



# FUNDING AGREEMENT FOR SCHOOLS 2020

D20/0183165

Attachment 1

## 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 to schools

- Funding is provided to the school to meet industrial and operational obligations on audited February 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 or dialect 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.
- 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 or dialect 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, staff leave is managed in accordance with awards, 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 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 2020 (with Schedules A and B attached) is endorsed by the principal, noted by the school council chair and minuted in the school council meeting record. The agreement is provided through the School Resourcing System to the Deputy Director General, Education Business Services by Friday 18 September 2020 and maintained on file.


\_\_\_\_\_  
Endorsed by Principal

\_\_\_\_\_  
Noted by School Council Chair

#### Schools that are Independent Public Schools

The Funding Agreement 2020 (with Schedules A and B attached) is recognised as an attachment to the Delivery and Performance Agreement, noted by the principal and school board chair and minuted in the school board meeting record. This needs to be completed by Friday 18 September 2020 and maintained on file with the Delivery and Performance Agreement.

  
\_\_\_\_\_  
Noted by Principal

  
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Noted by School Council Chair





## Student-Centred Funding Statement

As at 23 March 2020

<b>School:</b>	Churchlands Primary School	<b>School Year:</b>	2020
<b>Region:</b>	North Metropolitan Region	<b>Aria:</b>	0
		<b>Distance to Perth (km):</b>	6.89

### Student-Centred Funding - 2020

Per Student Funding:	\$3,880,630.00
Student and School Characteristics:	\$412,280.24
Disability Adjustments:	\$53,105.81
Targeted Initiatives:	\$89,349.33
Operational Response Allocation:	\$275.00
Regional Allocation:	\$0.00
<b>Total 2020:</b>	<b>\$4,435,640.38</b>
Transition Adjustment:	\$0.00
<b>Total After Transition Adjustment:</b>	<b>\$4,435,640.38</b>

### Per Student Funding - At Census

### Student and School Characteristics Funding – At Census

Per Student	Funded Student FTE		Amount
	Below Threshold	Above Threshold	
Kindergarten	55.00		\$266,695.00
Pre-Primary	57.00		\$473,727.00
Year 1	60.00		\$498,660.00
Year 2	70.00		\$581,770.00
Year 3	72.00		\$598,392.00
Year 4	52.00		\$360,152.00
Year 5	78.00		\$540,228.00
Year 6	81.00		\$561,006.00
<b>Total</b>	<b>525.00</b>		<b>\$3,880,630.00</b>

	Funded Student FTE	Amount
<b>Student Characteristics</b>		
Aboriginality	1.00	\$2,026.00
Disability	14.75	\$180,371.33
English as an Additional Language or Dialect	50.00	\$115,673.86
Social Disadvantage	5.17	\$3,140.56
Sub Total		<b>\$301,211.75</b>
<b>School Characteristics</b>		
Enrolment-Linked Base		\$111,068.49
Locality		\$0.00
Sub Total		<b>\$111,068.49</b>
<b>Total</b>		<b>\$412,280.24</b>



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

	Funded Student FTE	Amount
Aboriginality	1.00	\$2,026.00
<b>Disability</b>		
Disability	8.00	\$173,780.00
Educational Adjustment	6.75	\$6,591.33
<b>Disability - Total</b>	<b>14.75</b>	<b>\$180,371.33</b>
<b>English as an Additional Language or Dialect</b>		
English as an Additional Language or Dialect	50.00	\$115,673.86
English as an Additional Language or Dialect Intensive English Centre	0.00	\$0.00
<b>English as an Additional Language or Dialect – Total</b>	<b>50.00</b>	<b>\$115,673.86</b>
<b>Social Disadvantage</b>		
Social Disadvantage Decile 1	0.47	\$617.30
Social Disadvantage Decile 2	1.03	\$907.12
Social Disadvantage Decile 3	3.67	\$1,616.14
<b>Social Disadvantage - Total</b>	<b>5.17</b>	<b>\$3,140.56</b>
<b>Total Student Characteristics</b>		<b>\$301,211.75</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: In School State Funded Chaplaincy Program	\$21,769.13
Targeted Initiative: Level 3 Classroom Teachers Additional Teacher Time	\$11,330.20
Targeted Initiative: Sporting Schools Programme	\$2,900.00
<b>Total</b>	<b>\$35,999.33</b>

**Targeted Initiatives – At Census**

	Funded Student FTE	Amount
Targeted Initiative: National Partnership on Universal Access to Early Childhood Education	55.00	\$53,350.00
<b>Total</b>		<b>\$53,350.00</b>

**Operational Response Allocation (Detail)**

	Amount
Operational Response: Host School Psychologists	\$275.00
<b>Total</b>	<b>\$275.00</b>

# TARGETED INITIATIVE REQUIREMENTS 2020

## 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 Buyers Guide for Purchasing 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 the Departments School Chaplaincy website.

#### 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
- \* school need/context

In 2016, all schools that had previously applied to be included in the chaplaincy program were allocated funding.

In 2019, principals were invited to submit an application for chaplaincy funding.

All schools that were previously allocated funding for chaplaincy services in 2019 and applied for funding for 2020-2022 were selected.

## 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:

- \* 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.

The Buyers Guide for Purchasing 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, provides 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:

- \* 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:** Student Support Services

**Name:** Lorraine Scorer

**Position:** Manager

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# TARGETED INITIATIVE REQUIREMENTS 2020

## 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 McGowan Labor Government.

#### 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 is on-going and allocations will commence in 2018.

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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**Position:** A/Director

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# TARGETED INITIATIVE REQUIREMENTS 2020

## Schedule B

### E50 National Partnership on Universal Access to Early Childhood Education

#### Purpose and Background

**Purpose:**

To enable participating schools to deliver a total of 600 hours per year (an average of 15 hours per week, 40 weeks per year) of Kindergarten for children in their year before full-time school.

**Background:**

A series of Commonwealth-funded universal access National Partnerships (NPs) have provided funds to increase Kindergarten hours from 11 to 15 hours per week in public and non-government schools. Programs must be delivered by a degree qualified teacher in accordance with the National Quality Standard (NQS).

In addition to high levels of Kindergarten participation among all four year olds, the initiative requires a focus on Aboriginal, vulnerable and disadvantaged children, plus supports children's transition to school.

#### Outcomes

All children have access to, and participate in, an affordable, quality early childhood education programme for a minimum of 600 hours (15 hours per week, 40 weeks per year) in their year before full-time school.

#### Timelines

The initiative is ongoing and funding is reviewed annually.

Payments are made in two instalments; March and July gateways.

#### Basis of Allocation

All schools with four year old student enrolments in Kindergarten are eligible to receive funding.

The Commonwealth Universal Access funds pay for four hours per week of Kindergarten, supplementing the 11 hours per week that are funded by the State.

The per-student allocation is based on the difference between State-funded 0.5 student FTE for 11 hours per week of Kindergarten and the increase to 0.6 student FTE (which is the estimated student FTE applicable to 15 hours per week of Kindergarten), i.e.:

$0.1 \text{ (FTE difference)} \times 1.4 \text{ (K student weighting)} \times \$ \text{ (per student amount)}$

Funding allocation is based on the current year's February census figures.



## Expectations of Schools

School funding expectations:

- \* schools will receive funding based on four year old Kindergarten enrolments at the February census.

Program delivery expectations of schools:

- \* deliver Kindergarten for (on average across the school year) a minimum of 15 hours per week
- \* ensure Kindergarten is delivered by a degree-qualified early childhood teacher
- \* deliver in accordance with the National Quality Standard (NQS)
- \* optimise Kindergarten enrolments and strive for regular attendance.

## Reporting Requirements

Reporting required by the participating schools annually to the Early Childhood Branch:

- \* complete the August Kindergarten Provision Survey as part of the August School Census to confirm the hours of Kindergarten provision and the qualification of Kindergarten staff.
- \* School Attendance Management to record the attendance of Kindergarten students
- \* conduct an NQS internal audit and record audit findings on the National Quality Standard System.

## Monitoring and Evaluation

The delivery of Kindergarten requires ongoing monitoring and evaluation by the participating schools to ensure that expectations, specific program outcomes and program quality in relation to the NQS will be achieved.

Each year, the Department reports data to the Commonwealth about Kindergarten participation (including Aboriginal, vulnerable and disadvantaged subgroups), program duration and teacher qualifications. Commonwealth payments under the NP are contingent upon the State meeting prescribed performance targets relating to these data fields. Failing to meet the performance targets may result in financial penalty to the State.

## Contact

**Business Area:** Early Childhood Education, Literacy and Numeracy

**Name:** Robyn Kinkade

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**Telephone:** (08) 6206 2064

## School Report requirements

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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.

### 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:

<b>1. Progress against identified priorities</b>	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.
<b>2. Contextualised information about student achievement</b>	The School Report must: <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>
<b>3. Funding accountability</b>	The School Report must account for how the school has allocated financial and human resources to meet identified needs and priorities.
<b>4. Parent, student and teacher satisfaction</b>	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.

