

FUNDING AGREEMENT FOR SCHOOLS 2026

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 schools the flexibility to develop educational programs and staffing profiles that best suit the needs of their communities within the parameters.

School funds are public money, so principals are accountable for using them responsibly in line with 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.

This should include an appropriate allocation of resources to support both staff and the principal's wellbeing, as each are critical to fostering a positive school environment and enhancing student achievement.

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 2 main categories (Schedule A):
 - per student funding based on leave 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.
- plan effective use of funds to support and enhance staff health, wellbeing and workload in line with the Department's health and wellbeing strategies.
- plan effective use of funds to evaluate, support, and enhance, their own health, wellbeing and workload, in line with the Department's health and wellbeing strategies.

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:

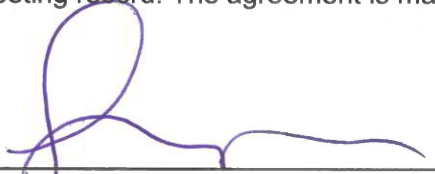
- ensure staff have the financial skills needed to properly manage school budgets.
- facilitate the school finance committee's effective operations and compliance with relevant legislation and policies.
- document and appropriately manage any actual or perceived conflicts of interest for school council/board 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 the 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 2026 (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

15.6.26

Date

15-6-26

Date

Student-Centred Funding Statement

As at 23 March 2026

School:	Belridge Secondary College	School Year:	2026
Region:	North Metropolitan Region	Aria:	0
		Distance to Perth (km):	22.23

Student-Centred Funding - 2026

Per Student Funding:	\$11,444,323.00
Student and School Characteristics:	\$1,599,573.53
Disability Adjustments:	\$53,194.12
Targeted Initiatives:	\$559,018.27
Operational Response Allocation:	\$500.00
Regional Allocation:	\$0.00
Total 2026:	\$13,656,608.92

Per Student Funding - At Census

Per Student	Funded Student FTE		Amount
	Below Threshold	Above Threshold	
Year 7	174.00		\$1,995,606.00
Year 8	168.00		\$1,926,792.00
Year 9	174.00		\$1,995,606.00
Year 10	155.00		\$1,777,695.00
Year 11	185.00		\$2,281,235.00
Year 12	119.00		\$1,467,389.00
Total	975.00		\$11,444,323.00

Student and School Characteristics Funding - At Census

Funded Student FTE		Amount
Student Characteristics		
Aboriginality	42.00	\$105,924.00
Disability	129.00	\$933,963.81
English as an Additional Language or Dialect	0.00	\$0.00
Social Disadvantage	242.64	\$234,518.93
Sub Total		\$1,274,406.74
School Characteristics		
Enrolment-Linked Base		\$325,166.79
Locality		\$0.00
Sub Total		\$325,166.79
Total		\$1,599,573.53

Student Characteristics Funding (Detailed) – At Census

	Funded Student FTE	Amount
Aboriginality	42.00	\$105,924.00
Disability		
Disability	29.00	\$836,217.00
Educational Adjustment Group 1	56.52	\$70,722.62
Educational Adjustment Group 2	43.48	\$27,024.19
Disability - Total	129.00	\$933,963.81
English as an Additional Language or Dialect		
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
Social Disadvantage		
Social Disadvantage Decile 1	43.46	\$71,975.20
Social Disadvantage Decile 2	87.10	\$97,596.55
Social Disadvantage Decile 3	112.08	\$64,947.18
Social Disadvantage - Total	242.64	\$234,518.93
Total Student Characteristics		\$1,274,406.74

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	\$27,561.00
Targeted Initiative: Consent and Respectful Relationships Education (CRRE)	\$7,000.00
Targeted Initiative: Graduate Teacher Induction Program and Graduate Curriculum Materials	\$8,697.44
Targeted Initiative: Level 3 Classroom Teachers Additional Teacher Time	\$14,152.32
Targeted Initiative: Principal Wellbeing Services	\$1,000.00
Targeted Initiative: School Breakfast Program Supervision Funding	\$6,472.62
Targeted Initiative: Schools With Low Proportion of Level 3 Classroom Teachers	\$14,152.32
Targeted Initiative: Small Group Tuition (BFSA)	\$33,965.57
Targeted Initiative: Specialist Career Practitioners	\$141,523.22
Targeted Initiative: Vocational Education and Training Teachers Professional Learning	\$5,498.19
Total	\$260,022.68

Targeted Initiatives – At Census

	Funded Student FTE	Amount
Targeted Initiative: VET delivered to secondary students	223.28	\$298,995.59
Total		\$298,995.59

Operational Response Allocation (Detail)

	Amount
Operational Response: Host School Psychologists	\$500.00
Total	\$500.00

TARGETED INITIATIVE REQUIREMENTS 2026

Schedule B

E24 Graduate Teacher Induction Program and Graduate Curriculum Materials

Purpose and Background

Purpose:

To provide public schools with funding to enable graduate teachers, Aboriginal Language teachers, pre-service teachers and Teach for Australia (TFA) associates to participate in the Graduate Teacher Induction Program (GTIP).

Background:

The GTIP is designed to meet the needs of early career teachers and includes a required professional learning program and opt-in coaching program. The GTIP is coordinated by Statewide Services. Schools with graduate teachers, Aboriginal Language teachers, pre-service teachers and TFA associates are eligible for funding if they participate in the GTIP.

The GTIP funding consists of four parts:

- Graduate Teacher Professional Learning Program
- Graduate Teacher Release Time
- Graduate Teacher Support
- Graduate Curriculum Materials

Outcomes

The intended outcomes of the initiative are to:

- build graduate teacher capacity and effective classroom teacher skills
- enhance graduate teachers' professional practice
- assist graduate teachers to gain a deeper understanding of the Australian Professional Standards for Teachers
- assist graduate teachers to transfer learning from the Graduate Teacher Professional Learning modules to the teaching practice.

Timelines

The initiative is ongoing and in line with the conditions specified in the School Education Act Employees' (Teachers and Administrators) General Agreement 2023 (the Agreement) and the Teachers (Public Sector Primary and Secondary Education) Award 1993 (the Award).

Basis of Allocation

Schools with eligible graduate teachers, pre-service teachers or Aboriginal Language teachers on a minimum 6-month contract, or TFA associates, undertaking the GTIP are eligible for funding. Schools are responsible for identifying graduate teachers in their commencement advice in HRMIS.

Schools with eligible graduates or Aboriginal Language teachers will be provided the following funding:

Graduate Teacher Release Time (total 10 days per year or 0.05 FTE per week):

- 2 days of release time for attending graduate module 1, expected to be utilised in the first year of the program.
- 8 days of release time to be used for non-contact time. This time should be timetabled regularly but can be accumulated to allow for longer release times. This time is to be used for duties other than teaching (DOTT) such as planning and preparation and to provide release for participation in professional learning activities. This graduate release time is in addition to the standard timetabled teacher DOTT entitlement.

Teacher Relief - Module 2:

- 2 days teacher relief is available to schools to support each first year graduate or Aboriginal Language teacher in their participation of Module 2 of the GTIP.

Travel Contingency Allocation:

- Funding is provided based on location, to assist with the travel, accommodation and other associated costs related to a graduate teacher or Aboriginal Language teacher for participation in the GTIP.

Graduate Curriculum Material Allocation:

- Curriculum Materials Allowance is \$150 for each eligible graduate or Aboriginal Language teacher for the purchase of teaching resources. Teachers are to provide the school with receipts for their resources to receive this reimbursement. Any resources purchased become the property of the teacher.

Graduate Teacher Relief - Modules 3 and 4:

- 2 days teacher relief is available to schools to support each graduate teacher or Aboriginal Language teacher on completion of Modules 3 and 4 of the GTIP.

Teach For Australia Associates

Following the associate's completion of the TFA program and employment as a teacher, they will be classified as a graduate teacher. They will not be eligible for allocations which they have already received whilst part of the TFA program. TFA associates will receive:

- 4 days funding to attend Module 1 and 2 during their two years as an associate.
- The remaining 8 days will be reserved for their professional development following the completion of the TFA associate program and commencement as a graduate teacher.
- 2 days funding for each graduate module 3 and 4 once completed.

Pre-service teachers

Pre-service teachers appointed from this pool can access modules 1 and 4 of the GTIP. For each completed module, schools can be reimbursed 2 days teacher salary allocation. A travel contingency is also available.

Expectations of Schools

School funding expectations:

- Acquit funding according to the Award/Agreement conditions.

School expectations:

- Maintain appropriate records of the funding used for each employee that participates in the GTIP.
- Transfer unused funding allocations if the teacher changes to another public school.

Program delivery expectations of schools:

- Principals are responsible for ensuring that employees completing the GTIP are provided with release time and relief days as stipulated to complete the GTIP.
- Principals are also expected to engage with employees completing the GTIP 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.
- Keep records of funding received including details of graduate support provided and list of teachers undertaking the GTIP.

Monitoring and Evaluation

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

- the quality of the GTIP derived from engagements with graduate teachers, Aboriginal Language Teachers, pre-service teachers and TFA associates.
- internal review of program currency and facilitator quality assurance conducted by Quality Teaching.
- periodic internal and external evaluations conducted by Quality Teaching and Workforce.

Contact

Business Area: Financial Planning and Resourcing

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TARGETED INITIATIVE REQUIREMENTS 2026

Schedule B

E66 Chaplaincy and Student Wellbeing Program

Purpose and Background

Purpose:

The Chaplain 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 Chaplain 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 Chaplain and/or Student Wellbeing Officer Services in Western Australian Public Schools', located on the Department of Education Intranet site.

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 Chaplain 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 Chaplain and/or Student Wellbeing Officer Program seeks to promote and support the health and wellbeing of students, staff, and the broader community.

Timelines

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

The funding provided through the Australian Government is as 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 chaplain 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 Chaplain 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 and/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 chaplain 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 site contains more information on reporting requirements.

Monitoring and Evaluation

The delivery of the Chaplain and/or 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 and Contracts

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TARGETED INITIATIVE REQUIREMENTS 2026

Schedule B

F95 Level 3 Classroom Teachers Additional Teacher Time

Purpose and Background

Purpose:

The purpose of this targeted 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

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TARGETED INITIATIVE REQUIREMENTS 2026

Schedule B

F94 Schools With Low Proportion of Level 3 Classroom Teachers

Purpose and Background

Purpose:

The purpose of this targeted 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 funding 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

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TARGETED INITIATIVE REQUIREMENTS 2026

Schedule B

D14 Small Group Tuition (BFSA)

Purpose and Background

Purpose:

To embed whole-of-system and whole-of-school approaches that identify student learning needs early and provide connected, tiered and targeted interventions and supports.

Targeted support will be provided through small group tuition to 13 000 students in 350 public schools.

Background:

The Better and Fairer Schools Agreement 2025-2030 sets out the reform activities to be undertaken during its term to give effect to national objectives, outcomes, and reforms. The provision of small group tuition is one of the reform activities included in this agreement.

Outcomes

Improved literacy and numeracy outcomes for students at risk of not achieving the NAPLAN proficiency or OLNA standards.

Timelines

Funding for the small group tuition through the Better and Fairer Schools Agreement is confirmed to 30 June 2030.

Basis of Allocation

Schools are identified through school performance data including, but not limited to, NAPLAN achievement data.

Selected schools will identify students in need of additional support for this initiative.

The distribution of the FTE considers school level data including student achievement, student demographics, and class sizes.

Expectations of Schools

- Apply the allocated FTE for small group tuition for students at risk of not achieving NAPLAN or OLNA proficiency standards.
- Ensure the allocated FTE is used for registered teachers.
- Through this FTE, develop and deliver an approach to small group tuition that:
 1. addresses the literacy and/or numeracy learning support needs of the students receiving small group tuition with evidence-based instructional interventions
 2. ensures these interventions are embedded as part of tiered and connected whole school approach to classroom instruction
 3. reduces the burden on teachers to develop instructional interventions for students with significant literacy and/or numeracy learning support needs.
- Provide teachers delivering small group tuition with access to professional learning on effective literacy and numeracy interventions for students requiring additional support.

Reporting Requirements

- An annual survey (expected to be administered in December) that will assist the Department to understand the extent to which the initiative is achieving the aims stated above. This will include identifying individual students who have received small group tuition, to assist with system-level longitudinal tracking of the initiative's impact on student achievement. The survey will be designed to minimise any administrative burden on schools.
- Some participating schools may be requested to participate in interviews or focus group discussions as part of an overall evaluation approach for this initiative.
- The initiative will be considered by the Workload Intensification Task Force.

Monitoring and Evaluation

- The progress and achievement of students involved in Small Group Tuition, as well as other indicators of engagement including attendance and behaviour.
- Impact on teacher workload.

Contact

Business Area: Professional Capability

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TARGETED INITIATIVE REQUIREMENTS 2026

Schedule B

G71 Specialist Career Practitioners

Purpose and Background

Purpose:

As a past election commitment for a targeted trial, this project placed qualified career practitioners in 70 public schools. They lead career development for students and are the key conduit between schools and industry.

Background:

The career practitioners:

- 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.

Outcomes

The Department continues to fund 70 career practitioners in schools as per the original election commitment, to complete a Graduate Certificate qualification in Career Development to undertake this important role.

Career Practitioners will operationalise related projects and initiatives, such as the career taster programs for Year 9 students and implementation of resources in the career learning toolkit.

They will utilise local networks and Regional Workforce Coordinators and capitalise on the Departments existing relationships with organisations.

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;
- leading the integration of career development into all learning area curricula.

Career Practitioners will operationalise related projects and initiatives, such as the career taster programs for Year 9 students and the utilization of the career learning toolkit.

Staff in these positions will form meaningful relationships with local community and key industry representatives, by utilising local networks. They will also capitalise on the Departments existing relationships with organisations, 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 and that any teaching load will be related to career development.

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

Staff in these positions are supported in the completion of the 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 2026

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 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 qualification 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 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 secondary 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 education to prepare students for a wide range of post-school pathways and options. It is expected that, as far as possible, all 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 and upskilling, third party providers, and managing offsite and workplace programs.

*Schools offer opportunities for secondary students to enrol in pathways that lead to qualifications and/or skills sets that take into account, student interest and current and future workforce needs.

*Vocational learning supported with meaningful workplace opportunities.

*Schools work collaboratively with employers and the community to provide students with access to authentic work opportunities.

*Schools ensure the guidelines for VET students in the workplace are understood by employers.

*Schools support student retention by offering accessible and meaningful education and qualifications for all students, preparing them for a range of post school pathways.

*Schools implement secondary metrics to monitor individual progress and achievement, and pathway planning that supports aspirations and encourages young people to reach their potential.

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

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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:

1. Progress against identified priorities	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.
2. Contextualised information about student achievement	The School Report must: • identify strengths, weaknesses and priorities using contextualised academic and non-academic data; • 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 • describe the performance of and strategies for students who are the focus of targeted initiatives.
3. Funding accountability	The School Report must account for how the school has allocated financial and human resources to meet identified needs and priorities.
4. Parent, student and teacher satisfaction	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.

