching funds are considered one. Another aspect cover indicated that the Australian government has differences in funding by school sectors like independent schools, private schools, and Catholic schools. As per the viewpoint of Timms et al. (2018) claimed that it can be obtained that there is an inequitable investment in classroom and teaching in the schools of NSW that is counted as the lack or challenge faced by the government. Oppose to this, the Australian Government funding system has established funding criteria in the year 2010 in order to upgrade the educational outcomes. For better improvement to achieve Government intervention, it is recommended for NSW schools to conduct an assessment of world-class education whereas the

policies need to generate by following other countries' interventions (Evans et al., 2018). The study has shared that the NSW government mainly focuses on curriculum activities and tends to design the level of efficiency by involving potential dimensions in the development of policies. Due to some issues like cost inefficiency, and inadequate practices, there is an improper role of government towards fund management and generation. Oppose to this, the federal-state allocation was recorded as $2.5 billion that is specifically for public schools. added to this, the overall funding allocation by Commonwealth has recorded as $26.3 billion for private schools however this fund rate has increased to $2.1 billion for public schools. Some of the studies have explored the increased focus of government towards school funding however there was a historical backdrop faced by the government. It has been identified that the Australian education system faced a lack of financial strategies whereby these operate in parallel (Drane et al., 2020). The aspect identified by observing the number of studies indicates that government schools are focused to increase the funding amount so that the needs and requirements of the school can be managed properly. Another aspect cover in this research includes sector configuration and funding by which the education system can be improved effectively. Downes & Roberts (2018) claimed that the Australian government and specifically the NSW government focuses on fundraising practices by showing the contribution to design financial strategies and implications. Along with this, the funds also help to manage the finances to support the financial institutions as to show the participation of the education system. Other than this, the need to readdress towards the funding strategies and ensure to deliver the policies as per the needs of the school is suggested to the government so that the progress level of the educational system can be improved.

Table 2.1. Significance of Government Funding

Role of Government			
S.No.	**Author(s)**	**Area of Study**	**Insights**
1	(Riley, 2018)	Inequality in Australian Schools	Financial responsibility of the government in schools; Government of Australia contributes through supplementary funds by which the school policies and programs operate.
2	(Drane et al., 2020)	Determinants of young Australians environmental actions	Responsibility of Government for Vocational Education and Training (VET); Education administered by government needs to be funded by the government as well.
3	(Timms et al., 2018)	STEM Learning in Australian Schools	Government responsible for educational budget and financing
4	(Downes & Roberts, 2018)	Schools in Australia 2004-2016	Australian Schools receive funds from the national and territory government.
5	(Ullman et al., 2022)	BYOD Programs in Australia	School funding from the Australian Government has increased from 17% in 2019 to 48.2% in 2021.
6	(Miller, Ziaian & Esterman, 2018)	Refugee Experience in South Australian school	Growth in recurrent real per student in NSW – 56.2% by Commonwealth funds, 13.5% by Government and Territory Funds

7	(Netolicky, 2020)	Role of Government in Quality and Provision of Education	Main responsibility is of the state government to support the education system within the territory

It has been determined that the Australian government plays an important role asNetolicky (2020)claimed that the financial responsibility of government towards the education system or schooling of students. For this, the Government of Australia contributes through supplementary funds by which the school policies and programs operate. With the help of funding initiatives, the Australian Government awards schooling facilities in the form of curriculum, student assessment, course designing, and many more related facilities. Apart from this Drane et al., (2020) found that the role of government funding by sharing their responsibility for vocational education and training (VET). Many studies have evident that education is almost administered by governmental bodies and thus the government contributes to allocate education funding from the revenue or assets generated by fundraising practices and property tax. Timms et al. (2018) claimed that educational financing funding of education is the primary responsibility of the government and responsible to determine the required budget for education funding. Research studies have claimed that Australian schools receive funds from the Australian Government and territory government. Referring to collected data, it can be observed that before Commonwealth operations to manage the education system in schools, the overall funding responsibility was shared between the Australian Government and State and territory government (Downes & Roberts, 2018). Even more, the education policies have been designed by mutual discussion between National Cabinet and all governments. It has also been observed that the Australian Government is responsible enough for education funding as the

national average government per-student funding rate reflects a contribution of $14,189 by the Government sector, $12,037 by the Catholic sector, and $10,190 by the independent sector (Ullman et al., 2022).
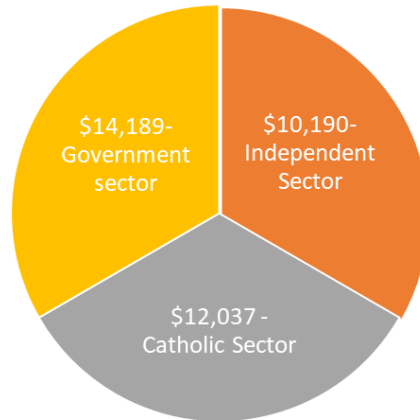
With reference to sectors, Commonwealth and State and Territory contribute for funding. By extracting the data fromUllman et al., (2022) it has been known that the share of school funding from the end of the Australian Government has been increasing over the time as the rate recorded in the year 2018-2019 was 17%, however, this rate has been increased to 48.2% by the end of 2020-2021. Added to this, information extracted from empirical studies shared the growth in recurrent real per-student funding for government schools in Australia in which NSW specifically has 56.2% of growth by Commonwealth funds, meanwhile, 13.5% fundraising has been observed by State and territory funds (Ullman et al., 2022). Despite the fundraising, it has been examined that it is the responsibility of the NSW government to support the student with learning and support needs by offering them the required sources (ibid).

2.2 Empirical Studies

Thompson et al. (2019) claimed that fund provision as the problem of equity, as found in the majority of Australia schools. It has been evaluated that funding of school is a debating topic in Australia since the government and other regulatory bodies face complexities to ensure equal and fair distribution of school funding. These aspects have extracted by obtaining data from the Australian Curriculum, Assessment and Regulatory Authority (ACARA) whereas databased were preferred to target by the researcher. Thompson et al. (2019) claimed that to gather quantitative data by targeting the school management and relative authorities. The focus of this study is to analyse the way how private schools and other financial contributors arrange the funds and what is the role of government authorities to set the line of action. In this manner, it has been extracted that private contribution of funds may lead to exacerbating inequalities across Australia. It has also been shared that private schools in Australia are mainly funded by sectors such as Catholic, government and Independent one in which there is the moderate contribution of government in the education system of NSW (Thompson et al., 2019). Since the study has covered information by engaging with public education policy and relevant authorities thus direct to have reliable and valid data to resolve the research problem. The main theme of the study is to highlight the problem of equity by associating it with the private funding of schools in Australia.

This issue has raised due to school-level funding between the private and public system as this emphasis highlight the relationship between Index of Community Socio-Educational Advantage (ICSEA) and private funding. In the context of private funding in which parental contributors and private income system have involved, the main mediators are government, catholic and independent system, meanwhile, Thompson et al. (2019) included the states and territories to ensure the

educational advantages. On observing this study, it has been extracted that the majority of private schools are generating the funds from school charges, parental fees and other contributing aspects as there is no highlighted role of government towards funding generating. Thus, this study indirectly indicates less concern role of government in the provision of funds for the education system whether private or secondary. Following the research orientation, the need to include secondary school is highlighted that further make the findings relevant to the vast target area. All the information gathered in the study were obtained from The Australian Curriculum Assessment and Reporting Authority (ACARA) which specifically targeted to include contextual data majorly (Thompson et al., 2019). Moreover, the education sector also includes the published dataset in the form of reports so that varied channelled of schooling system was included. Apart from this, the datasets were also gathered through My School data since this helped the researcher to comprehend the funding and finances level.

Heikkinen et al., (2018) claimed that the criteria of funding by the government to identify the investment in classroom teaching and learning resources. According to the study, the school funding system is designed by involving state or federal government where the overall idea to implement any changes have resulted by concerning the government of both levels. Heikkinen et al., (2018) found that in the year 2018, Australian school funding has established under the review of the Council of Australian Government. Relating to extracting the role of government in providing funds to school, numerous complex issues have emerged in the region as a system for classroom and teaching are funded differently by government and non-governmental bodies. It has been evaluated that the Australian government has differences in funding by school sectors like independent schools, private schools and Catholic schools (Whalley & Barbour, 2020). Heikkinen et al., (2018) found that by following quantitative data where the survey has targeted whereas the conclusion was

confirmed through multivariate statistical studies. The collected data was then analysed via ICSEA that is a scale to compare numerical data and mainly used by the educational sector of Australia. Although the idea of the research is to invest the classroom teaching and learning sources. Heikkinen et al., (2018) found that the aspect of funding in the education sector of Australia but have included a variety of other information to broaden the perspective. It has been known that the Government of Australia plays a significant role to maintain the standard of education thus the overall funding criteria shows association with governmental bodies. In this manner, it has been exposed that Australia has an inequitable investment in classroom teaching and learning material therefore, this can be considered as a lack of government not to provide adequate facilities to the education system. On the other hand, extracted data shared that the Australian Government established the school funding system in the year 2010 where all the support contributed to upgrading the educational outcome. Meanwhile, the key aim to generate funds include provide a complete assessment of world-class education to all students in Australia, added to this, the fund policies generated to manage the mechanism of funding and to ensure educational regulation and accountability.Heikkinen et al., (2018) found that to highlight the need for proper teaching and learning material and intends to promote this viewpoint for the future educational system, therefore, it was not allowed for the researcher to follow a specific pattern of methodology to conduct the report.

Rainnie & Grant (2018) found that to measure the efficiency and equity of the government to provide funds for the schools in NSW, Australia. The study used a two-stage-data envelopment analysis and a reliable inefficiency-effect model to assess the impact of government funding on student's performance and resultantly efficiency of school education. With varied funding strategies set by the government, it has been observed that the efficiency of primary schools has decreased

meanwhile the marginal efficiency of secondary schools increased. In NSW, the government tends to have an increased focus to allocate better educational resources by offering advance utilisation of direct payment. These aspects reflect the positive and active role of the government to deal with the school funding system. Since the research study has conducted by focusing on quantitative collected from both primary and secondary schools, the reliability and validity of the data can be investigated. Rainnie & Grant (2018) found that the NSW government mainly funded the schools across the curriculum availability as schools tend to found potential dimensions of funding to meet the level of efficiency. Based on the objective of the study, it can be extracted that the Australian government was facing cost inefficiency that directly reflected the improper role of government towards fund generation and management. The result of that study found 75% efficiency in primary schools however 89% in secondary schools as per the records of 2018 (Rainnie & Grant, 2018). Another result attained was to observe an increased marginal for secondary schools, however, the efficiency rate for primary schools was decreased. This study has been determined the inefficient use of available resources that exerts a negative impact on the achievement level of students (Evans, Borriello, & Field, 2018). It has also been clarified in the study that a limited number of studies available in the current era to explore the efficiency level of resources however the collected data found that federal-state allocated the funds of $2.5 billion for public schools (Rainnie & Grant, 2018). For the private schools, this rate was recorded as $5.5 billion. On the other hand, the funds from the Commonwealth and state were recorded as $26.3 billion and $2.1 billion for the private and public schools respectively (Gerrard, Savage & O'Connor, 2017). The majority of data used by the researcher was numerically-based; meanwhile, the study outcomes came from datasets from the Departmental Annual Financial Statements of NSW (Drane, Vernon & O'Shea, 2020). All the descriptive data were analysed through educational cost function and the model in which used two-

stage data envelopment analysis (TSDEA) and stochastic frontier approach (SFA) (Rainnie & Grant, 2018). Apart from this, the validity of the study is measured as all results were obtained while extracting empirical results by covering the three-year period ranging from 2008 to 2010.

Halcomb et al., (2020) claimed that an understanding of the formula based public school funding system by targeting Victoria which is in Australia and would help to compare the studies with NSW. The study extracted that funds allocated by the government contribute to measuring the range of equity practices in schools. Halcomb et al., (2020) claimed that equity funding by the government leads to an increase in the unequal level of capacity based on the socio-economic background of individuals. Another aspect discussed that government plays an important role in providing funds as the funding system in Victoria aims to fulfil the needs of students as well as schools in a variety of terms. In this case, the government focuses to improve the school infrastructure programs and target specific schools with the help of school-based funding (Barrett et al., 2019). The study was conducted by following empirical research methods involving relevant evidence data collected from policy documents, educational institutions and other relevant sources. For this paper, the empirical research method was used as this helped to gather evidence-based data. Halcomb et al., (2020) claimed that formula-based school funding as varied allocation of funds by the government has been examined on focusing on Victoria only. It has been discussed that the responsibility of the government to manage the funds and regulation of education can be different from one state to another. Therefore, in Victoria, the government prefers to directly allocate the state funds to public schools separately. Halcomb et al., (2020) claimed that the positive and effective role of government in providing funds that further contribute to use as the overall revenue for public schools. With the strengthen allocation of funds by the government, it can be said that in Victoria, there is a high contribution to improve school education and upgrading the overall performance of

schools. The study also mentioned that government and other regulatory bodies incorporate three main categories to allocate the funds that include "a) student-based, (b) school-based, and (c) targeted initiative-based funding" (Halcomb et al., 2020). An analysis of this study indicates that the Australian Government set standards for an education system that was also applicable for fund allocation for instance to meet equity consideration, to meet the individual learning needs of students, and to give the same level of funding to all schools (Ullman et al., 2022).

Shinde et al., (2018) claimed that Commonwealth and state governments are now focused to increase funding amount whereas the historical background reflects the backdrop of secondary school education due to lack of fund management. It has been identified that the Australian education system faced the issue of funding as the government and non-government financial strategies operate in parallel. Moreover, the government funding policies are more likely to have an impact according to the school choice that needs to be amended (ibid). With the help of the qualitative research method, it has been evident that the Government of Australia preferably consider distributive justice and showed a high focus on funding low-income schools to ensure the survival of private secondary schools (Bonnor et al., 2021). With this, the government of Australia held up the principles to allocate public funds to the majority of non-governmental schools as this leads to ensure equity and opportunity for education. Although, the selected study does not have any direct link to analyise the role of government in providing funds for secondary education the findings of the research have extensively discussed the contribution of funding by the government towards secondary school choice. The findings have been extracted that Commonwealth and state governments have increased the funding amount provided to non-government schools so that the cost of private schools has brought in reach of many of the families in Australia (Bonnor et al., 2021). With the information, it can be observed that since the 1970s, Commonwealth school funding

policies have experienced successive changes (Shinde et al.,2018). For instance, in the year 2001, approx. 40% of public funds have paid non-government schools by which the school quality facilities, educational programs and resources have improved (Shinde et al., 2018). Referring to analyise the role of government in providing the funds, the study of Shinde et al., (2018) found that public funds can protect the availability of education in schools as this comes from the federal government, state and other publicly funded agency. This further includes the GST tax and profit or corporate tax. Since the aim of the study is to analyise the historical backdrop faced in the choice of secondary schooling in Western Australia, I as the researcher considered a qualitative research pattern that ultimately ensures to have valid and reliable data. The selection of Western Australia helps to compare the findings with NSW and reflect empirical outcomes (ibid).

Vincent & Chiwandire (2019) found that the widening participation of regulatory bodies in Australian Higher Education in which the Australian government plays an important role in sector configuration and funding. The study depicts that around 1% of the educational public income was generated from the Australian Government fund however the widening participation policy addressed by the government is mission-based compacts and performance funding. The information gathered revealed the contributing role of the Australian Government towards the education system as the states design policies and strategies to collect GST tax and then utilise it to provide financial support to educational institutions (Vincent & Chiwandire, 2019). The report has used postcode methodology to measure the objectives as this allowed to involve all universities and other educational institutions (Vincent & Chiwandire, 2019). The study also mentioned that secondary schools require funding to manage the science laboratories and libraries since the beginning of the 1960s. To gather relevant information for conducting a current research study, examining the report discussing the participation of government in Australian Higher Education is helpful (ibid). By this,

it has been observed that the government of Australia prefer to arrange mission-based compacts and set the performance funding to elevate the educational setting (ibid). Specifically, for financial support, there is a Higher Education Contribution Scheme, youth allowance, financial support for indigenous students, financial support for students with disabilities and scholarships (ibid). All these facilities lie under the category of fund provision since all these direct to support the education system of Australia financially. Referring to this, it has been found that the Australian Government raise money to provide funds for the education system through the goods and services tax, company tax, customs charges and other duties and grants. This has been known that income tax is not listed as the power for Australia to raise money for allocating funds. Vincent & Chiwandire (2019) found that the report that was submitted to Higher Education Funding Council for England (HEFCE) and Office for Fair Access (OFFA) in the year 2019, therefore, there was no similar pattern followed as like research studies. However, the report covered evidence-based facts and figures to summarise the findings, moreover, all information was collected from official websites, links and authentic sources.

The study entitled "Neo-liberal reforms in NSW public secondary education: whathashappened to teachers' work?" shared the importance of education funding in a secondary education system that is now considered as the increasing choice of the authorities and legislation (Stacey, 2016). Stacey (2017) claimed that the contribution of Commonwealth funding to improve the education services as the authorities are focused to maintain the activeness of policies leading to provide funds from taxes and other sources. Stacey (2017) claimed that in higher secondary schools of Australia, the Commonwealth funding that expands by increasing the number of educational programs. The research study was conducted by following mixed research methods that include both qualitative and quantitative research methods. With the help of 3500 secondary school teachers

of NSW as they are assisting in public schools of NSW, the database was allowed to gather the required information (Stacey, 2017). It has been found that government authorities prefer to add funds by targeted welfares and other educational provisions to attain the fund benefits (Stacey, 2017). With high governmental interference, the high opportunity to manage school-based practices has explained in the article.

With reference to the topic under study, the discussion regarding the education funding is of significance by which the choice of parents towards the selection of a school is varied. According to the findings, it can be extracted that the Australian government shows a focus to provide funds to both public and private schools since the year 1964. The funding schemes are directed to the development of school science blocks whereby the year the 1960s further preferred to utilise funding for libraries and other aspects of school education (Stacey, 2017). Afterwards, there is always pressure on the Commonwealth to increase the funding for education. It has been extracted that the government maintain the condition and work to establish school education by changing the funding criteria, as this directly improves the level of educations. As a result, it can be said that the Government reflect an effective role to improve the level of education in public as well as private schools. The overall findings followed a mixed research design to improve the accuracy of analysis whereby the researcher an involvement of a pragmatic approach helped to maximise the benefits of constraints that could affect the findings (Stacey, 2017). Along with this, the positivist philosophical idea of researcher helped to maintain the accuracy of the hypoCapstone Book by which various aspect has been covered in a single study.

Another study showed a focus on analysing the performance-based research funding system as in the study, focused on university research (Reid, 2020). In Australia, the government aims to

seek innovation and prefers to enhance the economies by changing the innovativeness of the education system. For this, the study discusses the performance-based research funding systems (PRFSs) that were launched in the year 1986. Regarding this, the government plays a significant role by gathering all research on which the funding depends on. The research evaluation and standards defining of the research depends on the government so that the authorities are allowed to evaluate the degree programs and manage the curriculum design. In Australia, there is the use of composite index, research quality framework, Excellence in research for Australia and Parametric evaluation. The research study mainly focused to peer review methods by which there is the consideration of qualitative research methods (Reid, 2020). Moreover, the findings conclude that funding decisions by the government are based on the out-of-based information that is considered as one of a challenge for the education system.

In this study, the main focus for me as the researcher is to evaluate the performance-based research funding systems (PRFSs) for the universities of Australia that was undergoing some changes at that time. With this focus, it has been extracted that funding system whether of any type contributes to enrich the understanding of school management to innovate the services and policies to evolve the education system. One of the results explored includes having an increased funding facility as there is the successful provision of funds for the universities of the UK and Australia. Reid (2020) claimed that Research Quality Framework (RAE), Composite Index and Parametric evaluation as the system used to measure the funds as these also have an effect to improve the education system. Added to this, it was mentioned that these systems have been implemented by government agencies like the Ministry of Education, the Australian Research Council that are regulated under the supervision of the government. The method used by the researcher was the peer review including a unit of analysis by which each system of funding has evaluated efficiently.

Overall, the research study was conducted through qualitative research study in which various authorities have included such as Australian Composite Index and the Norwegian and Danish systems (Reid, 2020). This depicts that previous research studies were conducted via qualitative manner so that the current study specifies to quantitative would fill the highlighted gap.

Despite the fact that some research studies do not directly involve government role and responsibilities with the education funding system but have a discussion related to funding and government policy. Riley (2018) claimed that the role of the Independent Schools Council of Australia meanwhile reflecting the weak role of the government to provide funds. Riley (2018) claimed that the government sector must have aligned with proper strategies or tactics to have proper fund since liberalism and school choice facility led to disastrous school funding. It has also been discussed that labour government education policy interventions are showing focus to handle the national curriculum, professional and assessment standards as this further allow to manage the teacher's teaching quality and curriculum assessment. Along with this, in the report of Gonski and beyond, there are serious funding inequalities found between public and private schools that reflect the weak role of the government to raise the fund. He further claimed that the need to have proper funds for governmental schools as this would help to improve the disproportionate concentration of education. The study also mentioned the fund inequalities between private and public schools that lead to the heavy burden on the state as well as state authorities. The study also focused to consider the provision of better education to disadvantaged students by means of scholarships and bursaries. According to the findings, it has been assumed that money allocated for disadvantaged students were experienced as the biggest proposition to improve their way of education. On evaluating the Gonski report, some limitations are addressed by associating the educational and social segregation (Riley, 2018). The data that supports the funding is worth beneficial to identify or at least predict the

role of government and public authorities to improve school education (ibid). Since, there is discussion over the significant relationship between the selected factors and beliefs, therefore, the overall study was conducted through systematic analysis by which the recognised result has been obtained. Moloney & Moloney (2020) claimed that the Australian government failed to build the education revolution that includes the failure of funding projects. The Commonwealth government initiated the Building the Education Revolution (BER) program design to convince the educational institutions that lead to improving the vital school infrastructure. Some funds policies targeted to provide school halls, new classrooms, and renovated buildings. Other than this, the fund was distributed to develop science and language centres with the planning of the national school pride program. All these funds are distributed to educational departments collected from the state and territory (Sharma & Yarlagadda, 2018). The study disclosed that three funding rounds are subjected as the Commonwealth government set standards funding cap to facilitate the education system. The method used for this research study is qualitative that uses the planning approval method by building the education revolution. Thus, it has resulted that BER programs were not efficient to pursue large scale public expenditure program that is required. Although, there is not any problem identified by the study since Molone & Moloney (2020) design the overall data or information systematically.

Focusing on the theme of the discussed study, the researcher showed focus to analyse the Government failure in which an examination of the Building Education Revolution Program was conducted. The reason being selecting this study is an association of the Building Education Revolution Program with funds of the Australian Government. In this manner, it is clear that Australian Government helps to fund the secondary schools and allows to provide required resources to secondary schools while developing the infrastructure of the schooling system (Allen et

al., 2018). After implementing this program in 2009, the government failed in the form of not pursuing large scale expenditure programs for public education. Based on the partnership between state and territory with other non-governmental authorities, the implementation of the BER program is possible. In this manner, the Department of Education, Employment and Workplace Relations (DEEWR) has developed a set of guideline to implement the program BER. It is further added that the variation of funding is shifted from the lower level to higher which directly affect the schools to improve the educational services (Moloney & Moloney, 2020). The study also discussed the indicative caps for primary schools that distinguish according to the school size, the ratios was by findings of the 21st century. It has been observed that the schooling system and government authorities set the indicative funding caps by analysing the eligibility criteria, needs and capacity of schools. The records gathered by the study indicated that funds were provided according to the assumptions of schools' need, according to which 60% of schools would secure the funds in the year 2008 however 40% of the schools would secure funds in the year 2009 to 2010 (ibid). Moloney & Moloney (2020) claimed that the allocation of funds through the National School Pubic Program that preferred to provide funds by means of enrolment numbers. By means of consistency of the BER programs with the theories, the study has reflected that the BER program was funded by the Australian Government, however, implemented as well as administrated by territory government and state. Miller, Ziaian & Esterman (2018) claimed that it has been extracted that the majority of schools in Australia use dynamic panel analysis to measure the school expenditure and school performance where it has also been determined that Australian Government funds are devoted to improving the education system. From the year 1973, the commonwealth authority funded the government as well as non-governmental schools to fulfil the basic needs of the education system. While focusing on this study, it has been noticed that school expenditures are based on school

funding initiatives however the study presents the amount of fund as $26.3 billion collected from the end of state funding and commonwealth. The relationship to select this study as a reference of the selected topic can be defined as the necessity of public school funding policy and its management by the government by which the overall performance of school can be measured (ibid). Miller, Ziaian & Esterman (2018) claimed that NSW operates the education system by allocating approx. 82.5% of funds and provide school recurrent resources. It is noted that the study used the estimation method to cover the literature review, though the overall information collected from the study is reliable and valid.

Miller, Ziaian & Esterman (2018) claimed that the evidence of NSW schools by using the dynamic panel and directed to analyse the school expenditure and performance level of schools. Findings of the study revealed that the majority of students focused to enrol in government schools in the year 2010, in this manner the fund allocation from the combined source of Commonwealth and state reached $26.3 billion for the government school (ibid). On the other hand, the government allocated a fund of $2.1 billion for independent schools. It has also been mentioned that NSW schools operate by following a centralised system by having funding from the government as 82.5% of allocations was made up from the end of the Commonwealth (ibid). The study used the estimation model that included the literature review to analyse the findings. On the analysis of the study, it can be extracted that the researcher followed the regression approach to investigate the potential endogeneity by applying the instrumental variables, in order to attain required outcomes. Some models were also used in the study that helped to gather information through datasets (ibid). For data collection, the researcher considered the departmental annual financial statements related to the schooling system of NSW in which the ATAR scores were included. Moreover, the dynamic panel data study that collects data from the five-year period has targeted by selecting the region of

NSW During the description and descriptive statistics, variables include by me as the researcher include Median ATAR score, untransformed, Western Sydney and Western NSW (Rowe & Perry, 2020). Recent studies have examined that school performance is measured by significantly arrange the funds by having an impactful effect on the education system. Some studies mentioned the inequalities in private funding of secondary schools that have an impact on the socioeconomic status of schools. While conducting this study, it can be extracted that the government needs to set some advance standards and policies to strengthen the funding system so that the pressure on schools and communities to generate fund reduce. Rowe and Perry (2020) found that the role of government in generating funds as collecting the funds through parents, the public and other authorities are included as the strategies of the government to generate funds. With reference to the study in which parents and voluntary services are allowed to generate funds, this reflects the weak contribution of the government towards fund generation. For this, the data was collected from public high schools in NSW however the datasets were created by collecting data through websites, and other relevant sources. Rowe and Perry (2020) found that an analytical strategy by taking samples of 386 schools. With this study, it has been explored that public schools generate more funds as compared to disadvantage school, this reflects the difference in the role of the government to generate funds for both school systems.

Rowe and Perry (2020) found that it has been cleared that some private funding aspects are under unequal practices that also include the parental contribution and mismanagement of school socio-economic status. With the help of this study, it has been noticed that fund generation practices are affected by communities, schools and even children meanwhile the study has also discussed the role of public schools in fund development practices. The study has discussed the time when school fundraising has inequitable gaps and a lack of knowledge to operate the required functions within

the schooling system. It has been clearly analyised that funding of school leads to increase the disadvantages since the majority of fund generated aspects are interconnected with school fees and other proficiencies. The majority of evidence shared that fund allocation of schools are following three main principles like base school allocation that depends on operational funding, staffing and location (Windolf, 2018). Even more, it has been observed that there are equity loadings by focusing on socio-economic background and language proficiency. Apart from this, the study also gives focus to targeted funding as this helps the school to serve with more advantaged arrangements. By highlighting the aspect that most of the government funding is gathered through two-tier that is by including the private non-government schools and better resources government. This reflects the significance of the government's role to measure the needs-based approach as this is considered as the way to resolve the issue of inequalities of private funding (Rowe & Perry, 2020).

The method followed for this study is a comprehensive study that focused to include empirical data by selecting the time period of five years. By this, it is easy for the researcher to examine the parental contribution with respect to finances, as well as set the suitable patterns for school socioeconomic status (SES). Parliament NSW Gov (2021) reports the aspect to measure and examine the outcome of the school system while discussing the funding tactics of government in New South Wales school. The study provided some recommendations to the Australian government to ensure the introduce the outcome-based budgeting so that no school is allowed to off financially. By highlighting the aspect that the government plays an important role to lift the school performance by strengthening the financial incentives. Some other recommendations reflect the significance of Resource Allocation Model (RAM) funding and advance funding stream to improve the literacy rate. With the need to improve the funding policies by government, Parliament NSW Gov (2021) reports the NSW schooling system initiates outcome budgeting to reform school

interventions in the year 2017 and 2018. Since the study is a portfolio published from the legislative council, therefore, overall research was conducted through evidence-based information and thus reliable for future studies.

Based on the topic of the research, it is required to analyise the role of government in managing the funding for secondary schools, therefore, the participation of study conducted by Parliament NSW Gov (2021) is justified. The theme of the study is to measure the outcome-based funding in New South Wales in which the government committee plays an important role to develop the financial incentives, align the management with reward and offer the financial outcome by fulfilling the expectation of the schooling system. The study also emphasised the importance of financial incentives that are managed by governmental bodies of Australia as this also ensure to set the outcome-based budgeting. In the same manner, the government also provides two major incentive-based institutions by which NSW schools intend to access the overall yet flexible funding to ensure education performance. The fundraising strategies also assist to implement best practices of education in the region and allows involving common factors to have a successful schooling system for students. Within empirical studies, another study helps to analyse the role of government to facilitate the education system. Baak (2019) found that the Australian government use the funding to target educational disadvantage as it has been reflected that the government define each program through the Australian school commission. Added to this, it has been extracted from the research study that the Australian Government focuses to distribute the funds equally between schools and monitoring the development programs. Some funding initiatives help to reflect the systematic impact of the schools as the government set federal targeted programs to improve the overall school system (Baak, 2019). The study also extracted the data that the Australian Government capitalised on the National partnership agreements to constitute the funds for the development of schools. From

the year 2010, the Gonski model also contributes to re-design the funding practices controlled by the state and federal government. This study is quite different from others since this specifically focused to address inequality through schools funding. In this study, it has been discussed that the evolution of equity schools funding programs in which the main focus is on the disadvantaged students and their communities. The findings of the study have claimed the importance of early equity funding initiatives by targeting educational disadvantages. In the 19th century, it has been found that government funding of public schools was linked with the lower inequity level whereas the educational outcome is more confined with the educational attainment (Baak,2019). Even, the discussion of the study has also included the impact of funding towards the student learning outcome that makes this aspect more beneficial to the authorities to invest and design strategies for funding. In NSW, the government and other public authorities focus to add the funding support to improve three areas majority; this includes low socioeconomic status, literacy and numeracy and teacher quality. Other than this, the funding aspects for the schooling system direct to receive the substantial injection by which student learning, as well as teaching practices, has been improved. Baak (2019) found that the Gonski funding model helps to build furthermore models to bring improvement in Australian schools as this further assists to give proper direction to educational achievement. Other than this, in order to deal with the weaknesses, it is suggested by the report to improve the existing funding system. For this, it has been suggested designing a new funding system that would be beneficial for both private and public schools. As a result, the equity funding helps to reduce the inequity and allows to reflect educational outcome in a better manner. Within the overall study, there is no discussion of methods and procedures used to collect data hence, it can be said that the researcher used a qualitative approach to conduct the study.

For examining the role of government in providing funds for the secondary education system, the study of Sharma & Yarlagadda, (2018) claimed that the need for equity in the schooling system of Australia as the Government needs to facilitate distance education through strategic funding. They further claimed that the issues associated with the Australian Government funding as the resources are not well developed as they should be. Other issues faced by school education include limited resources like fewer teacher's availability, high workload, less efficient curriculum development aspects and limited resources to ensure facilitation of education. This reflects that the Australian government requires to readdress the funding strategies and ensure to deliver the policies by providing an equity educational system. for this, Sharma & Yarlagadda (2018) claimed that a qualitative research study in which a comparison of different studies has resulted. Hong et al. (2017) claimed that the Australian school funding system possesses multiple complexities and due to the complex structure of funding, the government faces challenges in providing funds for the secondary education system. Furthermore, an issue of transparency also exists within the funding system of New South Wales Australian's secondary education system. Transparency cannot be ensured without the implementation of accountability of staff, secondary school system must design a roadmap to overcome the issues of transparency through developing a transparent mechanism for the fund's transfer. The two-axis around which debates regarding school funding exist is the school system and the form of government. Although the majority of school funds originate from the Commonwealth from its broader tax base, the share of these taxes in the States is commonly recognised as state education funding. Based on that, half of the education funding is provided by the government (77.5%), the remaining by the Commonwealth (22.5 per cent). 91.3% of total government schools' funding was given by the States, while 73.0% of total non-government schools were allocated by the Commonwealth (Australian Government, 2017). This complex system of

funding creates problems for the secondary school system, thereby, in order to bring improvement within the system, a straightforward system is needed to providing easy access to funds for the secondary education system in South Wales Australia. Basically, the government uses the SES funding model that covers the share of Average Government Schools Recurrent Cost (AGSRC) in non-government institutions, based on the status of the school SES, for each student they enrol. The number is completely measured by the school's SES ranking, which is estimated using the cumulative average SES of the societies in which each student resides. Non-government schools earn a per-pupil number that varies from 13.7 percent of AGSRC for schools with an SES of 130 or higher (high SES schools) to 70.0 percent of AGSRC for schools with an SES of 85 or lower (low SES schools) (Ullman et al., 2022). AGSRC funds are allocated in the same proportion to non-government primary and secondary schools. In order to assess sufficient funding to educate the right student, the overall education expenses are increasingly troublesome. Governments as well as non-governmental schools receive funds dependent on an average student, considering the fact that non-governmental schools can employ less than average student costs. Government schools, on the other hand, tend to have an increasingly expensive student organisation. Currently, the scheme does not calculate the finances of a school and, in particular, does not recognise a school's ability to raise its own revenue through payment, savings, contributions and fund-raising (Miller, Ziaian & Esterman, 2018). In a specific non-governmental organisation school, the SES (Supplemental educational services (NGO) of the local communities may not represent the single SES for each student. Any students may be living in a deprived environment from the richest house. This pattern is relatively advantageous for students from deprived neighbourhoods, who bring a government coupon dependent on the students left in their communities to a non-governmental institution. Although the SES method is a form, the variety of compromise arrangements for changing the formulation has

not been implemented consistently (Miller, Ziaian & Esterman, 2018). More than half of non-government schools were received with a modified number as a result of the strict implementation of their SES ratings. Thus, this system of funding represents huge complexities, thereby, until and unless interventions are implemented to overcome complexities and to improve the system, these problems cannot be overcome (Rowe & Perry, 2020).

Despite the various effective role of government in the education system, the report shared the loss of track due to a lack of funding as this has a direct impact on children' education. The Government of Australia provided a total of 114.1 Billion Dollars for the year 2019-2020 to support the educational system of the country (Australian Bureau of Statistics, 2021). The same government kept aside a funding of 24.8 Billion Dollars in order to support the educational system of the country including all states which is a reduced figure for the year 2021-22 as compared to the year 2019-2020 (Government of Australia, 2021). However, the same also provides an overview of the government spending within the country to rise year by year yet specific funding has been acknowleged to be reduced as can be seen in the below table 2.2 for national partnership payments:

Table 2.2: Payments to Support State Education Services i.e., Educational Spent (Government of Australia, 2021)**.**

$million	2020-21	2021-22	2022-23	2023-24	2024-25
Quality Schools Funding	22,063.4	24439.1	25934.7	27204.3	28200.9
National Partnership Payments					
MoneySmart teaching	1.3	-	-	-	-

National school chaplaincy pgm.	61.4	61.4	61.4	61.4	61.4
Northern Territory Remote Aboriginal					
Investment (a)					
Children & schooling component	30.2	29.3	-	-	-
School pathways program	1.2	1.2	-	-	-
Universal access to early childhood edu.	450.6	317.2	-	-	-
Total National Partnership payments	544.8	409.1	61.4	61.4	61.4
Total	**22608.2**	**24848.2**	**25996.2**	**27265.7**	**28262.4**

Meanwhile, the following figure 2.1 provides an overview of the expected falling spending over secondary education in the coming 5 years:
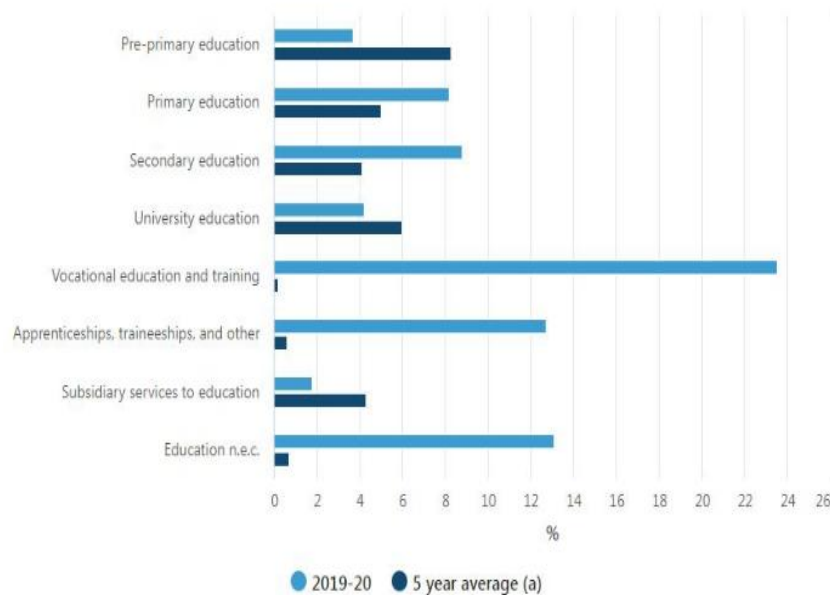
Figure 2.1. Operational Spent (Australian Bureau of Statistics, 2021)

This reflected the need to improve the government interventions by which the issues like lack of funds and lack of proper planning to manage that fund can be managed. The issues arise despite of sufficient funding due to the lack of management of such funding. Netolicky (2020) found that the loss of millions of funds without having the proper track to spend these funds as this leads to reflect the improper government interventions. Sharma & Yarlagadda (2018) claimed that the lack of planning and policies that is needed by the schools to manage the adequate oversight of the needs of the school. Currently, in the year 2020, it has been observed that schools in NSW and the education department needs to restructure the principles and provide better support to manage the fund (Education.nsw.gov.au. 2021). This means that there are no proper interventions adopted by the NSW government as well as the roles and responsibilities of the authorities also need to be improved. In this manner, the roles and responsibilities of the government need to amend as this would help to improve the outcome and positive construct the education system in Australia. The government of NSW needs to control education by establishing new reforms and develop a curriculum that is directed to determine the actual educational needs (Baker, 2021). Considering the lack of funding and less effective educational policies, this research study aims to protect the rights and resources to provide high quality. For this, the evaluation of the role of government is necessary by which the educational system can be improved (Vincent & Chiwandire, 2019). Thus, in this manner, the aim of the research is to measure the impact of government intervention in the education system of NSW. Furthermore, the main concern of the research is to examine the reason to have the lack of adopting such interventions so that the education system can be promoted.

2.3 Theoretical Framework

A number of theories are useful towards explaining the allocation of funds within public secondary schools in New South Wales. Public strategy is one such theories which is elaborated as the choices made by the government in order to resolve cultural issues. A huge and relevant system is the possibility of public strategy, which includes the choices and moves initiated by the public authority to resolve cultural issues. In the specific setting of subsidized training, the designation and circulation of assets among instructive establishments is vigorously affected by the public authority's guidelines and approaches. A specified theory, in this regard, is Public Policy Theory. This one is all about comprehending how social issues are addressed by government decisions. We are appropriating concepts from researchers like John and Dye. This theory lets us look at how the rules and policies of the government decide where the money goes in education in the context of our research. We are not just considering the final choices; We are interested in the entire procedure, from the formulation of the policies to their implementation and evaluation. Through the lens of public policy theory, the study can investigate these regulations' creation, implementation, and evaluation. Furthermore, this framework acknowledges the involvement of various stakeholders such as policymakers, educational authorities, community representatives, and interest groups, who actively shape and influence these policies (John, 2013; Dye, 2013).Additionally, this theory serves as a reminder that these decisions are not solely made by the government. There are numerous players involved, including policymakers, educational authorities, representatives from the community, and organizations that care about education. Every one of them has a say in how things work.

Another theoretical perspective that sheds light on the role of government rules in education funding is political economy theory. This theory focuses on the intricate interactions between political processes, economic factors, and power dynamics that affect public policy (Wicksell, 2013). In the context of education funding, the theory of political economy can be utilized to investigate how economic factors influence how funds are distributed and how government rules reflect the interests and priorities of various political actors. We'll investigate how financial variables assume a major part in choosing where assets go. In addition, this theory enables us to comprehend how various political interests influence government regulations. It's like removing layers to reveal what goes on behind the scenes in education funding. The concepts of governance and accountability are also crucial to comprehending how funding for education is affected by government regulations. The structures and systems in place to guarantee effective oversight, transparency, and accountability in the education sector can be investigated within the study. This entails researching the roles played by educational establishments, regulatory bodies, and government agencies in enforcing and monitoring education funding policies (Lipman, 2013; Wicksell, 2013). By gaining a comprehensive understanding of these governance and accountability mechanisms, the study can assess the extent to which government rules facilitate a fair and efficient allocation of funds (Ravenhill, 2017).

Moving on to the allocation of funds across the education sector in Western Sydney, the study can consider the concept of resource allocation (Cohen & Cyert, 1965). This involves analyzing the processes and criteria utilized by the government to distribute funds among schools and educational institutions. Factors such as student population, socioeconomic indicators, infrastructure needs, and educational outcomes can all influence the allocation of funds. By exploring resource allocation, the study can gain insights into how the government determines the

distribution of funds and whether these decisions adequately address the needs and challenges specific to the Western Sydney region (Liefner, 2003; Rice & Smith, 2002). In addition, the concept of equity in education is relevant when examining the allocation of funds. It can be understood how the government approaches and subsidizes choices which address differences in instructive results and potential open doors inside Western Sydney. Equity in education focuses on ensuring fair and equal access to educational resources and opportunities. The principles of social liberties and distributive value (Heindl & Kanschik, 2016) further direct towards an equitable usage of resources to improve allocation of funds by the government. By studying these theoretical perspectives and frameworks, one can gain a better understanding of the government's role in funding education, the factors that influence fund distribution in Western Sydney, and the potential impact of unequal resource allocation on students, families, and the community as a whole. These theories can help policy makers and academics ensure that any solution proposed is supported through evidence to implement distribution of funds more equitably. It focus on the students' academic and personal growth opportunities and support, regardless of background or circumstances. This involves studying the processes and criteria used by the government to distribute funds among schools and educational institutions (Hutmacher et al., 2001). Understanding the local context is also crucial when examining fund allocation within Western Sydney. The study can explore specific demographic characteristics, community needs, urban-rural disparities, and historical funding patterns to understand how they impact the allocation of funds. This comprehension enables policymakers and stakeholders to customize funding allocation strategies that cater to the distinctive challenges and needs of the specific region. Students, their families, and the community as a whole can be impacted in a variety of ways by the uneven distribution of funds in the education sector (Poterba, 1997). One pertinent hypothetical system that can reveal insight into this issue is the

theory of educational inequality. This theory focuses on how disparities in accessing educational resources and opportunities contribute to social inequalities. By employing this framework, the study can investigate the impact of an imbalanced distribution of funds on students' academic achievements, possibilities for advancement, and social mobility. Additionally, it is essential to consider the social and economic repercussions of funding disparities. This means looking at how family finances, community well-being, and other broader societal factors like income inequality and economic development are affected by unequal funding (Schmidt et al, 2015). The theoretical framework should also incorporate the concept of community engagement. The study can examine how an uneven distribution of funds mobilizes families, local organizations, and community stakeholders to advocate for equitable funding (Lazarus et al., 2008). The theories of collaborative decision-making and participatory governance (Evers et al., 2016) can shed light on the involvement of various stakeholders in addressing the impact of funding disparities and promoting educational equity.

To propose a solution for funding distribution in secondary schools, the study can draw upon theoretical concepts and models related to school finance reform, stakeholder engagement, and policy implementation. Theoretical frameworks focused on reforming school finance can provide valuable guidance when designing and implementing funding models that are fair and effective for secondary schools. These frameworks often involve the exploration of different approaches, such as weighted student funding, need-based funding, and performance-based funding. These approaches aim to allocate resources based on the specific needs of students, taking into consideration factors such as school performance and equity considerations. Furthermore, theories that focus on engaging stakeholders provide valuable perspectives on the active involvement of diverse groups in the process of creating and executing funding frameworks. These groups encompass educators, parents,

students, policymakers, and members of the community. By embracing collaborative decision-making processes and ensuring the inclusion of diverse perspectives, these frameworks can help achieve a more equitable distribution of funding resources (Evers et al., 2016). Policy implementation theories and frameworks are also crucial in identifying solutions to funding distribution for secondary schools. The study can examine theories related to policy change management, monitoring, evaluation, and continuous improvement to inform strategies for successfully adopting and executing revised funding distribution mechanisms. By integrating these theoretical perspectives, a comprehensive framework can be developed to address the research questions and propose evidence-based solutions for education funding in New South Wales, specifically within Western Sydney. This framework allows for a deeper understanding of the roles of government rules, the factors influencing fund allocation, the consequences of funding disparities, and the pathways towards more equitable funding distribution in secondary schools.The government of New South Wales already makes use of the Resource Allocation Model (RAM) that helps distribute the Commonwealth funds to schools. Based on the resource allocation model, the NSW government analyses the aspects of the education sector that are in high needs of funds which has been expressed through the figure given below:
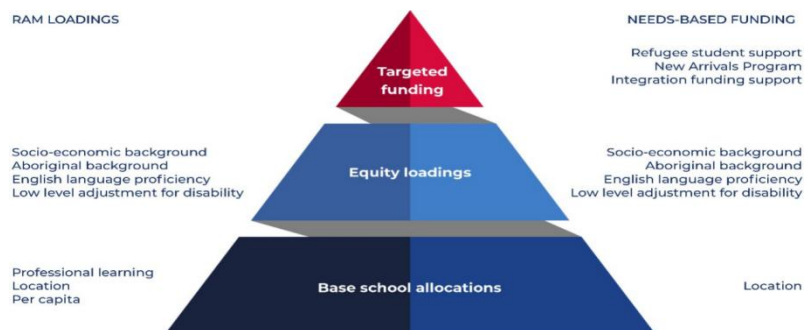

Figure 2.2. Resource Based Allocation (NSW, n.d.)

Educational administration theory, is also an interesting concept that relates with the underlying study, closely related to the concepts of business and public administration. It helps school leaders effectively manage and understand their educational practice without being influenced by the power of additional factors within the educational environment. As a result, the school would be less vulnerable to external and internal agents, creating the perfect educational environment for all (Peca, 2000). Based on the same theory, the resource based allocation model presented in Figure 1.3, can be explained using Maslow's theory of needs. It comprises of five tiers, similarly, in the shape of a pyramid which motivates individuals to act in a certain manner. These needs are satisfied from bottom up, moving from; physiological, safety, love and belongingness, and self-esteem to self-acutalization. The first four levels are deficiency needs which arise due to essential needs of the people being unmet, whereas the top level is growth need which stems from the person's own desire to grow. The concept of deficiency needs is significantly aligned with that of the resource allocation model presented earlier. Individuals and schools that are deprived of their essential needs and activities, are therefore first in line to receive funds. Instead of relying over the influence of internal or external agents at play, the school takes the decision purely on the needs of the schools that are present within the vicinity to improve its operations further (McLeod, 2007).

The government divides its resource allocation into three segments whereby first it targets students that are in direct need of financial assistance followed by schools that require capital for training, infrastructure and facilitative activities within schools followed by the location of such schools and the income of parents within that area (NSW, n.d.). This is an effective method of allocating funds among schools. Conversely, in the last two decades, education within the vicinity has been under the influence of politics. Instead of prioritizing educational reforms, these reforms

were left at the behest of inappropriate and lacking policies which led towards a failing education system (Shreeve & Palser, 2018).

Typically, the ideal scenario of education cannot be restricted for the public and the government has considerable authority to provide education. However, the inappropriate reforms by the NSW education system have left teachers and policymakers resistant to proceed towards any advanced reform or advancement (Netolicky, 2020). It therefore, is important to analyise the role that the government plays in providing funding for the education system and the challenges that may intervene its provision. Conversely, New South Wales is a large part of the country and the study requires a more detailed approach, narrowing down the research towards West Sydney only, which itself is a large area of the region. There are various public and private schools within Western Sydney that acquire government funding, where health facilities and the education system are flourishing alike (Salau et al., 2016). The government is therefore responsible for resource allocation within the schools of Western Sydney as well, yet there is an uneven allocation pattern which is visible among the public and private schools. Moreover, the public schools are continuously under the scrutiny of the political figures (Martin & Macpherson, 2015).

2.4 Research Gap

After examining empirical studies related to the topic under study, the need has been highlighted that will require to investigate the secondary education of NSW specifically since the majority of previous research studies were selected the general education system while targeting the overall state of NSW Australia (Drane, Vernon & O'Shea, 2020). It has been observed that only a few studies were specifically focused to examine the role of government and determine the fund provision strategies however rest of the studies were not directly conducted to target this aspect.

Moreover, another research gap has been identified such as to explore the negative as well as the positive contribution of government towards generating funds for the secondary education system, meanwhile existing research studies do not have a specific focus towards the participation of government and other relevant authorities (Baak, 2019). Despite the fact that existing research studies have explored the wide participation of Australian reforms to improve the education system but the need to determine the role of the Australian government is still missing. Added to this, with the help of the current study, I will have an opportunity to narrow down the topic as the focus is on the secondary education system of New South Wales.

2.5 Conclusion of Chapter

In conclusion, the literature review chapter had a significant impact in highlighting the complexities of government financing in the schooling system, especially focusing on New South Wales, Australia. It features the central role that the public authority plays in subsidizing and forming the educational landscape. The review underlines the meaning of funding models like the Schooling Resource Standard (SRS) and the National School Reform Agreement in directing how funds are dispensed. It additionally reveals insight into the difficulties that the public bodies face, including issues of fairness, the complexities of private subsidizing practices, and the requirement for additional financial strategies. Despite these formidable difficulties, the public authority's obligation to improving training in New South Wales is apparent through drives like the Gonski 2.0 assets, which pledge significant subsidizing in the coming years. The review highlights the significance of reevaluating funding approaches and tailoring arrangements to suit the remarkable requirements of schools to improve educational outcomes.

2.6 Summary

On examining varied viewpoint and perception of authors, it has been summarised that the Australian Government highly participates to provide fund initiatives to the schooling system of the region however, some studies also shared the need for improvement to build advance policies to strengthen the fund availability. It has also been summarised that the government of Australia is principally responsible to ensure supplementary funds as the region has high education expenditure. Numerous research studies have examined that federal as well as the local government allocates fundraising strategies to fulfil the requirement of schools and all education system.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The methodology of this research is to be used for the identification, selection, interpretation and for analysing the information and insights gained regarding Factors in funding the secondary school (s) in the New South Wales: A qualitative analysis of the government funding , Australia. This research is based on the qualitative method through emphasising upon interviews along with a document analysis of government records regarding fundings allocated. This research further emphasises upon gathering insights to explain the phenomenon of funding matters for the secondary education system of New South Wales, Australia. It contains details about the participants, such as their characteristics along with their perceptions regarding the management and provision of funds within New South Wales. These insights will help form themes that would guide the responses towards the research questions formed within the first chapter. The researcher also discusses the rationale behind the chosen research design within the methodology. The instrument that has been proposed to collect data is also mentioned, as are the procedures that will be followed to conduct this analysis such as the thematic analysis. This methodology section of this research covers all important details which are required to design methodology in an appropriate manner. The techniques used in this section to interpret the data will also discussed. Most importantly, the ethical concerns that were taken into account during the review are discussed (Agénor, 2020).

3.2 Research Design

There are two types of research design i.e. qualitative and quantitative. As far as a quantitative research design is concerned, quantitative research design focuses on numerical data to gather and analyse factors and patterns of interest in order to classify, understand, forecast or monitor. A philosophical conviction that our universe is relatively constant and even is one of the underlying concepts of scientific science, under which we can quantify and grasp it and generalise it generally (Baak,2019). Moreover, the objective of quantitative research design is different from qualitative in order to perceive a situation or an event more effectively. Researchers aim to characterise present circumstances, define relations between variables, and often clarify causal connections between variables when doing quantitative analysis. This kind of study is intended to describe and justify the phenomena under investigation sometimes in a very permanent way. In this particular perspective, quantitative analysis is undertaken in broadly agreed steps to direct the research process. Thus, the quantitative research design carries out its research process on the basis of the scientific method. It uses indubitable logic as the researcher makes a theory, gathers evidence to examine the issue, and then makes use of the inquiry data to show assumptions that are not false or false after analyses and findings are communicated (Dzwigol, 2020).

On the other hand, qualitative research design varies depending on the methodology employed. By using qualitative research design, several kinds of formats are used participant impressions, detailed assessments, focus groups and several other approaches. While variation occurs in different qualitative methodologies, they also exist in general. A thorough comprehension of a certain subject, problem or context, based on personal experience, is the fundamental reason for

carried out any qualitative study. Qualitative data represents the depth rather than the number of results. This is done with a relatively limited, but concentrated sample base (Hennink et al., 2020).

As per the nature of this research, I have adopted a qualitative research design. Qualitative research design is characterised as a systematic process of collecting the information related to the information and knowledge related to the world. Qualitative research design gathers data from the current and prospective population by using sampling techniques and carrying out, interviews, questionnaires, literature review and other forms of data collection, the results of which can be represented theoretically. In this qualitative research design, the researcher conducted interviews from the 20 participants. After evaluating the views of the selected participants, forecast the future of a particular object of the research and by using this criterion, make adjustments if appropriate. The aim of qualitative analysis is to find out how many people think, behave, or feel in a certain way. Moreover, the qualitative design relies on the number of answers rather than the more oriented or objective perspective that quantitative research seeks (Raj et al., 2020). By following this research design, the format followed is to ask the respondent the same questions to identify the similarity and differences in their experiences, feelings and perspectives. The results are shown in the theoretical form and can be interpreted qualitatively by relating the answers with the existing theories and literature.Moreover, data would also be gathered from government documents regarding the allocation of funds within New South Wales, however, it was quite challenging to attain this data.

3.3 Research Method

The research approach is helpful for collecting the data with the use of assumptions and research problem and the objectives of the study. Siponen and Klaavuniemi (2020) found that the

research approach can be defined as the combination of actions used for carrying out the research. The use of the research approach comprises wide assumptions related to the collection of data, interpretation and related results of the study.

There are two types of research approaches deductive and inductive. The deductive approach is used for the quantitative data analysis and the inductive approach is suitable for the analysis of qualitative data. The deductive approach stresses the universal rules of cause and effect on an explanatory system that implies a realist ontology, or the assumption that truth is made up of a world of logically defined evidence. Hence, it is based on initiating logical thinking to reach a specific conclusion (Siponen & Klaavuniemi, 2020). On the flip side, inductive reasoning is not dependent on logical explanation. This research starts with the explanations and relating them with the models, theories, philosophies and literature. This data is obtained through interviews and surveys rather than facts and figures. The obtained information cannot be interpreted through facts or logical explanation. Contrarily, the obtained information can be explained by relating it with the theories and philosophies. As it is mentioned that this research encompasses qualitative data, thereby, this research used an inductive approach. One of the limitations of chosen this research approach is the researcher cannot predict the results before collecting the data. However, the benefit is the researcher is allowed to conduct the research and include the questions of the interviews as they want related to their interest and objectives of the study.

3.4 Instrumentation

The data for this research is collected by using qualitative tools, as it is mentioned above, to adopt interpretivism as a research philosophy as it is justifiable and applicable for the qualitative research design. Likewise, this research followed an inductive approach for the analysis of

qualitative data, and it is also suitable and applicable to this research. The aim of primary qualitative research design is to evaluate the views of the individuals related to the role of government in providing funding for the secondary education system (Orsini et al., 2020). For the primary data collection, online interviews are conducted with 10 NSW Government employees working within Western Sydney (high school educates such as teacher, Deputy principals and support teachers) and 10 citizens (parents of students) so that the perspectives of both of them can be analysed, and association and differences between both of the parties can be evaluated. In order to gain a deeper comprehension of the issue at hand, this research has employed a comprehensive examination through document analysis. These sources including policy papers and government reports elaborate on an authentic setting of schooling arrangements and financing allocation in New South Wales. The emphasis has been on fathoming the degree of the public authority's effect on financing and the resulting outcomes that emerge among public and non-public schools.

3.5 Sample of the Study

Since it is impossible to collect data from the whole population, sampling is used (Sharma, 2017). Even in small populations, data is required quickly, and involving everyone in the community in the collection of data may be too time-consuming. Sampling is a way to divide the audience into different sectors and measure the responses from them. The purpose to select a sample size is to get flexible results and to save the time of the researcher and other authorities related to the study (Lasater et al., 2019). Due to the ease of sampling and processing of data, and accurate data measurement can be handled asGbotosho & Adejum (2019) claimed that a variety of types for sampling techniques. This includes random sampling, non-random sampling and mixed sampling. While selecting the sampling for any research, it is important to note that each and every selection

needs to have resulted in an equal way. Ali et al. (2021) claimed that accurate sampling is something that leads to accomplishing the overall objectives of the study and intends to conduct the research in an effective manner.

Sampling helps researchers save money by helping them to get the same responses from a study as they would from the whole society (Ali et al., 2021). Various research studies have discovered different types of sampling techniques such as probability and non-probability sampling. Tripathi et al., (2020) claimed that probability sampling is considered as one of the sampling technique in which the researcher is more focused to choose specific criteria in per random manner. In this manner, the researcher chooses participant randomly without extracting them via specification and relevancy of the research study. Ryan (2018) claimed that the probability sampling techniques help to select the parameter by giving equal opportunity to all respondent. Oppose to this, the non-random sampling techniques help the researcher to select respondents in the predefined manner as this is the particular selection process for the non-probability sampling. Some other studies have mentioned that non-probability sampling makes it difficult for the researcher to give equal and fair opportunities for all. Since non-probability sampling techniques reduces the expense of identifying individuals and gathering data from them, non-probability sampling is considerably less costly than probability sampling. Considering the factors that the report is qualitative the sampling technique used is Non-probability sampling. In this study, non-probability sampling is used because it is an easy and cost-effective way to do the research, the researcher can easily target a few people as their sample and generate a result after doing research on their survey's answer (Gbotosho & Adejumo, 2019). Proper questions are designed to be asked for the audience, each question has to be elaborated without any confusion so the objective of the research is clear to the sample. A non-probability sampling includes non-random criteria not every member of the region is

included. The research focuses on the non-probability convenience technique to collect data from people. It is an easy way to collect data, this means contacting the people who are easily approachable. We had designed interview questions and it was convenient to have answers from the people through the non-probability technique. While performing an online interview, the researcher simply asks government associates and citizens to participate in the analysis and collected all the required answers.

For the current topic that is related to analyse the role of government to provide the fund opportunity for the education system, the data has collected via qualitative manner thus, non-probability sampling is justified. With the help of this sampling technique, there will be an opportunity for the researcher to conduct research on the small sample size so that the accurate understanding of the respondents can be evaluated easily in a timely manner. Vincent, L., & Chiwandire (2019) claimed that non-probability sampling helps to develop an accurate sample by which the researcher will plan as well as create well-defined data. However, the disadvantage of using the non-probability sampling technique is it impossible to evaluate how much the results of the study is representing the whole population.

Among various types of non-probability sampling, the researcher will select convenience sampling that is the time and cost-effective type of non-probability sampling. Ryan (2018) claimed that this particular method is dependent on others based on the ease of the access of the subject that is respondents. In the data collected method that is interview, the most feasible method to be used is convenience sampling by which the researcher would allow to choose the respondents according to his convenience. An important aspect associated with the non-probability sampling is the proximity and representativeness; this will allow to gather relevant data so that the accurate role of government

to explore the fund opportunities and service of government funding towards the education system can be examined accurately. The reason being choosing this type is to conduct the research study on a limited budget and under time constraints. With the help of exploratory research, the creation of a hypoCapstone Book becomes easy as well as a variety of information can examine.

The sample size is the respondents involved in the study. I as the researcher will observe the interview responses from the respondents for evaluating the final results. The research includes 20 people for answering the 20 interview questions for conducting the online interviews. The interview questions were designed considering the research objectives to be fulfilled by asking relevant questions related to the role of government in funding the secondary education system from the 10 government employees and 10 citizens working or residing within Western Sydney. Each question to the individuals had explained clearly so they do not have to face any issue regarding this. The sample size is small so that the study could be completed in a particular timeframe and the participants could be allowed to give a detailed answer without any pressure of time that may affect the quality of their answers. A small number of audience is targeted to easily collect the data and opinion from them. The responses are selected on the basis to evaluate the role of government in the education system from the perspectives of both government employees or associate and citizens. Vincent & Chiwandire (2019) claimed that it has been studied that sample size refers to the participant number by which the data can be collected accurately. For the current research, the selection of sample size depends on the validity of the outcome as if the sample size is too small then there is the probability to have a valid outcome. Similar to this, the large size of sample size is also not feasible for study as it would be of no use (Tripathi et al., 2020). Typically, the good sample size for the interviews based research is 20 to 30 participants for constructing similar segments in the population (Murphy et al., 2019). Considering this aspect, the sample size of the current study is

20 divided into two groups i.e. 10 citizens and 10 NSW government employees. For the sample size, the number of respondents should not be very large or should not more than 250 thus, the selection of a small sample size is justified as the purpose of interview-based researches is to achieve saturation. If the saturation is achieved through a small sample size then there is no need to consider a large sample size which would be time-consuming (Lasater et al., 2019).

Some major difference in the sample size depicts that small sample size is used to determine the external and internal validity of the research whereas the large sample size depicts to undermine the small differences in statistic manner (Gbotosho & Adejumo, 2019). By allocating the targeted sample size, the researcher had the opportunity to get the required data in a short time frame. For any research, there are some methodological and ethical indications as to achieve the required results. Ryan (2018) claimed that the factors affecting sample size include study design, study power, outcome measures, effect size, significance level and study type.

3.6 Data Collection Procedure

There are two forms of data collection in every research primary and secondary. It is an extremely important process in every research matter because until and unless data is not collected appropriately, results cannot be determined for any study. Therefore, I as the researcher must have an understanding of the process of data collection.Primary data is the kind of evidence gathered by interviewed, surveyed, and experiments by researchers directly from key sources. However, primary data are commonly derived from the source, from which data derive and are considered to be the best type of analysis knowledge. The primary data sources are normally selected and precisely adapted to suit the criteria or requirements of a specific study. In addition, issues like the study objective and target audience must be established before selecting a data collection source. It is

evident that primary data provides multiple advantages to any research because it is directly acquired by the main source, and this information becomes new for the readers. With the use of primary data, the researcher has the right to gather the data in order to fix business-specific problems or analysis goals (Gross & Jansa, 2017). The collected data is precisely what the researchers want and need in this situation. In contrast to secondary data, sample data is much more precise. Research reveals that the researcher is at risk of detecting incorrect evidence when gathering statistical data from online sources. The researchers normally own the data they gather from the main source, which may either share it or do not share it with others. Reliability of data is extremely important to be successful in any kind of research project, and primary data provides reliable data because it is directly extracted from key research participants. Unlike secondary data collection sources, primary data collection sources provide up-to-date information. It gathers data in real-time and does not rely on data from stale or unreliable sources. The study architecture and methodology can be easily controlled by a researcher. As a result, a researcher has the freedom to select which topics to investigate and how data is collected (Franzitta et al., 2020).

Secondary data collection is used to acquire data from the existing data sources. In order to improve the cumulative feasibility of the study, existing data are summarised and collected. Secondary analysis is a shared approach to a systemic review that focuses exclusively on current data throughout the testing process. In this design of the analysis, these data samples are arranged, processed and analysed for relevant findings. Secondary information includes the synCapstone Book of current web-based data, papers, textbooks, archives of government data records and library sources. Secondary data requires the assimilation of data from multiple sources such as, leveraging existing research tools rather than generating a new data bundle using primary research techniques. This approach has become popular in recent years, as the internet offers a wide pool of both freely-

accessible and inexpensive testing tools. While this approach simplifies the process of data recovery, however, the researcher is supposed to make sure that the information collection depends entirely on authentic sites. There are multiple advantages of collecting data by using a secondary source (Basias & Pollalos, 2018). Primarily, accessibility of data is easy through using a secondary source of data collection; it is evident that secondary data can be obtained conveniently in no time; with the use of the internet in particular. In addition to the internet, various data outlets such as public libraries and archives are reasonably easily accessible in the secondary study. Another benefit of secondary data is that collecting data through this form is inexpensive and less time-consuming. The researcher will lower costs when he or she does not engage actively in the time-consuming data collection process. This type of study allows researchers to recognize loopholes in the information that can form the basis for more systematic research (Logan, 2020).

3.7 Pilot Study

A pilot study assists a researcher in the identification and rectification of research questions, finding and choosing the methods which are ideal for carrying out those questions, and in estimation of the time duration as well as resources that will be required for the completion of larger number of respondents or sample. Pilot studies could be carried out in qualitative, quantitative as well as in mixed methods research. For interview-based studies, pilot study is useful for testing research instruments for instance, survey questionnaires, interviews or discussion guides (Malmqvist et al., 2019).Despite the fact that pilot studies are regularly undertaken to evaluate the usefulness of research items to be utilized in qualitative research undertakings. One of the goals of doing a pilot study is to improve research quality, which may be accomplished in various elements of the research process (Gudmundsdottir & Brock-Utne, 2010), with a particular emphasis on improving research

reliability and validity. As a result, a pilot study should be regarded as an essential component of a research strategy (Kim, 2010).

The face-to-face and one-to-one informal interview sessions were conducted with the pilot participants which were 20 in number. Among them, 10 were government employees, teachers, deputy principals, including 7 males and 3 females. On the other hand, 10 participants were children's parents.

In this pilot study, the researcher, who was a member of the teaching staff of this research, held a talk combined with interview from deputy principals and government employees in a school. Therefore, researcher got an opportunity to directly get in touch with teachers and parents face-to-face. Accordingly, questions were acceptable and easily understood, which demonstrated that the statement were having reliability.

A face to face talk on morning tea get together with 10 parents about their work was conducted as a pilot study which revealed that on the statements of managing allocation of funds, majority of parents agreed that government bodies highly focus on early years of education for making sure the provision of valuable and quality education. On the other hand, the majority of parents were strongly disagree when asked about the government provision of innovative educational opportunities for all individuals. Moreover, the parents were agreed on the support provided by NSW department to the educational system restructuring policies.

A pilot study from parents demonstrated that the majority of participants were agreed that children are missing out on the love from their parents as they are busy working to provide for their education and they need to find alternative sources of income to provide their children with quality education; also there is a considerable lack of innovative educational facilities within schools.

3.8 Access

Data access refers to the activity of retrieving, collecting, modifying, copying, or moving data from IT systems or inidividuals in any geography. In order to gain access to individuals, research participants were associates and citizens residing within Western Sydney including, deputy principals, government employees, teachers within a school. As such, the researcher did not faced any hindrance to get access to the participants of present study.

3.9 Reliability and Validity

Research reliability lets researchers decide which answers or questions of the interviews are reliable to be included in the study to ensures that they are measuring and highlighting the issues that matter, valid and justified. The credibility or reliability of the research is referred to the extent to which a research study account is appropriate and believable along with the specific reference to the level of agreement between the researcher and the participants (Basias & Pollalos, 2018). To ensure the credibility of the answers of the interview, the researcher has asked the same questions to all of the participants without any pressure or time limit so that there could give justified answers. The most significant aspect of successful research is its credibility.

Another important element is validity; it can be defined as the extent to which the results of the study could be confirmed by the researchers. For confirmability, the researcher has reordered the audios of the participants as proofs in case of people or the participants have any doubt related to the answers included in the study.

3.10 Trustworthiness

Trustworthiness can be referred to as the extent of confidence in the interpretation, method and data for ensuring the quality of the data. For achieving trustworthiness, the researchers remained engaged with the participants while they were giving the answers, followed the ethical guidelines and provided all required information related to the study to the participants.

3.11 Steps in carrying out the interview with respondents

At the very beginning, the researcher provided a formal letter made out to the selected school in Western Sydney for letting them know the purpose of researcher in carrying out a study, in addition, requested for permission to allow the researcher to conduct a pilot study at school.

The researcher in person undertook the interviews face to face from selected participants for a pilot study.

3.12 Individual Interviews

Individual or personal informal interviews were conducted in person by the researcher from the respondents who were teachers in a school. The arrangement of interviews was done by specified meeting times assigned by participants based on the convenience when they had their break or spare time aside from teaching activities. In view of spare time limitations, each individual interview was scheduled for two to ten minutes meeting, this constituted a total of twenty minutes per participant discussion.

Considering English as the language of teaching in a selected school, it was utilized throughout the structured interview questions. In order to encourage more honesty, openness,

transparency, and comfort in their responses, the respondents were given the assurance that any additional replies to the interview questions would also be handled with the strictest confidentiality.

3.13 Data Management

The data management helps researcher in simplifying the process of transcription of words for further analysis of results. The researcher may need to repeatedly listen to the recorded interviews and closely observe the data by careful understanding of words and phrases spoken. For the qualitative research data, the transcription of data is probably the most significant step because prior to the analysis of interviews and surveys, they need to be converted into text. This requires researcher to convert the answers of respondents into written text like a documentation using ms word commonly.

3.14 Data Analysis

Data analysis is the comprehensive use of quantitative and logical methods to explain and demonstrate, summarise and evaluate information (Liao & Hitchcock, 2018). The precise and sufficient interpretation of research results is a critical component of maintaining authentication. As the research is qualitative, the tool used for evaluating the data is Atlas. IT software. This tool is a powerful workbench for the analysis of the qualitative data related to the graphics, texts, audio and video. This tool helps me as the researcher to reassemble, manage and arrange the data creatively based on the themes. After designing the questionnaire and collecting the data from the participants, themes are designed based on the interview questions of the study for interpreting the collected information. Liao and Hitchcock (2018) found that for the analysis of the qualitative data, two kinds of analysis mainly performed i.e. content analysis and thematic analysis (Gbotosho & Adejumo,

2019). The purpose of using content analysis is to integrate the results obtained through literature-based research whereas thematic analysis is used for interpreting the results obtained through interview. For this sort of study that specifies to evaluate the role of government in managing the fund for secondary schools, the adoption of the thematic analysis method is justified. Moreover, this would allow deriving the data in a suitable manner so that better insight can be gathered. One of the benefits of using the thematic analysis is it provides high flexibility to the researcher for performing the detailed analysis of the data based on defining the themes for evaluating the results of the study. By constructing the themes, it becomes easy to organise, summarise, categorise and segment the data along with the reconstruction of the data through which the significant aspects in the data set can be created and represented with clear understanding. The thematic analysis also allows the researchers with different methodological backgrounds to engage in the same designed themes. The analysis of the result in this way is based on the objectives of the study, research questions and theoretical assumptions so that the aim of the study can be achieved. The limitation of the thematic analysis is though it provides flexibility but leads to incoherence and inconsistency in designing the themes and for performing the analysis. The results are not validated provide huge room for bias.

In the underlying study, a document analysis, similar to content analysis would be carried out using existing literature that underlines the uneven resource allocation within Western Sydney since it is a significant limitation that the officials would not be willing to give information effectively. A document analysis would help infer upon the actual allocation of funds having been carried out within the area. In addition, it provides useful statistical insights. It aims to provide a comprehensive comprehension of the particular policies and guidelines that have influenced the development of educational institutions' curriculum and extracurricular activities. Through cautious assessment of education sector archives, this exploration tries to recognize any current gaps in the

educational plan, as well as impediments in the arrangement of extracurricular activities. It also enables a comparison between educational policies and funding models from different countries or regions, providing a broader perspective and highlighting global best practices.

3.15 Ethical Issues

Research ethics are fundamental standards that direct researchers in conducting and reporting research without deceit or the purpose to affect respondents or the community as a whole, whether deliberately or unintentionally. Research ethics are vital and should have to be followed while conducting the research. Research ethics are to be followed by the researcher to not harm the participants in any way (Dooly et al., 2017). It is important to follow ethical standards when undertaking and reviewing research in order to ensure the quality of the results. To guarantee the protection of the participants, the general public, and the researcher must obey the code of ethics provided by legislative agencies. Following ethical standards would ensure that the study is genuine and error-free, as well as give reputation and community support. We kept the data of the respondent private and will not give it to anyone. We kept the data safe and would not share it anywhere for publication. The basic ethics are not to lie about the research objectives to respondents hence, we have informed our participants about the research objectives and gap. We explained each question in detail so they would not have to face any problem in giving the answer during the interview. The research honoured individual freedom and integrity that requires respecting their privacy and their right to choose what knowledge about them can be exchanged with others. We kept their information private by ensuring to must protect respondent confidentiality which is simply a promise not to reveal personally identifiable information about participants without their permission or valid authorisation to anyone. The respondent had the right not to answer the question

if they changed their mind. We did not force them to give the answers, as per their convenience, they were allowed to answer the questions. We guided them about the objectives of the research and ensured to keep the data private. The relationship between the researcher and participant was quite healthy, and we followed the code of research ethics while conducting the research.

3.16 Conclusion of Chapter

To conclude, the methodology chapter outlines the approach of research for our investigation concerning government financing in secondary education in New South Wales, Australia. This section fills in as a guide for our data collection process. Our chosen strategy is qualitative research, and that implies we'll conduct interviews and examining official documents. This approach permits us to dig profoundly into the point and gain a thorough comprehension. With respect to gathering data, we've chosen 20 participants who address different viewpoints, including government workers and residents from Western Sydney. These meetings, alongside our examination of government records, will furnish us with significant bits of knowledge and valuable insights. As to test the sample size, we've chosen 20 participants, finding some kind of harmony among practicality and information richness.

3.17 Summary

To summarize, this chapter has given an insight of the fact that how well the data has been gathered and which participants were chosen and what was their number. Not only this, but also the convenience and pilot sampling approaches have better been included to the underlying chapter. Convenience sampling was employed for efficiency given our constraints. Basically, the procedure section makes way for our examination and our agenda to reveal the job of government subsidizing in secondary education in New South Wales.

CHAPTER FOUR

DATA ANALYSIS AND FINDINGS

4.1 Introduction

As we move further into our exploration, situated within the instructive landscape of Western Sydney, where government financing assumes a crucial part, we show up at the core of our review i.e., inspecting the information and drawing out the discoveries. This section remains as the perfection of our dedicated efforts in gathering essential information, all filled by an interest to get a handle on the elements that shape the subsidizing of public optional secondary in New South Wales and what these variables mean for the scholastic accomplishments of students. Our information gathering methodology was based on web-based interviews with two key groups: 10 people employed by the NSW Government, incorporating jobs like educators, representative administrators, and supporting instructors, and 10 parents of students.

This dual methodology was deliberate, intended to give us a far reaching and balanced perspective on our examination subject. In the upcoming sections, we involve ourselves in the examination of the experiences we've accumulated through these meetings with the interviewers. Our goal is to dive profound into the points of view of both government representatives and guardians, endeavoring to the complicated strings that impact the subsidizing of public secondary schools. Besides, we intend to recognize the shared view and contrasts that arise when we think about these two pivotal groups of partners. The information we uncover here will focus a light on the unique elements of financing and its extensive effect on the scholastic accomplishments of students.

4.2 Discussion

Our discussion leaves on a remarkable journey through the complex scene of government subsidizing for public secondary schools in Western Sydney, Australia. At its core, our investigation adjusts flawlessly with the evaluation goals and questions we set out in this review.

Objective 1: Current Distribution of Government Funds

Objective 1.1: Analysis of Funding Trends

Digging into the previous ten years of subsidizing patterns gives us a rich information of bits of knowledge. It becomes clear that administration financing is far from static; it comprises of recurring patterns because of monetary movements and political elements. Recognizing these patterns is vital as it engages policymakers to go with reasonable choices in regards to future distributions.

Objective 1.2: Allocation Disparities in Rural vs. Urban Schools

Examining the assignment of assets between country/more modest and urban/larger schools notable resource disparities. Metropolitan schools, frequently lodging bigger student populations, will generally get more significant urgency for custom fitted approaches that guarantee impartial funding for all.

Objective 2: Equitable Fund Allocation

Objective 2.1: Exploration of Best Practices

Our mission for equitable funding drives us to investigate best practices from different areas and nations. These practices offer a hint of something better over the horizon for advancing fair fund

portion. Extracting lessons from successful models becomes crucial to ensure that government funds serve every child's educational needs, regardless of their school's geographical location or size.

Objective 2.2: Needs of Rural/Smaller Schools

A basic feature of our examination includes a deep insight into the particular requirements and difficulties that rural/smaller schools in Western Sydney face regarding resource distribution. These discoveries are more than simple perceptions; they offer significant experiences to policymakers endeavoring to connect the funding gap and advance reasonableness.

Objective 3: Factors Influencing Resource Allocation

Objective 3.1: Socioeconomic Factors

Our examination concerning financial elements focuses on their significant impact on asset allotment variations among schools. It becomes obvious that students from economically disadvantaged backgrounds endure the worst part of resource deficiencies, definitely influencing their educational outcomes and results.

Objective 3.2: Government Policies and Regulations

Government arrangements and guidelines arise as crucial powers forming asset designation. This goal highlights the desperate requirement for straightforward, distinct arrangements that support the fair and powerful dissemination of assets. Clarity in policy is the cornerstone of equity.

Objective 3.3: School Size and Location

Revealing the jobs of school size and area in asset allotment is a remarkable aspect to consider. More modest schools settled in provincial scenes frequently attach with asset restrictions,

for imposing difficulties in conveying quality training. Perceiving these difficulties is the most important move towards addressing them.

Objective 3.4: Perspectives of Stakeholders

To acquire a comprehensive viewpoint, we draw in with teachers, directors, and local area partners. Their bits of knowledge into asset portion issues are significant, filling in as a compass for policymakers to outline a course towards additional effective policies.

There is also a need to put an emphasis on the research questions while discussing the remarkable facts related to the underlying study topic.

1. Role of Government Rules in Education Funding

Our examination highlights the crucial job that administration rules plays in schooling financing inside New South Wales. These standards go about as the bedrock whereupon the structure of fair and proficient asset circulation is fabricated.

2. Allocation of Funds in Western Sydney

An in-depth examination of how the government allocates funds across the education sector within Western Sydney unravels a complex interplay of factors. These factors, including school size, location, and socioeconomic considerations, intricately shape allocation decisions.

3. Influence of Uneven Fund Distribution

The repercussions of multifaceted asset appropriation expands all over, influencing students as well as their families and the more extensive local area. Such inconsistencies propagate instructive imbalances, making it an issue of fundamental concern.

4. Framework for Funding Distribution

Our examination constrains us to contemplate the development of a vigorous structure for subsidizing conveyance in optional schools considering one that champions value. Accomplishing this requires a thorough methodology that considers the different necessities of schools and carries out straightforward strategies that rule out uncertainty.

The manner in which government finances schools in Australia is a multi-sided puzzle, with a great deal in question. A few examinations have jumped profound into this issue, and they've revealed a few interesting perspectives in regards to fairness and accuracy, how the public authority's job is developing, and how productively assets are circulated. The interviewees have focused on the industrious issue of inconsistent funding across Australian schools. They tracked down that it's quite difficult for both the public authority and the people responsible for guidelines to ensure each school gets a decent amount. To sort this out, they took a gander at information from the Australian Educational plan, Assessment and Regulatory Authority (ACARA), and a few explicit data sets. Their examination additionally featured the job private commitments play in all of this, which can some of the time aggravate these funding concerns. It just so happens, non-public schools in Australia, particularly those connected with Catholic, government, and free areas, get a decent piece of their cash from private sources, close by government subsidizing. This entire circumstance makes obviously we really want to investigate how the public authority is sorting things out. Then, at that point, some respondents who took a truly profound insight into how the public authority chooses to put resources into classroom educating and learning assets. They found that both state and central legislatures have something to do with this, and it's somewhat of a difficult exercise. Utilizing studies and some fancy math (multivariate measurable examination),

they showed us how the public authority is an essential player in concluding who gets what. They additionally called attention to that there are a few shortcomings and variations in how financing gets dispersed. This sort of exploration features why we really want an all the more fair and effective approach to subsidizing schools, ensuring each student gets a well-rounded schooling, regardless of where they come from or what school they join in. Some of the respondents gave us to take a gander at how effective the public authority is with regards to financing schools in New South Wales. They utilized a few convoluted strategies like information envelopment examination and factual models to show us that things are entangled pieces. They observed that elementary schools aren't getting as effective with their financing, while optional schools appear to be improving. This exploration additionally woke us up to the distinctions in financing among private and government funded schools, showing that there's opportunity to get better. Obviously the public authority has a major impact in ensuring things are fair and productive in schooling, yet there's actually work to do.

4.3 Conclusion of chapter

To conclude, these examinations jump into the tricky world of government funding in Australian schools. They advise us that it's an intricate framework, and we must ensure it's fair, straightforward, and effective. The public authority assumes a significant part in this, and their objective ought to be all to give each student in Australia a fair opportunity at extraordinary training, regardless of where they come from or what school they join in. This issue stays a first concern for additional examination and strategy conversations.

4.4 Summary

In summary, this conversation area guides us through the complex approach of government financing for public secondary schools in Western Sydney. It highlights the desperate requirement

for impartial dispersion, where variables like financial status, area, and school size are faithfully thought of. Facing these difficulties head-on isn't simply a question of strategy; it's a basic to guarantee that each student has fair admittance to quality education, eventually prompting raised academic achievements.

CHAPTER FIVE

CONCLUSION

The present study carried on research in the area of Western Sydney, Australia where the people are more likely to be affected by the government funds allocation over schools. For the reason of short time duration, the researcher narrowed down sample size of study from numerous schools to 10 schools as a sample of the study. The research design used in this study consists of qualitative data. Furthermore, the data will be collected via interviews and surveys, which will be transcribed and interpreted after collection. The collected data, will then be analysed using a document analysis with the help of existing literature. In other words, results interpreted will be presented in the theoretical form and interpreted in qualitative manner by associating the answers with the present theories as well as literature.

When we consider the factors that impact funding for public secondary schools in New South Wales and how it affects students' academic success, a series of recommendations come to light to enhance the current situation.Firstly, the state should explore fresh approaches to funding that prioritize educational fairness. One promising avenue involves allocating resources based on the unique needs of students, including English language learners, those with disabilities, and those facing economic disadvantages. This personalized funding approach can better address individual learning challenges and ultimately lead to improved academic outcomes.Moreover, investing in the professional development of educators is of utmost importance. Sufficient funding should be directed towards providing ongoing training and support for teachers to keep them updated on the latest educational methods and technologies. Such an investment in educators directly enhances the

quality of teaching, which, in turn, benefits student achievements.Lastly, we must prioritize transparency and accountability in how funds are distributed. This entails establishing clear guidelines for fund allocation and ensuring that schools provide detailed reports on their spending and outcomes. These measures are crucial for building trust and ensuring that funds are used efficiently and effectively to support students in their academic pursuits.

5.1 Limitations of Research

The limitations of this proposed research are many, first is the exclusion of single mothers while forming samples, did not consider long-term raise in family earnings, and they also did not have any method for controlling the "adjustment period" in the novel facilities of daycare, this does the emphasis on the need for carefulness in measuring the quality programs. This research used interviews, which has several disadvantages that contribute to the limitation of the research. It depends on the researcher to make sure they collect data from a representative sample. By using the interview-based method, there are high chances of bias in the interpretation of the results and the answers of the participants. One of the reasons for it may be the emotional constraint or personal grudges with the government and personal negative view which often ignore the facts. Moreover, as the research is conducted through online interviews, therefore, those people who do not have internet access or computer facility are ignored hence, in this way, people without these facilities are eliminated hence, it would be possible that if such people would be the part of the research, some new points would be highlighted.Moreover, proper design is important to allow an analysis of pilot studies and results are important for this process. The interpretation of the results need to be associated with the theory and bounded with previous literature so as to find perfect results.

In this research, non-probability convenience sampling has been used to analyse data. This includes non-random criteria, not every participant included in the study. The research focuses on the non-probability convenience technique to collect data from people. It is an easy way to collect data, this means contacting the people who are easily approachable. We have designed the interview questions and it is convenient to have answers from the people through the non-probability technique. But there are some issues, which are related to this sampling are people who do not have access to the internet and computer facility are ignored hence, the results of the study might not represent fully the view of the entire population. They did not include the research findings of high generalisation than probability sampling. There are also difficulties in identifying probable bias and projecting variability in the sample.

5.2 Implications of Research

This research topic is extremely important from the point of view of educational policy because several economists believe that flaws of the capital market lead to failure of provision of the education that is desirable at a societal level. For instance, because people are an important part of human capital, it is not easy to utilise as collateral for a loan. Thus, if the market of secondary education were completely private, investors would might a first-rate for loans taken for educational purpose, they might not charge for the different investment of loans (Moloney & Moloney, 2020). This type of premium results in low investment in human capital from a social perspective. Moreover, because children due to their immaturity, are not able to commit to recompense the educational loans, as these need to depend on their family members to invest aptly in the educational plan. It has been argued that parents who are unable to leave legacies to their children likewise be likely to less investment in education. As per the researchers, "both children and parents might be

more contented with a "contract" that calls for child's parents to increase investments to a maximum level in response for the children's commitment to recompense their grandparents" (ibid).

A system of education that supports tax associated with transfers to older people might function as a contract. Developing and implementing the desirable contracts, which cannot be found in a market might be a reason for the participation of the government in secondary education in New South Wales, Australia. some economists argue that education generates positive externalities that is, benefits to society that exceed the benefits to the students themselves. For example, a stable democratic society is impossible without a minimum degree of literacy and knowledge on the part of most citizens. Because families and children themselves do not utilise these benefits when making decisions about education (for instance, whether or not to be dropped out of educational institutes), they often do not invest much in education as compared to that invest in the ideal societies. If raising the education level is highly a cost-effective method to develop externalities, then the community has a role in motivating investors to invest more in education. Some economists consider that society is not interested in children, specifically children from low-income families, and this type of education is used as a tool for budging social resources for their benefits (Parliament.nsw.gov.au, n.d.).

Even though the recipients may choose cash, society provides education, either because transfers related to education are a successful strategy for making sure that children instead of parents receive public funds because transfers related o education satisfy the taste of society for charity. This is justified by the latter argument that the government provides food stamps to poor people rather than cash: the community wants people to consume what is good or appropriate for them, it is not necessarily what they consider is good or appropriate for all. The lack of planning and

policies that is needed by the schools to manage the adequate oversight of the needs of the school. Currently, in the year 2020, it has been observed that schools in NSW and the education department needs to restructure the principles and provide better support to manage the fund. Considering the lack of funding and less effective educational policies, this research protected the rights and resources to provide high quality. For this, the evaluation of the role of government is necessary by which the educational system can be improved. The understanding of the role of government in the education system helped to ensure the right to provide high quality and tends to offer adequate resources to the students (NSW Department of Education, 2021).

Australian government shows a focus to provide funds to both public and private schools since the year 1964. The funding schemes are directed to the development of school science blocks whereby the year the 1960s further preferred to utilise funding for libraries and other aspects of school education. Inequalities in private funding of secondary schools that have an impact on the socioeconomic status of schools. It can be said that the government needs to set some advanced standards and policies to strengthen the funding system so that the pressure on schools and communities to generate fund reduce (Sharma & Yarlagadda, 2018).

Australian education commentators met resistance on most issues: they were united and believed that no matter which branch the school is in, Australian schools should be funded on the same basis. Although, Brian Caldwell noted that many people favoured pooling federal and state funds. Brian further mentioned that these funds should be evenly distributed across each country. Following his argument, the department used an agreed framework. But given the fate of these proposals, he noted that "it is too early to say what will happen in the coming years, but the main determining factor will be where the constitutional power of education will be localised". A decision

of the High Court made in 2006 might prove important for the government's funding in secondary education. This legal decision about "section 51 of the Constitution" (the power of corporations) and the Work Choices Act's legality was supported by the 2/3rd majority. The education commentators do not hold the existing funding system in high regard. The school funding system of Australia has been labelled as containing "considerable deficiencies" in various manners, "quite remarkable difficulties" that makes it "extremely frustrating", "deficient" and "unsatisfactory" a "failure", "exceedingly complicated", "inefficient and inequitable", "irrational", and "exceedingly opaque and unhelpfully complex" Sharma & Yarlagadda (2018) claimed that $30 billion funding system school of Australia is fragmented by Federal or state-level government, location (Territory or state), accounting approach (accrual or cash), and time period (calendar year or financial year).

Schools receive a variety of sources of income, none of them is permanent, and none of them is communicated to schools in a timely manner. This article uses data from 2004-2005 as the latest publicly available data. This fact is indicative. Even when the degree of aggregation is high, people are confused by this delay, and this confusion applies to the presentation of school financial data. One commentator described the current situation as "unfounded and asymmetric," "devoid of the constitution, education, or logical foundation" (Hyland-Wood et al., 2021).

The system encourages the transfer of responsibility between governments, argues that the federal government does not have enough resources for public schools, and states that most of the public resources are still being used for public schools, rather than conducting informed discussions. The result is that the education sector, rather than the general public, has no clear idea of what schools are getting from the government at all levels, and also have no idea if their income meets their needs. Contrary to the opinion of some commentators, the author believes that the complexity

is not related to public officers, who want to Maintain a system of appeasing critics while catering to special interests. In contrast, the lack of comparability and transparency in school funding stems from the same factors that have led to similar gauge problems in the past, namely, adjustment to the status quo and the uncertainty of change. One area where a consensus is needed is the need for change. All aspects of the discussion hope for a more coordinated approach.

For example, a report produced by the New South Wales Public Education Union (NSW) calls for a "robust mechanism for collecting, coordinating and analysing data", as well as the Australian Council of Independent Schools (Rainnie & Grant, 2018). "It will support any reasonable and sincere government action towards a more coordinated approach to funding all schools in Australia". If any change is brought in this area, this will take place through "MCEETYA", the clearing-house for coordination for the government on issues related to education (Rainnie & Grant, 2018). It is recommended that MCEETYA should accept a common instrument for financial reporting for non-government and government schools based on codes of transparency and comparability and This recommendation should be accepted as the current system is unnecessarily complex and fragmented. Funding reform is an important foundation for broader education reform in Australia, as all aspects of education depend on a core funding issue. Greater consistency and transparency in this area can increase efficiency (by better understanding the impact of 10 school resources on student achievement) and equity (by better understanding the true level of needs of individual schools and related funding). a worthy cause (Sharma & Yarlagadda, 2018).

5.3 Conclusion of Chapter

In conclusion, this study has delved into the complex world of government financing in Western Sydney, Australia which is a district where these portions significantly influence the educational landscape. Given our time restrictions, we limited our concentration to a group of 10 carefully selected schools, ensuring a concentrated examination. Our research approach inclined towards the qualitative side, depending on meetings and overviews as our primary strategies for gathering information. When gathered, these qualitative information will go through record, understanding, and afterward an extensive document investigation. We have drawn bits of knowledge from existing writing to inform our analysis. As we explore the array of elements that shape subsidizing for public secondary schools in New South Wales and its ramifications on academic accomplishment, we uncover a set of proposals. As a matter of some importance, there's a call for new and imaginative subsidizing approaches, with a center focus on educational equity. This includes fitting resources to meet the particular requirements of individual studies, guaranteeing fairness across the board.

5.4 Summary

To summarize, there's a convincing case for putting significantly in the continuous professional improvement of teachers. Furnishing satisfactory financing to equip instructors with the most recent tools and showing strategies promises to elevate the overall quality of education. So, the spotlight falls on transparency and accountability in how funds are appropriated. Laying out clear rules for reserve portion and upholding thorough detailing instruments are fundamental stages to ensure that funds are utilized efficiently and effectively to help students on their educational journeys.

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APPENDIX

Questionnaire (Please circle what applies)

Demographics Questions

1.   **Gender**

   ● Male

   ● Female

2.   **Age**

   ● 20 -24 years

   ● 25-30 years

   ● 31-34 years

   ● 35 – 40 years

   ● 41 years and above

3.   **Working Experience**

   ● Less than 1 year

   ● 1 – 2 years

   ● 2 – 3 years

   ● 3 – 4 years

   ● 4 years and more

   Strongly agree SA, Agree A, Neutral N, Disagree D, Strongly disagree SD.

Variables	SA	A	N	D	SD

Role of Government in Education					
1. NSW Department of Education intends to design educational reforms as quickly as possible					
2. Department of Education contributes to improve quality awareness of education that increases productivity of the department					
3. The government put effort to deliver high-quality education by creating and adjusting policies, rules and regulations					
4. Department of Education contributes to raising national interest in the education system					
5. The government ensures that the standard of education remains same within schools whether in the rural region or the urban.					
Managing Allocation of Funds					
6. Government bodies highly focus on early years of education, public schools, teaching and student wellbeing to ensure improved quality of education					
7. NSW education department offers rewarding facilities to improve the quality of education delivery					

8.　　NSW education department takes initiatives of programs, agreements and various educational forums					
9.　　NSW education department is responsible for national educational policies and programs such as schooling and higher education teaching.					
10.　The government provides innovative educational opportunities for all individuals					
Fund Raising For Education					
11.　NSW Department of Education intends to design strategies to optimize the budget acting as source of funding for education.					
12.　NSW Department of education involves supplementary and partial funding as sources of funds for education					
13.　NSW Department of education support the educational system restructuring policies.					
14.　NSW Department of education actively finds sources of funding for education. 15.　The NSW department adopts a resource based design allocating funds where required the most.					

Standard of Living in Western Sydney					
16. Adults just beginning their families or already have a family are depressed and anxious					
17. The cost of education is increasing over the parents due to uneven educational funds distribution					
18. Parents need to find alternative sources of income to provide their children with quality education					
19. There is a lack of innovative educational facilities within schools					
20. Children are missing out on the love from their parents as their parents are busy working to provide for their education					