



FUNDING AGREEMENT FOR SCHOOLS 2017

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General

The Funding Agreement outlines the accountability expectations of the principal in relation to the management of funding to the school through the student-centred funding model and the operation of the one line budget.

Resources (including staff time, expertise, funding, facilities and materials) should be applied in a targeted manner to meet the learning and wellbeing needs of all students in the school. School-wide policies, practices and programs should be in place to assist in identifying and addressing the needs of students. The application of resources should enable the school to respond appropriately to the needs of individual students.

Funding

- Funding is provided to the school to meet industrial and operational obligations on audited February 2017 student enrolment census data through two main categories (see Schedule A):
 - per student funding based on year levels of students (Kindergarten; Pre-Primary to Year 3; Years 4 to 6; Years 7 to 10; and Years 11 to 12); and
 - student and school characteristics funding (Aboriginality, social disadvantage, English as an additional language and disability allocations; and enrolment-linked base and locality allocations).
- Funding is provided to the school (as applicable) through targeted initiatives for strategic programs and services (see Schedule B), Australian Government funded programs, operational responses and reimbursements, and for resources provided to the school through education regions.
- A minimum of 96% of the school's 2017 funding is spent in 2017 and clearly benefits students enrolled in the school. At the end of 2016, if the closing balance of cash and salaries (including funds in reserve) was 10% or greater than the 2016 funding, 10% of this amount is spent in 2017.
- Some costs are not included in the one line budget (including capital works, scheduled maintenance, staff leave, staff housing and workers' compensation) and are paid for centrally.

Accountability expectations of the principal

Budget planning to achieve outcomes

- There is a clear and defensible link between the school budgeting and its plans for raising standards and attainment for all its students.
- Student characteristics funding is used to implement appropriate teaching and learning adjustments to support improved outcomes for groups of students facing potential disadvantage due to social background, Aboriginality, disability and/or English as an additional language for whom the school is funded.
- Funding for primary students (where applicable) is focused on the early years of schooling as reflected in the per student funding amounts.
- Targeted initiatives deliver outcomes specified in the requirements for that funding.
- Accurate and timely student enrolment census data is provided so the school receives the correct funding. Funding is adjusted where necessary following the census audit process.
- A well-informed and balanced budget is set each year and includes short and longer term planning for workforce and reserves to ensure expenditure does not exceed budget.
- The school council/board receives timely and detailed information about budget planning including timelines for using funding planned to hold in balances at the end of each year.

Budget administration

- Funding is used for students in the year it is provided. This is reflected in the school bank balance and carry forward amounts.
- Locally raised funds and sponsorships are managed in accordance with legislation and policy.
- All funding is administered to ensure effectiveness and efficiency; compliance with legislation and policy; and consistency with the purpose for which it is provided.
- Risk management processes are embedded in financial and workforce planning and management.
- Decisions about funding for specific school programs and interventions are evidence-based.
- All moneys received are identified correctly, recorded properly and banked appropriately.
- All purchases are authorised properly, classified and recorded accurately, and represent best value for money.
- All staff are recruited and paid appropriately, staff attendances and absences are recorded properly, and all certification reports are monitored in accordance with policy requirements.
- Employment of casual relief staff is consistent with industrial instruments.

Budget monitoring and reporting

- The School Report is published on the Department website (Schools Online) and provides an explanation of the school performance. It is based on rigorous self-assessment and meets all requirements specified in Schedule C.
- All School Report requirements in Schedule C are met by the specified date.
- The school council/board is provided with a copy of the school self-assessment and results of any audits, reviews and financial improvement plans.
- The one line budget is monitored regularly to ensure it does not operate in either deficit or significant surplus.
- The school budget and business/development plan are available on request.
- There is clear and timely reporting of the school budget position to the school council/board and school finance committee.
- The school council/board is informed in a timely manner of any significant variations from budget projections arising from planned changes or unforeseeable circumstances.
- An application is made to the School Budget Review Committee where school actions are insufficient to balance the budget.

Budget governance

- Financial skills of staff are of the standard necessary to ensure sound budget management.
- The school finance committee operates effectively and complies with relevant legislation and policies.
- Actual or perceived conflicts of interest for school council/board members and staff are managed and documented appropriately.
- Outstanding matters from audit reports and financial improvement plans are acted on promptly.
- Appropriate approvals are in place for community and private use of school facilities and equipment.
- There is robust oversight of the gift register and hospitality expenditure.
- The school council/board notes the Funding Agreement as part of its endorsement of the school budget and business/development plan.
- The school council/board endorses the School Report on performance before it is published online.
- Where the principal does not meet the expectations of this Funding Agreement, the line manager may require an audit or specific activities to be undertaken for the purpose of compliance.

Signatories to the agreement

Schools that are not Independent Public Schools

The Funding Agreement 2017 (with Schedules A and B attached) is endorsed by the principal, noted by the school council chair and provided through the School Resourcing System to the Deputy Director General, Finance and Administration by Friday 26 May 2017.

Endorsed by principal

Noted by school council chair

Schools that are Independent Public Schools

The Funding Agreement 2017 (with Schedules A and B attached) is recognised as an attachment to the Delivery and Performance Agreement, and is noted by the principal and school board chair by Friday 26 May 2017.



Student-Centred Funding Statement

As at 28 March 2017

School: Belridge Secondary College **School Year:** 2017

Region: North Metropolitan Region **Aria:** 0

Student-Centred Funding - 2017

Per Student Funding:	\$	9,131,894.00
Student and School Characteristics:	\$	676,003.17
Disability Adjustments:	\$.00
Targeted Initiatives:	\$	223,935.59
Operational Response Allocation:	\$	54,340.00
Regional Allocation:	\$.00
Total 2017:	\$	<u>10,086,172.76</u>
Transition Adjustment:	\$.00
Total After Transition Adjustment:	\$	<u>10,086,172.76</u>

Per Student Funding - At Census

	Enrolments	Amount
Per Student		
Year 7	170.00	\$1,523,880.00
Year 8	162.00	\$1,452,168.00
Year 9	188.00	\$1,685,232.00
Year 10	188.00	\$1,685,232.00
Year 11	158.00	\$1,522,804.00
Year 12	131.00	\$1,262,578.00
Total	997.00	\$9,131,894.00

Student and School Characteristics Funding – At Census

	Enrolments	Amount
Student Characteristics		
Aboriginality	16.00	\$31,520.00
Disability	61.06	\$235,554.30
English as an Additional Language	4.00	\$11,072.00
Social Disadvantage	222.40	\$168,471.51
Sub Total		\$446,617.81
School Characteristics		
Enrolment-Linked Base		\$229,385.36
Locality		\$0.00
Sub Total		\$229,385.36
Total		\$676,003.17



Student Characteristics Funding (Detailed) – At Census

	Enrolments	Amount
Aboriginality	16.00	\$31,520.00
Disability		
Disability	9.00	\$186,147.00
Educational Adjustment	52.06	\$49,407.30
Disability - Total	61.06	\$235,554.30
English as an Additional Language		
English as an Additional Language	4.00	\$11,072.00
English as an Additional Language Intensive English Centre	0.00	\$0.00
English as an Additional Language – Total	4.00	\$11,072.00
Social Disadvantage		
Social Disadvantage Decile 1	36.50	\$47,042.01
Social Disadvantage Decile 2	89.80	\$78,416.76
Social Disadvantage Decile 3	96.10	\$43,012.74
Social Disadvantage - Total	222.40	\$168,471.51
Total Student Characteristics		\$446,617.81

Note: Please refer to the appropriate support sheet for further details on the calculations in the table above.

Targeted Initiatives (Detail)

	Amount
Targeted Initiative: Advanced Leadership Program	\$2,200.00
Targeted Initiative: Graduate Teacher Induction Program and Graduate Curriculum Materials	\$6,803.98
Targeted Initiative: In School State Funded Chaplaincy Program	\$20,500.00
Targeted Initiative: VET in Schools	\$194,431.61
Total	\$223,935.59

Operational Response Allocation (Detail)

	Amount
Operational Response: IPS Administration Allocation	\$54,340.00
Total	\$54,340.00

TARGETED INITIATIVE REQUIREMENTS 2017

Schedule B

E24 Graduate Teacher Induction Program and Graduate Curriculum Materials

Purpose and Background

Purpose:

Graduate Teacher Induction Program Purpose:

To assist schools with enabling graduate teachers to participate in the Graduate Teacher Induction Program by funding:

- * 10 days Graduate Teacher Release Time over the school year which is expected to be used for planning and preparation, meeting with school based mentors or the Institute's Teaching and Learning Advocates In-Class Coaching Program, and to provide release to participate in professional learning activities.
- * 2 days Teacher Relief Time to support the participation in the Graduate Teacher Professional Learning Program; additionally a goods and services component based on location, for travel, accommodation and associated costs related to a graduate teacher's professional development is provided.

Graduate Curriculum Materials Purpose:

Schools will also receive a funding allowance for Curriculum Materials to enable first year graduate teachers to buy teaching resources. Any resources purchased become the property of the teacher.

Background:

The Graduate Teacher Induction Program consists of three parts:

- * Graduate Teacher Professional Learning Program
- * Graduate Teacher Release Time
- * Graduate Teacher Support.

Participation in the Graduate Teacher Professional Learning Program is a requirement for all graduate teachers employed by the Department of Education WA (the Department). Participation in the In-Class Coaching Program is voluntary and through an application based system.

Outcomes

The intended outcomes of the initiative are to:

- * enable graduates teachers to participate in the Department's preferred pathway to full registration with the Teacher Registration Board WA (TRBWA)
- * build the Graduate's capacity and skills as an effective classroom teacher
- * enhance Graduate's professional practice
- * facilitate development of a deeper understanding of the Australian Professional Standards for Teachers
- * transfer learning from the Graduate Teacher Professional Learning modules to the teaching practice.

Timelines

The initiative is ongoing and in line with the Teachers (Public Sector Primary and Secondary Education) Award 1993 (the Award).

Basis of Allocation

All schools with eligible Graduate Teachers are entitled to funding.

Funding to eligible schools will be provided for the following:

* Graduate Teacher Relief Time:

Additional non-contact time of 0.05 FTE per week for each graduate teacher is also provided to schools. The allocation, half a day a fortnight, equates to 2.5 days a term or 10 days over a school year. It is expected that this time allocation will be available to graduates on a regular basis, however it can be accumulated to accommodate different needs. The release time can be used for planning and preparation, meeting with school based mentors or advocates, and to provide release to participate in professional learning activities.

* Graduate Teacher Professional Learning Program:

Two (2) days teacher relief is available to schools to support the participation of each graduate in the Graduate Teacher Professional Learning Program. There is a goods and services component; based on location, for travel, accommodation and associated costs related to a graduate teacher's professional development.

The Secondary Curriculum Materials Allowance is \$78 and the Primary Curriculum Materials Allowance is \$150 for each eligible graduate.

Expectations of Schools

School funding expectations:

- * Acquit funding according to the Award conditions.

Program delivery expectations of schools:

- * Principals are responsible for ensuring that graduate teachers are provided with release time and relief days as stipulated for graduate teachers to complete the Graduate Teacher Induction Program.
- * Principals are also expected to engage with Graduate Teachers to obtain their feedback on the Program.

Reporting Requirements

Reporting required by the participating schools:

- * Update the employee Graduate Status in HRMIS detailing FTE, Teacher Level and length of contract.
- * Submit an acquittal report advising that funding has been fully expended according to the conditions in the School Education Act Employees' (Teachers and Administrators) General Agreement 2014.

Monitoring and Evaluation

The delivery of the initiative requires ongoing monitoring and evaluation by participating schools and the Schools Resourcing and Support Directorate to ensure that expectations and specific outcomes will be achieved. This includes monitoring:

- * the quality of the Program derived from engagements with Graduate Teachers
- * internal review of program currency and facilitator quality assurance conducted by the Institute of Professional Learning
- * periodic internal and external evaluations conducted by The Institute of Professional Learning and Workforce.

Contact

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TARGETED INITIATIVE REQUIREMENTS 2017

Schedule B

E66 In School State Funded Chaplaincy Program

Purpose and Background

Purpose:

The In School Funded Chaplaincy Program (the Program) provides funding to enable schools to purchase in school chaplaincy services from external providers to support the emotional wellbeing of students through:

- * pastoral care services
- * strategies that support the emotional wellbeing of the broader school community.

Background:

Operational details about how these services can be procured and used are outlined in the User Guide for Purchasing In School Chaplaincy Services at Western Australian Public Schools, located on the Department of Education (the Department) School Chaplaincy website and available with Single Sign On.

The broader school community can access information via Fact Sheets published on the Departments School Chaplaincy website with Fact Sheets 1, 2 and 3 containing funding information specific to this Program.

Outcomes

Through the provision of pastoral care services and targeted strategies, the Program seeks to promote and support the health and wellbeing of students, staff and the broader community

Timelines

The Program is ongoing and funding is reviewed annually.

Basis of Allocation

The allocation of funding for schools was determined by the 2014 application process for the Program, which was initially named the National School Chaplaincy Programme (NSCP). Funding received by the school is determined by the following considerations:

- * Index of Community Socio-Educational Advantage (ICSEA) - where available
- * geolocation (based on the 2011 version of Accessibility/Remoteness Index of Australia Plus)
- * student numbers
- * percentage of regular student attendees
- * transiency data
- * current pastoral care support strategies and/or personnel.

All schools that initially applied for the NSCP were allocated funding for the Program.

Refer to Fact Sheet 5 for more information on how to apply for future funding and Fact Sheet 6 for more information on how schools are selected. Fact Sheet 5 and 6 are located on the Departments School Chaplaincy website.

Expectations of Schools

Program delivery expectations of schools

School principals are required to attest to the following conditions being met for the duration of the Program:

- * School and Student participation is voluntary.
- * Chaplains are recognised and/or endorsed by a recognised religious authority.
- * Chaplains must:
 - not proselytise
 - respect, accept and be sensitive to other peoples view, values and beliefs
 - comply with State laws and policies in relation to child protection matters
 - meet identified minimum qualification requirements as outlined in the request for service. The request for services is documented in the Local Agreement, which is a formal document signed by the school and external provider of chaplaincy services to the school.

Each school principal, on appointment of an In School Chaplain, is required to develop, monitor and evaluate a Local Agreement that outlines the provision of In School Chaplaincy Services in the school.

School funding expectations

Each school is required to:

- * develop, monitor and evaluate their Local Agreement
- * use funds for the purchase of In School Chaplaincy services purposes only. Refer to Fact Sheet 7 for more information on the use of funds
- * return funds that are not spent within the funding period to the Statewide Services.

Each school has the option of purchasing services from contracted service providers or conducting their own procurement process.

Reporting Requirements

Annual reporting required by the schools to the Statewide Services should include at a minimum:

- * attendance of the In School Chaplain
- * financial expenditure and adherence to their Local Agreement of the Program in the Annual Report.

Program reporting requirements by schools include:

- * participating in random sample review groups as facilitated by the Statewide Services throughout the year
- * completing an online Annual In School Chaplaincy Service Review as facilitated by the Statewide Services.

Funding reporting by schools include:

- * providing a financial acquittal of funding to the Statewide Services on request
- * maintain documentation to support expenditure and ensure it is available on request.

Additional reporting requirements of schools are currently being negotiated. Acquittal of funding will be part of the reporting processes. Schools will be notified as soon as the additional reporting requirements are finalised.

Refer to Fact Sheet 4, User Guide and the Departments Online Reporting Requirements to Schools (RRS) system for more information on reporting requirements.

Monitoring and Evaluation

The delivery of the Program requires ongoing monitoring and evaluation by the school to ensure that expectations and specific outcomes will be achieved. Schools are expected to assess the performance and provision of services of appointed In School Chaplain against the Local Agreement to ensure students receive the best pastoral care support available.

In addition, the Statewide Services will also:

- * undertake random sampling of schools throughout the year to monitor school satisfaction with chaplain induction, training, performance and service provider/s support
- * monitor attendance of the In School Chaplain
- * develop appropriate processes and resources to ensure schools can comply with reporting requirements
- * monitor and evaluate compliance by schools and service providers.

Contact

Business Area: Behaviour and Attendance

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TARGETED INITIATIVE REQUIREMENTS 2017

Schedule B E59 VET in Schools

Purpose and Background

Purpose:

The purpose of this targeted initiative (the initiative) is to provide senior secondary students with pathways to meet the Western Australian Certificate of Education (WACE) requirements through Vocational Education and Training (VET).

Funding for this initiative will support schools in the delivery of VET programs to senior secondary students through staff training, engaging third party VET providers and managing offsite and workplace programs.

Background:

From 2016, WACE requires students to complete either four or more ATAR courses or, at a minimum, gain a Certificate II qualification which can be obtained via VET. The delivery of VET qualifications requires arrangements to be made with Registered Training Organisations (RTOs), which incurs varying costs depending on the number of students participating in the course.

Outcomes

The initiative seeks to provide senior secondary students with pathways to meet WACE requirements, while also providing them with meaningful training and development for their future careers.

Timelines

Funding for VET in schools and workplace learning is ongoing and is reviewed annually.

Basis of Allocation

Schools must have students enrolled in Year 11 and/or Year 12 to be eligible for this funding. The projected funding is based on projected school enrolments and the number of Year 11 and 12 students in each school who were at or below the 70th percentile in NAPLAN when they were in Year 9. The final school allocation is determined by the February census which reconciles the projected school enrolments against actual enrolments. The per student allocation decreases as the number of eligible students increases in recognition of the economies of scale that can be achieved in schools with larger cohorts.

Expectations of Schools

It is the responsibility of school leaders (the principals) to ensure that is integrated into school planning and is appropriately resourced.

Principals will determine how to use the allocated funding to best achieve the desired VET outcomes under the following expectations:

- * VET in WA public schools is delivered as a component of schools' provision of a broad general education to prepare students for a wide range of post-school options and pathways. It is expected that, as far as possible, all senior secondary students are engaged in the most appropriate and challenging courses and qualifications available to them, thereby maximising their post-school opportunities.
- * Funding is used for appropriate VET expenses, including relevant staff training, third party providers, and managing offsite and workplace programs.
- * Schools will offer opportunities for senior secondary students (Years 11 and 12) to enrol in pathways that lead to full qualifications that take into account, where possible, student interest and local, state and national employment needs currently and with a view to future workforce needs.
- * Students' vocational learning will be supported with appropriate workplace opportunities.
- * Schools will work collaboratively with employers and the community to provide students with access to authentic work environments.
- * Schools will ensure the guidelines for VET students placed in the workplace are well understood by employers.
- * Schools will provide quality career advice and guidance, combined with structured selection processes, to enable students and their parents, caretakers and/or guardians to make informed choices about their preferred education pathways and maximise successful outcomes for students.

Reporting Requirements

Annual reporting required by the schools to the School Curriculum and Standards Authority as stipulated in the Data Procedures Manual:

- * qualification enrolments and
- * qualification completions..

Monitoring and Evaluation

The school will monitor the provision of services by RTOs and third party providers to ensure that expectations and requirements of the students, schools and providers are being met.

The Department will monitor:

- * certificate completion rates
- * WACE achievement rates
- * higher level qualifications (Certificate III and higher).

In instances where the VET performance is significantly above or below expectations, Statewide Services may wish to obtain further information from individual schools.

Other monitoring:

The delivery of VET qualifications by RTOs is also subject to annual auditing by the Training Accreditation Council and/or the Australian Skills Quality Authority.

Contact

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School Report requirements

The principal is required to develop and share the School Report of their school performance, reflecting a focus on specific student and school characteristics as represented in the student-centred funding model.

While protecting the identity of individual students, the School Report must account directly and explicitly for the school self-assessment of the achievements of all students funded through the student-centred funding model (Schedule A), including those students facing potential disadvantage due to social background, Aboriginality, disability and/or English as an additional language; and students participating in programs and services provided for in any targeted initiatives.

The School Report must comply with all legislative requirements and any formal agreements between governments.

Summary of requirements

The School Report for each school year must be published on the Department of Education website (Schools Online) by the end of Term 1 of the following year.

The School Report must meet at least the four requirements below and be presented succinctly with a public audience in mind:

<p>1. Progress against identified priorities based on an analysis of data produced through the school's cycle of self-assessment</p>	<p>The principal is required to report annually on progress made against school priorities and targets, and specific outcomes attached to funding for targeted initiatives, and State and nationally agreed priorities.</p>
<p>2. Contextualised information about student achievement, including those student groups experiencing potential educational disadvantage</p>	<p>The report must:</p> <ul style="list-style-type: none"> • identify strengths, weaknesses and priorities using academic and non-academic data including NAPLAN, teacher judgements, Year 12 information, attendance, behaviour and suspensions; and • describe in appropriate ways the strategies for, and performance of, groups of students experiencing potential disadvantage due to social background, Aboriginality, disability and/or English as an additional language for whom the school has been resourced; as well as for students who are the focus of targeted initiatives.
<p>3. Annual budget and accounts</p>	<p>The annual reporting of finances must be explicit about the funding for school and student characteristics provided to the school.</p>
<p>4. Parent, student and teacher satisfaction</p>	<p>The school must report annually on the satisfaction of parents, students and teachers. National School Opinion Surveys (NSOS) must be administered at least every two years. NSOS data may be supplemented with other sources of information such as focus groups, records of interaction and school-based surveys.</p>