2010 Student Resource Package

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Managing the Budget

- **Planning** - SRP Modelling tool for school
- **Monitoring the SRP** - Reports and processes to assist schools with the SRP Budget Management
- **Relief Management** - Issues relating to teacher and other staff leave management
- **Special Charging Arrangements** - Principal salary charges, salary on-costs and Sabbatical Leave
- **Implementation Support** - Management of adjustments for schools as a result of funding reviews
- **Wages Translation Differential** - The mechanism provided to deal with VGSA2008 award outcomes in relation to leading teachers
- **Deficits and Workforce Bridging** - Assistance provisions for schools with Deficit or Workforce Management Issues

### Planning

**SRP Planner**

The SRP Planner is a modeling tool to allow principals and other school planners to:

1. model the impact of enrolment variations and other changes on the SRP, and
2. build an overall workforce plan that acknowledges current salary commitments for staff and considers the affordability of planned changes.

The Planner allows schools to develop 3-year plans and also includes useful analytical tools and graphical information.

It is important to remember that the SRP Planner is a modelling tool, not a personnel/payroll system. It can model a school’s planning scenarios, but it does not interact with the HRMS payroll to amend personnel/payroll data. The payroll amendments need to be made directly onto HRMS.

It provides salary projections and estimates using current payroll parameters, such as classifications, time fractions, increment dates and appointment dates. Certain HRMS entries may not be reflected in the cost projections, particularly those relating to salary reassessments, arrears, or other payments that are independent of these payroll parameters. For this reason, the “Current” year-to-date figures shown in the Planner may, on occasion, vary slightly from the actual expenditure shown in the SRP Management Report.


### Managing and Monitoring the Student Resource Package

- **Reports**
- **Credit / Cash Transfers**
- **Quarterly cash grant**
- **Annual SRP reconciliation**
• Salary Mischarging Amendments
• Charging of actual salaries
• Planning for the annual pay cycle
• Principal Classification Budget (PCB)
• Rules History

Rules Active: August 2010 onwards

Reports

The SRP website provides a full suite of reports to assist in managing the budget. These include:

<table>
<thead>
<tr>
<th>Report</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SRP Management Report</td>
<td>A summary of the school's financial position, including the projected surplus or deficit in the SRP at 31 December, based on current salary commitments.</td>
</tr>
<tr>
<td>SRP Report</td>
<td>Latest Student Resource Package update, including any revisions or adjustments.</td>
</tr>
<tr>
<td>Salaries Fortnightly Transaction Report</td>
<td>Itemised changes for each employee.</td>
</tr>
<tr>
<td>Employee Charging History Report</td>
<td>Itemised history of salary charges for each employee.</td>
</tr>
<tr>
<td>Salary Mischarging Corrections Report</td>
<td>A summary of corrections processed on behalf of the school.</td>
</tr>
</tbody>
</table>

Schools need to consider the total of the credit allocations available within their SRP Management Report, to determine their overall staffing position before they can proceed to:

• Take staffing action such as advertising a teaching or non teaching position, creating short term vacancies or paying special payments, or
• Undertake credit to cash transfers

For schools in an overall deficit position in their SRP Management Report, the deficit will be charged to the school as part of the annual SRP reconciliation process.

Credit / Cash Transfers

See Also: Credit / Cash Transfers for Strategic Programs

Eligibility

Schools are able to undertake a credit to cash transfer for uncommitted credit allocations in the SRP.

In addition, schools may undertake cash to credit transfers in instances where it is planned to use the cash component of the SRP to appoint ongoing or fixed-term staff on the central payroll. Care must be taken when appointing ongoing staff in this way to ensure the position can continue to be funded in future years. Cash to credit transfers must include provision for salary on costs (payroll tax and superannuation).

Submitting requests
Requests for credit to cash transfers can be submitted by accessing the online Credit Cash Transfer System available to schools by selecting CCT on the SRP website at: https://www.eduweb.vic.gov.au/srp/

Access to the Credit / Cash Transfer system is limited to the principal or the principal’s delegate and requires the relevant user name and password.

Prior to requesting a credit to cash transfer a review of the school’s SRP Management Report for the current pay period should be undertaken and:

- If the report indicates a projected surplus, the amount of the surplus must be sufficient to cover the full amount of any credit to cash transfer request.
- If the report reflects a projected deficit (or an insufficient surplus), the request will be rejected unless corrected projections are provided when submitting your request.

Requests must be based on the annual amount of the transfer (not monthly or quarterly) except where the transfer relates to a surplus brought forward from the previous year. Approved transfers over $1,000 against a current-year surplus will be apportioned equally over the remaining quarterly cash grants for the year. Approved transfers relating to a surplus brought forward from the previous year, or the first transfer in a term transfers under $1,000, will be paid as a lump sum.

There is no need to submit requests for transfers from one credit allocation to another credit allocation.

Both credit-to-cash and cash-to-credit transfers are processed quarterly with schools’ regular quarterly cash grant. Therefore it is important that requests are submitted on a timely basis. Requests for the transfer of current year surpluses must be received by the end of the last week of each term in order to ensure that they can be processed in time for the next quarter’s cash grant. These requests are not paid mid-term.

It should also be noted that credit to cash transfers are not paid after the Term 4 cash grant. Therefore, requests that are not received by the end of the last week of term 3 will not be paid.

Verification

The online Credit Cash Transfer System will not approve a credit to cash transfer request if there are insufficient funds projected in a school’s SRP Management Report. Request are subject to two levels of test:

- First, there must be sufficient funds shown in the Projected Balance after CCTs column, for the Current or Previous Year items as applicable, in a school’s SRP Management Report.
- Second, the request cannot create an overall deficit against the bottom-line Available Funds total in a school’s SRP Management Report.

If funds are insufficient to cover the transfer requested, schools need to either modify the request or follow the prompts to submit an email message to the Schools Resource Allocation Branch for the request to be considered due to special circumstances. Schools will be notified of the outcome of their request via return email.

An end-of-year SRP reconciliation is undertaken for all schools (see Annual SRP Reconciliation below).

Note: An unpaid Credit to Cash Transfer request is not permitted to contribute to a schools deficit. Throughout the course of the year, Credit to Cash Transfer amounts may therefore be reduced, cancelled or payments deferred.

Notification of successful/unsuccessful credit to cash transfers

Schools receive two forms of notification:

- As each transfer request is submitted in the online Credit Cash Transfer system, advice is displayed to indicate whether or not the request has been approved. If the request is unsuccessful due to insufficient funds, it will be necessary to either modify
the request or follow the prompts to submit an email message to the Schools Resource Allocation Branch.

- A credit/cash transfer statement for your school can be accessed from the Student Resource Package website at https://www.eduweb.vic.gov.au/srp/

**Projections in the SRP Management Report**

The *SRP Management Report* includes an estimate of expenditure for the full-year, using the total of year-to-date charges plus a projection to 31 December based on the latest payroll data for each employee. Therefore, the result reflected in this report may vary from pay to pay, depending on particular payroll/HRMS entries in the latest pay period. Salary mischarges, may also cause variations in the projected year-end expenditure.

**Quarterly cash grant**

The cash component of the SRP is paid to schools as a quarterly cash grant on the first day of each Term. The quarterly cash grant is based on:

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1 grant</td>
<td>Indicative SRP using projected enrolments</td>
</tr>
<tr>
<td>Term 2 grant</td>
<td>Confirmed SRP using February census enrolments*, with a retrospective adjustment (increase or decrease) for Term 1</td>
</tr>
<tr>
<td>Term 3 grant</td>
<td>Confirmed SRP using February census enrolments*</td>
</tr>
<tr>
<td>Term 4 grant</td>
<td>Confirmed SRP using February census enrolments*</td>
</tr>
</tbody>
</table>

*Census enrolments are subject to audit corrections. In this event both credit allocations and cash grants are adjusted.

**Annual SRP reconciliation**

A reconciliation process is undertaken at the end of each year to verify any surplus in the SRP before it is made available to schools. For schools with a deficit, the reconciliation will show the amount that a school is required to repay. Deficits are recovered as lump sum deductions against a school’s Term 3 quarterly cash grant.

The reconciliation gives consideration to a school’s:

- budget entitlement,
- expenditure as at the end of the year and
- any credit to cash transfers undertaken during the year.

**Schools’ annual SRP reconciliations are required to be completed prior to February 18th 2010.**

The Schools Resource Allocation Branch can assist with this process.

It is vital that schools print and review each fortnight their *SRP Management Report* and *Salaries Fortnightly Transaction Report*. This will ensure that the annual SRP reconciliation is completed on a timely basis.

**Salary Mischarging Amendments**

Salary Mischarging Amendments can be submitted by schools to correct salary mischargings, such as:
Staff charged to the incorrect school  
Staff charged to the incorrect budget category  
To arrange Split Ledgers  
To correct charges during term breaks for staff on Long Term Leave

**Submitting Amendments**

Amendments can be submitted by accessing the online mischarging system available to schools on the SRP website. The system is available by selecting SMAF on the website at https://www.eduweb.vic.gov.au/srp/

Instructions are provided as part of the system and it is recommended that these be printed prior to undertaking an electronic mischarge correction.

**Charge-out procedures for term breaks**

a) Teachers transferring between schools

Teachers are regarded as having continuous employment if they are employed immediately prior to and after term breaks. Where teachers with continuous employment transfer to another school at the end of the school year, their salary is charged to the new school from 1 January, not from the commencement of the first term. The salary cost will be charged to the former school until 31 December.

Where teachers with continuous employment transfer to another school at the commencement of terms 2, 3 or 4, their salary for the preceding term break will be charged to the former school.

b) Fixed term leave replacements

Where these arrangements create charging anomalies, for example where insufficient funds are available because of the timing of a paid leave absence (i.e. where two staff would be paid against the one position), special charging arrangements may be considered. In this event, a salary mischarging request should be submitted to the Schools Resource Allocation Branch with details of the paid leave and replacement.

c) Fixed term teachers employment

Fixed term teachers who are not employed in the next year may be entitled to be paid for some or all of the January break. These teachers will be charged to their previous school until the end of their employment. Please see section (b) above for handling of any charging anomalies that may arise from this arrangement.


**Charging of actual salaries**

Salary charges to schools are based on actual payroll debits for individual staff as reflected on the central payroll. This includes the actual cost of annual leave loading and all allowances, such as higher duties and special payments.

Staff may choose to package part of their salary in the form of non-cash benefits. Therefore the charge to the school for an individual teacher may be wholly a regular salary, or a combination of salary and non-cash benefits.

**Planning for the annual pay cycle**

Allocations in the SRP for salaries are based on a full calendar year, which is equivalent to 260.893 working days per year. This equates to 365.25 calendar days and takes account of the leap-year cycle. Actual salary costs on the central payroll are charged to schools each year.
according to the actual number of working days in the year. This may be 260, 261 or 262 working days in any given year. Schools must take account of these minor variations as part of their normal budget planning.

SRP financial reports (including the *SRP Management Report* and *Salaries Fortnightly Transaction Report*) and the SRP Planner are programmed to take account of these annual variations.

**Principal Classification Budget (PCB)**

**Budget for Principal Classification**

The PCB is set annually with the Confirmed School Resource Allocation. It sets the remuneration range for each Principal position.

<table>
<thead>
<tr>
<th>Classification</th>
<th>Range</th>
<th>2010 Minimum PCB</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>$0</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>$775,579</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>$1,344,336</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>$3,136,788</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>$7,807,494</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>$14,071,005</td>
</tr>
</tbody>
</table>

**Rules History**

- Managing and Monitoring the SRP - 19 September 2009 to 10 August 2010

**Relief Management**

- **Teacher relief**
- **Non-teaching relief**
- **Long-term Leave Support Scheme**
- **Summary of relief fund source**

**Teacher relief**

Funds are incorporated into the SRP to enable schools to manage all of their short and long term relief teaching requirements with the exception of the nominated leave items outlined below. Relief funds are incorporated throughout the SRP formulae and are not separately identified.

Special support arrangements operate in respect of long-term leave (via the Long-term Leave Support Scheme).

**Nominated leave items**

Schools will be reimbursed for the cost of relief for the following types of leave:

- Long Service Leave and paid Family/Paternity Leave (over and under 30 days).
• WorkCover absences after the first ten days.
• Defence force leave or major sporting competition leave.

Where leave is 30 working days or less, School Financial Management & Support Unit will approve CRT support from contingency funds, providing that relief is required (where no internal resource can be available) and is actually employed.

**Relief Planning**

It is expected that principals will develop a school based staff replacement plan and make adequate provision for relief costs to be met from within the total credit component of their SRP. Replacement teaching staff is to be provided only when face to face teaching is required and where no internal resource is available. Contingency plans need to provide for temporary reorganisation of teaching programs and extras to maintain necessary face to face teaching.

A Summary of Relief Fund Sources is provided below.

### Payment Rates to Casual Replacement Teachers in 2010

<table>
<thead>
<tr>
<th>Effective dates</th>
<th>Maximum daily rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Jan - 31 Dec 2010</td>
<td>$250</td>
</tr>
</tbody>
</table>

The daily funding rate used within the SRP for 2010 is **$275 per CRT** and includes Superannuation and WorkCover.

If schools experience extraordinary periods of short term paid leave they should discuss alternative support with Schools Resource Allocation Branch office.

**Non-teaching relief**

Funds are incorporated into the SRP to enable schools to manage all of their short and long term relief teaching requirements with the exception of the nominated leave items outlined below. Relief funds are incorporated throughout the SRP formulae and are not separately identified.

Special support arrangements operate in respect of long-term leave via the Long-term Leave Support Scheme.

**Nominated leave items**

Schools will be reimbursed the cost of Education Support Officers relief for the following leave types:

• Long Service Leave and Paid Family/Paternity Leave (over and under 30 days).
• WorkCover absences after the first ten days.
• Defence force leave or major sporting competition leave.

Where leave is 30 working days or less, School Financial Management & Support Unit (SFM&SU) will approve replacement support from contingency funds, providing that relief is required (where no internal resource can be available) and is actually employed.

For leave over 30 days, funds will be allocated to cover the range of potential replacement costs, including fixed term appointments and higher duties. See Reimbursement Procedures for Long-term Leave below.

A Summary of Relief Fund Sources is provided at 3.4 below.
Where there is insufficient overall credit surplus in the SRP, schools may be unable to employ relief. In this event, schools must have a deficit management strategy in place to reduce the deficit and to meet relief contingencies, having a view to using both the credit and cash components of the SRP.

The principal needs to consider the duties and expertise of all staff and allocate tasks accordingly. A reallocation of duties may be required in order to provide or maintain the desired curriculum or support provision in the school.

**Relief Planning**

It is expected that principals will develop a school based staff replacement plan and make adequate provision for relief costs to be met from within the total credit component of their SRP.


**Long-term Leave Support Scheme**

A Long-term Leave Support Scheme operates to support schools in the management of long-term sick leave costs for both teachers and Education Support Officers. The scheme effectively provides for schools to contribute a fixed annual premium towards the statewide cost, rather than deal individually with potentially significant unplanned sick leave costs.

In primary schools and secondary colleges this annual premium is charged at the rate of 0.704% of the total credit component in the SRP. The annual premium is displayed as a deduction in the Cash section of a schools’ SRP Management Report.

**Long-term Leave definition and criteria**

Long-term leave is defined as leave of greater than 30 consecutive school days.

Leave during term breaks is not be covered by the scheme unless there is a demonstrated double cost, such as in the case of a fixed term appointee who is entitled to payment during the break. In these instances specific details must be provided to the Schools Resource Allocation Branch so as an assessment can be made if special circumstances should apply.

Schools are reminded that it is Department policy that teacher relief for periods in excess of 30 working days should be through fixed term arrangements on the central payroll. Relief periods beyond 6 months should be subject to advertisement.

If a CRT is used initially because the absence is believed to be short term, the employment must be converted, where possible, to fixed term immediately that it is recognised that the absence will extend beyond 30 days.

**Index-model Specialist Schools**

In the case of index-model specialist schools, relief funds are incorporated into the index. Index-model specialist schools are levied a premium of **$77.84 per student**.

**Reimbursement procedures for Long-term Leave (> 30 days)**

During periods of extended paid leave for teachers, such as long service leave, there is normally an additional salary cost against the central payroll. In addition to the salary of the teacher on leave, replacement costs arise from the appointment of fixed-term staff, payment of higher duties, time fraction increases or special payments.

Funds to meet these extra costs are not included in the SRP due to the highly variable impact of extended leave on individual schools. In these instances, separate administrative arrangements are in place for funding to be provided for replacement costs when the leave actually occurs.

The following funding arrangements operate for long-term leave over 30 days, including long-service leave, maternity leave, WorkCover leave and long-term sick leave:
• Classroom teachers on long-term leave are charged outside the school’s SRP during the period of their leave, up to a salary equivalent of an accomplished teacher level A-1.

• In the case of promotion level staff, the amount charged outside the SRP will equate to an accomplished teacher level A-1 plus the higher duties replacement cost.

• In the case of the principal and Education Support staff, the whole of the salary will be charged outside the SRP during the period of leave.

Under this arrangement, Long Term Leave funding will be allocated automatically when the leave occurs. The model allows budget flexibility for schools that may choose not to replace directly, who replace at lower cost, or who replace using a combination of means such as special payments and time fraction changes. Reimbursement rates are shown in the table below:

<table>
<thead>
<tr>
<th>Salary of person on leave &gt;30 days</th>
<th>Equivalent value of a person’s salary charged outside the SRP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Full salary</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Accomplished teacher A-1 + HD gap (base of Assistant Principal range minus Expert Teacher)</td>
</tr>
<tr>
<td>Leading Teacher</td>
<td>Accomplished teacher A-1 + HD gap (base of Leading Teacher range minus Expert Teacher)</td>
</tr>
<tr>
<td>Expert Teacher</td>
<td>Accomplished teacher A-1</td>
</tr>
<tr>
<td>Accomplished Teacher</td>
<td>Accomplished teacher A-1</td>
</tr>
<tr>
<td>Graduate Teacher</td>
<td>Graduate Teacher</td>
</tr>
<tr>
<td>G-2</td>
<td>G-2</td>
</tr>
<tr>
<td>G-1</td>
<td></td>
</tr>
<tr>
<td>Education Support Officers</td>
<td>Full salary</td>
</tr>
</tbody>
</table>

Example: Funding for a Leading Teacher 1 on long-service leave over 30 days

<table>
<thead>
<tr>
<th>Teacher’s Salary</th>
<th>Charge to School’s SRP</th>
<th>Charge outside SRP (i.e. School’s saving to fund replacement*)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Normal fortnight salary (1 Jan-2 Jan 2010)</td>
<td>$3,071.53</td>
<td>$3,071.53</td>
</tr>
<tr>
<td>Fortnight salary whilst on LSL&gt;30days</td>
<td>$3,071.53</td>
<td>$509.17</td>
</tr>
</tbody>
</table>

* The salary charge to the school has reduced during LSL and funds are saved for replacement. Calculation of saving:

- Accomplished teacher A1: $57,195/ 26.0893 fortights = $2,192.28
- HDs gap Expert teacher to LT 1: $9,655 / 26.0893 fortights = $370.08
- Saving to school for relief = $2,562.36
<table>
<thead>
<tr>
<th>Salary</th>
<th>School's SRP</th>
<th>fund replacement*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Normal fortnight salary (from 3 Jan 2010)</td>
<td>$3,154.74</td>
<td>$3,154.74</td>
</tr>
<tr>
<td>Fortnight salary whilst on LSL&gt;30days</td>
<td>$3,154.74</td>
<td>$522.99</td>
</tr>
</tbody>
</table>

* The salary charge to the school has reduced during LSL and funds are saved for replacement. Calculation of saving:

Accomplished teacher A1: $58,745 / 26.0893 fortnights $2,251.68
HDs gap Expert teacher to LT 1: $9,916 / 26.0893 fortnights $380.07
= Saving to school for relief $2,631.75

### Summary of relief fund source

The following table summarises the funding source for each leave type for teaching and non-teaching staff:

<table>
<thead>
<tr>
<th>Relief type</th>
<th>Budget source</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teachers - Nominated leave</strong></td>
<td></td>
</tr>
<tr>
<td>Long Service Leave</td>
<td>Claim reimbursement from SFM&amp;SU if CRT employed</td>
</tr>
<tr>
<td>Paid Family/Paternity Leave</td>
<td>Leave on payroll is automatically reimbursed to SRP. Check Management Reports.</td>
</tr>
<tr>
<td>WorkCover absences after the first ten days</td>
<td></td>
</tr>
<tr>
<td>Defence force leave</td>
<td></td>
</tr>
<tr>
<td>Major sporting competition leave</td>
<td></td>
</tr>
<tr>
<td><strong>Teachers - Sick leave</strong></td>
<td>Fund from SRP</td>
</tr>
<tr>
<td><strong>Education Support Officers - Nominated leave</strong></td>
<td>Schools pay self-insurance premium under Long-term Leave Support Scheme. Leave on payroll is automatically reimbursed to SRP. Check Management Reports.</td>
</tr>
<tr>
<td>Long Service Leave</td>
<td>Claim reimbursement from SFM&amp;SU if replacement employed</td>
</tr>
<tr>
<td>Paid Family/Paternity Leave</td>
<td>Leave on payroll is automatically reimbursed to SRP. Check Management Reports.</td>
</tr>
<tr>
<td>WorkCover absences after the</td>
<td></td>
</tr>
</tbody>
</table>
first ten days
• Defence force leave
• Major sporting competition leave

| Education Support Officers - Sick leave | Fund from SRP | Schools pay self-insurance premium under Long-term Leave Support Scheme. Leave on payroll is automatically reimbursed to SRP. Check Management Reports. |
| All other relief | Fund from SRP | Fund from SRP |

**Special Charging Arrangements**

**Principal salary charge**

Special charging arrangements apply for the principal position in the SRP to ensure that the cost of the movement of principals’ salaries within classification scales is one that is not borne by schools. This is achieved by ensuring the principal salary charge is consistent with the system of funding, as explained below.

**Funding for the principal’s salary**

Funding for the principal's position is incorporated into the SRP formulae through the per-student rates and the enrolment-linked base.

**Charging for the principal’s salary**

The principal’s salary will be charged to the school according to the formulae below for primary, secondary and pri-sec schools. In this way, the charge for the principal’s salary is aligned with the amount effectively funded into the overall SRP model.

<table>
<thead>
<tr>
<th></th>
<th>Base ($)</th>
<th>Per Student ($)</th>
<th>Enrolment cap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>92,821</td>
<td>60.58</td>
<td>536</td>
</tr>
<tr>
<td>Secondary</td>
<td>106,929</td>
<td>23.99</td>
<td>1,148</td>
</tr>
<tr>
<td>Pri-Sec</td>
<td>109,822</td>
<td>24.55</td>
<td>631</td>
</tr>
</tbody>
</table>

**Variation with principal’s actual salary**

The principal’s actual salary may vary within the classification scale, consistent with the provisions of the Victorian Government Schools Agreement 2008. Consequently, this salary may be different to the salary charge to the school. As a result, a principal salary adjustment (plus or minus) is incorporated fortnightly within a schools’ SRP Management Report to amend the principal’s charge, so that the cost to the school equates with the funding actually provided as per the formulae above.

**Salary on-costs**

Funds are included in the SRP to meet salary on-costs associated with the payment of salaries and allowances on the central payroll. These on-costs comprise payroll tax and superannuation. This funding is not separately itemised within the SRP.
Payroll tax is charged based on 4.95 per cent of total salaries expenditure.

Superannuation is charged at a deemed rate, based on 8.6 per cent of the total credit allocations in the SRP and on any credit deficit. The deemed rate is referenced to the total funding allocated in the SRP for superannuation. In this way, superannuation is cost-neutral for schools, with the exception of superannuation on salary deficits which, if relevant, will appear as an Additional Superannuation component on a schools’ SRP Management Report.

**Sabbatical leave**

The participation of teachers in the sabbatical leave scheme is cost neutral to the SRP over the period of the scheme.

Teachers participating in the scheme are charged to the SRP during their 4-year work period at 100% of the salary at their relevant classification. The charge comprises the teacher’s salary of 80% and a Sabbatical Leave Provision charge for the remaining 20%. During the sabbatical leave period, the teacher is charged outside the SRP, therefore providing funds to schools to employ relief if required.

**Implementation Support**

- **Part 1: Adjustments based on SGB 2004 comparison**
- **Part 2: Adjustments based on SRP 2005 comparison**
- **Part 3: Adjustments based on SRP 2006 comparison**
- **Part 4: Adjustments based on SRP 2007 comparison**
- **Part 5: Implementation adjustment schedule**

The Student Resource Package (SRP) 2010 contains an element known as the implementation adjustment. This adjustment was first included in the SRP 2005. The implementation adjustment recognises the potentially different funding outcomes schools may experience as a result of funding reviews. The calculation of the implementation adjustment is shown in the Implementation Adjustment Statement (IAS) which can be found on the SRP web-site as part of the Student Resource Package 2010.

The 2010 Implementation Adjustment Statement calculates the adjustment applicable to each school for each changed funding element. The IAS has five parts:

- **Part 1**: Shows adjustments relating to changed funding items identified in the SRP 2005. This adjustment compares SGB 2004 with the equivalent SRP 2004.
- **Part 2**: Shows further adjustments resulting from specific new funding arrangements introduced in 2006. The basis for calculating these adjustments is the SRP 2005.
- **Part 3**: Shows adjustments resulting from VCAL Coordination funding arrangements in 2007.
- **Part 4**: Shows adjustments resulting from Primary Student Welfare funding arrangements.
- **Part 5**: Consolidates all of the movements in Parts 1, 2, 3 and 4 and shows outcomes through to full implementation stage.

The various adjustments are individually calculated based on specific criteria to determine the proportion of loss or gain to be included, as well as the number of years over which the adjustment is distributed.

A single consolidated amount representing the total of all individual calculations is included in the Implementation Adjustment for SRP 2010. This cycle of adjustment will be repeated each year until all adjustments are completed.

**Part 1: Adjustments based on SGB 2004 comparison**
Part 1 carries forward the comparison between SGB 2004 and an equivalent SRP 2004 that was used in 2005 to calculate the implementation adjustment. The statement shows both the 2006, 2007 and 2008 allocation if required.

The rules associated with the implementation adjustment have been constructed so that the outcomes differ, depending on the funding purpose. There are four elements and three main groups with discrete rules, on which the IAS is based to calculate a school’s implementation adjustment as follows:

- **Group A**
  Languages Other Than English

- **Group B**
  English as a Second Language

- **Group C**
  Student Learning Rates and Enrolment Linked Base/Rurality
  Student Family Occupation/Mobility

The following describes the implementation phasing for each of the groups.

**Group A - Languages Other Than English**

The LOTE total implementation adjustment is calculated independently on the following basis:

- A negative variance of \( \leq 0.2\% \) of a school’s SGB 2004 is to be absorbed in year 1 and similarly, a gain can be accessed in full.
- A negative variance of \( >0.2\% \) and \( \leq 0.5\% \) from the SGB 2004 is phased in over 2 years at the rate of 50% in year 1 and full implementation in year 2 and similarly gains are phased in over 2 years.
- A negative variance of \( >0.5\% \) from the SGB 2004 is phased in over 3 years at the rate of 66.7% support in year 1, 33.3% in year 2 and full implementation in year 3. Similarly, positive variances are implemented over three years at the rates of 33.3% in year 1, 66.7% in year 2 and 100% in year 3.

Examples of the Group A implementation adjustment are shown as follows:

<table>
<thead>
<tr>
<th>Example</th>
<th>SGB 2004</th>
<th>SGB v SRP outcome</th>
<th>% of SGB 2004</th>
<th>Implementation period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example 1</td>
<td>$1,912,365</td>
<td>-$7,802</td>
<td>-0.41%</td>
<td>2 years</td>
</tr>
<tr>
<td>Example 2</td>
<td>$8,968,987</td>
<td>-$15,798</td>
<td>-0.17%</td>
<td>1 year</td>
</tr>
<tr>
<td>Example 3</td>
<td>$2,716,324</td>
<td>+$19,859</td>
<td>+0.74%</td>
<td>3 years</td>
</tr>
<tr>
<td>Example 4</td>
<td>$4,701,875</td>
<td>+$5,624</td>
<td>+0.12%</td>
<td>1 year</td>
</tr>
</tbody>
</table>

**Group B - English as a Second Language**

Where the result is negative the ESL effect is implemented gradually at the rate of 25% per annum with full implementation in 2009. There was no effect in 2005 as negative outcomes were supplemented fully. The following example demonstrates this:

<table>
<thead>
<tr>
<th>Pre-implementation Adjustment Outcome</th>
<th>$ Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-implementation Adjustment Outcome</td>
<td>- $24,000</td>
</tr>
</tbody>
</table>
### Implementation Adjustment

<table>
<thead>
<tr>
<th>Year</th>
<th>Notional Outcome</th>
<th>SRP v SGB Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>+ $24,000</td>
<td>$0</td>
</tr>
<tr>
<td>2006</td>
<td>+ $18,000</td>
<td>- $6,000</td>
</tr>
<tr>
<td>2007</td>
<td>+ $12,000</td>
<td>- $12,000</td>
</tr>
<tr>
<td>2008</td>
<td>+ $6,000</td>
<td>- $18,000</td>
</tr>
<tr>
<td>2009</td>
<td>$0</td>
<td>- $24,000</td>
</tr>
</tbody>
</table>

Where there is a positive result the ESL total implementation adjustment is calculated independently on the following basis:

- A gain of \( \leq 0.2\% \) of a school’s SGB 2004 is to be absorbed in year 1.
- A gain of \( >0.2\% \text{ and } \leq 0.5\% \) from the SGB 2004 is phased in over 2 years at the rate of 50% in year 1 and full implementation in year 2.
- A gain of \( >0.5\% \) is implemented over three years at the rates of 33.3% in year 1, 66.7% in year 2 and 100% in year 3.

### Group C - Student Learning Rates and Enrolment Linked Base/Rurality and Student Family Occupation/Mobility

In 2005, negative outcomes in the Student Learning Rates and Enrolment Linked Base/Rurality and Student Family Occupation/Mobility were fully funded so that there was no funding movement. From 2006, 80% support will be provided and reduce by 20% annually until fully implemented in 2010. Where the variance is positive there was no adjustment in 2005 as all gains are retained. Potential outcomes are shown in the example below:

<table>
<thead>
<tr>
<th>Example</th>
<th>Example</th>
<th>Example</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>SGB 2004</td>
<td>$2,316,986</td>
<td>$658,249</td>
<td>$7,613,228</td>
</tr>
<tr>
<td>SGB v SRP outcome</td>
<td>+ $15,237</td>
<td>- $7,893</td>
<td>- $16,901</td>
</tr>
<tr>
<td>2005 IAS</td>
<td>$0</td>
<td>$7,893</td>
<td>$16,901</td>
</tr>
<tr>
<td>2006 IAS</td>
<td>$0</td>
<td>$6,314</td>
<td>$13,521</td>
</tr>
<tr>
<td>Notional outcome for school in 2007</td>
<td>+ $15,237</td>
<td>- $1,579</td>
<td>- $3,380</td>
</tr>
</tbody>
</table>

### Part 2: Adjustments based on SRP 2005 comparison

Part 2 calculates the 2009 implementation adjustment component relating to funding changes first implemented in SRP 2006. The implementation funding changes compare SRP 2005 with the funding changes using comparative 2005 enrolments and demographic data. The components are:

- Multicultural Education Aides
Group D - Multicultural Education Aides, Secondary Equity (Access to Excellence and Secondary Literacy), Language Support Program and Non-Traditional Settings - LOTE

The implementation adjustment is calculated separately on the following basis:

- A negative variance of ≤ 0.2% of a school’s SRP 2005 is to be absorbed in year 1 and similarly, a gain can be accessed in full.
- A negative variance of >0.2% and ≤0.5% from the SRP 2005 is phased in over 2 years at the rate of 50% in year 1 and full implementation in year 2 and similarly gains are phased in over 2 years.
- A negative variance of >0.5% from the SRP 2005 is phased in over 3 years at the rate of 66.7% support in year 1, 33.3% in year 2 and full implementation in year 3. Similarly, positive variances are implemented over three years at the rates of 33.3% in year 1, 66.7% in year 2 and 100% in year 3.

Examples of the Group D implementation adjustment are shown as follows:

<table>
<thead>
<tr>
<th></th>
<th>Example 1</th>
<th>Example 2</th>
<th>Example 3</th>
<th>Example 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>SRP 2005</td>
<td>$1,912,365</td>
<td>$8,968,987</td>
<td>$2,716,324</td>
<td>$4,701,875</td>
</tr>
<tr>
<td>SGB v SRP outcome</td>
<td>- $7,802</td>
<td>- $15,798</td>
<td>+ $19,859</td>
<td>+ $5,624</td>
</tr>
<tr>
<td>% of SRP 2005</td>
<td>-0.41%</td>
<td>-0.17%</td>
<td>+0.74%</td>
<td>+0.12%</td>
</tr>
<tr>
<td>Implementation period</td>
<td>2 years</td>
<td>1 year</td>
<td>3 years</td>
<td>1 year</td>
</tr>
</tbody>
</table>

Group E - Non-Traditional Settings - Core

The NTS Core total implementation adjustment is calculated separately on the following basis:

- Negative outcomes were supplemented fully in 2006. From 2007 funding support will reduce gradually at the rate of 20% per annum with full implementation in 2011.
- Gains are treated in the same manner as Group D above.

<table>
<thead>
<tr>
<th></th>
<th>Example A</th>
<th>Example B</th>
<th>Example C</th>
<th>Example D</th>
</tr>
</thead>
<tbody>
<tr>
<td>SRP 2005</td>
<td>$2,316,986</td>
<td>$658,249</td>
<td>$7,613,228</td>
<td>$1,356,846</td>
</tr>
<tr>
<td>SRP 05 v “SRP 05 changed funding arrangements”</td>
<td>+ $4,236</td>
<td>- $7,893</td>
<td>- $16,901</td>
<td>+ $21,847</td>
</tr>
<tr>
<td>% of SRP 2005</td>
<td>0.18%</td>
<td>N/A</td>
<td>N/A</td>
<td>1.61%</td>
</tr>
<tr>
<td>Implementation period</td>
<td>1 year</td>
<td>N/A</td>
<td>N/A</td>
<td>3 years</td>
</tr>
<tr>
<td>2006 IAS</td>
<td>$0</td>
<td>$7,893</td>
<td>$16,901</td>
<td>- $14,564</td>
</tr>
</tbody>
</table>
Part 3: Adjustments based on SRP 2006 comparison

Part 3 calculates the 2009 implementation adjustment component relating to funding changes first implemented in SRP 2007. The implementation funding changes compare current SRP 2006 with the funding changes using comparative 2006 enrolments and demographic data. The component is:

- Victorian Certificate of Applied Learning Coordination

**Group F - Victorian Certificate of Applied Learning Coordination**

The implementation adjustment is calculated separately on the following basis:

- A negative variance of $\leq 0.2\%$ of a school’s SRP 2006 is to be absorbed in year 1 and similarly, a gain can be accessed in full.
- A negative variance of $>0.2\%$ and $\leq 0.5\%$ from the SRP 2006 is phased in over 2 years at the rate of 50% in year 1 and full implementation in year 2 and similarly gains are phased in over 2 years.
- A negative variance of $>0.5\%$ from the SRP 2006 is phased in over 3 years at the rate of 66.7% support in year 1, 33.3% in year 2 and full implementation in year 3. Similarly, positive variances are implemented over three years at the rates of 33.3% in year 1, 66.7% in year 2 and 100% in year 3.

Examples of the Group F implementation adjustment are shown as follows:

<table>
<thead>
<tr>
<th>Example</th>
<th>Example 1</th>
<th>Example 2</th>
<th>Example 3</th>
<th>Example 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>SRP 2006</td>
<td>$1,912,365</td>
<td>$8,968,987</td>
<td>$2,716,324</td>
<td>$4,701,875</td>
</tr>
<tr>
<td>SRP v SRP outcome</td>
<td>- $7,802</td>
<td>- $15,798</td>
<td>+ $19,859</td>
<td>+ $5,624</td>
</tr>
<tr>
<td>% of SRP 2006</td>
<td>-0.41%</td>
<td>-0.17%</td>
<td>+0.74%</td>
<td>+0.12%</td>
</tr>
<tr>
<td>Implementation period</td>
<td>2 years</td>
<td>1 year</td>
<td>3 years</td>
<td>1 year</td>
</tr>
</tbody>
</table>

Part 4: Adjustments based on SRP 2007 comparison

**Group G - Primary Student Welfare**

Schools that experience reduced Primary Student Welfare funding in moving to the new model will be supported by transition funding over a five year period. From 2008, 80% support will be provided, reducing by 20% annually until fully implemented in 2012. Where the variance is positive there will be no adjustment as all gains are retained by schools. An example is highlighted in the following table:

| | Current funding | $30,000 |
| | Revised funding | $20,000 |
| | Pre-implementation adjustment outcome | - $10,000 |
### Implementation Support funding

<table>
<thead>
<tr>
<th>Year</th>
<th>Support</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>+ $8,000</td>
<td>80%</td>
</tr>
<tr>
<td>2009</td>
<td>+ $6,000</td>
<td>60%</td>
</tr>
<tr>
<td>2010</td>
<td>+ $4,000</td>
<td>40%</td>
</tr>
<tr>
<td>2011</td>
<td>+ $2,000</td>
<td>20%</td>
</tr>
<tr>
<td>2012</td>
<td>+ $0</td>
<td>0%</td>
</tr>
</tbody>
</table>

### Part 5: Implementation adjustment schedule

Part 5 of the Implementation Adjustment Statement projects forward all implementation adjustments calculated against the SGB or SRP for each year through to full implementation in each case.

### Wages Translation Differential

As indicated in circular S294-2008, additional funding has been included in the SRP for the unevenness of costs of leading teacher range 1 and Expert 3 and 3a teachers from 11 May 2008. The mechanism for providing this funding is through the Wages Translation Differential (WTD) statement. The statement shows current year and future year effects.

The WTD calculates and funds the difference in cost between the old leading teacher range 1 and expert 3 and 3a salaries, the new funding and the new 11 May 2008 wages. A statement is provided for each school based on the example below:

#### Wages Translation Differential Statement

<table>
<thead>
<tr>
<th>School Name and Number</th>
<th>Name_1</th>
<th>Surname</th>
<th>Pre-Agreement Pay Structure</th>
<th>Pre-Agreement Salary (as per fraction)</th>
<th>Current Salary indexed at 5.67%</th>
<th>Post-Agreement Pay Structure</th>
<th>New Salary as per time fraction from May 11 2008</th>
<th>WTD Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Taylor E-3</td>
<td></td>
<td></td>
<td></td>
<td>$65,414</td>
<td>$69,123</td>
<td>E-4</td>
<td>$75,500</td>
<td>$6,377</td>
</tr>
</tbody>
</table>

The example is based on a full year effect rather than 11 May 2008 part year effect. The calculation of the WTD uses information from pay 724 which coincides with the commencement of the new VGSA 2008. Changes to payroll after that date are to be managed by the school.

The WTD will be phased-out over the life of the current VGSA 2008 with full implementation in 2012. The progressive phase-out of WTD is as follows with no effect until 2010:

- 100% WTD funding (pro rata) in 2008
- 100% WTD funding in 2009
- 66% WTD funding in 2010
- 33% WTD funding in 2011
- 0% WTD funding in 2012 (full implementation)
As funding is progressively removed from WTD it will be reallocated into the SRP funding rates based on sector.

WTD funding is included as a separate line in the Student Resource Package rather than as part of the management report.

**Assistance with Deficit Management and Workforce Bridging**

Devolved budgets and workforce management have operated in Victorian schools since 1996 and all schools are expected to have in place adequate planning strategies to manage their workforce requirements against available funds.

The SRP allocates the available state government funding to all schools in the most transparent and equitable manner that can be devised after taking into account student needs. The imperative for all principals is to manage their schools within their allocation of the available resources.

Against this background, deficit management and workforce budgeting support will be available to schools where the school is not able to manage within budget. This support is commonly referred to as *Workforce Bridging* (WFB). *Workforce Bridging* support will be provided in special circumstances through a combination of

- management support, and
- financial support

aimed at assisting schools to make the transition from a deficit to a “within budget” situation.

This approach is consistent with devolution and self-management, yet acknowledges that expenditures in an actual-charge environment can sometimes be difficult to predict and plan.

**Workforce Bridging Principles**

The following principles underpin the Workforce Bridging approach to be adopted in assisting schools, in special circumstances, with deficit management and workforce budgeting issues:

a. The SRP is allocated to all schools based on principles of equity, certainty, consistency and transparency. The SRP is adjusted periodically to reflect salary and other cost movements, consistent with the State Budget and prevailing industrial agreements.

b. Schools operate in a devolved environment, wherein workforce budgeting and SRP management is the responsibility of the principal and School Council. Principals are therefore expected to have a sustainable workforce management strategy for their school that is capable of being funded within the SRP over time.

c. School workforce plans must include contingency planning to deal with changing circumstances. This includes potential budget changes, for example linked to enrolment variations, and changing workforce commitments such as staff salary increments and leave returnees. If deficits arise, whether caused by local management decisions or not, it is incumbent on the school to institute action to fund or remove the deficit as soon as possible giving due consideration to merit and equity and staff selection and promotion principles.

d. Assistance will be available for schools that experience special circumstances that create a budgetary shortfall that they are unable to fund without significant adverse impact on their student programs. The means of assistance will be through:

- The provision of appropriate management advice and support, and
- The provision of either short term or longer term financial support.

**Management advice and support**
Since the first imperative is to manage the school out of a deficit situation, Regions, and in some instances an external Workforce bridging support team, will work with principals and school business managers (where appropriate) to develop a strategy plan for addressing the projected deficit. The Workforce Bridging Support Team comprises a coordinator, a Project Officer, Workforce Bridging Officers (WFBO’s) (including former principals and other staff considered knowledgeable in the areas of workforce budgeting) and a Panel that considers all support agreements.

This deficit management strategy plan will examine the causes of the deficit, canvas possible solutions, describe the actions to be taken and the timeline needed to rectify the situation. In line with the rationale of developing three year workforce plans, deficit management strategies should also be developed giving consideration to both the short and long term factors.

SRP reports that can assist with developing deficit management strategies include:

- SRP Analysis Report
- SRP Management Report
- Salaries Fortnightly Transaction Report

**Financial Support**

In cases where regional officers deem that the school may require WFB financial support, they will refer the school to the WFB Support Team within the Schools Resource Allocation Branch (SRAB). The deficit management strategy developed between schools and the Workforce Bridging Support Team will determine the timeline associated with the school returning to a manageable budget situation. This will in turn determine the type of financial support required.

A report will be documented by the WFBO in consultation with the Principal and submitted to the WFB Panel for consideration. Schools and Regional Directors will be advised of the outcome. An appeal process is in place for schools that are not satisfied with the decision of the WFB Panel.

**Role of relevant stakeholders**

Both management and financial support will be provided through Regional Offices and Workforce Bridging Support Team members where applicable. It should also be noted that any financial support provided is mutually exclusive to any SRP reconciliation process involving the school. That is, a school’s SRP salary deficit will continue to be deducted from its quarterly cash grant as per normal arrangements. Workforce Bridging financial support will be provided to schools as an offset against a school’s current SRP deficit, with the final amount confirmed after the finalisation of the relevant school’s annual SRP reconciliation.

The Schools Resource Allocation Branch will perform an overall co-ordination and consistency function and will work closely with Regional personnel, the Workforce Bridging Support team and schools to ensure that the process is fair, consistent with school self management and supportive of schools.

This coordination and consistency role will be carried out through:

- Regular meetings with regional and central personnel to discuss implementation issues and case studies.
- Workshops with WFBO’s and central, regional and relevant organization personnel to address consistency and other issues.
- Provision of guidelines to assist the process, and a checklist for schools who consider that they require financial support due to special circumstances that exist in their school.

As with the normal planning cycle, principals should utilize all the best-practice workforce planning tools at the earliest opportunity and incorporate adequate contingencies and flexibilities.
Objectives of the Student Resource Package

- shifting the focus to student outcomes and school improvement by moving from providing inputs to providing the resources needed to improve outcomes
- improving the targeting of resources to achieve better outcomes for all students by aligning resourcing to individual student learning needs
- ensuring the fairness of treatment of schools, with schools with the same mix of student learning needs receiving the same levels of funding
- improving the transparency of student resource allocations by reducing complexity
- providing greater certainty for schools about their ongoing level of resourcing, allowing for more effective forward planning
- providing flexibility to meet increasingly diverse student and community needs and encourage local solutions through innovation
- developing a dynamic model that allows ongoing review and refinement based on evidence

Features of the Student Resource Package

The SRP features a distinction between student-based funding, school-based funding and targeted initiatives.

- **Student-based funding** is the major source of resources. It is driven by the levels of schooling of students and their family and community characteristics. It consists of allocations for core student learning and equity. The majority of funding within this area is allocated through per student rates.
- **School-based funding** provides for school infrastructure and programs specific to individual schools
- **Targeted initiatives** include programs with specific targeting criteria and/or defined life spans
Funds allocated in each component are nominated as either **credit**, for salaries paid on the central payroll, or **cash** for expenses incurred locally. Schools can interchange funding between credit and cash.

### Annual budget cycle

Schools receive their Student Resource Package and relevant updates each year according to the following cycle:

**Indicative** Student Resource Package - issued in September or October of the preceding year using enrolment projections advised by schools. This budget provides a basis for planning.

**Confirmed** Student Resource Package - issued in March of the budget year, based on the annual enrolment census.

**Revised** Student Resource Package (where applicable) - may be issued for updates or changes during the year, for example following audit corrections to the census or as a result of integration student mobility.
The SRP Guide

This guide outlines the framework, formulae and business processes underpinning the Student Resource Package funding model for Victorian schools in 2010.

Moving with technology – the 2010 SRP Guide is now published in a web based format on the public education website. This modernisation of the SRP Guide allows more users to access information readily.

The guide provides a list of relevant contacts for many of the SRP components if schools have any enquiries.

Jeff Rosewarne
Chief Operating Officer and Deputy Secretary
Office for Resources and Infrastructure

Student Based Funding

Student Based Funding represents the main funding source for all schools and comprises approximately 90% of the total SRP provided to schools. This funding is designed to cover core teaching and learning, leadership, teaching support, professional development, relief teaching, payroll tax and superannuation costs for the school.

Student Based Funding is made up of two major elements:

- Core Student Learning Allocation, and
- Equity Funding
The Core Student Learning Allocation is designed to recognize the differing costs associated with different levels of learning, different types and sizes of schools, and the additional costs imposed by rurality and isolation.

The funding items within this section are explained below.

References

- Student per capita funding Years Prep-12 Students
- Enrolment Linked Base
- Small School Base
- Rural School Size Adjustment Factor
- Core Index Stages 1-3
- Size Adjustment Supplementation
- Approved Early Education Program
- Principal Salary Adjustment
- IT Grant for Computers
- Language Support Program

Note

Prior to 2006, LOTE was identified as a separate budget item within the Core Student Learning Allocation. However, from 2006 LOTE funding has been incorporated into the enrolment linked base and student per capita rates and does not appear as a separate line.

Government schools are funded through the Student Resource Package (SRP) to provide programs that will enable their students to achieve the Victorian Essential Learning Standards, across all Domains including Languages other than English (LOTE).

For further information, see: LOTE
Student per capita Funding Years Prep-12 Students (Reference 1)

Relevant from: 2010 onwards - Credit/Cash

Program description

In the Student Resource Package the majority of funding provided to schools has been specified as per-student rates (i.e. in student per capita form). Research conducted by University of Melbourne has allowed the differing costs associated with delivering effective educational outcomes at the various levels of learning to be recognized by differing rates. The relativities are an initial assessment of the most effective way of allocating existing funds. These relativities may be adjusted over time through further research and a rolling benchmark process.

Rates

2010

Student per capita funding

<table>
<thead>
<tr>
<th>Primary Level</th>
<th>Credit ($)</th>
<th>Cash ($)</th>
<th>Total student price ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep - Year 1</td>
<td>5,559</td>
<td>363</td>
<td>5,922</td>
</tr>
<tr>
<td>Year 2</td>
<td>5,162</td>
<td>337</td>
<td>5,499</td>
</tr>
<tr>
<td>Years 3 - 6 and Ungraded</td>
<td>4,732</td>
<td>308</td>
<td>5,040</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Secondary Level</th>
<th>Credit ($)</th>
<th>Cash ($)</th>
<th>Total student price ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years 7 - 12</td>
<td>6,240</td>
<td>362</td>
<td>6,602</td>
</tr>
</tbody>
</table>

Further information

Contacts

For further information, see SRP Contacts
Enrolment Linked Base (Reference 2)

Relevant from: 2010 onwards - Credit/Cash

Program description

The enrolment linked base is provided to ensure that all schools, regardless of size, have sufficient resources to operate effectively. The flat base with taper provides a safety net for small schools whose enrolments are insufficient, by themselves, to generate viable funding. The taper also recognizes the economies of scale achievable in larger schools through per student rates.

The base is made up of a flat amount, adjusted by way of a per-student taper that reduces the allocation beyond certain thresholds.

Calculation

\[ \text{Base} + (\text{Enrolment} \times \text{Taper}) \]

Notes: 1. Refer to the matching school type configuration from the options below

2. The base is fixed upto an enrolment threshold. Above this level, the per student taper is applied, until the base amount is exhausted.

Rates

2010

<table>
<thead>
<tr>
<th>Primary (Incl.Hub Annex)</th>
<th>Credit ($)</th>
<th>Cash ($)</th>
<th>Rate Total ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base</td>
<td>39,606</td>
<td>2,516</td>
<td>42,122</td>
</tr>
<tr>
<td>Primary Taper &gt;500</td>
<td>-105.94</td>
<td>-6.73</td>
<td>-112.67</td>
</tr>
<tr>
<td>Per student reduction</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For multi-site primary schools the Base and Taper is applied for each site

<table>
<thead>
<tr>
<th>Secondary</th>
<th>Credit ($)</th>
<th>Cash ($)</th>
<th>Rate Total ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base</td>
<td>372,765</td>
<td>20,545</td>
<td>393,310</td>
</tr>
<tr>
<td>Secondary Taper &gt;400</td>
<td>-319.41</td>
<td>-17.61</td>
<td>-337.02</td>
</tr>
</tbody>
</table>

For multi-campus colleges the Base and Taper is applied for each campus
<table>
<thead>
<tr>
<th>Secondary - Split Site</th>
<th>Credit ($)</th>
<th>Cash ($)</th>
<th>Rate Total ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base (=1.5 x Secondary Base)</td>
<td>559,147.50</td>
<td>30,817.50</td>
<td>589,965</td>
</tr>
<tr>
<td>Secondary Taper &gt;400 Per student reduction</td>
<td>-319.41</td>
<td>-17.61</td>
<td>-337.02</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>P-8</th>
<th>Credit ($)</th>
<th>Cash ($)</th>
<th>Rate Total ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base (=0.5 x P-12 Base)</td>
<td>195,554.00</td>
<td>11,768.50</td>
<td>207,322.50</td>
</tr>
<tr>
<td>Primary Taper &gt;500 per student reduction</td>
<td>-105.94</td>
<td>-6.73</td>
<td>-112.67</td>
</tr>
<tr>
<td>Secondary Taper &gt;400 Per student reduction</td>
<td>-319.41</td>
<td>-17.61</td>
<td>-337.02</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>P-9, P-10 and P-12</th>
<th>Credit ($)</th>
<th>Cash ($)</th>
<th>Rate Total ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base</td>
<td>391,108</td>
<td>23,537</td>
<td>414,645</td>
</tr>
<tr>
<td>Primary Taper &gt;500 per student reduction</td>
<td>-105.94</td>
<td>-6.73</td>
<td>-112.67</td>
</tr>
<tr>
<td>Secondary Taper &gt;400 Per student reduction</td>
<td>-319.41</td>
<td>-17.61</td>
<td>-337.02</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Split Site P-12</th>
<th>Credit ($)</th>
<th>Cash ($)</th>
<th>Rate Total ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base (=1.5 x P-12 Base)</td>
<td>586,662.00</td>
<td>35,305.50</td>
<td>621,967.50</td>
</tr>
<tr>
<td>Primary Taper &gt;500 per student reduction</td>
<td>-105.94</td>
<td>-6.73</td>
<td>-112.67</td>
</tr>
<tr>
<td>Secondary Taper &gt;400 Per student reduction</td>
<td>-319.41</td>
<td>-17.61</td>
<td>-337.02</td>
</tr>
</tbody>
</table>
Further information

Contacts

For further information, see SRP Contacts

Small School Base (Reference 3)

Relevant from: 2010 onwards - Credit/Cash

Program description

A Small School Base is provided to primary schools with less than 80.1 students and secondary colleges with less than 400 students. For multi-site primary schools the Base and Taper is applied for each site.

For primary schools the base reduces as enrolments increase. For secondary colleges the base is a flat amount up to 110 enrolments after which it reduces as enrolments increase.

For multi-campus colleges the Base and Taper is applied for each campus.

Calculation

Primary

[Primary Base] + ([Primary Enrolment] x [Taper])

where primary enrolment is less than 80.1

Note: Taper is negative amount

Secondary

[Secondary Base] + ([Secondary Enrolment] - 110)*Taper

where secondary enrolment is less than 400

Note: Taper is negative amount starting when secondary enrolment exceeds 110

Rates

2010

<table>
<thead>
<tr>
<th>Primary &lt;80.1 students</th>
<th>Credit ($)</th>
<th>Cash ($)</th>
<th>Total ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base amount</td>
<td>26,851</td>
<td>1,785</td>
<td>28,636</td>
</tr>
<tr>
<td>Per student reduction</td>
<td>-140.43</td>
<td>-9.34</td>
<td>-149.77</td>
</tr>
</tbody>
</table>

For multi-site primary schools the Base and Taper is applied for each site
<table>
<thead>
<tr>
<th>Secondary &lt;400 students</th>
<th>Credit ($)</th>
<th>Cash ($)</th>
<th>Total ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base amount</td>
<td>110,022</td>
<td>6,424</td>
<td>116,446</td>
</tr>
<tr>
<td>Per student reduction after 110 students</td>
<td>-379.40</td>
<td>-22.15</td>
<td>-401.55</td>
</tr>
</tbody>
</table>

For multi-campus colleges the Base and Taper is applied for each campus

Further information

Contacts

For further information, see SRP Contacts

Rural School Size Adjustment Factor (Reference 4)

Relevant from: 2010 onwards - Credit/Cash

Program description

The Rurality component recognizes the need for a rural size adjustment factor to be provided to small rural schools to ensure that their educational provisions are the equal of urban areas.

Small primary schools, secondary colleges, and P-12 colleges in non-metropolitan locations, and non-provincial locations, are eligible for funding under the Rural School Size Adjustment Factor.

This funding applies to eligible Primary Schools with enrolments up to 200 students and eligible Secondary Colleges with enrolments up to 500 students.

The Rural School Size Adjustment Factor allocation to schools is funded on a per student rate. The per student rate is split into credit and cash and contains provisions for payroll tax, superannuation, relief teaching and professional development.

Locations defined:

1. Non-metropolitan locations are outside the Melbourne capital city boundary (defined by the Accessibility/Remoteness Index of Australia)
2. Non-provincial locations are outside Geelong, Ballarat, Bendigo, Shepparton-Mooroopna, Warrnambool, Albury-Wodonga, Mildura and Traralgon.

Calculation

Use this spreadsheet to view 2010 Rural School Size Adjustment Factor rates. (The rates are on 3 separate sheets by school type and size):

- Rurality tables (Excel - 83Kb)

Further information

Contacts

For further information, see SRP Contact
Core Index Stages 1 - 3 (Reference 5)

Relevant from: 2010 onwards - Credit/Cash

Program description

Specialist Schools will be funded for all school aged students attending (full time or part time) by the provision of:

- A specialist school core index allocation based on students' stages of learning, plus
- Application of the six level Students with Disabilities funding model, plus
- A size adjustment supplementation for schools with school-aged enrolment of less than 45 students.

The specialist school core allocation is explained in this section. The application of the Students with Disabilities level 1-6 funding is explained in the Program for Students with Disabilities Section.

Calculation

Specialist School Core allocations are determined once a year based on February Census regionally approved pro-rata enrolments and eligibility established at that time. Rates are applied for each eligible student.

Rates

<table>
<thead>
<tr>
<th>Stage</th>
<th>Age Range</th>
<th>Credit ($)</th>
<th>Cash ($)</th>
<th>Total ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5 to 10</td>
<td>5,743</td>
<td>468</td>
<td>6,211</td>
</tr>
<tr>
<td>2</td>
<td>11 to 16</td>
<td>4,083</td>
<td>357</td>
<td>4,440</td>
</tr>
<tr>
<td>3</td>
<td>17 to 18</td>
<td>4,495</td>
<td>392</td>
<td>4,887</td>
</tr>
</tbody>
</table>

Notes

In order for students to be enrolled in a specialist school setting, eligibility needs to be established and regional approval given to enable the allocation of resources through the Program for Students with Disabilities.

If it is deemed appropriate, a Regional Director has the discretion and the authority to approve the enrolment of a student ineligible for PSD support in a specialist school. The approved enrolment prior in such a circumstance identified prior to the February Census enables core funding to be allocated in the SRP.

Further information

Contacts

For further information, see SRP Contacts
Size Adjustment Supplementation (Reference 6)

**Relevant from:** 2010 onwards - Credit/Cash

**Program description**

A size adjustment allocation will apply to all specialist schools with a school aged enrolment of less than 45 students.

**Rates**

**2010**

The formula provides for $3,736 for each student less than 45 students up to a maximum of $85,842

**Notes**

Size adjustment supplementation is determined once a year based on February Census, regionally approved pro-rata enrolments, and eligibility established at that time.

**Further information**

**Contacts**

For further information, see SRP Contacts

Approved Early Education Program (Reference 7)

**Relevant from:** 2010 onwards - Credit/Cash

**Program description**

In 2010 a small number of specialist schools will maintain an early education program for pre school children with disabilities between the ages of 2 years & 8 months and 4 years & 8 months. Allocations to these schools will be dependent on a resource agreement.

**Further information**

**Contacts**

For further information, see SRP Contacts
Principal Salary Adjustment (Reference 8)

Relevant from: 2010 onwards - Credit

Program description

This item is included in the 2010 SRP for specialist schools. Its continuation will be subject to review.

Further information

Contacts

For further information, see SRP Contacts

IT Grant for Computers (Reference 9)

Relevant from: 2010 onwards - Cash

Program description

The IT Grant for Computers is an ongoing funding initiative totaling $7 million annually to support the Department’s targets in relation to computer to student ratios. The funds are to be used for the purchase of computers to achieve and maintain a computer to student ratio of 1:5. Funding is based on:

Calculation

Enrolment x per-student rate x Student Family Occupation (SFO) index

Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>Per Student Rate</th>
<th>Minimum Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>$28.29</td>
<td>$1,200</td>
</tr>
</tbody>
</table>

Notes

The IT Grant for Computers is not included for the purpose of determining the PCB.

Further information

Contacts

For further information, see SRP Contacts
Language Support Program (Reference 10)

Relevant from: 2010 onwards - Credit

Program description

The Language Support Program provides schools with resources to support the delivery of teaching and learning programs for students with language disorders.

Calculation

The allocation is calculated in two parts.

First, a weighted per student allocation based on the Stages of Schooling for P-9 students.

\[
\text{[Stages of Schooling Enrolment]} \times \text{[Stages of Schooling Rate]} \times \text{[Stage of Schooling Weighting]}
\]

Second, a further allocation for schools with a Student Family Occupation (SFO) index above a density threshold of 0.4343

Total Allocation = Aggregate of the enrolment multiplied by the weightings in each stage of schooling plus P-9 enrolment \(\times (\text{SFO Index} – \text{SFO Threshold}) \times \text{threshold per-student rate}

Minimum Allocation for all primary and secondary schools = $2000

Rates

2010

<table>
<thead>
<tr>
<th></th>
<th>Weighting</th>
<th>rate ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep-1</td>
<td>1.1750</td>
<td>22.77</td>
</tr>
<tr>
<td>Year 2</td>
<td>1.0910</td>
<td>21.14</td>
</tr>
<tr>
<td>Years 3-6</td>
<td>1.0000</td>
<td>19.38</td>
</tr>
<tr>
<td>Years 7-9</td>
<td>1.3051</td>
<td>25.29</td>
</tr>
<tr>
<td>Threshold</td>
<td>0.4343</td>
<td></td>
</tr>
<tr>
<td>Minimum</td>
<td></td>
<td>2000</td>
</tr>
<tr>
<td>Prep-9 Threshold per student rate</td>
<td></td>
<td>489.39</td>
</tr>
</tbody>
</table>

Notes


Schools are provided with additional resources through the Program for Students with Disabilities to support eligible students with Severe Language Disorder with Critical Educational Needs (funding level 3 and above). Schools should refer to the Program for Students with Disabilities Guidelines for further information about the specific criteria and application process.
Further information

Contacts

For further information, see SRP Contacts
Equity Funding

The SRP provides Equity Funding where additional funding is required to compensate for additional learning needs. These needs are categorised as:

**Equity Funding built on the socio-economic profile of the school population**

- Student Family Occupation
- Middle Years Equity
- Secondary Equity
- Mobility

**Programs for Students with Disabilities**

- Program for Students with Disabilities
- Program for Students with Disabilities Levels 1-6
- Special School Complexity
- Interpreter Staff Salaries
- Medical Intervention Support
- Special School Transport Administrative Cost

**English as a Second Language**

- ESL Levels 1-5
- ESL Contingency Funding
Program description

Funding for Student Family Occupation (SFO) is targeted at those students whose readiness to learn is affected by a range of circumstances, including prior educational experiences and family or other personal circumstances. Consequently, SFO funding supports programs that focus on students at risk of not achieving success at school with particular emphasis on students with literacy problems.

The SFO component of the SRP provides funding to schools through the SFO Index.

In 2010, SFO funding provision will be extended to include Specialist Index Schools. To be eligible for SFO funding specialist index schools' SFO density must be greater than the statewide median of 0.6352. The same funding principles will be applied.

SFO Index Calculation

The occupational categories and their weightings used in the calculation of SFO funding are shown in the table below. Data regarding occupational categories is collected each year as part of the August census.

<table>
<thead>
<tr>
<th>Occupation Group</th>
<th>Occupation Category Description</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Senior management in large business organisation, government administration and defense, and qualified professionals</td>
<td>0</td>
</tr>
<tr>
<td>B</td>
<td>Other business managers, arts/media/sportspersons and associate professionals</td>
<td>0.25</td>
</tr>
<tr>
<td>C</td>
<td>Tradesmen/women, skilled office, sales and service staff</td>
<td>0.5</td>
</tr>
<tr>
<td>D</td>
<td>Machine operators, hospitality staff, assistants, labourers and related workers</td>
<td>0.75</td>
</tr>
<tr>
<td>N</td>
<td>Unemployed &amp; pensioners (for 12 months or longer)</td>
<td>1</td>
</tr>
</tbody>
</table>

Data recorded in the August census as unknown is counted in the SFO density as Occupation Group A and attracts a zero weighting.

To be eligible for SFO funding a school’s SFO density must be greater than the statewide median SFO density.

Calculation

Each school's SFO density is calculated as:

\[
\text{The sum of (Number of students x weighting for each occupational category) / Total number of students}
\]

The SFO entitlement is then calculated as:

\[
(School \text{ SFO density - statewide median SFO density}) \times \text{Enrolment} \times \text{Per student rate}
\]
### Rates

**2010**

- Statewide median SFO density for specialist index schools = 0.6352
- Statewide median SFO density for mainstream schools = 0.4980
- Per student rate is $1,472.84 (Credit $1,392.51 Cash $80.33) for all eligible schools
- Formula guarantees a minimum of $10,000 for all eligible schools
- Language centres and schools = $148.74 per student

### Further information

**Contacts**

For further information, see SRP Contacts

### Middle Years Equity (Years 5-9) (Reference 12)

**Relevant from:** 2010 onwards - Credit/Cash

**Program description**

This funding provides additional targeted funds to government schools that have high concentrations of disadvantaged students in the middle years (Years 5-9). The funding is to be used to improve learning outcomes, pathways and transitions and engagement and wellbeing for these students. For these schools, students in Years 5-9 are expected to be a major focus of the school’s improvement strategies.

**Calculation**

\[(\text{School SFO density} - \text{statewide 80th percentile SFO density}) \times \text{Years 5-9 Enrolment} \times \text{Per student rate}\]

**Rates**

**2010**

- Statewide 80th percentile SFO density = 0.6400
- Per student rate is $3,277
- Formula guarantees a minimum of $5,000 for all eligible schools

### Further information

**Contacts**

For further information, see SRP Contacts
Secondary Equity (Years 7-9) (Reference 13)

Relevant from: 2010 onwards - Credit/Cash

Program description

This funding (which replaced Access to Excellence and Secondary Literacy funding) is targeted to secondary schools that have high concentrations of students who are at risk of not achieving expected levels in literacy and numeracy. Funding is to be used to design and implement programs to enhance literacy and numeracy skills of these students.

Calculation

Eligibility for funding requires schools to have a SFO density greater than the statewide median and/or AIM/NAPLAN/VELS results in the lowest 15 per cent statewide. Schools must meet one of a set of criteria using this data as follows:

- Schools with a SFO density greater than 0.5233; or
- Schools with Year 7 AIM results for English in 15% lowest average scores; or
- Schools with Year 7 AIM results for Maths in 15% lowest average scores; or
- Schools where proportion of students not attaining at least beginning level NAPLAN/VELS Level 5 English in Year 8 is in 15% highest; or
- Schools where proportion of students not attaining at least beginning level NAPLAN/VELS Level 5 Maths in Year 8 is in 15% highest

School SFO density x Year 7-9 Enrolment x Per student rate

Rates

2010

- Statewide median SFO density for schools with year 7-9 students only = 0.5233
- Per student rate is $875
- Formula guarantees a minimum of $12,000 for all eligible schools

Further information

Contacts

For further information, see SRP Contacts
Mobility (Reference 14)

Relevant from: 2010 onwards - Credit/Cash

Program description

Schools with high levels of student mobility over a sustained period of time receive mobility funding. This funding should be used by schools to design and provide programs that are specific to the needs of mobile students.

Schools eligible for mobility funding are those with a **transient enrolment density** equal to or greater than 10% when averaged over three years. The transient enrolment density for each school is a measure of the number of students who enrolled at the school during abnormal times as defined by the following criteria:

Students who enrolled at the school in the *previous year* after the mid year census and up to 30 November OR who enrolled in the *current year* between 1 March and the current mid year census are counted as transient enrolments.

Transient enrolment density is calculated as the school’s transient enrolment divided by the total school enrolment.

Calculation

School mobility funding is calculated as:

**Base + (total transient enrolments x student per capita rate)**

Rates

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2010</strong></td>
<td></td>
</tr>
<tr>
<td>Base rate</td>
<td>$2,119</td>
</tr>
<tr>
<td>Per capita</td>
<td>$252</td>
</tr>
</tbody>
</table>

Further information

Contacts

For further information, see [SRP Contacts](#)
Overview

Background

The Program for Students with Disabilities (PSD) provides a range of supports and initiatives to assist government school students with disabilities. These resources are incorporated into either the Core Student Learning Allocation or Students with Disabilities components of the SRP, as outlined in the table below:

<table>
<thead>
<tr>
<th>Core Student Learning Allocation</th>
<th>Program for Students with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular schools</td>
<td>Students resourced by the six level Students with Disabilities funding</td>
</tr>
<tr>
<td>17 deaf settings are attached to regular schools and funded accordingly.</td>
<td></td>
</tr>
<tr>
<td>Specialist schools</td>
<td>70 specialist schools are resourced using a model of funding according to the stages of schooling of eligible and regionally approved enrolments.</td>
</tr>
<tr>
<td>6 specialist schools are resourced by school specific resource agreements based on historic staff/student formulae.</td>
<td></td>
</tr>
<tr>
<td>5 specialist autism schools are resourced by school based funding model and a stages of schooling index.</td>
<td></td>
</tr>
</tbody>
</table>

Schools will be resourced by the six level Program for Students with Disabilities funding model for students who are new to the Program. The processes of identifying students with disabilities and submitting applications for the Program are detailed in the 2010 Programs for Students with Disabilities Guidelines available at:


Students who are eligible for ongoing support under the Program for Students with Disabilities and are resourced by the six level Students with Disabilities funding model will have their allocations maintained for 2010 unless the school has requested a reappraisal as a result of seriously deteriorating condition or the student has been reviewed. Note that outcomes of the 2009 Year 6-7 reviews will take effect from Term 1 2010.

The Student Support Group is the primary source of advice to the principal on the appropriate mix of resources required. This includes the provision of specialist staff (e.g. Special Needs Coordinator, occupational therapists, speech pathologists); teacher professional learning; specialist equipment/materials; and Education Support Staff (ESS). Schools are required to establish Student Support Groups for all students funded through the Program for Students with Disabilities.
Activating Student Information in the Program for Students with Disabilities Management System (PSDMS)

Administration

The Program for Students with Disabilities Management System (PSDMS) is used by schools, regional and central offices to administer processes associated with the Program for Students with Disabilities (PSD). Registered users can access PSDMS at: https://www.eduweb.vic.gov.au/psdms

Adding Student Details to the Program for Students with Disabilities Management System (PSDMS)

PSD resources are allocated based on up-to-date enrolment information provided by schools via PSDMS prior to budget-critical dates each term.

Principals must ensure all students in receipt of PSD support are listed on PSDMS prior to these critical dates. New students, or current students not listed on PSDMS, must be promptly uploaded from CASES21 and registered in PSDMS.

For further information, PSDMS user guides can be accessed from the home page of PSDMS, or at: http://www.education.vic.gov.au/healthwellbeing/wellbeing/disability/systems.htm

Important – Please Note:

Administration of the PSD is dependant on schools ensuring that all relevant students are accounted for in PSDMS.

Where student details are entered incorrectly in CASES21, or enrolments are not registered in PSDMS prior to budget critical dates each term, Program for Students with Disabilities funding cannot be guaranteed.

Enrolment Changes – Student Transfers

PSD resources are allocated according to enrolments recorded in PSDMS at the start of each term. Where a student transfers during the school year, resources remaining for the year will be adjusted and made available to the new school from the commencement of the next school term (pending registration of enrolment details on PSDMS) The Student Resource Package will be adjusted accordingly at the end of each term (as required).

Schools should make local arrangements to transfer resources for enrolment changes occurring during term.

Eligible students with a disability who have left the Victorian government school system for a period greater than four school terms (12 months) will need to submit a new application.

Specialist School Enrolments

In order for students to be enrolled in a specialist school setting, eligibility needs to be established and regional approval given to ensure resources from the Program for Students with Disabilities.

If it is deemed appropriate, a Regional Director has the discretion and the authority to approve the enrolment of a student ineligible for PSD support in a specialist school. The approved enrolment prior in such a circumstance identified prior to the February Census enables core funding to be allocated in the SRP.

Part-time attendance

Students in part-time attendance at a regular school and at a specialist school will be funded in both the regular and the specialist school on a pro rata basis. Part-time attendance or changes to existing part-time attendance must be entered into CASES21, which updates PSDMS and funding accordingly.
Accountability

Accountability arrangements for the Program for Students with Disabilities have been incorporated into the existing school accountability framework. Schools are required to establish educational goals for all students supported through this Program and to report on student progress towards these goals in the August Census.

Notification of Resources

Regular schools and specialist schools are notified about their level of resources for the Students with Disabilities element of their SRP in two ways. Firstly, as a summary in the Student Resource Package, and secondly, in the Resource Allocation Listing provided by the PSDMS. Individual outcome notifications concerning named students are provided through PSDMS.

Important Note Concerning Indicative SRP

The Students with Disabilities element of the Indicative Student Resource Package is based on the information provided by the annual round and other application processes and all relevant enrolments identified on PSDMS at Term 3 2009. This can result in significant variation between the indicative budgets for this element and the confirmed 2010 SRP.

Reconciliation Processes

PSD allocations can be viewed in the current PSDMS Resource Allocation Listing and corresponding SRP. It is the responsibility of the principal to review this information throughout the year. All questions regarding confirmed PSD allocations should be logged via the DEECD Service Gateway, where a reconciliation process can be initiated if required. Reconciliation requests can only be considered on a one-term basis. Requests for back-dated funding cannot be considered beyond the previous term.

Further information

- Program for Students with Disabilities Levels 1-6

Contacts

For further information, see SRP contacts
Program for Students with Disabilities Levels 1-6 (Reference 015)

Relevant from: 2010 onwards - Credit

Program description

The Program for Students with Disabilities (PSD) provides a range of supports and initiatives to assist government school students with disabilities.

Schools will be funded for each eligible student with a disability at one of 6 levels, with the index level informed by the responses provided to the Educational Needs Questionnaire.

The six level Students with Disabilities funding model provides resources for the following types of expenditure for the Program for Students with Disabilities:

- Special teachers/integration teacher(s)
- Education Support Staff
- Associated payroll tax
- Relief Teaching
- Interpreter
- Curriculum resources
- Specialised equipment
- Consultancy or professional development
- Speech Pathology
- Physiotherapy
- Nurse
- Occupational therapy
- Superannuation

It is the responsibility of the school, in consultation with parents, to determine how the resources are used.

Calculation Details

Any allocations made after the beginning of the school year will be on a term by term pro rata basis. This means that instead of the school receiving the full year’s allocation, it will receive an amount according to the number of terms remaining in the school year. If the student transfers during the school year, resources remaining for the year will be adjusted and made available to the new school (pending a registration of the enrolment on PSDMS) from the commencement of the next school term.

Students in part-time attendance at a regular school and at a specialist school will be funded in both the regular and the specialist school on a pro rata basis. Part-time attendance or changes to existing part-time attendance must be entered into CASES21, which updates PSDMS and funding accordingly.
## Rates

### 2010

<table>
<thead>
<tr>
<th>Level</th>
<th>Students with Disabilities Credit ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5,676</td>
</tr>
<tr>
<td>2</td>
<td>13,127</td>
</tr>
<tr>
<td>3</td>
<td>20,722</td>
</tr>
<tr>
<td>4</td>
<td>28,281</td>
</tr>
<tr>
<td>5</td>
<td>35,783</td>
</tr>
<tr>
<td>6</td>
<td>43,326</td>
</tr>
</tbody>
</table>

### Further information

- [Program for Students with Disabilities (Reference 15a)]

### Contacts

For further information, see [SRP Contacts](#)
Special School Complexity Allowance (Reference 18)

Relevant from: 2010 onwards - Credit

Program description

Specialist Schools funded by student per capita allocations receive a Complexity Allowance.

The Complexity Allowance is calculated once a year by multiplying the Special School Core Index enrolment of eligible and regionally approved students at census by a school specific index point from the chart below. The index point is determined by calculating the weighted mean of the Students with Disabilities index levels 1-6 in the school at census.

Rates

2010

<table>
<thead>
<tr>
<th>Index Point</th>
<th>Supplementation per Student ($)</th>
<th>Index Point</th>
<th>Supplementation per Student ($)</th>
<th>Index Point</th>
<th>Supplementation per Student ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td>174.6</td>
<td>2.7</td>
<td>629.0</td>
<td>4.4</td>
<td>1,083.5</td>
</tr>
<tr>
<td>1.1</td>
<td>201.3</td>
<td>2.8</td>
<td>655.8</td>
<td>4.5</td>
<td>1,110.2</td>
</tr>
<tr>
<td>1.2</td>
<td>228.0</td>
<td>2.9</td>
<td>682.5</td>
<td>4.6</td>
<td>1,137.0</td>
</tr>
<tr>
<td>1.3</td>
<td>254.8</td>
<td>3.0</td>
<td>709.2</td>
<td>4.7</td>
<td>1,163.7</td>
</tr>
<tr>
<td>1.4</td>
<td>281.5</td>
<td>3.1</td>
<td>736.0</td>
<td>4.8</td>
<td>1,190.4</td>
</tr>
<tr>
<td>1.5</td>
<td>308.2</td>
<td>3.2</td>
<td>762.7</td>
<td>4.9</td>
<td>1,217.2</td>
</tr>
<tr>
<td>1.6</td>
<td>335.0</td>
<td>3.3</td>
<td>789.4</td>
<td>5.0</td>
<td>1,243.9</td>
</tr>
<tr>
<td>1.7</td>
<td>361.7</td>
<td>3.4</td>
<td>816.2</td>
<td>5.1</td>
<td>1,270.6</td>
</tr>
<tr>
<td>1.8</td>
<td>388.4</td>
<td>3.5</td>
<td>842.9</td>
<td>5.2</td>
<td>1,297.4</td>
</tr>
<tr>
<td>1.9</td>
<td>415.2</td>
<td>3.6</td>
<td>869.6</td>
<td>5.3</td>
<td>1,324.1</td>
</tr>
<tr>
<td>2.0</td>
<td>441.9</td>
<td>3.7</td>
<td>896.4</td>
<td>5.4</td>
<td>1,350.8</td>
</tr>
<tr>
<td>2.1</td>
<td>468.6</td>
<td>3.8</td>
<td>923.1</td>
<td>5.5</td>
<td>1,377.6</td>
</tr>
<tr>
<td>2.2</td>
<td>495.4</td>
<td>3.9</td>
<td>949.8</td>
<td>5.6</td>
<td>1,404.3</td>
</tr>
<tr>
<td>2.3</td>
<td>522.1</td>
<td>4.0</td>
<td>976.6</td>
<td>5.7</td>
<td>1,431.0</td>
</tr>
<tr>
<td>2.4</td>
<td>548.8</td>
<td>4.1</td>
<td>1,003.3</td>
<td>5.8</td>
<td>1,457.8</td>
</tr>
<tr>
<td>2.5</td>
<td>575.6</td>
<td>4.2</td>
<td>1,030.0</td>
<td>5.9</td>
<td>1,484.5</td>
</tr>
<tr>
<td>2.6</td>
<td>602.3</td>
<td>4.3</td>
<td>1,056.8</td>
<td>6.0</td>
<td>1,511.2</td>
</tr>
</tbody>
</table>

Further information

Contacts

For further information, see SRP Contacts
Interpreter Staff Salaries (Reference 19)

Relevant from: 2010 onwards - Credit

Program description

Interpreter Staff funding is allocated to deaf facilities with secondary enrolments. The funding is inclusive of on costs, leave loading, plus 1.5 per cent for short-term relief costs.

Calculation Details

Funding is allocated based on the resourcing of deaf facilities.

Further information

Contacts

For further information, see SRP Contacts

Medical Intervention Support (Reference 20)

Relevant from: 2010 onwards - Credit

Program description

Additional funding is provided through the SRP from 2009 in support of particular students receiving funding through the Program for Students with Disabilities (PSD) who require regular complex medical support. The additional funding is to enable staff allocated the responsibility for the delivery of this medical intervention support to be paid at level 1, range 2 of the Education Support classification structure consistent with the recent amendments to Victorian Government – School Services Officers Agreement.

Rates

2010

<table>
<thead>
<tr>
<th>Rate ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per Eligible Student</td>
</tr>
</tbody>
</table>

Further information

Contacts

For further information, see SRP Contacts
Special School Transport Administrative Cost (Reference 25)

Relevant from: 2010 onwards - Cash

Program description

It is recognised that special settings expend time in managing transport arrangements in consultation with bus contractors and parents. Recognition is given to this factor.

Rates

2010

<table>
<thead>
<tr>
<th>Enrolment Range</th>
<th>Rate ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 25</td>
<td>2,170</td>
</tr>
<tr>
<td>26 - 50</td>
<td>2,715</td>
</tr>
<tr>
<td>51+</td>
<td>3,259</td>
</tr>
</tbody>
</table>

Further information

Contacts

For further information, see SRP Contacts

ESL Levels 1-5 (Reference 26)

Relevant from: 2010 onwards - Credit/Cash

Program description

The ESL program funding in the SRP 2010 consists of two main parts:

1. ESL Index

Current ESL Index funding was introduced in SRP 2005.

MEA funding, which is included in the overall ESL index funding (and not shown separately from 2007) equates to approximately a quarter of the total funding.

2. ESL Contingency

Contingency funding arrangements will continue in 2010.

Each year, ESL index funding is based on data collected from schools in the preceding August Language Background Other Than English census.

Funding is allocated to schools to provide ESL programs for students based on the number of students who:

- come from a language background other than English
- speak a language other than English at home as their main language
• have been enrolled in an Australian school for less than five years

• attract Student Resource Package (SRP) funding.

Schools should plan programs that are sufficiently flexible to accommodate the changes that occur to their ESL populations during the school year.

This can be due to new enrolments or students transferring or leaving.

The Department has produced a handbook providing advice to schools on programs supporting students learning English as a second language.

This can be accessed at http://www.education.vic.gov.au/studentlearning/programs/esl/eslschools.htm#6

Schools which experience significant increases to their ESL student profile throughout in the year may be eligible for ESL contingency funding.

See Reference 27 of these Guidelines.

**Calculation**

ESL funding is based on an integrated weighted index for primary and secondary students.

This is applied to a school’s profile of students from language backgrounds other than English as identified in the August census.

A school’s ESL allocation will include a weighting to reflect the differing densities of Student Family Occupations.

This weighting reflects the high correlation between student outcomes and family occupation to target funding to schools with ESL learners with greatest need.

A school is required to reach a threshold before funding will apply.

The combined ESL and MEA thresholds are $19,244 for primary schools and $37,182 for secondary schools.

**Rates**

**2010**

The following table shows index levels and level descriptions:

<table>
<thead>
<tr>
<th>Level</th>
<th>Level Description</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>In year Prep</td>
<td>1.0</td>
</tr>
<tr>
<td>2</td>
<td>2-5 years in Australian school Years 1-6</td>
<td>2.00</td>
</tr>
<tr>
<td>3</td>
<td>&lt;2 years in Australian school Years 1-6</td>
<td>4.00</td>
</tr>
<tr>
<td>4</td>
<td>2-5 years in Australian school Years 7-12</td>
<td>5.09</td>
</tr>
<tr>
<td>5</td>
<td>&lt;2 years in Australian school Years 7-12</td>
<td>7.64</td>
</tr>
</tbody>
</table>

Table 2 below shows the weightings applied to schools which have differing densities of Student Family Occupations.
### Table 2

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SFO density less than or equal to 44.91%</td>
<td>0.6</td>
</tr>
<tr>
<td>2</td>
<td>SFO density greater than 44.92% but less than or equal to 48.96%</td>
<td>1.0</td>
</tr>
<tr>
<td>3</td>
<td>SFO density greater than 48.97%</td>
<td>1.4</td>
</tr>
</tbody>
</table>

The combined effect of Tables 1 and 2 results in the following allocation matrix for total ESL index funding plus MEA:

<table>
<thead>
<tr>
<th>Level</th>
<th>Level Description</th>
<th>Weight</th>
<th>SFO Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>0.6</td>
<td>1.0</td>
</tr>
<tr>
<td>1</td>
<td>In year Prep</td>
<td>1.0</td>
<td>$251.44</td>
</tr>
<tr>
<td>2</td>
<td>2-5 years in Australian school Years 1-6</td>
<td>2.00</td>
<td>$502.88</td>
</tr>
<tr>
<td>3</td>
<td>&lt;2 years in Australian school Years 1-6</td>
<td>4.00</td>
<td>$1,005.77</td>
</tr>
<tr>
<td>4</td>
<td>2-5 years in Australian school Years 7-12</td>
<td>5.09</td>
<td>$1,279.84</td>
</tr>
<tr>
<td>5</td>
<td>&lt;2 years in Australian school Years 7-12</td>
<td>7.64</td>
<td>$1,921.02</td>
</tr>
</tbody>
</table>

### Notes

ESL index funding is made available to schools to staff ESL programs with appropriately qualified ESL teachers and Multicultural Education Aides.

Further information

For further information, see SRP Contacts
ESL Contingency (Reference 27)

Relevant from: 2010 onwards - Credit/Cash

Program description

Contingency funding may be provided to schools, English Language Schools or Centres that experience significant changes to their ESL populations during the school year. Contingency funding may also be provided to English Language Schools and Centres for additional Outposting or Visiting Outposting classes during the year. Core funding for staff providing outposting programs (the assignment of primary teachers from an ELS/C to a mainstream primary school, or a cluster of schools, to provide an intensive new arrivals program) is included in ELS/Cs Student Resource Packages.

Schools or English Language Schools and Centres requesting contingency funding should contact the ESL personnel of the Targeted Programs Branch. A Contingency Report ST21038 is available on CASES21.

Teacher salary charges to schools in 2010 will continue to be based on actual payroll debits for individual staff as reflected on HRMS. This includes the actual cost of annual leave loading and all allowances, such as higher duties and special payments. Also included are non-cash benefits for teachers.

Rates

2010

Budget rates for teachers are all inclusive and are as follows:

<table>
<thead>
<tr>
<th></th>
<th>Credit ($)</th>
<th>Cash ($)</th>
<th>Total ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>85,432</td>
<td>2,302</td>
<td>87,734</td>
</tr>
<tr>
<td>Secondary</td>
<td>85,784</td>
<td>1,241</td>
<td>87,025</td>
</tr>
</tbody>
</table>

Notes

English Language Schools and Centres (ELS/Cs) receive a special purpose SRP under the diverse settings provisions. English Language Schools receive a per student rate and a base to provide both safety net and support. Both of these allocations are multiples of the rates that apply in standard settings. English Language Centres receive a per student rate only. They do not receive the base as that base support is provided by the host school.

Funding to English Language Schools and Centres is based on target enrolments established by the Student Learning Division.

Further information

Contacts

For further information, see SRP Contacts.
School Infrastructure

School-based funding provides for school infrastructure and programs specific to individual schools.

References

- Contract Cleaning
- Cross Infection Prevention Allowance
- Cleaning Minimum Allowance
- Grounds Allowance
- Building Area Allowance
- Split-Site/Multi-Site Allowance
- Utilities
- Maintenance & Minor Works Funding
- Essential Services/Annual Contracts
- WorkCover

Contract Cleaning (Reference 28)

Relevant from: 2010 onwards - Cash

Program description

Funding for contract cleaning is included in the Student Resource Package based on normal and low use areas as determined by cleanable spaces identified in the schools' facilities schedule. Funds are allocated as cash and paid via the quarterly cash grant.

The cleaning allocation does not include provision for the cost of school consumables such as toilet paper, paper towels, soap, disinfectant blocks or bin liners. Funding for these items is in the cash component of the Student Resource Package.

The Indicative SRP is based on enrolment projections. As with other elements of the SRP, the contract cleaning allocation is subject to change in the confirmed SRP based on confirmed enrolments as per the February census.

This is the total of the cleanable areas of the school as per the Schools Assets Management System (SAMS). The Total Cleaning Area used to calculate your budget is contained in your Student Resource Package Budget advice notice and in the Quarterly Cash Grant advice. Any subsequent changes will be reflected in your School Cleaning Area Report.

Contract cleaning allocations are adjusted for any building configuration changes that occur on the SAMS data base. Where the cleanable area is reduced, the area change is applied from the following term. Where the cleanable area is increased, the cleaning area change is applied from the beginning of the term in which the change was made.

Total Cleaning Area

This is the total of the cleanable areas of the school as per the Schools Assets Management System (SAMS). The Total Cleaning Area used to calculate your budget is contained in your Student Resource Package Budget advice notice and in the Quarterly Cash Grant advice. Any subsequent changes will be reflected in your School Cleaning Area Report.
Cleaning Area Entitlement

The cleaning area entitlement (normal use) for both secondary and primary schools is allocated in square metres according to enrolment bands of 25 students.

The cleanable area in excess of entitlement is deemed as low use area.

Refer to this spreadsheet (Excel - 31Kb) for enrolment/area entitlements.

For a small number of primary schools disadvantaged by the 1:25 Schedule introduced in 2001 additional m2 area is added to the school’s entitlement on SAMS to restore the school to the better of the former entitlement schedules. The adjustment is removed when the school moves into line with the New 1:25 Schedule due to enrolment changes or if the school undergoes a facilities provision or upgrade program.

Building Area Changes

The budget impact of area changes notified depends on whether the areas are part of the school’s area entitlement and whether they involve designated cleanable areas. Where areas change, schools should refer to the School Cleaning Area Report or contact the Asset Data Unit to determine the effect on their cleanable area.

Calculation

\([\text{Normal\_Use\_Area}] \times [\text{Normal\_Use\_Rate}] \text{ plus } [\text{Low\_Use\_Area}] \times [\text{Low\_Use\_Rate}]\)

- Refer to Rates Section for stipulated minimum dollar allocation
- Entitlement cannot exceed Total Cleanable Area

Rates

2010

<table>
<thead>
<tr>
<th>School Type</th>
<th>Normal Use ($)</th>
<th>Low Use ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Development School</td>
<td>23.35</td>
<td>N/A</td>
</tr>
<tr>
<td>All others</td>
<td>21.76</td>
<td>4.67</td>
</tr>
<tr>
<td>Small schools under 372 square metres</td>
<td>17.40</td>
<td>N/A</td>
</tr>
<tr>
<td>Minimum allocation</td>
<td>4,591</td>
<td></td>
</tr>
</tbody>
</table>

Notes

Split-site and multi-campus locations are calculated as separate entities.

Also refer to Reference 29 – Cross Infection Prevention Allowance (only for Special Development and Physical Disability schools)

Further information

Contacts

For further information, see SRP Contacts
Cross Infection Prevention Allowance (Reference 29)

Relevant from: 2010 onwards - Cash

Program description

Additional cleaning funds are provided to special developmental schools and physical disability special schools to reduce the risk of cross infection.

Rates

<table>
<thead>
<tr>
<th>No. of Students</th>
<th>Rate ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-30</td>
<td>5,494</td>
</tr>
<tr>
<td>&gt;30</td>
<td>10,988</td>
</tr>
</tbody>
</table>

Further information

Contacts

For further information, see SRP Contacts

Cleaning Minimum Allowance (Reference 30)

Relevant from: 2010 onwards - Cash

Program description

A minimum rate is applied to all schools and centres.

Rates

2010

Minimum = $4,591

Further information

Contacts

For further information, see SRP Contacts
Grounds Allowance (Reference 31)

Relevant from: 2010 onwards - Cash

Program description

The Grounds Allowance is provided for ground maintenance and improvement

Calculation

Grounds Square Metres x Grounds Allowance Rate

Rates

2010

Grounds Allowance = 0.174 cents per square metre.

Further information

Contacts

For further information, see SRP Contacts

Building Area Allowance (Reference 32)

Relevant from: 2010 onwards - Cash

Program description

Funding for the building area allowance is on the basis of the schools total building area in square metres.

Calculation

Building Area square metres x Building Area Allowance Rate

Rates

2010

<table>
<thead>
<tr>
<th>Day Special</th>
<th>SDS</th>
<th>Physical Disability</th>
<th>Hospital Special</th>
<th>Visual/Hearing Impaired</th>
<th>Language School</th>
<th>Youth Training Centre</th>
</tr>
</thead>
<tbody>
<tr>
<td>(m²/ annually)</td>
<td>(m²/ annually)</td>
<td>(m²/ annually)</td>
<td>(m²/ annually)</td>
<td>(m²/ annually)</td>
<td>(m²/ annually)</td>
<td>(m²/ annually)</td>
</tr>
<tr>
<td>$2.09</td>
<td>$2.45</td>
<td>$2.09</td>
<td>$2.09</td>
<td>$2.09</td>
<td>$1.64</td>
<td>$1.64</td>
</tr>
</tbody>
</table>
Split-Site/Multi-Site Allowance (Reference 33)

Relevant from: 2010 onwards - Cash

Program description

Split-site/multi-site allowances are paid to designated primary, P-12 and secondary colleges which are not being funded for a separate base.

A school may be eligible for the allowance if:

- the configuration of the school represents an historical merging of two or more schools

or

- it has classrooms operating on two or more sites e.g. separated by at least a road or an oval (not including alternative settings attached to schools).

Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>Primary School (a)</td>
<td>$5,400 per annum for the second site</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$2,701 per annum for each subsequent site</td>
</tr>
<tr>
<td></td>
<td>P-12 School</td>
<td>$8,521 per annum for each additional site</td>
</tr>
<tr>
<td></td>
<td>Secondary College (b)</td>
<td>$8,521 per annum per additional site</td>
</tr>
</tbody>
</table>

Notes

(a) Includes P-12 colleges that have more than one primary school site.

(b) For approved secondary colleges formed through the merger of secondary colleges on adjacent sites this item is replaced by a $48,747 site allowance.
Utilities (Reference 34)

Relevant from: 2010 onwards - Cash

Program description

Funding is provided for the cost of electricity, gas, i.e. natural (mains) gas, bulk gas tank registration, oil, water rates, septic tanks, swimming pools and refuse and garbage.

The utilities element also includes funds for those schools connected to the Department security alarm system and schools that are charged a monitoring fee when connected to a fire brigade station.

Electricity

The Department is currently a participant in Whole of Government contracts that cover the supply of electricity to all school sites (meters).

1. Origin Energy for sites with an annual consumption of greater than 160MWh (Megawatt hours).

2. TRUenergy for sites with an annual consumption of less than 160MWh.

Any schools with sites not supplied under the relevant Whole of Government contract should contact Origin Energy Business Direct Line ph 13 23 34 or Mark McAuliffe, TRUenergy, ph 8628 1073, to arrange transition.

Natural Gas

In conjunction with the Government Services Group of the Department of Treasury and Finance, DEECD has established a Whole of Government contract with TRUenergy covering the supply of natural gas to schools.

Schools using natural gas who are not supplied by TRUenergy, should contact Brett Duff, Schools Resource Allocation Branch, ph 03 9637 2063.

In lieu of schools joining a Whole of Government contract, Executive Memo 2005/19 Update on the Supply of Electricity and Natural Gas remains current in that schools should not sign or negotiate individual or group contracts for the supply of natural gas irrespective of usage levels.

New schools, refurbishment or major building works

Projects of this nature will involve new connections, or upgrades in infrastructure used to supply electricity or natural gas. Where this is the case, schools should make early contact with the appropriate Whole of Government electricity or natural gas supplier in order to understand both the nature and cost of this aspect of the project.

Further information

Contacts

For further information, see SRP Contacts
Maintenance and Minor Works Funding (Reference 35)

Relevant from: 2010 onwards - Cash

Program description

Whilst the SRP is calculated and paid on the basis of the school or calendar year, the statewide budget for maintenance and minor works is based on the financial year. Schools will receive an adjustment in their term 4 SRP payment (October) to account for any changes in the statewide budget and the 6 month gap.

The formula for maintenance and minor works funding distributes 50 per cent of the available funds on the basis of the school’s facilities entitlement area, 25 per cent on the type of materials used in the construction of the school buildings and 25 per cent on the relative condition of those buildings. Appropriate factors are also applied to cater for the higher costs associated with building works in remote areas.

The formula calculates the facilities entitlement area for each school, in accordance with its current and/or projected enrolment. These entitlement areas are then totalled for the entire state and a part of each school’s allocation is based on its proportion of that state total.

Similarly, the formula multiplies the actual area of each building zone by the appropriate factors for both its building construction material and relative condition. Statewide totals are then calculated and the remainder of each school’s allocation is based on its relative proportion of these two state totals.

The Maintenance and Minor Works grant is paid on a quarterly basis as part of the Student Resource Package Budget Cash Grant.

Adjustments to maintenance and minor works funding may be made on the basis of:

- Changes to current SAMS building data.
- Changes to enrolment.
- Changes in relocatable numbers.
- Changes in the statewide maintenance budget

Annual fluctuations in the state totals of the entitlement area, type of construction material by its area and relative condition by its area, will all cause small changes in every school’s annual allocation.

Funding allocation

Fifty percent of the Maintenance and Minor Works grant is available for urgent/unplanned works (CASES21 Revenue 70091 Expenditure 86504 Program 610). The other 50 percent must be directed towards planned maintenance works (CASES21 Revenue 70091 Expenditure 86504 Program 620 sub program 6201), as identified in the planned maintenance module of the School Maintenance System; with the highest ranking works being completed first until 50 percent of the Maintenance and Minor Works grant has been expended.

The 2006 School Maintenance Audit data has been loaded into the School Maintenance System. The rankings set out within that audit data must form the basis for the expenditure of 50 percent of the Maintenance and Minor Works grants funded through the SRP.

It is important that all SRP and Supplementary maintenance funds are fully expended in a timely fashion and correctly accounted for in the planned maintenance module of the School Maintenance System. Where funds have not been correctly accounted schools may have their 50% Planned Maintenance component suspended until the funds have been accounted for in the School Maintenance System.

During the CASES21 End of Year procedures any maintenance funding not fully expended must be rolled/journalled back into Program 610 and 620.
Essential Services/Annual Contracts (Reference 36)

Relevant from: 2009 onwards - Cash

Program description

The Essential Services/Annual Contracts allocation provides for the servicing and inspection of various equipment both essential and mandatory. It provides for the servicing of heating plant, specialized fire equipment, emergency exit lighting, lifts, EPA licensed sewerage treatment, water treatment and sanitary and nappy bins.

Costs associated with repairs/maintenance for any of the equipment serviced under this component are funded within the Maintenance and Minor Works component of the SRP.

Adjustments to the Essential Services/Annual Contracts components will be made on the basis of enrolment/entitlement area or the provision of new equipment.

From January 2007, schools identified in the School Maintenance System as having previously experienced termite infestations now receive funding for an annual termite inspection.

Guidelines for the maintenance of essential services/equipment in schools can be obtained from regional offices or electronically via the EduLibrary - Electronic Document Repository.
Program description

Each school’s WorkCover budget allocation has been determined by applying an averaged claim cost rate for each school type to the remuneration of each school.

The amount charged against a school’s WorkCover budget allocation is based on the actual incurred costs of claims that have been lodged at the school during the 2009/2010 WorkCover premium calculation period from 1 April 2006 to 31 December 2008.

If the claims costs are greater than a school’s WorkCover budget allocation, the school is required to pay all or part of the difference, capped at 0.5% of its remuneration up to a maximum of $10,000. Savings capped at 0.5% of remuneration, up to a maximum of $10,000 accrue to those schools with claims costs less than their WorkCover budget allocations. Full 2010 WorkCover budget allocations, charge out amounts and end of year balance details are in the WorkCover Summary Statement.

Notes

Exempt Category Claims

The following categories of claims are eligible for exemption from the calculation of a school’s 2010 SRP WorkCover cost:

- WorkCover claims that have injury dates prior to 1 July 2000.
- WorkCover claims from staff who work across a number of schools, such as Student Support Services Officers.
- WorkCover claims accepted in error by the Department’s WorkCover agent, CGU Workers Compensation Insurance.
- WorkCover claims arising from participation in the Teacher Games.
- Consideration will also be given to exempting schools from the costs of claims:
  - From staff who have been the subject of compassionate transfer because of health reasons.
  - From principals and other staff who are the subject of unsatisfactory performance or discipline proceedings.

Principals of schools that have claims in these categories lodged over the period from 1 April 2006 to 31 December 2008 should notify the Employee Health Unit (EHU) by email (employeehealth@edumail.vic.gov.au), by Friday 11 December 2009, providing claim/s details and a request that the school’s WorkCover cost be reviewed. The EHU will advise schools of the results of these reviews.

Further information

Contacts

For further information, see SRP Contacts
School Specific Programs

School-based funding provides for school infrastructure and programs specific to individual schools.

References

- P12 Complexity Allowance
- Location Indexed Funding
- MARC/MACC Teachers, Science and Technology, School Restructure
- Instrumental Music Program
- LOTE Teacher Assistants
- Bus Coordination
- Koorie Educators
- Country Area Program Grant
- MARC/MACC Grant
- Alternative Settings Teachers
- Ancillary Settings Teachers
- Alternative Programs - Region Grants

P-12 Complexity Allowance (Reference 38)

Relevant from: 2010 onwards - Credit

Program description

Approved P-12 colleges receive an Administration Complexity Allowance, which recognizes the additional complexity involved in managing a P-12 setting. The allowance, which is based on the Principal Classification Budget (PCB), is allocated as credit. The P-12 Complexity Allowance is not included for the purpose of determining the PCB.

Rates

2010

<table>
<thead>
<tr>
<th>Administration Complexity Allowance ($)</th>
<th>Principal Classification Budget (PCB) ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>21,261</td>
<td>&lt;1,161,288</td>
</tr>
<tr>
<td>42,514</td>
<td>1,161,288 to 2,709,674</td>
</tr>
<tr>
<td>63,768</td>
<td>2,709,675 to 6,744,407</td>
</tr>
<tr>
<td>85,030</td>
<td>&gt;6,744,407</td>
</tr>
</tbody>
</table>

Further information
Location Indexed Funding (Reference 39)

Relevant from: 2010 onwards - Cash

Program description

The Location Index has been calculated for each primary school, secondary college and schools in special settings outside the former Melbourne (03) telephone district on the basis of 3 factors:

- Distance from Melbourne;
- Distance from the nearest provincial centre with more than 20,000 inhabitants; and
- The nearest primary or secondary college, as appropriate, above the rural school size adjustment factor threshold. Only schools below the thresholds will receive funding for this factor.

Each of these factors has been assigned an equal weighting.

The Location Index comprises a base allocation for each school plus a per student allocation for the first 300 students for eligible Primary Schools and for the first 500 students for eligible Secondary Colleges. Schools in special settings will also receive Location Index Funding.

Calculation

Base allocation + (Location Index x Student Enrolment x per student Rate)*

* For each school campus there is a single base rate and enrolments are capped at 300 primary and 500 secondary students

Rates

<table>
<thead>
<tr>
<th>2010</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Base</td>
<td>$549.24</td>
</tr>
<tr>
<td>Per Student Rate</td>
<td>$86.92</td>
</tr>
</tbody>
</table>

Further information

Contacts

For further information, see SRP Contacts
MARC/MACC Teachers, Science and Technology, School Restructure (Reference 40)

Relevant from: 2010 onwards - Credit/Cash

Program description

The budget is based on a teacher EFT and the funding rates are all-inclusive for salaries and related costs.

Rates

<table>
<thead>
<tr>
<th>Rate for 1.0 EFT</th>
<th>Credit ($)</th>
<th>Cash ($)</th>
<th>Total ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>85,432</td>
<td>2,302</td>
<td>87,734</td>
</tr>
<tr>
<td>Secondary</td>
<td>85,784</td>
<td>1,241</td>
<td>87,025</td>
</tr>
</tbody>
</table>

Notes

The funding for MARC/MACC teachers is allocated to the host school.

The principal of the host school has responsibility for determining the tasks that will attract a special payment in that school including any payment for tasks associated with the MARC/MACC activity.

Further information

Contacts

For further information, see SRP Contacts
Instrumental Music Programs (Reference 41)

Relevant from: 2010 onwards - Credit

Program description

The instrumental music program provides funding opportunities for new and/or developing secondary schools that were not available previously and regions will now have greater flexibility to target resources to highest priority programs. The level of credit is determined by Regions.

Further information

Contacts

For further information, see SRP Contacts

LOTE Teacher Assistants (Reference 42)

Relevant from: 2010 onwards - Credit

Program description

LOTE Teacher Assistants are allocated to schools by the LOTE Resource Committee of the International Education Division, after consideration of applications from schools in response to an annual advertisement in Shine Magazine.

Funding is allocated to host schools as credit.

Notes

Allocations for LOTE Teacher Assistants cannot be transferred to cash.

Further information

Contacts

For further information, see SRP Contacts
Bus Coordination (Reference 43)

Relevant from: 2010 onwards - Credit

Program description

Funding for bus coordination is allocated as a credit item.

Rates

2010

| Annual Full Time Rate | $61,966 |

Further information

Contacts

For further information, see SRP Contacts

Koorie Educators (Reference 44)

Relevant from: 2009 onwards - Credit

Program description

Koorie Workforce Reform

In February 2008 the Minister for Education launched the new education strategy for Koorie students Wannik.

A key focus area of Wannik is to expand and develop the Koorie support workforce by:

- Employing more Koorie support staff and integrate the Koorie support workforce with regional support staff and functions linked to the Department’s broader early childhood and school improvement strategy, including the coordination of developing education plans and pathway plans for Koorie students; and

- Redesigning the roles and responsibilities of the Koorie support workforce to ensure high-level support for individual Koorie students and families, with a particular focus on school-family engagement.

Implications for school workforce management arising from the implementation of Wannik are:

- The allocation of Koorie educators should continue to follow process as described below, with all allocations being at the current full time equivalent;

- Koorie educator positions must stay at current banker schools;

- No new positions for Koorie educators can be created.

For more information about the implementation of Wannik, see: Aboriginal Strategies

Koorie Educator Position Outline
Allocations of Koorie Educators are consistent with the determinations made by the Victorian Aboriginal Education Association Incorporated (VAEAI) and the Department of Education and Early Childhood Development. The involvement of VAEAI (particularly through Local Aboriginal Education Consultative Groups LAECG) in processes relating to Koorie Educators is consistent with the partnership arrangement between the Department of Education and the VAEAI as outlined in Government policy - *Yalca 2001: A Partnership in Education and Training for the New Millennium*.

Koorie Educators provide support to Koorie students in the classroom and act as a liaison between schools and families of Koorie students. The Koorie Educator salary range is in accordance with the Education Services (ES) range and is funded on the basis of the average teacher aide salary plus short term relief funding of 1.5 per cent and annual leave loading.

Regional Koorie Education Committees (RKECs) in coordination with regional offices have the ability to reallocate Koorie Educator positions in line with student need. RKECs comprise Local Aboriginal Education Consultative Group and Departmental representatives who have the ability to make decisions regarding regional/local Koorie education initiatives and ongoing review of the allocation of Koorie Educators in the region particularly when a vacant position arises.

**When a Koorie Educator position becomes vacant, principals should:**

- Contact the Assistant Regional Director/Senior Education Officer responsible for implementation of the Koorie Education Strategy plan in your Region to organize for contact with the appropriate Local Aboriginal Education Consultative Group/s, and Koorie Education Development Officer (KEDO) in their region;
- Refer the vacant position to the Regional Koorie Education Committee (RKEC) for consideration; and
- Await outcome of review of position by RKEC.

**Once an RKEC, in coordination with Regional Offices, allocates (or continues the allocation of) a Koorie Educator position, principals should:**

- Be informed by the RKEC or Regional Office in writing of the allocation/continued allocation.
- Make contact with the LAECG and KEDO to form a selection panel comprising:
  - principal or school council representative;
  - LAECG Chairperson or representative; and
  - Koorie parent/community representative.
- Advertise the position in line with the protocol for filling Koorie Educator positions and the job description available. These positions are designated for Aboriginal and Torres Strait Islander people only, consistent with the exemption gained from the Anti Discrimination Tribunal.
- Contact the Call Centre, Human Resource Services to obtain advice regarding the appropriate charge code.
- Email the details of the successful applicant to Mr Peter Sproules, Project Officer, System Policy Division at sproules.peter@edumail.vic.gov.au.

**NOTE:** It should be noted that principals should ensure the involvement of the LAECG in selection processes when filling both short term and long term Koorie Educator vacancies.

**Notes**

Allocations for Koorie Educators cannot be transferred to cash.

**Further information**

**Contacts**

For further information, see [SRP Contacts](#).
Country Area Program Grant (Reference 45)

Relevant from: 2010 onwards - Cash

Program description

The eligibility criteria and allocative mechanism implemented in 1997 will continue to determine eligible schools and allocations for the 2009 calendar year.

Eligibility criteria

From 1997, all schools are eligible for Country Areas Program (CAP) funding if they are located:

- more than 150 km from Melbourne

and

- more than 25 km from the nearest provincial centre with a population of more than 20,000 (see — Rural School Size Adjustment Factor — for a list of these centres)

and

- in a community with a population of less than 5,000.

NOTE: Primary Enrolments included in calculation are limited to a maximum of 300 students. Secondary Enrolments included in calculation are limited to a maximum of 500 students.

Calculation

\[
[\text{Primary Enrolment}] \times [\text{Primary Rate}] + [\text{Base}] \times (1 + ([\text{Distance From Melbourne}]/150\text{km}) \]
\]

PLUS

\[
[\text{Secondary Enrolment}] \times [\text{Secondary Rate}] + [\text{Base}] \times (1 + ([\text{Distance From Melbourne}]/150\text{km}) \]
\]

Rates

2010

<table>
<thead>
<tr>
<th></th>
<th>Rate ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Base amount</td>
<td>1,738.98</td>
</tr>
<tr>
<td>Primary</td>
<td>1.07</td>
</tr>
<tr>
<td>Secondary</td>
<td>4.66</td>
</tr>
</tbody>
</table>

Notes

Reporting Requirements

Schools receiving CAP grants are required to provide an annual report to DEECD in order that the Department can meet its reporting obligations to the Commonwealth. Schools will be advised of requirements and an electronic report form will be supplied for completion. Failure to meet the reporting requirements may result in the withdrawal of a school’s CAP grant.
Further information

Contacts

For further information, see SRP Contacts

MARC/MACC Grant (Reference 46)

Relevant from: 2010 onwards - Cash

Program description

The total budget for MARC/MACC services includes a credit teacher allocation (see Ref 40) and a cash grant provided to the host school. The cash grant funding incorporates provision for vehicle maintenance, running costs, cab/chassis replacement, insurance and registration.

A MARC ‘box’ replacement program has been introduced and administered by regional offices. Any enquiries concerning ‘box’ replacement should be directed to your regional finance officer.

Rates

2010

<table>
<thead>
<tr>
<th>Entitlement for each van type</th>
<th>MARC</th>
<th>MACC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintenance &amp; Running Costs</td>
<td>28 cents per km</td>
<td>28 cents per km</td>
</tr>
<tr>
<td>Registration &amp; Insurance</td>
<td>$1,205.77 per annum</td>
<td>$1,205.77 per annum</td>
</tr>
<tr>
<td>Replacement</td>
<td>$6,178.64 per annum</td>
<td>$2,318.05 per annum</td>
</tr>
<tr>
<td>Casual Clerical Hours</td>
<td>$3,817 per annum</td>
<td></td>
</tr>
</tbody>
</table>

Further information

Contacts

For further information, see SRP Contacts
Alternative Settings Teachers (Reference 47)

Relevant from: 2010 onwards - Credit/Cash

Program description

A small number of teachers are allocated to settings providing alternative educational programs that provide intensive support to a small number of students who are unable to pursue their education in mainstream settings.

Teacher salary charges to schools in 2010 will continue to be based on actual payroll debits for individual staff as reflected on HRMS. This includes the actual cost of annual leave loading and all allowances, such as higher duties and special payments. Also included are non-cash benefits for teachers.

Rates

<table>
<thead>
<tr>
<th></th>
<th>Credit ($)</th>
<th>Cash ($)</th>
<th>Total ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>85,432</td>
<td>2,302</td>
<td>87,734</td>
</tr>
<tr>
<td>Secondary</td>
<td>85,784</td>
<td>1,241</td>
<td>87,025</td>
</tr>
</tbody>
</table>

Further information

Contacts

For further information, see SRP Contacts
Ancillary Settings Teachers (Reference 48)

Relevant from: 2010 onwards - Credit/Cash

Program description

Ancillary Settings Teachers are allocated to schools formerly having Social Adjustment Centres (SAC’s) and Secondary Teaching Units (STU’s).

Teacher salary charges to schools in 2010 will continue to be based on actual payroll debits for individual staff as reflected on HRMS. This includes the actual cost of annual leave loading and all allowances, such as higher duties and special payments. Also included are non-cash benefits for teachers.

Rates

<table>
<thead>
<tr>
<th></th>
<th>Credit ($)</th>
<th>Cash ($)</th>
<th>Total ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>85,432</td>
<td>2,302</td>
<td>87,734</td>
</tr>
<tr>
<td>Secondary</td>
<td>85,432</td>
<td>1,241</td>
<td>87,025</td>
</tr>
</tbody>
</table>

Further information

Contacts

For further information, see SRP Contacts

Alternative Programs – Regional Grants (Reference 49)

Relevant from: 2010 onwards - Credit/Cash

Program description

Regional allocation of funding to support alternative programs for students.

Where these funds are to be used by schools for salaries on the central payroll, schools may need (depending on their overall budget surplus situation) to undertake a cash-to-credit transfer to offset the payroll charge-out.

Further information

Contacts

For further information, see SRP Contacts
Targeted Initiatives

Targeted initiatives include programs with specific targeting criteria and/or defined life spans.

References

- Primary Welfare
- VCAL Coordination
- VCAL Grant
- Re-Engagement Program
- Secondary Teacher Assistants
- Managed Individual Pathways
- Vocational Education Training in Schools (VETiS)

Primary Welfare (Reference 50)

Relevant from: 2010 onwards - Credit

Program description

This initiative supports students who are at risk of disconnecting from school and not achieving the goals of literacy, numeracy and participation in learning that the Government requires. The introduction of the primary student welfare initiative to primary schools will extend work currently undertaken in schools to promote a safe and secure environment and enhance student outcomes.

The original program’s phases ceased at the end of 2007. New funding was announced as part of the 2007-08 State Budget and commenced in the SRP 2008.

Primary Student Welfare allocations in the SRP will be set for three years covering 2008-2010. Funding is provided at campus level provided the Student Family Occupation density for the campus exceeds a threshold figure. Where a school’s campus enrolments increase, additional per student funding will be provided. However, where enrolments decline no adjustment will be made.

Calculation

\[ \text{Base} + ((\text{School Campus SFO} - \text{Statewide SFO Threshold}) \times \text{Student Rate}) \times \text{Enrolments} \]

Rates

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td></td>
</tr>
<tr>
<td>SFO Threshold</td>
<td>0.5142</td>
</tr>
<tr>
<td>Base</td>
<td>$13,791</td>
</tr>
<tr>
<td>Per Student Rate</td>
<td>$921.17</td>
</tr>
<tr>
<td>Total Funding per campus cap</td>
<td>$69,339</td>
</tr>
</tbody>
</table>
Notes

Further advice regarding Primary Student Welfare can be found at:

Each Regional office has a dedicated officer who may be contacted for further enquiries.

Schools that experience reduced Primary Student Welfare funding in moving to the new model will be supported by transition funding over a five year period. Further details on transition funding can be obtained from the Implementation Support section of this guide.

Transition funding support is not available at the conclusion of the 2008-2010 funding round.

Further information

Contacts

For further information, see SRP Contacts

VCAL Coordination (Reference 51)

Relevant from: 2010 onwards - Credit

Program description

The Victorian Certificate of Applied Learning (VCAL) is a senior secondary qualification for Years 11 and 12 students.

Funding is provided for a VCAL coordinator and related professional development.

The role of the VCAL Coordinator is to coordinate the school’s VCAL program. This may include:

- Developing VCAL curriculum and assessment materials
- Coordinating VCAL student administration
- Developing partnerships with the Local Learning and Employment Networks (LLEN), partner providers, and other organisations
- Accessing Structured Workplace Learning
- Conducting VCAL information briefings
- Documenting and sharing good VCAL practice
- Being a contact point for the VCAA and the DEECD on VCAL implementation within the school
- Participating in VCAL professional development and quality assurance processes
- Supporting the integration of the VCAL into the overall policy framework and practice of the school

The name and details of the school’s VCAL coordinator must be included in the appropriate section of the VASS database.
Funding Arrangements

Schools are ONLY eligible to receive VCAL coordination funding for VCAL students that are enrolled in Years 11 and 12. Funding is allocated according to the following formula and reflects the new EBA requirements:

- A core credit amount of $9560
- A per student credit amount of $814

(This is an indicative figure and may be adjusted once final enrolments are known).

- Funding will be capped at $119,497

**Calculation**

*Base + (Student Rate x VCAL Enrolments) not to exceed funding cap*

**Rates**

<table>
<thead>
<tr>
<th>Year</th>
<th>Base</th>
<th>Per Student Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>$9,560</td>
<td>$814</td>
</tr>
</tbody>
</table>

**Total Funding per campus cap** | $119,497

**Notes**

**Critical Date**

When schools enrol a Year 11 or 12 student in the VCAL at the commencement of the school year they MUST also enrol them on the Victorian Assessment Software System (VASS). This **must** occur before Wednesday, April 28, 2010 to be eligible to receive funding for VCAL Coordination.

**NOTE:** Enrolments entered on VASS after 28 April, 2010 will **NOT** receive VCAL Coordination funding.

Term one and term two payments are based on 2009 enrolments. Payments in term 3 will be adjusted to reflect actual enrolments for 2010 in VASS as at 28 April 2010. Term 4 payments will be based on 2010 enrolments.

**Clusters of VCAL Implementing Schools**

For schools that participate in the VCAL as part of a cluster, a single unit of funding will be allocated to the cluster (not to each school in the cluster) calculated on the total number of VCAL enrolments. The appropriate VCAL Coordination funding will be allocated to the school identified as the host school for the cluster. The host school will be required to receive the funds and disperse them to cluster member schools (in the proportions determined by cluster members). Schools that are part of a cluster should provide a list of the schools in the cluster and the name of the host school to Andrew Dowling, DEECD, dowling.andrew.l@edumail.vic.gov.au by 28 April 2010.

**Further information**

**Contacts**

For further information, see SRP Contacts.
VCAL Grant (Reference 52)

Relevant from: 2010 onwards - Cash

Program description

New VCAL Schools in 2010

Schools or clusters commencing the implementation of VCAL in 2010 will receive a cash grant totalling $2,780 (10 days @ $278/d CRT) for Casual Relief Teaching (CRT). This will be provided to each school or cluster in the first year of VCAL implementation ONLY. The allocation is to assist with planning and development and to enable VCAL coordinators to participate in the VCAA’s Quality Assurance program.

Schools who will deliver VCAL for the first time in 2010 need to contact the Later Years Consultant in their DEECD Region, seek the advice of established VCAL providers, and participate in quality assurance and staff development activities organised by the VCAA and the DEECD.

Continuing VCAL Schools

A cash grant totalling $973 (3.5 days@ $278/d CRT) for CRT will be provided to each continuing school or cluster for VCAL implementation to facilitate staff participation in VCAL planning, VCAL unit quality assurance processes and VCAL professional development activities organised by the VCAA and DEECD.

Rates

<table>
<thead>
<tr>
<th>2010</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First Year CRT allocation</td>
<td>$2,780</td>
</tr>
<tr>
<td></td>
<td>Continuing CRT allocation</td>
<td>$973</td>
</tr>
</tbody>
</table>

Further information

Contacts

For further information, see SRP Contacts
Re-Engagement Program (Reference 53)

**Relevant from:** 2010 onwards - Credit/Cash

**Program description**

Many secondary schools have introduced re-engagement programs for senior secondary students both to retain students at high risk of disengaging from education and training and to re-engage students who have already left school. These programs are usually delivered entirely away from the school campus and may involve partnerships with external providers that are registered and authorised to deliver a senior secondary qualification. For example, this may include a Community VCAL program or a Satellite program that delivers either VCAL or VCE.

In both Community VCAL and Satellite programs the entire senior secondary qualification is usually delivered at an external location to the school. Community VCAL differs from Satellite programs in that 100 percent of the VCAL is delivered by an external provider contracted by the school, whereas in a Satellite program the home school continues to deliver part or all of the senior secondary qualification at the external location.

**Eligibility**

Programs eligible for re-engagement funding must meet the following criteria. They must:

- deliver a senior secondary certificate (VCE or VCAL only);
- be delivered by a school or provider who is both registered by the VRQA and authorised by VCAA to deliver the senior secondary qualification;
- be delivered to young people who have become disengaged from mainstream school (and who cannot return to the mainstream school system), or who have been assessed as being at serious risk of leaving school early
- be approved for development and/or continued operation in their Regional Network and meets the requirements of the network's provision plan.

**Students** are eligible to participate in re-engagement if they:

- are disengaged from education or have been assessed by their home school as being at high risk of disengagement
- are unable to return to the mainstream schooling system for their education
- have not attained Year 12 or equivalent
- are over 15 years and under 21 years on 1 January 2010
- are not enrolled at a TAFE or ACE provider in 2010
- are attending the re-engagement program on a full-time basis.

**Program Approval**

A new approval process for re-engagement programs in 2010 will require all schools wishing to deliver a re-engagement program in 2010 to submit details of their proposed 2010 re-engagement program for approval against a set of student and program criteria, as described above, to their nominated Regional DEECD Office staff as soon as possible before the February census date in 2010.

The DEECD Regional networks have responsibility for provision planning and provide a clear context in which both the approval of student referrals and enrolments, and the approval of existing and new re-engagement programs may be made for 2010 and beyond.

Once a program has been approved for operation in 2010 each DEECD Regional office must report these approved re-engagement programs to the Youth Transitions Division within 7 days of their approval to expedite the allocation of funding for students enrolled in those programs.

Any school that wishes to deliver a re-engagement program, and has not delivered the VCAL previously, will need to seek authorisation from the Victorian Curriculum and Assessment Authority (VCAA) before developing a re-engagement program that delivers the VCAL. For further information contact David Gallagher gallagher.david.j@edumail.vic.gov.au at the VCAA.
Student Referral and Enrolment

In referring a student who is at risk of disengaging from education to a re-engagement program, the school must determine that a given re-engagement program is the best option for the student. A number of steps must be taken by the school to establish the best pathway to education and training for the student. These steps are outlined in Effective Schools are Engaging Schools: Student Engagement Policy Guidelines in ‘Appendix 2: Staged Response Checklist’, and include but are not limited to the following:

- ensuring that students at risk of disengaging from school are identified (a school can utilise the Student Mapping Tool for this purpose)
- ensuring that all other intervention strategies have been utilised to keep the student engaged in school
- informing the student and parent of all options available to them to remain in school or to undertake other education and training
- confirmation from the student and year level coordinator that a re-engagement program is the best option for the student, following the completion of above.

When these steps have been completed and the nominated Regional DEECD Office staff has given their approval, taking into account the student’s eligibility for re-engagement, the school can refer the student to the re-engagement program.

Once a student is identified as an eligible participant for re-engagement, the school, with the student and parent’s permission, can enrol the student. The process is outlined below.

Procedure for schools to refer and approve a student’s enrolment in a re-engagement program

Steps to be undertaken:

1. School identifies student at risk of disengaging or who is currently not enrolled in any other educational institution.
2. The school explores the range of available school education and training options together with the student and parent.
3. Student is assessed for re-engagement by appropriate school staff against the student eligibility criteria for re-engagement.
4. The student, parent and school principal agree on whether or not enrolment in a re-engagement program is the best option for the student.
5. Student enrolment details are forwarded to the DEECD Regional Office for consideration
6. The nominated DEECD Regional Office staff approves the enrolment of the student into the re-engagement program.
7. The school, with the student and parent’s permission, enrolls the student in the re-engagement program and records their enrolment on the VASS according to VCAA requirements.
8. The school must ensure that the MIPs accountabilities to support the student’s transition are met.

NOTE: Each Regional Office will advise schools of the relevant nominated Regional Office staff who will be responsible for approving re-engagement programs and student eligibility in their region.

Enrolments

From 2010, all schools must record students participating in external re-engagement programs on the VASS according to the requirements specified by the VCAA. In addition these external
students may also be identified on the CASES21 database as a separate group by the school according to the requirements specified by DEECD.

**Funding Arrangements**

**2010**

Regions must report on all programs that have been approved to the Youth Transitions Division within 7 days of their approval to expedite the allocation of funding for re-engaged students.

Schools with approved programs will be funded for eligible students (credit and cash) at the rate of the secondary level SRP student per capita funding for 2010.

All eligible students will have capacity to be funded except those that have been enrolled in another government school prior to the February census date. Where an eligible student has been enrolled in another government school prior to the February census date it is expected that any balance of SRP funding for that student be transferred from the original school to the new school to support their placement in the re-engagement program.

Schools have the capacity to accept late enrolments of students into approved re-engagement programs up to the last day of third term each year. These enrolments will be funded from the secondary level SRP student per capita funding on a pro-rata basis. This pro-rata allocation does not apply to VET in Schools and VCAL Coordination Targeted Initiatives funding, which will continue to be allocated only to eligible students enrolled on the VASS prior to April 28, 2010.

Funding is allocated according to the period in which the student was enrolled as follows:

<table>
<thead>
<tr>
<th>Period</th>
<th>Funding Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>February census until April 28, 2010</td>
<td>100% of full-time SRP</td>
</tr>
<tr>
<td>29 April until 25 June 2010</td>
<td>75% of full-time SRP</td>
</tr>
<tr>
<td>26 June until 17 September 2010</td>
<td>50% of full-time SRP</td>
</tr>
</tbody>
</table>

In the table above, the funding allocated will be increased by a pro-rata amount for each student enrolled, provided the enrolment results in a net increase in the total number of students enrolled in the program at each date. If total student enrolments at any of the above dates fall equal to or below those from any previous date, no additional funding will be provided.

Enrolment numbers of students in each program will be sourced from the VASS at each of the above dates. It is therefore essential that schools enrol students on the VASS according to the process required by the VCAA in the relevant period otherwise they will not be funded appropriately for their eligible students. For example if a student is re-engaged into a program in mid-April and is not put on the VASS until May they will only be eligible for 75% of the SRP instead of the 100% they would have received had they been on the VASS prior to April 28, 2010.

**NOTE:** No funding will be available for late enrolments after 17 September 2010 (last day of third term).

**Community VCAL Programs**

In the case of Community VCAL, schools are required to pass on re-engagement funding to external providers that have been engaged to deliver the VCAL on their behalf. Schools are able to retain no more than 5% of the SRP for each student for administrative purposes.

If at any stage a student enrolled in a Community VCAL withdraws from their education, any funding allocated to the external provider for that enrolment will remain committed to the provider from the school.

These funding arrangements will be set out in the standard Community VCAL contract signed between the school and the registered and authorised Community VCAL provider.
For 2010 only, students who meet the required eligibility criteria for funding and referral to an approved Community VCAL program will attract an additional once only cash payment of up to $500. This is indicative only and may be adjusted depending on the student enrolment numbers as identified on VASS from the 28 April enrolment date. A confirmed amount will be provided after this time and will be identified as a separate line item under Targeted Initiatives.

For further information regarding Community VCAL please refer to the Guidelines for the Delivery of Community VCAL that may be found at:


Schools with approved programs will be funded for eligible students (credit and cash) at the rate of the secondary level SRP student per capita funding for 2010.

Further information

Contacts

For further information, see SRP Contacts

Secondary Teacher Assistants (Reference 54)

Relevant from: 2010 onwards - Credit

Program description

The aim of this initiative is to reduce the administrative burden on secondary school teachers to enable them to focus on the teaching and learning process.

Funding available for allocation through the 2010 Student Resource Package is based on the employment of Secondary Teacher Assistants at the top of the ES1 48/52 salary rate plus Payroll Tax and superannuation. Each campus’s EFT allocation is fixed for the relevant funding period using audited enrolments prior to the year in which funding commenced.

The current round of funding for the Secondary Teacher Assistants initiative will cease at the end of 2010 as previously indicated in the guide to the Student Resource Package. Funding for the initiative will be available beyond 2010. New funding arrangements will be put in place for the commencement of 2011 and included in the Indicative 2011 SRP which will be released at the end of Term 3, 2010.

Calculation

Base rate + (secondary enrolments * per student rate)

Refer to minimum and maximum entitlements per campus

Rates

2010

<p>| | |</p>
<table>
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<th></th>
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<tbody>
<tr>
<td>Base Rate</td>
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<tr>
<td>Per Student Rate</td>
<td>$67.75</td>
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<tr>
<td>Minimum per campus (0.2 EFT)</td>
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<tr>
<td>Maximum per campus (1.5 EFT)</td>
<td>$79,260</td>
</tr>
</tbody>
</table>
Further information

Contacts
For further information, see SRP Contacts

Managed Individual Pathways (Reference 55)

Relevant from: 2010 onwards - Cash

Program description

In Victoria, the Managed Individual Pathways (MIPs) initiative ensures that all students 15 years and over in government schools are provided with individual Career Action Plans (pathway plans) with associated support as a means to making a successful transition through the post compulsory years of education, to further education, training or full-time employment.

MIPs aims to help young people to:

• develop their knowledge and understanding of education, training and employment options, and

• develop skills to effectively manage their careers and pathways throughout their lives.

Additional support is provided to students at risk of disengaging or not making a successful transition to further education, training or secure employment.

Funding

A base allocation based on years 10 to 12 students is provided to each school to support the pathway planning process for all students 15 years and older. This base allocation, includes follow-up and associated support for exiting students.

Additional funds are provided to schools with SFO densities greater than a threshold value. This additional allocation is intended to support students identified as being at risk of early school leaving or not making a successful transition to further education, training or full time employment.

Additional MIPs funding will be provided to schools in 2010 with indigenous student enrolments Years 8 and 9. This funding will be paid as a grant to schools in Term I, 2010.

Accountability

The MIPs funding supports a key strategy in the Blueprint for Education and Early Childhood Development to improve the transition from school by strengthening school responsibility for monitoring young people’s pathways until they complete Year 12 or equivalent.

All MIPs allocations are dependent upon the following accountability requirements.

All schools with enrolments of students 15 years and older should have both a school-wide integrated model of careers and transition support (using the MIPs Good Practice Framework as a model); and an identified individual pathway planning process for every student resulting in the development of a Career Action Plan (pathway plan) for each student 15 years and over.

Student-Focussed Strategies

All students must:

1. have a Career Action Plan (to be reviewed annually as a minimum, or more often, as required by the student), and is explicitly linked to any other plans (i.e. Individual
Learning Plans, Individual Education Plans, Koorie Education Learning Plans, Disability Action Plans etc);

2. be provided with instruction in career development and pathway planning embedded within the school curriculum, through VELS;

3. be provided with careers counselling prior to subject and course selection;

4. be provided with access to targeted student support programs, appropriate to their needs, to enable successful transitions through the post-compulsory years to further education, training, or full time employment. These may include programs such as parental engagement and community support programs, case management of students at risk of disengaging, student mentoring and workplace learning opportunities;

5. have a formal Exit Interview if they are leaving before completing Year 12 which must include:
   - counselling of options and referral to relevant educational or training institutions (e.g. other schools, TAFE, ACE) or employment, including apprenticeships
   - referral to appropriate transition support programs or agencies e.g. Career On Track, Youth Connections (from 1 January 2010), Youth Transition Support Initiative, and
   - provision of any relevant documentation to support the student’s transition, e.g. Career Action Plan, academic results, careers portfolios, references.

School-Wide Careers and Transition Support Strategies

All schools must:

1. have in place a planned and systematic process for identifying students 15 years and older who are at risk of early school leaving. Use of the Student Mapping Tool can assist with this and is recommended for all schools, noting that its use is compulsory for all Victorian Government schools with one or more Koorie student enrolments;

2. have in place a planned and systematic process for supporting all students aged 15 years and older who are identified as being at risk of early school leaving, utilising proven strategies to increase student engagement and school completion. These strategies are identified in the Effective Strategies to Increase School Completion Report and Guide, available at: http://www.education.vic.gov.au/sensecyouth/careertrans/EffectiveStrategies.htm

3. be aware of, and work in partnership with student support initiatives including Regional Youth Commitments, Local Learning and Employment Networks (LLENs), School Community Partnership Brokers and Youth Connections providers (from January 2010); and

4. have in place a clearly defined process for the follow up of all early school leavers within six months after their exit from school.

Schools will be informed via School Circular in September 2009 of activity to be reported in the 2010 August Supplementary census and must complete the MIPs section in the census. Schools must also complete the MIPs School Compliance Checklist due by Term 4, 2010.

At Time of Exit

Schools are required to record destinations of Year 10-12 exit students through CASES 21 (under Students/Past Students/Year 10-12 Student Destinations) for transmission to DEECD following the February Census.

Calculation

MIPs Allocation = Base Allocation + At Risk Allocation

Note: Minimum Allocation is set based on enrolment levels (refer table below)

MIPs Enrolment

Year 10-12 Enrolments in secondary school
Base Allocation

MIPs Enrolments x Base Per Student Rate

At Risk Component - Only if the school SFO index is greater than the SFO threshold:

MIPs Enrolment * ([School SFO Index] - [SFO Threshold]) / (1 - [SFO Threshold]) * At Risk Per Student Rate

Rates

<table>
<thead>
<tr>
<th>2010</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Base Per Student Rate</td>
<td>$27</td>
</tr>
<tr>
<td>At Risk Per Student Rate</td>
<td>$488</td>
</tr>
<tr>
<td>SFO Threshold</td>
<td>0.36</td>
</tr>
<tr>
<td>Minimum &lt;30 MIPS enrolments</td>
<td>$200 per student</td>
</tr>
<tr>
<td>Minimum &lt;100 Year 10-12 enrolments</td>
<td>$6,000</td>
</tr>
<tr>
<td>Minimum &gt;=100 Year 10-12 enrolments</td>
<td>$10,000</td>
</tr>
</tbody>
</table>

Further information

Contacts

For further information, see SRP Contacts
Vocational Education Training in Schools (VETis) (Reference 56)

Relevant from: 2010 onwards - Cash

Program description

The VETIS targeted funding model in 2010 is based on VET enrolments, the relative program costs based on the average costs of purchasing from TAFE institutions and private RTOs, a contribution from the core SRP and a rural weighting for VET students enrolled in rural secondary colleges with a location index of 0.2 and above. Funding will be allocated based on an eight level funding model.

The rural weighting will be $495 multiplied by Full Time Equivalent enrolments and by the rural index of the school if the value of the index is 0.2 and above.

The deadline for VETIS enrolments on the VASS database for funding purposes in 2010 is 28 April. Please note that enrolments entered on VASS after 28 April will NOT attract VETiS funding.

VCAA endorsed VCE VET programs and VET programs that are eligible for ‘block credit’ will be allocated a funding level depending on the relative cost of delivery. Further information is available on the Department’s website at:


Use of VETiS Funds

Targeted VETIS funding must be used to support VETiS provision only. It can be used for a range of purposes related to VETiS provision, such as:

- a contribution towards the purchase of delivery from an external registered training organisation (RTO);
- costs associated with the coordination of VETiS programs in schools;
- a contribution towards teacher professional development and training;
- costs associated with registering as an RTO;
- program planning;
- purchase of curriculum materials;
- costs associated with the transition to training packages;
- structured workplace learning coordination; and
- developing links with industry.

Funding Exceptions for Certificates

To maximise effectiveness of the VET funding pool, no funding is available for qualifications at the Certificate I level. In addition, funding will not be provided for qualifications at the Certificate II level for Information Technology/Computers, any Certificates in General Education and Generalist programs such as Certificate II in ESL (Vocational Purposes), Certificate II in ESL Access and Certificate II in Science for Adults. If you are unsure if a particular course will attract funding, please seek advice from your Later Years Regional Consultant in the first instance, or from the Youth Transitions Division.

Age Related Funding Exceptions

As in 2009, the age exclusion rule will apply in 2010 so that only students 15 years and over on 28 April 2010 will be eligible for funding. This date aligns with the final date in 2010 for schools to enter enrolments on the VASS database to access VETiS funds. This arrangement extends the eligibility for funding to the majority of Year 10 students.
Fees and Charges

Schools must comply with the *Education and Training Reform Act* (Vic) 2006 (ETRA) and the Department’s *Parent Payments in Victorian Government Schools* policy, which state that standard curriculum programs must be provided free to all students in Victorian government schools. This includes the core learning and teaching activities associated with the Victorian Essential Learning Standards (VELS), senior secondary certificates such as VCE and VCAL, and VET programs that are part of VCE or VCAL. Even when schools purchase VET from external providers, they (and the provider/s) must not charge compulsory tuition fees.

Refer Circular 373-2009_parent_payments.doc

- Schools must document, ratify and communicate to parents a school-level VETiS policy. This policy, which must be compliant with ETRA and the *Parent Payments* policy, may form part of the school-level parent payments policy.

**NOTE:** A compliance review of Departmental Parent Payments, Education Maintenance Allowance (EMA) and VETiS policies was undertaken in mid-2009. The review revealed that, across all regions, some schools offering VETiS were not complying with ETRA and the *Parent Payments* policy. The Department provided additional advice and support to schools, to assist them in meeting their obligations under these instruments, in school circular S373-2009. The Department will continue to audit schools as part of the school audit process, to ensure compliance with legislation and policies relating to VETiS.

**Accountability**

As VET programs are considered standard curriculum, schools must cover the cost of VET delivery with their core SRP student funding allocation and the VETiS targeted funding. The VETiS targeted funding is provided to government schools as additional funding designed to supplement the SRP funds used for VETiS.

**NOTE:** School circular S373-2009 provides information about compliant and non-compliant requests for parent payments and fees for VETiS, and provides links to further information about essential, optional and voluntary payments, and materials charges for VETiS.

**Contractual Arrangements Between Schools and VET Providers**

All schools entering into arrangements with RTOs must have a valid, signed contract or a Memorandum of Understanding (MoUs are only valid when government schools purchase from other government schools) with the RTO for the delivery of VET programs. Schools purchasing VETiS from external suppliers must use the contractual templates located at:


**Calculation**

EFT certificate enrolments X funding level (for students older than 15 years and less than 21 on 28 April 2010.)

Plus

EFT X Location Index X Rural Rate (where Location Index >=0.2)
## Rates

### 2010

<table>
<thead>
<tr>
<th>Certificate Enrolments</th>
<th>Indicative Level (applicable to the first two payments in 2010)</th>
<th>Confirmed Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>$966</td>
<td>n/a</td>
</tr>
<tr>
<td>Level 2</td>
<td>$862</td>
<td>n/a</td>
</tr>
<tr>
<td>Level 3</td>
<td>$785</td>
<td>n/a</td>
</tr>
<tr>
<td>Level 4</td>
<td>$741</td>
<td>n/a</td>
</tr>
<tr>
<td>Level 5</td>
<td>$669</td>
<td>n/a</td>
</tr>
<tr>
<td>Level 6</td>
<td>$397</td>
<td>n/a</td>
</tr>
<tr>
<td>Level 7</td>
<td>$324</td>
<td>n/a</td>
</tr>
<tr>
<td>Level 8</td>
<td>$289</td>
<td>n/a</td>
</tr>
<tr>
<td>Rural</td>
<td>$495</td>
<td>n/a</td>
</tr>
</tbody>
</table>

**NOTE:** Funding rates per certificate enrolment have been indexed in line with the VGSA teacher 2008 agreement increases.

### Allocations

School funding allocations are based on the number of certificate enrolments in each of the funding levels. Enrolments in an eligible VET course of a minimum of 180 hours of training per year will attract the full level funding amount. Enrolments of less than 180 hours of training in a year will attract pro rata funding.

Payments to schools will be made on a quarterly basis as per below.

<table>
<thead>
<tr>
<th>Terms</th>
<th>Allocation</th>
<th>Enrolment Basis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>25% of indicative funding</td>
<td>Prior Year VASS enrolments</td>
</tr>
<tr>
<td>2</td>
<td>25% of indicative funding</td>
<td>Prior Year VASS enrolments</td>
</tr>
<tr>
<td>3</td>
<td>25% of confirmed funding adjusted to accommodate shortfall or overpayment incurred in Terms 1 &amp; 2 payments</td>
<td>Current enrolments (as on VASS, 28 April 2010)</td>
</tr>
<tr>
<td>4</td>
<td>25% of confirmed funding</td>
<td>Current enrolments (as on VASS, 28 April 2010)</td>
</tr>
</tbody>
</table>

### Further information

### Contacts

For further information, see [SRP Contacts](#).
# Contacts

## General SRP Enquiries

<table>
<thead>
<tr>
<th>Category</th>
<th>Website</th>
<th>Email</th>
<th>Telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Resources Hotline</td>
<td><a href="http://www.education.vic.gov.au/hr/default.htm">http://www.education.vic.gov.au/hr/default.htm</a></td>
<td><a href="mailto:hrweb@edumail.vic.gov.au">hrweb@edumail.vic.gov.au</a></td>
<td>1800 641 943</td>
</tr>
</tbody>
</table>

## Regional Support

<table>
<thead>
<tr>
<th>Regional Offices</th>
<th>Website</th>
<th>Email</th>
<th>Telephone</th>
</tr>
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<tbody>
<tr>
<td>Northern</td>
<td><a href="http://www.nmr.vic.edu.au">http://www.nmr.vic.edu.au</a></td>
<td><a href="mailto:c0989601@edumail.vic.gov.au">c0989601@edumail.vic.gov.au</a></td>
<td>9488 9488</td>
</tr>
<tr>
<td>Southern</td>
<td><a href="http://www.smr.vic.edu.au">http://www.smr.vic.edu.au</a></td>
<td><a href="mailto:c0988341@edumail.vic.gov.au">c0988341@edumail.vic.gov.au</a></td>
<td>9794 3555</td>
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<td>Gippsland</td>
<td><a href="http://www.gippsland.vic.edu.au">http://www.gippsland.vic.edu.au</a></td>
<td><a href="mailto:gippsmail@edumail.vic.gov.au">gippsmail@edumail.vic.gov.au</a></td>
<td>5177 2500</td>
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<td>5337 8444</td>
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<td>Hume</td>
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<td><a href="mailto:hume.region@edumail.vic.gov.au">hume.region@edumail.vic.gov.au</a></td>
<td>5832 1500</td>
</tr>
<tr>
<td>Loddon Campaspe</td>
<td><a href="http://www.lcmdoe.vic.edu.au">http://www.lcmdoe.vic.edu.au</a></td>
<td><a href="mailto:c0988331@edumail.vic.gov.au">c0988331@edumail.vic.gov.au</a></td>
<td>5440 3111</td>
</tr>
<tr>
<td>Category</td>
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</tr>
<tr>
<td>----------------------------------------------</td>
<td>--------------------------------------------------------</td>
<td>--------------------------</td>
<td>-------------</td>
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<tr>
<td>Core Student Resource Allocation</td>
<td>SRP Hotline</td>
<td>Sandra Sorrell</td>
<td>9637 2578</td>
</tr>
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<td></td>
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<td>Michelle Jamieson</td>
<td>9637 2554</td>
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<td></td>
<td>Language Support Program</td>
<td>Karen Underwood</td>
<td>9637 3820</td>
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<td>IT Grant for Computers</td>
<td>Iliana Piscioneri</td>
<td>9637 2249</td>
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<tr>
<td>Equity</td>
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<td>Katie Nguyen</td>
<td>9637 2338</td>
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<tr>
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<td>PSD</td>
<td>Geoff Riley</td>
<td>9637 3761</td>
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<td></td>
<td>ESL</td>
<td>Ruth Crilly</td>
<td>9637 2039</td>
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<td></td>
<td></td>
<td>Kelly Juriansz</td>
<td>9637 2135</td>
</tr>
<tr>
<td>School Infrastructure</td>
<td>Contract Cleaning</td>
<td>Joe Dingley</td>
<td>9637 2566</td>
</tr>
<tr>
<td></td>
<td>Essential Services</td>
<td>Alex Wright</td>
<td>9637 3106</td>
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