



## FUNDING AGREEMENT FOR SCHOOLS 2024

The Funding Agreement outlines the accountability expectations of the principal in relation to the management of funding through the school budget. The school budget operates as a one-line budget, providing the schools the flexibility to develop educational programs and staffing profiles that best suit the needs of their communities within given parameters.

School funds are public money, so principals are accountable for using them responsibly under legislation and policy including the *Financial Management Act 2006*, *School Education Act 1999*, *Public Sector Management Act 1994* and the Department's Code of Conduct.

Broadly, 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.

### 1. Provision and use of school funding

The principal will:

- Spend a minimum of 96% of the school's annual funding in the year it is allocated.
- Spend funding in a way that benefits students currently enrolled in the school.
- Apply resources to enable the school to respond appropriately to the needs of individual students, including appropriate teaching and learning adjustments for students with high and/or complex needs.
- Meet the specified requirements of funding provided through Targeted Initiatives, Operational Responses and Regional Allocations.
- If the previous year's closing balance of cash and salaries was 10% or more than the total funding provided, spend at least 10% of that closing balance.

Central services will:

- Provide funding to the school to meet industrial and operational obligations on verified February student census data, through two main categories (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)
  - student and school characteristics funding (Aboriginality, social disadvantage, English as an additional language or dialect and disability allocations; and enrolment-linked base and locality allocations).
- Provide funding 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 resources provided to the school through education regions.
- Wherever possible, ensure that funding is provided to the school in a timely manner to allow sufficient time for planning and expenditure.
- Pay some costs centrally and outside the school budget (including capital works, scheduled maintenance, staff leave, staff housing and workers' compensation).

## 2. School budget planning

The principal will:

- Ensure there is a clear and defensible link between the school budget and plans for raising standards and attainment for all students.
- Consider the purpose and amount of student characteristics funding as a guide when planning additional support for students with very high and/or complex needs.
- Plan effective allocation of student characteristics funding to support improved outcomes for groups of students facing potential disadvantage due to social/economic background, Aboriginality, disability and/or English as an additional language or dialect for whom the school is funded.
- Focus funding for primary students (where applicable) on the early years of schooling, as reflected in the per student funding amounts.
- Provide accurate and timely student enrolment census data so the school receives the correct funding.
- Set an informed and balanced budget each year that includes short and long-term workforce and reserves planning to ensure expenditure does not exceed budget.
- Provide to the school council/board timely, detailed budget planning information, including timelines for using funding held in balance at the end of each year.

Central services will:

- Provide resources, training and support to assist principals with budget planning, the student census process and specific funding requirements.
- Adjust funding where necessary following the census verification process.

## 3. School budget administration

The principal will:

- Manage locally-raised funds and sponsorships in line with legislation and policy.
- Administer all funding effectively and efficiently, and in line with legislation, policy and the purpose for which it is provided.
- Embed risk management processes in financial and workforce management.
- Ensure that all moneys received are identified correctly, recorded properly and banked appropriately.
- Ensure all purchases are properly authorised, accurately classified and recorded, and represent best value for money, in line with legislation and policy.
- Recruit and pay all staff appropriately, record staff attendance and absences properly, manage staff leave in accordance with awards, and monitor all certification reports in accordance with policy requirements.
- Employ casual relief staff consistent with industrial instruments.

Central services will:

- Provide training and resources in school budget administration.
- Monitor school budgets to identify and provide further support to schools carrying forward significant balances.

## 4. School budget monitoring and reporting

The principal will:

- Publish the School Report on the Department's website (Schools Online) and provide an explanation of the school's performance.
- Meet all School Report requirements in Schedule C by the specified date.
- Provide the school council/board a copy of the school self-assessment and results of any audits, reviews and financial improvement plans.
- Monitor the school budget regularly to ensure it does not operate in either deficit or significant surplus, and make adjustments when required.
- Make the school budget and business/development plan available by request.
- Provide clear and timely reporting of the school budget position to the school council/board and school finance committee.
- Inform the school council/board in a timely manner of any significant variations from school budget projections from planned changes or unforeseeable circumstances.
- Make an application to the School Budget Review Committee where school actions are insufficient to balance the budget.

Central services will:

- Monitor school budgets and assist any schools forecasting or operating with a budget deficit or significant surplus.
- Monitor compliance with Schedule C, and consider publication of the School Report sufficient for the purposes of self-assessment.
- Facilitate effective operations of the School Budget Review Committee, to provide timely responses to applications.

## 5. School budget governance

The principal will:

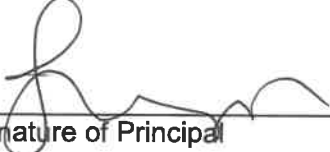
- Ensure staff have the financial skills needed to properly manage school budgets.
- Facilitate the school finance committee's effective operations and compliance with relevant legislation and policies.
- Document and appropriately manage any actual or perceived conflicts of interest for school council/board members and staff.
- Act promptly on outstanding matters from audit reports and financial improvement plans.
- Put in place appropriate approvals for community and private use of school facilities and equipment, in line with legislation and policy.
- Provide robust oversight of the gift register and hospitality expenditure.
- Ensure the school council/board notes this Funding Agreement as part of the school budget and business/development plan.
- Seek school council/board endorsement of the School Report on performance before it is published online.
- Assist with any audits or activities to establish compliance with this agreement.

Central services will:

- Provide support and training in financial management and governance.
- Monitor the principal's compliance with this Funding Agreement and, if necessary:
  - require an audit or specific activities by the principal to comply.
  - treat deliberate or repeated failures to comply as a potential breach of discipline under section 80 of the *Public Sector Management Act 1994* that may be referred to the Standards and Integrity Directorate.

## Signatories to the agreement

The Funding Agreement 2024 (with Schedules A, B and C attached) is endorsed by the principal, noted by the school council/board chair and minuted in the school council or board meeting record. The agreement is maintained on file with the Statement of Expectation.

  
\_\_\_\_\_  
Signature of Principal

  
\_\_\_\_\_  
Noting by School Council/Board Chair

S. LYON .  
\_\_\_\_\_  
Name of Principal

STEVEN R. D. HALL.  
\_\_\_\_\_  
Name of School Council/Board Chair

5 June 2024  
\_\_\_\_\_  
Date

5 June 2024  
\_\_\_\_\_  
Date



# Student-Centred Funding Statement

As at 25 March 2024

<b>School:</b>	Belridge Secondary College	<b>School Year:</b>	2024
<b>Region:</b>	North Metropolitan Region	<b>Aria:</b>	0
		<b>Distance to Perth (km):</b>	22.23

## Student-Centred Funding - 2024

Per Student Funding:	\$10,611,640.00
Student and School Characteristics:	\$1,259,187.92
Disability Adjustments:	\$10,869.00
Targeted Initiatives:	\$500,372.03
Operational Response Allocation:	\$500.00
Regional Allocation:	\$0.00
<b>Total 2024:</b>	<b>\$12,382,568.95</b>

## Per Student Funding - At Census

## Student and School Characteristics Funding – At Census

Per Student	Funded Student FTE		Amount
	Below Threshold	Above Threshold	
Year 7	171.00		\$1,776,177.00
Year 8	157.00		\$1,630,759.00
Year 9	212.00		\$2,202,044.00
Year 10	172.00		\$1,786,564.00
Year 11	163.00		\$1,820,221.00
Year 12	125.00		\$1,395,875.00
<b>Total</b>	<b>1,000.00</b>		<b>\$10,611,640.00</b>

	Funded Student FTE	Amount
<b>Student Characteristics</b>		
Aboriginality	27.00	\$61,668.00
Disability	75.69	\$714,881.51
English as an Additional Language or Dialect	0.00	\$0.00
Social Disadvantage	250.24	\$220,822.12
<b>Sub Total</b>		<b>\$997,371.63</b>
<b>School Characteristics</b>		
Enrolment-Linked Base		\$261,816.29
Locality		\$0.00
<b>Sub Total</b>		<b>\$261,816.29</b>
<b>Total</b>		<b>\$1,259,187.92</b>

### Student Characteristics Funding (Detailed) – At Census

	Funded Student FTE	Amount
Aboriginality	27.00	\$61,668.00
<b>Disability</b>		
Disability	21.00	\$652,968.00
Educational Adjustment	54.69	\$61,913.51
Disability - Total	75.69	\$714,881.51
<b>English as an Additional Language or Dialect</b>		
English as an Additional Language or Dialect	0.00	\$0.00
English as an Additional Language or Dialect Intensive English Centre	0.00	\$0.00
English as an Additional Language or Dialect – Total	0.00	\$0.00
<b>Social Disadvantage</b>		
Social Disadvantage Decile 1	47.86	\$71,776.19
Social Disadvantage Decile 2	87.70	\$88,905.84
Social Disadvantage Decile 3	114.68	\$60,140.09
Social Disadvantage - Total	250.24	\$220,822.12
<b>Total Student Characteristics</b>		<b>\$997,371.63</b>

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

### Targeted Initiatives (Detail)

	Amount
Targeted Initiative: Chaplaincy and Student Wellbeing Program	\$24,817.23
Targeted Initiative: Level 3 Classroom Teachers Additional Teacher Time	\$12,753.51
Targeted Initiative: Schools With Low Proportion of Level 3 Classroom Teachers	\$12,753.51
Targeted Initiative: Specialist Career Practitioners	\$127,535.12
Targeted Initiative: Vocational Education and Training Teachers Professional Learning	\$46,637.34
<b>Total</b>	<b>\$224,496.71</b>

### Targeted Initiatives – At Census

	Funded Student FTE	Amount
Targeted Initiative: VET delivered to secondary students	201.60	\$253,931.50
Targeted Initiative: Additional Educational Adjustment	39.06	\$21,943.82
<b>Total</b>		<b>\$275,875.32</b>

### Operational Response Allocation (Detail)

	Amount
Operational Response: Host School Psychologists	\$500.00
<b>Total</b>	<b>\$500.00</b>

# TARGETED INITIATIVE REQUIREMENTS 2024

## Schedule B

### C22 Additional Educational Adjustment Allocation (EAA)

#### Purpose and Background

**Purpose:**

The purpose of this targeted initiative (the initiative) is to provide extra funds for students with complex behaviours and learning difficulties.

**Background:**

Under the student-centred funding model (SCFM), the EAA is provided to schools based on the proportion of their students whose NAPLAN results were in the bottom 10% of the reading assessment, as a proxy for students at educational disadvantage. In recognition of the increasing number of students with complex behaviours and learning difficulties, the EAA has been extended from 2023 to support 5% (or 15,000) more students i.e. students in the bottom 10% to 15% of NAPLAN.

#### Outcomes

This initiative provides increased resources to promote early interventions and explicit instruction for students with literacy and numeracy difficulties.

#### Timelines

This ongoing funding will be updated each year based on the students enrolled at your school.

## Basis of Allocation

Under the student-centred funding model (SCFM) the EAA is provided to schools based on the proportion of their students whose NAPLAN results were in the bottom 10% of the reading assessment, as a proxy for students at educational disadvantage.

This additional targeted initiative allocation will be provided for the number of students with learning support needs identified by the proportion of students in the bottom 10%-15% of the NAPLAN reading assessment.

According to the funding methodology:

- \* an allocation of 50% of the EAA base rate will be provided for each eligible student in the school
- \* the allocation will increase progressively as the proportion of eligible students increases above 5%
- \* if all students in the school are eligible for funding, the allocation for each student will be the maximum, i.e. 75% of the base allocation for EAA.

If the school has less than 5% of students in the bottom 15% of the NAPLAN reading assessment, then the allocation is limited to the starting point per eligible student in the relevant cohort e.g. 50% for students in the bottom 10%-15%.

The allocation will be based on the latest available NAPLAN results for students enrolled at the school in the previous year's first semester census.

### Number of eligible students

A percentage is determined for each school based on the students in the bottom 10%-15% of the NAPLAN reading assessment (including all exempt students) as a percentage of all students at the school who sat the test (including all exempt students).

The number of eligible students is determined by applying this percentage to all students at the school (regardless of whether they sat the test), as this percentage is an indicator of the student profile of the school.

## Expectations of Schools

Schools are expected to:

- \* provide extra assistance to students with complex behaviours and learning difficulties
- \* explicitly teach these students the literacy and numeracy skills they need to stay engaged with learning.

## Reporting Requirements

Schools that receive an EAA of \$10,000 or greater may be required to complete a short data return mid 2024 with details of how they have utilised this funding in line with the expectations above.

## Monitoring and Evaluation

There are no additional monitoring requirements for schools.

## Contact

**Business Area:** Financial Planning and Resourcing

**Name:** Lisa Smith

**Position:** Director

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# TARGETED INITIATIVE REQUIREMENTS 2024

## Schedule B

### E66 Chaplaincy and Student Wellbeing Program

#### Purpose and Background

**Purpose:**

The Chaplaincy and/or Student Wellbeing Officer Program provides funding to enable schools to purchase chaplaincy and/or student wellbeing officer services, from external providers, to support the emotional wellbeing of students through provision of:

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

**Background:**

Schools can access details about how to set up a Chaplaincy and/or Student Wellbeing Officer Program on the Department's intranet site.

Operational details about how these services can be procured and used are outlined in the 'Buyers Guide for Purchasing School Chaplaincy and Student Wellbeing Officer Services in Western Australian Public Schools', located on the Department of Education Intranet.

The broader school community can access information via the Departments public website.

The Australian Government provides some financial support via the National Student Wellbeing Program agreement which runs from 2023 - 2027. It was previously known as the National School Chaplaincy Program (expired 2022).

The Chaplaincy and Student Wellbeing Officer Program now includes:

- \* a broadened definition of chaplain to include chaplains of any faith or no faith
- \* the option for schools to select a chaplain and/or student wellbeing officer
- \* recognition of a wider range of minimum qualifications and competencies
- \* emphasising the program offers a supplementary, secular service in schools
- \* the limitation of out-of-scope services that chaplains and student wellbeing officers may provide.

#### Outcomes

Through the provision of pastoral care services and targeted strategies, the Chaplaincy and/or Student Wellbeing Officer Program seeks to promote and support the health and wellbeing of students, staff, and the broader community.

#### Timelines

The Chaplaincy and/or Student Wellbeing Officer Program is ongoing and funding is reviewed annually.

The funding through the Australian Government is per the funding agreement schedule from 2023-2027.

An annual grant is provided to schools.

## Basis of Allocation

Schools who have previously been allocated funding for chaplaincy and or student wellbeing officer services continue to receive funding on an ongoing basis. Principals wishing to join the program are invited to submit an expression of interest for funding to purchase chaplaincy and/or student wellbeing officer services.

Funding received by the school is determined by geo-location, where schools are classified as inner regional, outer regional, major city, remote or very remote.

## Expectations of Schools

School principals are required to attest to the following conditions being met for the duration of their Chaplaincy and/or Student Wellbeing Officer Program:

- \* School and student participation is voluntary.
- \* Chaplaincy and/or Student Wellbeing Officer services are provided by a chaplain and/or student wellbeing officer, who may be of any faith or no faith.
- \* Chaplains and student wellbeing officers must:
  - not proselytise
  - respect, accept and be sensitive to other people's 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 or be the subject of an approved waiver.

Each school principal, on appointment of a school chaplain or student wellbeing officer, is required to develop, monitor and evaluate a Local Agreement that outlines the provision of services in the school.

A Local Agreement is a formal document signed by the school and external provider of chaplaincy and/or student wellbeing officer services to the school.

Each school has the option of purchasing services from a service provider listed on the Department's panel arrangements for chaplaincy and student wellbeing officer services or conducting their own procurement process.

School funding expectations:

Each school is required to:

- develop, monitor, and evaluate their Local Agreement
- use funds for the purchase of chaplaincy and/or student wellbeing officer services only
- return funds that are not spent within the funding period.

Schools are not permitted to use allocated funds to direct hire staff nor to 'top up' working hours for existing school staff.

## Reporting Requirements

Program reporting requirements by schools include:

- \* completing an online Annual Survey as facilitated by Statewide Services.

Funding reporting requirements by schools include:

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

The Buyers Guide for Chaplaincy and Student Wellbeing Officer Services in Western Australian Public Schools, located on the Department of Education (the Department) intranet contains more information on reporting requirements.

## Monitoring and Evaluation

The delivery of the Chaplaincy and Student Wellbeing Officer 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 school chaplain or student wellbeing officer against the Local Agreement to ensure students receive the best pastoral care support available.

In addition, Statewide Services will also:

- \* 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:** Service Planning Coordination

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**Position:** Director

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# TARGETED INITIATIVE REQUIREMENTS 2024

## Schedule B

### F95 Level 3 Classroom Teachers Additional Teacher Time

#### Purpose and Background

**Purpose:**

The purpose of this targeted initiative (the initiative) is to provide additional time for half the Level 3 classroom teachers in the state to have 0.1 FTE of their time dedicated to improve classroom learning in their school.

**Background:**

This is an election commitment made by the Labor State Government in 2017.

#### Outcomes

The intended outcomes of the funding is to enable improved classroom learning, through Level 3 classroom teachers mentoring, teaching and sharing their knowledge about classroom teaching practice with other teachers at their school.

#### Timelines

This funding commenced in 2018 and is on-going.

Schools eligible for the funding will be calculated centrally at the start of each year.

#### Basis of Allocation

To be eligible for this funding a school must employ at least one Level 3 classroom teacher.

The allocation is calculated centrally as 0.1 FTE of the annual notional salary rate of a teacher (Level 2 or Level 3) for each school meeting the eligibility criteria.

#### Expectations of Schools

Each school is required to use the funding to provide the equivalent of one half day a week, for one of the school's Level 3 classroom teachers to mentor, teach and share their knowledge about classroom teaching practice with other teachers at their school.

#### Reporting Requirements

There are no additional reporting requirements for schools

#### Monitoring and Evaluation

There are no additional monitoring requirements for schools.

## Contact

**Business Area:** Financial Planning and Resourcing

**Name:** Lisa Smith

**Position:** Director

**Email:** Lisa.Smith8@education.wa.edu.au

**Telephone:** (08) 9264 4915

# TARGETED INITIATIVE REQUIREMENTS 2024

## Schedule B

### F94 Schools With Low Proportion of Level 3 Classroom Teachers

#### Purpose and Background

**Purpose:**

The purpose of this targeted initiative (the initiative) is to provide additional time for schools with a low proportion of Level 3 classroom teachers to have 0.1 FTE of their time dedicated to improve classroom learning in their school.

This initiative is provided to eligible schools in addition to the Level 3 Classroom Teachers Additional Teacher Time initiative. Schools receiving both of these initiatives will receive allocations totalling 0.2 FTE.

**Background:**

This is an election commitment made by the Labor State Government in 2017.

#### Outcomes

The intended outcomes of the funding is to enable improved classroom learning, through Level 3 classroom teachers mentoring, teaching and sharing their knowledge about classroom teaching practice with other teachers at their school.

#### Timelines

This funding commenced in 2018 and is on-going.

Schools eligible for the funding will be calculated centrally at the start of each year.

#### Basis of Allocation

To be eligible for this funding schools must:

- \* Employ at least one Level 3 classroom teacher, and
- \* Less than six teachers employed are Level 3 classroom teachers, and
- \* Less than 10% of teachers employed are Level 3 classroom teachers.

The allocation is calculated centrally as 0.1 FTE of the annual notional salary rate of a Teacher (Level 2 or Level 3) for each school meeting the eligibility criteria.

#### Expectations of Schools

Each school is required to use the funding to provide the equivalent of one half day a week, for one of the school's Level 3 classroom teachers to mentor, teach and share their knowledge about classroom teaching practice with other teachers at their school.

This initiative is provided to eligible schools in addition to the Level 3 Classroom Teachers Additional Teacher Time initiative. Schools receiving both of these initiatives will receive allocations totalling 0.2 FTE, providing funding for one full day a week for a teacher.

Schools can decide whether one or more of their Level 3 classroom teachers mentor, teach and share their knowledge about classroom teaching practice with other teachers at their school.

## Reporting Requirements

There are no additional reporting requirements for schools.

## Monitoring and Evaluation

There are no additional monitoring requirements for schools.

## Contact

**Business Area:** Financial Planning and Resourcing

**Name:** Lisa Smith

**Position:** Director

**Email:** Lisa.Smith8@education.wa.edu.au

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# TARGETED INITIATIVE REQUIREMENTS 2024

## Schedule B

### G71 Specialist Career Practitioners

#### Purpose and Background

**Purpose:**

An election commitment for a targeted trial, placing qualified career practitioners in 70 public schools, who will lead career development for students and be the key conduit between schools and industry.

**Background:**

The career practitioners will:

- work with students to develop work capabilities and enable them to build and manage their career pathways;
- lead the integration of career development into learning area curricula;
- form meaningful relationships with local community and key industry representatives to provide students with clear employment pathways; and
- raise awareness of and promote opportunities for meaningful work encounters with employers, for example taster programs.

#### Outcomes

As part of this election commitment, the Department will fund the 70 career practitioners to complete a Graduate Certificate qualification in Career Development to undertake this important role.

Career Practitioners will operationalise related election commitments, such as the career taster programs for Year 9 students and the career learning toolkit for Year 8 and 9 students.

They will utilise local networks that will be established through the Regional Vocational Education and Training (VET) Advisory Groups and capitalise on the Departments existing relationships with organisations such as the Chambers of Minerals and Energy and Commerce and Industry, including extending to their regional affiliates.

#### Timelines

The participating schools will receive the annual salary allocation for 1 x Teacher FTE, based on the notional salary rates.

#### Basis of Allocation

The 70 participating schools were endorsed by the Minister.

The annual notional salary of the Career Practitioners (teacher rate) will be met. Reimbursement (upon provision of payment receipt) will be made, for reasonable resources required (i.e. text-books) in order for the Career Practitioners to complete the Graduate Certificate qualification.



## Expectations of Schools

These Career Practitioner positions, will lead and champion all elements of career development for students as well as being the key conduit between their school and industry. Their role will include:

- working with students to develop work capabilities and enable them to build and manage their career pathways;
- lead the integration of career development into all learning area curricula;

Career Practitioners will operationalise related election commitments, such as the career taster programs for Year 9 students and the career learning toolkit for Year 8 and 9 students.

These positions will form meaningful relationships with local community and key industry representatives, by utilising local networks that will be established through the Regional Vocational Education and Training (VET) Advisory Groups. They will also capitalise on the Departments existing relationships with organisations such as the Chambers of Minerals and Energy and Commerce and Industry, including extending to their regional affiliates, as well as forming new relationships with local businesses and industry.

There is an expectation that these positions will have a very minimal (if any) classroom teaching role.

## Reporting Requirements

Progress reports on the elements, identified as school priorities within school plans, will be provided to Statewide Services upon request.

## Monitoring and Evaluation

These positions are supported in their training, completion of their qualification and in their work at their school, by both the school and staff at statewide services.

## Contact

**Business Area:** Secondary, District High and Post School Pathways

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# TARGETED INITIATIVE REQUIREMENTS 2024

## Schedule B

E59 VET delivered to secondary students

### Purpose and Background

**Purpose:**

Vocational Education and Training (VET) delivers formal units of competency or qualifications, including school based traineeships and school based apprenticeships and can be studied as a pathway to work, training or higher education. 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:**

The delivery of VET qualifications requires arrangements to be made with Registered Training Organisations, which incurs varying costs depending on the number of students participating in the course and mode of delivery.

Teachers/Trainers delivering qualifications are required to maintain vocational competency and industry currency which incurs additional costs.

### Outcomes

The initiative seeks to provide senior secondary students meaningful training and development for their future careers and pathways to work, training or higher education.

### Timelines

Funding for VET delivered to secondary students 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 the funding is allocated for VET related activities. Principals will determine how to use the allocated funding to best achieve the desired VET outcomes under the following expectations:

- \* VET delivered to secondary students 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 of the schools by 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 expectations and requirements of the students, schools and providers are being met.

The Department will monitor:

- \* certificate completion rates
- \* WACE achievement rates for the full cohort
- \* enrolments in higher level qualifications (Certificate III and higher).

In instances where 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

**Business Area:** Secondary DHS and Post School

**Name:** Peter Scaife

**Position:** Manager Secondary DHS and Post School

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# School Report requirements

## Schedule C

The principal is required to develop and publish a School Report about the school's 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 for the achievements of all students, including those funded for particular student characteristics; and students participating in programs and services provided for in targeted initiatives.

The School Report must comply with all legislative requirements and any formal agreements between governments. To assist in the preparation of the School Report, an optional template is available on Ikon - [Create and submit an annual school report](#).

### Summary of minimum 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><b>1. Progress against identified priorities</b></p>	<p>The principal is required to report annually on progress made against school priorities and targets identified through the school's cycle of self assessment. This includes specific outcomes attached to funding for targeted initiatives and State and nationally agreed priorities.</p>
<p><b>2. Contextualised information about student achievement</b></p>	<p>The School Report must:</p> <ul style="list-style-type: none"> <li>• identify strengths, weaknesses and priorities using contextualised academic and non-academic data;</li> <li>• describe, in appropriate ways, the performance of and strategies for student groups, including socially disadvantaged students; Aboriginal students; students with a disability; students for whom English is an additional language; and students requiring an educational adjustment; and</li> <li>• describe the performance of and strategies for students who are the focus of targeted initiatives.</li> </ul>
<p><b>3. Funding accountability</b></p>	<p>The School Report must account for how the school has allocated financial and human resources to meet identified needs and priorities.</p>
<p><b>4. Parent, student and teacher satisfaction</b></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>

