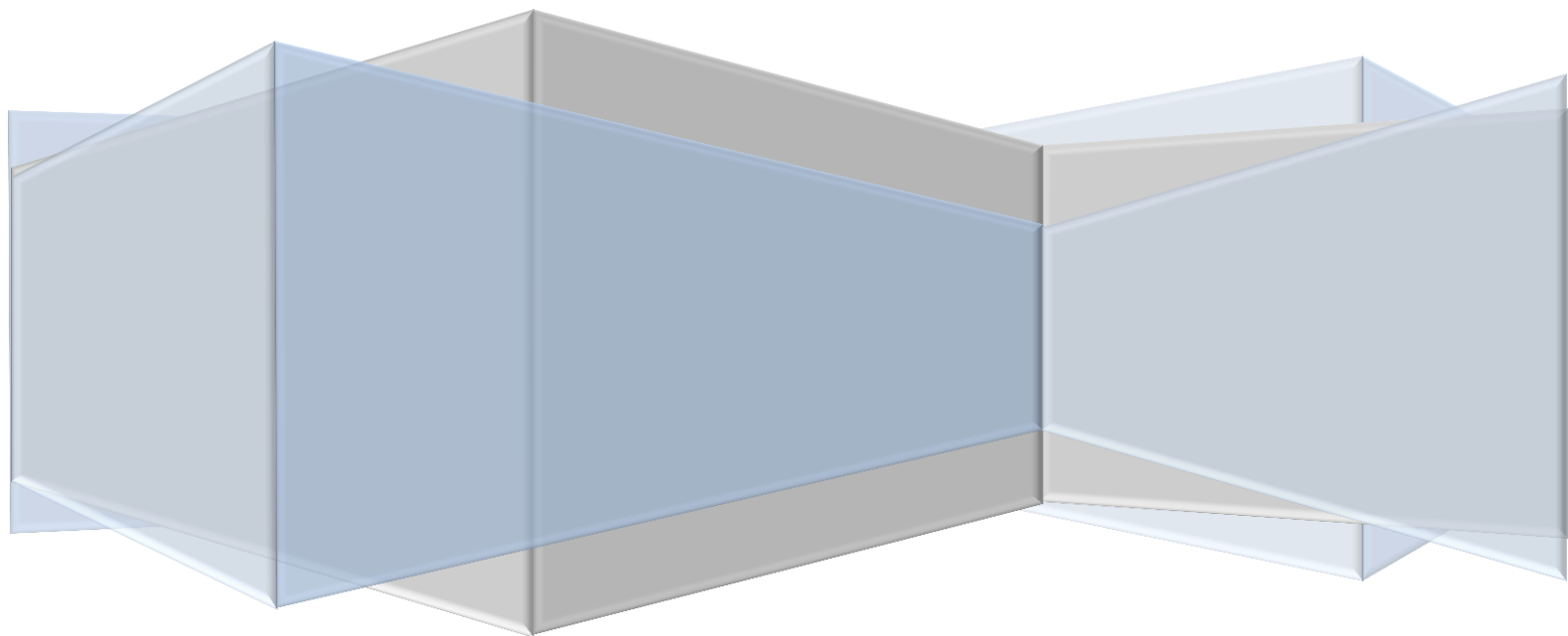


THE STUDENT RESOURCE PACKAGE

2013 GUIDE



STUDENT RESOURCE PACKAGE	3
ABOUT THE STUDENT RESOURCE PACKAGE	4
THE SRP GUIDE.....	6
STUDENT BASED FUNDING.....	7
CORE STUDENT LEARNING ALLOCATION	8
STUDENT PER CAPITA FUNDING YEARS PREP-12 STUDENTS (REFERENCE 1)	9
ENROLMENT LINKED BASE (REFERENCE 2).....	10
SMALL SCHOOL BASE (REFERENCE 3)	12
RURAL SCHOOL SIZE ADJUSTMENT FACTOR (REFERENCE 4)	13
CORE INDEX STAGES 1-3 (REFERENCE 5)	14
SIZE ADJUSTMENT SUPPLEMENTATION (REFERENCE 6)	15
APPROVED EARLY EDUCATION PROGRAM (REFERENCE 7)	16
PRINCIPAL SALARY ADJUSTMENT (REFERENCE 8)	17
LANGUAGE SUPPORT PROGRAM (REFERENCE 10).....	18
EQUITY FUNDING	19
STUDENT FAMILY OCCUPATION PREP-12 (REFERENCE 11)	20
MIDDLE YEARS EQUITY (YEARS 5-9) (REFERENCE 12)	22
SECONDARY EQUITY (YEARS 7-9) (REFERENCE 13)	23
MOBILITY (REFERENCE 14)	24
PROGRAM FOR STUDENTS WITH DISABILITIES (OVERVIEW)	25
PROGRAM FOR STUDENTS WITH DISABILITIES LEVELS 1-6 (REFERENCE 15).....	28
SPECIAL SCHOOL COMPLEXITY ALLOWANCE (REFERENCE 18).....	30
INTERPRETER STAFF SALARIES (REFERENCE 19)	31
MEDICAL INTERVENTION SUPPORT (REFERENCE 20)	32
SPECIAL SCHOOL TRANSPORT ADMINISTRATIVE COST (REFERENCE 25)	33
EAL LEVELS 1-5 (REFERENCE 26)	34
EAL CONTINGENCY (REFERENCE 27).....	37
SCHOOL INFRASTRUCTURE	38
CONTRACT CLEANING (REFERENCE 28).....	39
CROSS INFECTION PREVENTION ALLOWANCE (REFERENCE 29)	41
CLEANING MINIMUM ALLOWANCE (REFERENCE 30)	42
GROUNDS ALLOWANCE (REFERENCE 31)	43
BUILDING AREA ALLOWANCE (REFERENCE 32).....	44
SPLIT-SITE/MULTI-SITE ALLOWANCE (REFERENCE 33)	45
UTILITIES (REFERENCE 34)	46
MAINTENANCE AND MINOR WORKS FUNDING (REFERENCE 35)	47
ESSENTIAL SERVICES/ANNUAL CONTRACTS (REFERENCE 36).....	49
WORKSAFE (REFERENCE 37)	50
SCHOOL SPECIFIC PROGRAMS.....	51
P-12 COMPLEXITY ALLOWANCE (REFERENCE 38)	52
LOCATION INDEX FUNDING (REFERENCE 39).....	53
MARC/MACC TEACHERS, SCIENCE AND TECHNOLOGY, SCHOOL RESTRUCTURE (REFERENCE 40)	54
INSTRUMENTAL MUSIC PROGRAMS (REFERENCE 41)	55
LANGUAGE ASSISTANTS (REFERENCE 42)	56
BUS COORDINATION (REFERENCE 43)	57

COUNTRY AREA PROGRAM GRANT (REFERENCE 45)	58
MARC/MACC GRANT (REFERENCE 46)	59
ALTERNATIVE SETTINGS TEACHERS (REFERENCE 47)	60
ANCILLARY SETTINGS TEACHERS (REFERENCE 48)	61
ALTERNATIVE PROGRAMS – REGIONAL GRANTS (REFERENCE 49)	62
TARGETED INITIATIVES	63
PRIMARY WELFARE (REFERENCE 50).....	64
SENIOR SECONDARY RE-ENGAGEMENT (REFERENCE 53)	65
SECONDARY TEACHER ASSISTANTS (REFERENCE 54)	69
MANAGED INDIVIDUAL PATHWAYS (REFERENCE 55)	70
VOCATIONAL EDUCATION TRAINING IN SCHOOLS (VETIS) (REFERENCE 56)	72
MANAGING THE BUDGET	76
PLANNING.....	77
MANAGING AND MONITORING THE STUDENT RESOURCE PACKAGE.....	78
RELIEF MANAGEMENT.....	87
SPECIAL CHARGING ARRANGEMENTS.....	93
CASH PAYMENTS.....	96
ANNUAL SRP RECONCILIATION	102
ASSISTANCE WITH DEFICIT MANAGEMENT AND WORKFORCE BRIDGING.....	106
STRATEGIC PROGRAMS.....	109
SSS NETWORK BUDGETS	113
SRP CONTACTS.....	118

STUDENT RESOURCE PACKAGE

The Student Resource Package which was introduced for Victorian government schools in 2005 to bring about improvement in learning outcomes for students. The Student Resource Package funding model continues for schools in 2013.

Objectives

- 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.

School SRP Interactive Site

For School Principals and Delegates, see [Student Resource Package](#)

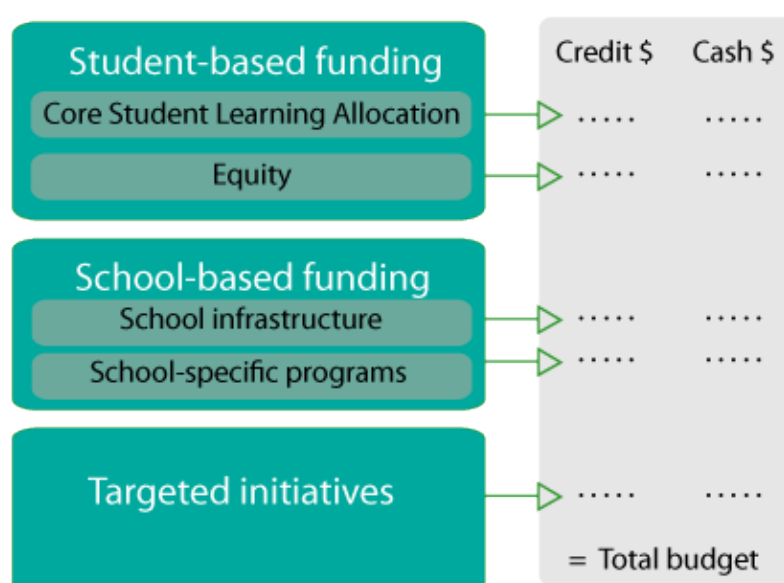
ABOUT THE STUDENT RESOURCE PACKAGE

- The SRP Framework
- Publication details

The SRP Framework

Funding allocations

Funds allocated in each component are nominated as either **credit**, for salaries paid on eduPay, 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.

Publication details



Published by Schools Resource Allocation Branch, Infrastructure and Finance Services Group,
Department of Education and Early Childhood Development, Melbourne

Published September 2012

© Copyright State of Victoria 2009

First published 2004

Second edition 2006, Third edition 2007

Fourth edition 2008, Fifth Edition 2009

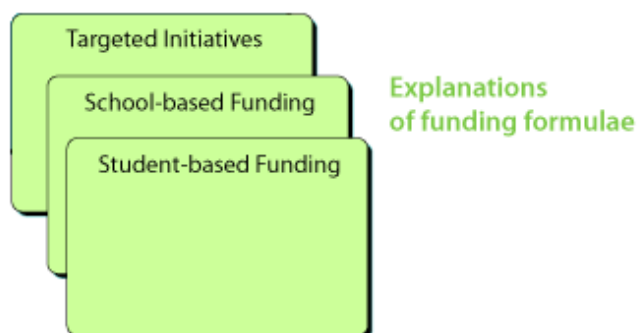
ISBN 978-0-7594-0563-9

The copyright in this document is owned by the State of Victoria or in the case of some materials, by third parties (third party materials). No part may be reproduced by any process except in accordance with the provisions of the **Copyright Act 1968**, NEALS (see below) or with permission.

An educational institution situated in Australia which is not conducted for profit, or a body responsible for administering such an institution, may copy and communicate the materials, other than third party materials, for the educational purposes of the institution.

Authorised by the Department of Education and Early Childhood Development, 2 Treasury Place, East Melbourne, Victoria 3002.

THE SRP GUIDE



This guide outlines the framework, formulae and business processes underpinning the Student Resource Package funding model for Victorian schools in 2013.

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

Jim Miles

Deputy Secretary

Infrastructure and Finance Services Group

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

CORE STUDENT LEARNING ALLOCATION

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
- Language Support Program

Note

Languages Education replaces Languages Other Than English (LOTE).

Until 2005, supplementary Languages Education funding was included in the Student Resource Package (SRP) as a separate line and identified as LOTE funding. This funding supplements core SRP funding provided for all curriculum areas, to assist schools in meeting the additional cost associated with delivering languages programs.

From 2006 the separate LOTE funding line was removed and the funding was included in the SRP core per student rates and enrolment linked bases.

The Notional Languages Education report which identifies the pre-2006 supplementary Languages Education funding for your school can be found on the SRP Website under the Reports section.

STUDENT PER CAPITA FUNDING YEARS PREP-12 STUDENTS (REFERENCE 1)

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 The University of Melbourne has allowed the differing costs associated with delivering effective educational outcomes at the various levels of learning to be recognised 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

2013 Student per capita funding			
Student Learning Allocation	Credit (\$)	Cash (\$)	Total Student Price (\$)
Prep - Year 1	6,010	385	6,395
Year 2	5,581	358	5,939
Years 3 - 6 (and Ungraded)	5,116	327	5,443
Years 7-12 Students	6,774	383	7,157

ENROLMENT LINKED BASE (REFERENCE 2)

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 to generate viable funding. The taper also recognises 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

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

- Refer to the matching school type configuration from the options below.
- The base is fixed up to an enrolment threshold. Above this level, the per student taper is applied, until the base amount is exhausted.
- For multi-campus colleges the formula is applied for each campus.

Rates

2013 Regular Base	Credit (\$)	Cash (\$)	Total (\$)
Primary	42,819	2,672	45,491
Secondary	404,635	21,752	426,387
P-9, P-10 and P-12	423,079	24,938	448,017
P-8 (=0.5 x P-12 Base)	211,539.50	12,469	224,008.50
Sec-Split Site (=1.5 x Sec Base)	606,952.50	32,628	639,580.50
Split Site P-12 (=1.5 x P-12 Base)	634,618.50	37,407	672,025.50

2013 Regular Enrolment Linked Base Taper	Credit (\$)	Cash (\$)	Total (\$)
Primary Taper >500 Per student reduction	-114.54	-7.14	-121.68
Secondary and Sec-Split Site Taper >400 Per student reduction	-346.71	-18.64	-365.35
P-8, P-9, P-10, P-12 & Split Site P-12	<i>Use Primary and Secondary taper</i>		

SMALL SCHOOL BASE (REFERENCE 3)

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

2013 Small Schools Adjustment	Credit (\$)	Cash (\$)	Total (\$)
Primary	29,029	1,895	30,924
Secondary	119,428	6,796	126,224

2013 Small School Adjustment Taper	Credit (\$)	Cash (\$)	Total (\$)
Primary	-151.83	-9.91	-161.74
Secondary	-411.83	-23.43	-435.26

RURAL SCHOOL SIZE ADJUSTMENT FACTOR (REFERENCE 4)

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 of up to 200 students and eligible secondary colleges with enrolments of 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

The rates are provided in an Excel table, split on three separate columns by school type and size:

- [Rurality tables - 2013](#)

CORE INDEX STAGES 1-3 (REFERENCE 5)

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 regionally approved pro-rata enrolment details recorded in the Program for Students with Disabilities Management System (PSDMS) and established eligibility as at February Census. Rates are applied for each eligible student.

Rates

2013 Rates				
Stage	Age Range	Credit (\$)	Cash (\$)	Total (\$)
1	5 to 10	6,216	506	6,722
2	11 to 16	4,418	390	4,808
3	17 to 18	4,864	427	5,291

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.

SIZE ADJUSTMENT SUPPLEMENTATION (REFERENCE 6)

Program Description

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

Calculation

[Enrolments] × [Rate]

- Where total enrolments at the school are less than **45**.
- The maximum amount funded is limited to the **\$92,617**.

Rates

2013 Rates	
Per Student Rate	\$4,057
Enrolment Threshold	45
Maximum Funded	\$92,617

Notes

Size adjustment supplementation is determined once a year based on regionally approved pro-rata enrolment details recorded in the Program for Students with Disabilities Management System (PSDMS) and established eligibility as at February Census.

In 2013 a small number of specialist schools will maintain an early education program for pre-school children with disabilities between the ages of 2 years and 8 months and 4 years and 8 months. Allocations to these schools will be dependent on a resource agreement.

PRINCIPAL SALARY ADJUSTMENT (REFERENCE 8)

This item is included in the 2013 SRP for specialist schools. Its continuation will be subject to review.

LANGUAGE SUPPORT PROGRAM (REFERENCE 10)

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 0.4490

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

Minimum Allocation for all primary and secondary schools = \$2,000

Rates

2013 Rates		
	Weighting	Rate (\$)
Prep-1	1.175	24.31
Year 2	1.091	22.57
Years 3-6	1.000	20.69
Years 7-9	1.3051	27.00
SFO Threshold	0.4490	
Prep-9 Per Student Rate		522.55
Guaranteed Minimum		2,000.00

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 AN ADDITIONAL LANGUAGE

- EAL Levels 1-5
- EAL Contingency Funding

STUDENT FAMILY OCCUPATION PREP-12 (REFERENCE 11)

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.

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.

Occupation Group	Occupation Category Description	Weighting
A	Senior management in large business organisation, government administration and defence, and qualified professionals	0
B	Other business managers, arts/media/sports persons and associate professionals	0.25
C	Tradesmen/women, skilled office, sales and service staff	0.5
D	Machine operators, hospitality staff, assistants, labourers and related workers	0.75
N	Unemployed & pensioners (for 12 months or longer)	1

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 state-wide median SFO density.

Calculation

Each school's SFO density is calculated as:

The sum of (Number of students x Weighting for each occupational category)/Total number of students

The SFO entitlement is then calculated as:

(School SFO density – state-wide median SFO density) x Enrolment x student rate

Rates

2013 Rates

- State-wide median SFO density for specialist index schools = 0.6365
- State-wide median SFO density for mainstream schools = 0.5112
- Student rate is \$2076.05 (Credit \$1,496.38 Cash \$579.67) for all eligible schools
- Formula guarantees a minimum of \$10,600 for eligible schools
- Language centres and schools = \$196.67per student

MIDDLE YEARS EQUITY (YEARS 5-9) (REFERENCE 12)

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

(School SFO density - State-wide 80th percentile SFO density) x Years 5-9 Enrolment x per student rate

Rates

2013 Rates

- State-wide 80th percentile SFO density = 0.6495
- Per student rate is \$3,515
- Formula guarantees a minimum of \$5,000 for all eligible schools

SECONDARY EQUITY (YEARS 7-9) (REFERENCE 13)

This funding (which replaced Access to Excellence and Secondary Literacy funding) is targeted at 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 state-wide median and/or NAPLAN/VELS results in the lowest 15 per cent state-wide. Schools must meet one of a set of criteria using this data as follows:

- Schools with a SFO density greater than 0.5306; or
- Schools with Year 7 NAPLAN results for English in 15% lowest average scores; or
- Schools with Year 7 NAPLAN 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

2013 Rates

- Statewide median SFO density for schools with year 7-9 students only = 0.5306
- Per student rate is \$947.00
- Formula guarantees a minimum of \$12,000 for all eligible schools

MOBILITY (REFERENCE 14)

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 per cent 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

2013 Rates	
Base rate (\$)	2,119
Per capita(\$)	275

PROGRAM FOR STUDENTS WITH DISABILITIES (OVERVIEW)

OVERVIEW

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:

	Core Student Learning Allocation	Program for Students with Disabilities
Regular schools		Students resourced by the six level Students with Disabilities funding
	Deaf settings are attached to regular schools and funded accordingly.	
Specialist schools	Specialist schools are resourced using a model of funding according to the stages of schooling of eligible and regionally approved enrolments.	Eligible students with regional enrolment approval in specialist schools are also resourced by the six level Students with Disabilities funding model.
	Specialist schools are resourced by school specific resource agreements based on historic staff/student formulae.	
	Specialist autism schools are resourced by school based funding model and a stages of schooling index.	

Schools will be resourced by the six level Program for Students with Disabilities funding model for students who are new to the Program. For the processes of identifying students with disabilities and submitting applications for the Program, see: [Handbook Guidelines](#)

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 2013 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 2012 Year 6-7 reviews will take effect from Term 1 2013.

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.

Program for Students with Disabilities Management System (PSDMS) - Allocation of PSD Resources

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](#)

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. Enrolment details for 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: [PSDMS - Program for Students with Disabilities Management System](#)

Important – Please Note:

Administration of the PSD is dependent 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 2012. This can result in significant variation between the indicative budgets for this element and the confirmed 2013 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, according to reconciliation processes outlined in PSD reminder circulars sent at the start of each term via the schools bulletin. 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

PROGRAM FOR STUDENTS WITH DISABILITIES LEVELS 1-6 (REFERENCE 15)

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:

<ul style="list-style-type: none">• Teaching staff• Specialist staff (e.g. Special Needs Coordinator, occupational therapist, speech pathologists)• Consultancy or professional development	<ul style="list-style-type: none">• Specialist equipment or materials• Education support staff• Associated payroll tax• 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

2013 Students with Disabilities Rates	
Level	Credit (\$)
1	6,104
2	14,116
3	22,283
4	30,412
5	38,479
6	46,590

SPECIAL SCHOOL COMPLEXITY ALLOWANCE (REFERENCE 18)

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

2013 Rates					
Index Point	Supplementation per Student (\$)	Index Point	Supplementation per Student (\$)	Index Point	Supplementation per Student (\$)
1.0	189.7	2.7	683.6	4.4	1,177.6
1.1	218.8	2.8	712.7	4.5	1,206.6
1.2	247.8	2.9	741.8	4.6	1,235.7
1.3	276.9	3.0	770.8	4.7	1,264.7
1.4	305.9	3.1	799.9	4.8	1,293.8
1.5	335.0	3.2	828.9	4.9	1,322.8
1.6	364.1	3.3	858.0	5.0	1,351.9
1.7	393.1	3.4	887.0	5.1	1,380.9
1.8	422.2	3.5	916.1	5.2	1,410.0
1.9	451.2	3.6	945.1	5.3	1,439.0
2.0	480.3	3.7	974.2	5.4	1,468.1
2.1	509.3	3.8	1,003.2	5.5	1,497.2
2.2	538.4	3.9	1,032.3	5.6	1,526.2
2.3	567.4	4.0	1,061.3	5.7	1,555.3
2.4	596.5	4.1	1,090.4	5.8	1,584.3
2.5	625.5	4.2	1,119.4	5.9	1,613.4
2.6	654.6	4.3	1,148.5	6.0	1,642.4

INTERPRETER STAFF SALARIES (REFERENCE 19)

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

MEDICAL INTERVENTION SUPPORT (REFERENCE 20)

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

2013 Rates	
	Rate (\$)
Per Eligible Student	10,971

SPECIAL SCHOOL TRANSPORT ADMINISTRATIVE COST (REFERENCE 25)

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 – 2013

Enrolment Range Rate	Rate(\$)
0 - 25	2,243
26 - 50	2,806
51+	3,368

The EAL program funding in the SRP 2013 consists of two main parts:

1. EAL Index

Current EAL Index funding was introduced in SRP 2005 and is inclusive of funding for the employment of Multicultural Education Aides.

2. EAL Contingency

Budget allowing, contingency funding arrangements will continue in 2013.

Each year, EAL 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 EAL 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 EAL 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 an additional language. For the EAL handbook, see: [EAL in Schools](#)

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

See: EAL Contingency (Reference 27)

Calculation

EAL 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 EAL 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 EAL learners with greatest need.

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

Rates

2013 EAL and MEA thresholds	
Sector	Threshold (\$)
Primary Schools	20,217
Secondary Schools	39,001

Table 1: 2013 Index levels and level descriptions:		
Level	Level Description	Weighting
1	In year Prep	1.0
2	2-5 years in Australian school Years 1-6	2.00
3	<2 years in Australian school Years 1-6	4.00
4	2-5 years in Australian school Years 7-12	5.09
5	<2 years in Australian school Years 7-12	7.64

Table 2: 2013 Weightings applied to schools which have differing densities of Student Family Occupations.

Level	Description	Weight
1	SFO density less than or equal to 49.26%	0.6
2	SFO density greater than 49.27% but less than or equal to 50.93%	1.0
3	SFO density greater than 50.94%	1.4

The combined effect of Tables 1 and 2 results in the following:

2013 Allocation matrix for total EAL index funding plus MEA

Level	Level Description	Weighting	SFO Weighting		
			0.6	1.0	1.4
1	In year Prep	1.0	271.37	452.28	633.19
2	2-5 years in Australian school Years 1-6	2.00	542.74	904.56	1266.38
3	<2 years in Australian school Years 1-6	4.00	1085.47	1809.12	2532.77
4	2-5 years in Australian school Years 7-12	5.09	1381.26	2302.11	3222.95
5	<2 years in Australian school Years 7-12	7.64	2073.25	3455.42	4837.58

Notes

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

EAL CONTINGENCY (REFERENCE 27)

Budget allowing, contingency funding may be provided to schools, English Language Schools and Centres(ELS/Cs) that experience significant changes to their EAL populations during the school year. Core funding for staff providing off-base intensive English language support to a mainstream primary school, or a cluster of schools is included in ELS/Cs Student Resource Packages.

Schools or English Language Schools and Centres requesting contingency funding should contact the EAL personnel of the Targeted Programs Branch.

Mainstream school can run a Contingency Report ST21038 from CASES21 and email this to the EAL Unit.

Teacher salary charges to schools in 2013 will continue to be based on actual payroll debits for individual staff as reflected on eduPay. 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

2013 Rates			
	Credit (\$)	Cash (\$)	Total (\$)
Primary	92,756	2,424	95,180
Secondary	93,569	1,304	94,873

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 Outcomes Division.

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
- WorkSafe

CONTRACT CLEANING (REFERENCE 28)

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	<p>The cleaning area entitlement (normal use) for both secondary and primary schools is allocated in square metres according to enrolment bands of 25 students.</p> <p>The cleanable area in excess of entitlement is deemed as low use area.</p> <p>Refer to this spreadsheet (Excel - 31Kb) for enrolment/area entitlements.</p> <p>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.</p>
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 <i>School Cleaning Area Report</i> or contact the Asset Management Unit to determine the effect on their cleanable area.

Calculation

[Normal_Use_Area] x [Normal_Use_Rate] plus [Low_Use_Area] x [Low_Use_Rate]

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

Rates – 2013

School Type	Normal Use (\$)	Low Use (\$)
Special Development School	24.88	N/A
All Others	23.18	4.97
Small schools under 372m ²	18.72	N/A
Minimum Allocation	4,890.50	

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)

CROSS INFECTION PREVENTION ALLOWANCE (REFERENCE 29)

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

Rates – 2013

No. of Students	Rate (\$)
1-30	5,679
>30	11,357

CLEANING MINIMUM ALLOWANCE (REFERENCE 30)

A minimum rate is applied to all schools and centres.

Rates – 2013

Minimum (\$)	4,890.50
--------------	----------

GROUNDS ALLOWANCE (REFERENCE 31)

The Grounds Allowance is provided for ground maintenance and improvement

Calculation

Grounds Square Metres x Grounds Allowance Rate

Rates - 2013

Grounds allowance = 0.180 cents per square metre

BUILDING AREA ALLOWANCE (REFERENCE 32)

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 – 2013

	(m ² /annually)
Day Special	2.16
SDS	2.53
Physical Disability	2.16
Hospital Special	2.16
Visual/Hearing Impaired	2.16
Language School	1.70
Youth Training Centre	1.70

SPLIT-SITE/MULTI-SITE ALLOWANCE (REFERENCE 33)

Split-site/multi-site allowances are paid to designated primary, P-12 and secondary colleges which are not being funded for a separate enrolment linked base (Reference 2)

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 - 2013

Split-Site/Multi-Site Allowance (Reference 33)

<ul style="list-style-type: none">• Primary School (a)	<ul style="list-style-type: none">• 5,582 per annum for the second site• 2,792 per annum for each subsequent site
<ul style="list-style-type: none">• P-12 School	<ul style="list-style-type: none">• 8,807 per annum for each additional site
<ul style="list-style-type: none">• Secondary College (b)	<ul style="list-style-type: none">• 8,807 per annum per additional site

- (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 \$50,385 site allowance

UTILITIES (REFERENCE 34)

A budget is provided to support utilities expenditure as part of a schools overall cash allocation.

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** (>160 MWh pa sites): Ms Alex Raeside Ph: (03) 8635 3224
2. **Power direct** (<160 MWh pa sites): Ms Shona Wales Ph: (03) 86336823

Please refer to the utilities documentation for the contract information on the [SRP Website](#)

Any school not supplied under the relevant Whole of Government contract should contact Mr Brett Duff on 96372063, to arrange transition to the appropriate Whole of Government electricity supplier. All other queries can be directed to the electricity supplier directly.

Natural Gas

AGL is the current provider of Natural Gas under a Whole of Government contract arrangement. Schools with Energy Australia (formerly TRUenergy) under the previous contract are progressively being transferred across to the new contract with AGL.

Please refer to the utilities documentation for the contract information on the [SRP Website](#)

All queries should be directed to 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 electricity and 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.

MAINTENANCE AND MINOR WORKS FUNDING (REFERENCE 35)

Whilst the SRP is calculated and paid on the basis of the school or calendar year, the state-wide 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 state-wide 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. State-wide 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 state-wide 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 per cent of the Maintenance and Minor Works grant is available for urgent/unplanned works (CASES21 Revenue 70091 Expenditure 86504 Program 610 Sub Program 6101). The other 50 per cent **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 per cent of the Maintenance and Minor Works grant has been expended.

School Maintenance Audit data is loaded into the School Maintenance System. The rankings set out within that audit data must form the basis for the expenditure of 50 per cent 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.

Maintenance funding not fully expended in the current year must be budgeted back in the relevant Sub Program (6101 or 6201) for the next year.

ESSENTIAL SERVICES/ANNUAL CONTRACTS (REFERENCE 36)

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.

Guidelines for the maintenance of essential services/equipment in schools can be obtained from regional offices or electronically via

<https://edugate.eduweb.vic.gov.au/sc/sites/Infonline/HealthandSafety/Forms/AllItems.aspx>

Each school's WorkSafe 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 WorkSafe budget allocation is based on the actual incurred costs of claims that have been lodged at the school during the 2012/2013 WorkSafe premium calculation period from 1 January 2009 to 31 December 2011.

If the total cost of these claims are greater than a school's WorkSafe 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 WorkSafe budget allocations. Full 2013 WorkSafe budget allocations, charge out amounts and end of year balance details are in the [WorkSafe Summary Statement](#).

Notes

Exempt Category Claims

The following categories of claims are eligible for exemption from the calculation of a school's 2013 SRP WorkSafe cost:

- WorkSafe claims that have injury dates prior to 1 July 2000.
- WorkSafe claims from staff who work across a number of schools, such as Student Support Services Officers.
- WorkSafe claims accepted in error by the Department's WorkSafe agent, CGU Workers Compensation Insurance.
- WorkSafe 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 whose claims are associated with unsatisfactory performance or discipline proceedings.

Principals of schools that have claims in these categories lodged over the period from 1 January 2009 to 31 December 2011 should notify the Employee [Safety and Wellbeing Branch \(ESWB\)](#) by email to the WorkSafe Claims Advisory Service [WorkSafe Claims Advisory Service](#) , by Friday 21 December 2012, providing claim/s details and a request that the school's WorkSafe cost be reviewed. The ESWB will advise schools of the results of these reviews.

SCHOOL SPECIFIC PROGRAMS

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

References



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

P-12 COMPLEXITY ALLOWANCE (REFERENCE 38)

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

2013 Rates	
Administration Complexity Allowance (\$)	Principal Classification Budget (PCB) (\$)
22,574	<1,450,371
45,139	1,450,372 to 3,384,202
67,706	3,384,203 to 8,423,310
90,281	>8,423,310

LOCATION INDEX FUNDING (REFERENCE 39)

The Location Index has been calculated for each primary school, secondary college and schools in special settings outside metropolitan area:

- 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.

Calculation

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

Base allocation + (Location Index × [Student Enrolment] × [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 – 2013

Base	567.69
Per Student Rate	89.84

MARC/MACC TEACHERS, SCIENCE AND TECHNOLOGY, SCHOOL RESTRUCTURE (REFERENCE 40)

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

Rates

2013 Rate per EFT			
	Credit (\$)	Cash (\$)	Total (\$)
Primary	92,756	2,424	95,180
Secondary	93,569	1,304	94,873

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.

INSTRUMENTAL MUSIC PROGRAMS (REFERENCE 41)

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.

LANGUAGE ASSISTANTS (REFERENCE 42)

Language Assistants are allocated to schools through the Language Assistants Program, after consideration of applications from schools. The Program is managed by the International Education Division.

Funding is allocated to host schools as credit.

Notes

Allocations for Language Assistants cannot be transferred to cash

BUS COORDINATION (REFERENCE 43)

Funding for bus coordination is allocated as a credit item.

Rates

2013 Annual Full Time Rate	65,793
-------------------------------	--------

COUNTRY AREA PROGRAM GRANT (REFERENCE 45)

The eligibility criteria and allocation mechanism implemented in 1997 will continue to determine eligible schools and allocations for the 2013 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

[Primary Enrolment] x [Primary Rate] + [Base] x (1 + ([Distance From Melbourne]/150km)

PLUS

[Secondary Enrolment] x [Secondary Rate] + [Base] x (1 + ([Distance From Melbourne]/150km)

Rates – 2013

	Rate (\$)
Base amount	1,797.42
Primary	1.11
Secondary	4.81

MARC/MACC GRANT (REFERENCE 46)

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

2013 Entitlement for each van type		
	MARC	MACC
Maintenance and Running Costs	28.75 cents per km	28.75 cents per km
Registration and Insurance	\$1,234.13per annum	\$1,234.13per annum
Replacement	\$6,323.61per annum	\$2,374.20per annum
Casual Clerical Hours	\$4,077per annum	

ALTERNATIVE SETTINGS TEACHERS (REFERENCE 47)

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 2013 will continue to be based on actual payroll debits for individual staff as reflected on eduPay. 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

2013 Rates			
Sector	Credit (\$)	Cash (\$)	Total (\$)
Primary	92,756	2,424	95,180
Secondary	93,569	1,304	94,873

ANCILLARY SETTINGS TEACHERS (REFERENCE 48)

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 2013 will continue to be based on actual payroll debits for individual staff as reflected on eduPay. 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

2013 Rates			
Sector	Credit (\$)	Cash (\$)	Total (\$)
Primary	92,756	2,424	95,180
Secondary	93,569	1,304	94,873

Regional allocation of funding to support alternative programs for students.

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

TARGETED INITIATIVES

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



- Primary Welfare
- Senior Secondary Re-Engagement
- Secondary Teacher Assistants
- Managed Individual Pathways
- Vocational Education Training in Schools (VETiS)

PRIMARY WELFARE (REFERENCE 50)

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 2011. New funding was announced as part of the 2011-12 State Budget and will be phased-in to cover about two in three government primary, P-12 and special schools with the greatest need in Victoria.

From 2012, Primary Welfare Officer allocations in the SRP will be set for three years covering 2012-2014. Funding is provided at campus level provided the 2011 Student Family Occupation density for the campus exceeds .4559. Where a school's campus enrolments increase additional per student funding will be provided. However, where enrolments decline no adjustment will be made.

Calculation

Primary Welfare Officer funding model in the SRP from 2012 consists of base funding and per student funding with a cap on the total funding available at each campus. The formula is as follows

$$\text{Base} + ((\text{School Campus SFO} - \text{State-wide SFO Threshold}) \times \text{Student Rate}) \times \text{Enrolments}$$

Rates - 2013

SFO Threshold	0.4559
Base	14,982
Per Student Rate	955.21
Total Funding Per Campus Cap	71,462

Many secondary schools offer senior secondary 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 or VET qualification.

These programs fall into two groups: community and satellite programs. **Community programs** differ from Satellite programs in that 100 per cent of the qualification 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 qualification.

Eligibility

Programs eligible for senior secondary re-engagement funding are focussed on engaging young people back into education and must meet the following criteria. They must:

- deliver a senior secondary or VET qualification that would lead to the student having capacity to undertake a senior secondary qualification;
- be delivered by a school or provider who is both registered by the Victorian Registration and Qualifications Authority (VRQA) and authorised by the Victorian Curriculum and Assessment Authority (VCAA) when delivering a senior secondary qualification; or registered with the VRQA for their scope of delivery when delivering a VET 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; and

Students are eligible to participate in DEECD senior secondary re-engagement programs 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 school system for their education;
- have not attained senior secondary certificate or accredited VET qualification at certificate level II or higher;
- are between 15 years and 20 years inclusive on 1 January of the calendar year of enrolment;
- are not enrolled at a TAFE, Learn Local or Registered Training Organisation (RTO) provider as the home school in the calendar year of enrolment;
- are enrolled on the CASES21 and VASS databases by the government school; and
- are attending the senior secondary re-engagement program on a full-time basis in accordance with provisions for determining attendance in the [Census Guidelines](#).

‘**Student**’ in this context includes young people who are not currently enrolled with any education provider, but are of appropriate age to participate in a school re-engagement program.

'**Senior secondary certificate**' includes the Victorian Certificate of Education (VCE), the Victorian Certificate of Applied Learning (VCAL) Intermediate or Senior level, or the International Baccalaureate Diploma program.

'**Home school**' is defined by the VCAA as the major school/provider of the student. Only the home school may enter and change a student's personal details through the VASS. A student can only have one home school at a time. The home school is usually, but not always, the assessing school. The **Assessing school** is responsible for delivering the assessment for one or more units for a student. The assessing school is usually, but not always, the home school. A student may have more than one assessing school, but can only have one home school at a time. Please see [VCAA Administrative Handbook](#) for more information.

Program Approval

All schools wishing to deliver a senior secondary re-engagement program should submit details of their proposed program for approval against the student and program criteria, as described above, to their Regional DEECD Office prior to the year of delivery.

Local provision planning should provide a context in which the development of senior secondary re-engagement programs and the referral of students to attend senior secondary re-engagement programs occur.

Once a program has been approved for operation, each DEECD Regional office must report these approved senior secondary re-engagement programs to the Student Inclusion and Engagement Division within 7 days of their approval to expedite the allocation of funding for students enrolled in those programs.

Any school that wishes to establish a senior secondary re-engagement program, and has not delivered the VCAL previously, will need to seek authorisation from the VCAA before establishing a senior secondary re-engagement program that delivers the VCAL. For further information: contact David Gallagher gallagher.david.j@edumail.vic.gov.au at the VCAA.

Site Approval

In addition to program approval, where a school is operating a Satellite program, they must also ensure the site used for delivery of the program is registered. For more information, please see: [Necessary Approvals](#).

Student Referral and Enrolment

The process for referring students into re-engagement programs is outlined in the online guidance for re-engagement programs, available here: [Accessing a Re-engagement Program](#)

Enrolments

All home schools must record students participating in re-engagement programs on the VASS according to the requirements specified by the VCAA.

In addition all eligible students must be enrolled on the CASES21 database as a separate group by the government school, according to the current process for creating groups on CASES21 specified by DEECD.

Funding

Schools are funded to accept late enrolments of students into approved senior secondary 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 funding, which will continue to be allocated only to eligible students enrolled on the VASS prior to 29 April 2013.

Regions must report on all programs that have been approved to the Student Inclusion and Engagement 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 the calendar year of enrolment.

All eligible students will be funded **except** those that have been enrolled in another government school in the same calendar year. Where an eligible student has been enrolled in another government school in the same calendar year it is expected that the SRP funding for that student be transferred from the transferring school to the receiving school on a pro-rata basis to support their placement in the senior secondary re-engagement program consistent with the census guidelines.

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

February census until 29 April 2013	100% of full-time SRP
1 May 2013 until 28 June, 2013	75% of full-time SRP
29 June 2013 until 20 September, 2013	50% of full-time SRP

The enrolling school then provides funding for those students to the re-engagement program via a placement fee. For more information, see: [Funding Arrangements](#)

Additional funding will only be allocated for eligible late enrolments where the enrolment results in a **net increase** in the total number of students enrolled in the program at each record date. If total student enrolments at any of the above record 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 and confirmed by each Regional Office 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, but is not put on the VASS until mid-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 29 April 2013.

NOTE: No funding will be available for any late enrolments after the last day of third term.

Purchasing Senior Secondary Curriculum

Where a school purchases the delivery of senior secondary curriculum from an external provider, either in a Satellite or Community arrangement, they must conform to the [Guidelines for Government Schools Purchasing Senior Secondary Education or Training from External Providers](#) or the [Online Guidance for Re-engagement Programs](#) as appropriate. For details of purchasing arrangements including guidelines and contract templates, see: [Purchasing Senior Secondary Education and Training from External Providers](#). In Community VCAL arrangements, the standard Community VCAL contract must be used to define the relationship and accountabilities between the home school and the provider contracted to deliver the VCAL. See: [Standard Community VCAL Contract](#).

SECONDARY TEACHER ASSISTANTS (REFERENCE 54)

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 2013 Student Resource Package is based on the employment of Secondary Teacher Assistants at the ES1, Range 2 48/52 salary rate plus Payroll Tax and superannuation.

Each campus's EFT allocation will be based on 2010 audited enrolments and fixed for the relevant funding period from 2011 to 2013. Funding provisions will also be extended to include Core Stage 3 Specialist Index Schools with the same funding principles applied.

Calculation

Base rate + (secondary enrolments * per student rate)

Refer to minimum and maximum entitlements per campus

Rates

2013 Rates	
	Rate (\$)
Base Rate	4,500
Per Student Rate	71.93
Minimum Per Campus (0.2 EFT)	11,221
Maximum Per Campus (1.5 EFT)	84,155

The Managed Individual Pathways (MIPs) initiative ensures that all young people aged 15 years and over (Years 10 to 12) in Victorian Government schools are provided with an individual Career Action Plan and associated career development support as a means to make a successful transition through the senior years of education to further education, training or employment. Additional support must be provided to young people at risk of disengaging or not making a successful transition to further education, training or secure employment, as identified through the [Student Mapping Tool](#) or other similar tools.

MIPs aims to help young people to:

- develop knowledge and understanding of education, training and employment options, and
- develop the skills, knowledge, behaviours and capabilities to effectively manage their careers and transitions throughout their lives.

Funding

MIPs funding is based on enrolments of young people in Victorian Government schools aged 15 years and over (including in Special schools and Language settings or in Years 10 to 12 in all other Victorian Government schools), and the Student Family Occupation (SFO) density.

Additional funds are provided to schools with SFO densities greater than a threshold value to support young people at risk of disengaging or not making a successful transition to further education, training or secure employment.

Accountability

MIPs funding is made available so that schools can ensure that ALL young people aged 15 years and over (Years 10 to 12) must:

- participate in planned career development programs and activities informed by the [Victorian Careers Curriculum Framework](#) that supports all young people to gain the skills, knowledge, behaviours and capabilities to manage their careers throughout their life;
- have a Career Action Plan reviewed at least annually as a minimum, or more often as required by the young person, which is explicitly linked to any other plan relating to the young person (i.e. Individual Learning Plan, Individual Education Plan, Koorie Education Learning Plan etc.);
- be provided with careers counselling prior to senior secondary subject selection and further education and training course selection;
- be provided with access to targeted support appropriate to the needs of young people (such as Student Welfare Coordinators, Student Support Service Officers, community-based agencies or programs including mentoring and workplace learning), if they are identified as at risk of early leaving or not making a successful transition to further education, training or employment, as identified using the [Student Mapping Tool](#) or other similar tool;
- be followed up within six months after their exit from school and referred to appropriate agencies if not in education, training or employment.

If young people are leaving school before completing Year 12, schools must ensure that the young person has:

- completed a [School Exit Form \(Word – 132Kb\)](#) , and
- had a formal exit interview with a careers practitioner or other relevant staff member that includes:
 - counselling of options
 - referral to relevant education or training institutions
 - referral to appropriate transition support programs or agencies, and
 - provision of any relevant documentation to support the young person's transitions.

At the time of exit, schools must record the exit destinations of young people in Years 10-12 through CASES21 (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

Students aged 15+ in Special schools and Language settings

Base Allocation

MIPs Enrolments x Base per Student Rate

At Risk Component - Only if the school SFO index is greater than the SFO threshold: 0.3910

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

Rates - 2013

Base Per Student Rate	\$27.90
At Risk Per Student Rate	\$504
SFO Threshold	0.3910
Minimum <30 MIPS enrolments	\$204 per student
Minimum <100 Year 10-12 enrolments	6,000
Minimum >=100 Year 10-12 enrolments	10,000

Program Description

VETiS is a key component of the Victorian Government's strategy to increase student retention, improve year 12 or equivalent completion rates, and address skill shortages by providing options for all students.

VETiS comprises nationally recognised certificates undertaken by Victorian students which can contribute towards the completion of a senior secondary certificate through either the Victorian Certificate of Education (VCE) or the Victorian Certificate of Applied Learning (VCAL).

The SRP provided to schools for each student is the primary source of funding to support the provision of VETiS.

Government schools are provided with targeted VETiS funding to meet the additional cost of delivering VETiS. This funding to Government schools is in addition to the core student learning allocation in the Student Resource Package (SRP) that schools attract for each Full Time Equivalent (FTE) enrolment.

Targeted VETiS funding is allocated to schools for every eligible VETiS certificate enrolment being undertaken by an eligible student through an eight level funding model.

Additional VETiS funding also includes a rural weighting for VETiS students enrolled in schools with a location index of 0.2 and above.

Fees and Charges

VETiS programs are considered standard curriculum, therefore government schools must provide VETiS tuition free of charge.

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.

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. The Department will continue to audit schools as part of the school audit process, to ensure compliance with legislation and policies relating to fees and charges.

Enrolment Deadline

The deadline for VETiS certificate enrolments on the VASS database for funding purposes in 2013 is 29 April. **Please note that VETiS certificate enrolments entered on VASS after 29 April, 2013 will NOT attract targeted VETiS funding.**

Use of VETiS Funds

24.06.2013

Targeted funding allocated to support VETiS provision can be used for a range of purposes related to VETiS provision, such as:

- a contribution towards the purchase of delivery from an external RTO;
- a contribution towards teacher professional development and training;
- costs associated with registering as an RTO;
- program planning;
- purchase of curriculum materials; and
- costs associated with the transition to training packages.

Certificates eligible for funding

To maximise effectiveness of targeted VETiS funding, no funding is available for qualifications at the Certificate I level.

Enrolments in qualifications for Certificates in General Education and Generalist programs such as Certificate II in EAL (Vocational Purposes), Certificate II in EAL Access and Certificate II in Science for Adults will not be eligible for this funding. Schools wishing to provide these qualifications may fund their delivery from the core SRP allocation. If you are unsure if a particular course will attract targeted funding, please seek advice from your Regional Office.

VCE VET programs and VET programs that are endorsed by the VCAA and are eligible for 'block credit' will also be allocated funding according to the relevant level.

Further information, including a list of some of the most popular VET certificates against the 2013 indicative funding bands, is available on the Department's website at:

<http://www.education.vic.gov.au/sensecyouth/qualsprograms/vet.htm>

Students eligible to be supported by Funding

As in 2012, only **students enrolled in eligible VET certificates aged from 15 years to 20 years inclusive on 29 April, 2013** will be eligible for VETiS targeted funding. This date aligns with the final date in 2013 for schools to enter enrolments on the VASS database to determine eligibility for funding.

This arrangement extends the eligibility for funding to the majority of Year 10 students.

Students enrolled in VET certificates through an apprenticeship or traineeship are **not** eligible for targeted VETiS funding. These are inclusive of integrated School Based Apprenticeships and Traineeships (SBATs) as well as part-time apprenticeships and traineeships. However, for assessment purposes students in these arrangements are still able to gain credit for their VET towards completion of their senior secondary certificate.

It is expected that in normal circumstances students will undertake VETiS as an integrated part of their school curriculum arranged by the school to be eligible for targeted VETiS funding support. Schools are not eligible to receive targeted VETiS funding to support arrangements made directly between RTOs and students.

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 VETiS programs. Schools purchasing VETiS from external suppliers **must** use the standard contract templates located at:

<http://www.education.vic.gov.au/sensecyouth/purchasing.htm>

Calculation

Criteria for determining targeted VETiS funding

A Full Time Equivalent (FTE) enrolment in an eligible VET course is defined as a minimum of 180 hours of training per year. This will attract the full per-certificate amount. Enrolments of less than 180 hours of training in a year will attract pro-rata funding.

Funding

Allocation to support VETiS is comprised of:

Eligible FTE certificate enrolments X funding level (for students aged from 15 years to 20 years inclusive on 29 April 2013.)

Plus

FTE X Location Index X Rural Rate (Where Location Index >=0.2)

Rates for 2013

VETiS funding band level	Indicative Level (applicable to the first two payments in 2013) \$	Weighting Level	Confirmed Funding
Level 1	990	3.344	993
Level 2	884	2.986	886
Level 3	805	2.719	807
Level 4	760	2.568	762
Level 5	686	2.317	688
Level 6	407	1.375	408
Level 7	332	1.122	333
Level 8	296	1.000	297
Rural	503	0.000	504

The indicative band rates are applicable to term 1 and term 2 funding only in 2013. The band rates for 2013 will be adjusted once enrolments are confirmed on 29 April 2013.

Note an important change for 2013: Band weights will be adjusted upwards or downwards once enrolments are confirmed on 29 April 2013 in order to achieve the capping of VETiS funding at the 2012 state-wide level.

Allocations

Schools will be provided with targeted funding for every eligible VETiS certificate enrolment in each of the band funding levels, provided that they have entered the enrolments, including hours of enrolment, on VASS before **29 April, 2013**.

Payments to schools will be made on a quarterly basis detailed in the following table.

Terms	Allocation	Enrolment Basis
1	25% of indicative funding	2012 enrolments
2	25% of indicative funding	2012 enrolments
3	25% of confirmed funding adjusted to accommodate shortfall or overpayment incurred in Terms 1 & 2 payments	2013 confirmed enrolments (as on VASS, 29 April, 2013)
4	25% of confirmed funding	2013 enrolments

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
- Cash Payments - Quarterly Cash Grants, Offline Payments and other information about Cash Payments
- Annual Reconciliation - The annual reconciliation cycle used to finalise the position of a school at the end of a budget year.
- Deficits and Workforce Bridging - Assistance provisions for schools with Deficit or Workforce Management Issues

SRP Planner

The SRP Planner is a modelling 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 eduPay payroll to amend personnel/payroll data. The payroll amendments need to be made directly onto eduPay.

It provides salary projections and estimates using current payroll parameters, such as classifications, time fractions, increment dates and appointment dates. Certain eduPay 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**.

- Reports
- Credit / Cash Transfers
- Projections in the SRP Management Report
- Quarterly Cash Grant
- Annual SRP reconciliation
- Charging of actual salaries
- Salary Mischarging Amendments
- Planning for the annual pay cycle
- Principal Classification Budget (PCB)
- History

Reports

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

SRP Management Report	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.
SRP Report	Latest Student Resource Package update, including any revisions or adjustments.
Salaries Fortnightly Transaction Report	Itemised changes for each employee.
Employee Charging History Report	Itemised history of salary charges for each employee.
Salary Mischarging Corrections Report	A summary of corrections processed on behalf of the school.

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 eduPay. 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**. Requests 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/>

Payment

See Cash Payments

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/eduPay entries in the latest pay period. Salary mischarges, may also cause variations in the projected year-end expenditure.

Quarterly Cash Grant

See Cash Payments

Charging of actual salaries

Salary charges to schools are based on actual payroll debits for individual staff as reflected on eduPay. 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.

Schools are liable for the entire employment period of a staff member at that school as defined in eduPay.

Staff transferring between schools

Schools are liable for the charging of a staff member up until the transfer date within eduPay. The actual transfer date should be entered in accordance with HR guidelines and should be consistent with the *Recruitment in Schools* document.

Consistent with these guidelines it is recommended that the transfer date reflect the first day the staff member starts work in the new school. In the majority of cases this will be the first day of Term.

Example 1 – End of Year Break:

Staff Member John Teacher is transferring from Happy Valley Primary School to Pretty Hill Primary School from one year to the next.

Following the recommendations set out on the *Recruitment in Schools* webpage (www.education.vic.gov.au/hrweb/careers/Pages/recruitinsch.aspx) the transfer occurs on the first day of term, John is therefore charged as follows over the End of Year Break.

From	To	School
First day of Holidays	Last day of Holidays	Happy Valley Primary School
First day of Term 1	Onwards	Pretty Hill Primary School

Example 2 – End of Year Break (Fixed Term Staff member worked Term 3 and Term 4):

Happy Valley Primary School staff member, Elizabeth Teacher has a new position at Pretty Hill Primary School. She has worked as a Fixed Term Staff member at Happy Valley starting on the first day of Term 3.

Following the recommendations set out in the *Recruitment in Schools* document, the commencement date occurs on the first day of term. Because she did not work for the entire year she is only paid through the holiday period to the end of her leave entitlement.

Elizabeth is therefore charged as follows over the End of Year Break.

From	To	School
First day of Holidays	End of Leave Entitlement*	Happy Valley Primary School
End of Leave Entitlement*	Last day of Holidays	Staff Member is Not Paid and therefore not charged.
First day of Term 1	Onwards	Pretty Hill Primary School

* Leave entitlement is determined as per the eduPay ***Fixed Term Teacher Vacancy Ready Reckoner*** (www.education.vic.gov.au/hrweb/careers/Pages/recruitinsch.aspx)

Example 3 – Term 1 Break:

Staff Member Jane Support is transferring from Red Berry Secondary College to Green Grape Secondary College over the Term 1 Break.

Following the recommendations set out in the Recruitment in Schools Guidelines, the transfer occurs on the first day of term, Jane is therefore charged as follows over the Term 1 Break:

From	To	School
First day of Holidays	Last day of Holidays	Red Berry Secondary College
First day of Term 2	Onwards	Green Grape Secondary College

Example 4 – End of Year Break (Negotiated Transfer Date):

Staff Member Joseph Teacher is transferring from Blue Secondary College to Orange Secondary College from one year to the next.

The principal at Orange Secondary College wants Joseph to start work at the school early to assist in preparing for a new program at the school. As per the ***Recruitment in Schools*** website (www.education.vic.gov.au/hrweb/careers/Pages/recruitinsch.aspx), principals have the option of negotiating a transfer date for staff.

The agreed upon transfer date for Joseph to start work at Orange Secondary College is 15 January. Joseph is therefore charged as follows over the End of Year Break.

From	To	School
First day of Holidays	14 January	Blue Secondary College
15 January	Onwards	Orange Secondary College

Example 5 – Staff member resigning on first day of term 1:

Staff Member Lyn Teacher is resigning* from Happy Valley Primary School on the first day of Term 1. Lyn is therefore charged as follows over the End of Year Break.

From	To	School
First day of Holidays	Last day of Holidays	Happy Valley Primary School
First day of Term 1	Resignation	

* Further information can be found on the HR Web, [Resignation](#).

Salary Mischarging Amendments

Salary Mischarging Amendments can be submitted by schools for situations 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 SMAF online mischarging system available to schools on the SRP website (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.

Replacement Staff over Term Breaks

Where a staff member is replacing a staff member absent on eligible leave (greater than 30 continuous working days) through a portion of the preceding term, including the last day of term, and the replacing staff member is paid through all or a portion of the following holidays then a school may submit a Salary Mischarge Amendment requesting that the absent staff member be charged outside the budget.

Staff on eduPay are considered to be a replacement when there is a demonstrated additional cost incurred by the school, for example:

- Hiring of a Fixed Term employee
- Increase in time fraction
- Staff temporarily transferred from another school
- Temporary resumption of duties by staff on unpaid leave

Example 1 – Term 2 Break:

John Teacher is an ongoing staff member at Happy Valley Primary School who took Long Service Leave for the whole of Term 2. During his absence Elizabeth Teacher was hired into a fixed term position.

Although John's leave ended on the last day of term, he will not actually return to the school until the first day of Term 3. At the same time, Elizabeth is entitled to be paid for the Term 2 Break. As charging both staff to the school would result in a double charge to the school, Happy Valley submitted a Salary Mischarge Amendment requesting that John Teacher be taken outside the budget because they were replaced by Elizabeth Teacher.

The request was approved and the school was charged as follows:

From	To	Teacher	Charged:
First Day of Term 2	Last Day of Term 2	John Teacher	Outside the Budget*
		Elizabeth Teacher	To Happy Valley Primary
First Day of Term 2 Break	Last Day of Term 2 Break	John Teacher	Outside the Budget*
		Elizabeth Teacher	To Happy Valley Primary

* Leave Charging Rules apply, see Relief Management

Example 2 – End of Year Break:

Jane Teacher is an ongoing staff member at Pretty Hill Primary School who was absent on Long Service Leave for the last 7 weeks of Term 4 (greater than 30 continuous working days). During her absence she was replaced by Fred Teacher, a fixed term teacher who was employed at the school in a different capacity to the end of Term 3 and was retained at the school through term 4 to cover the absence.

Although Jane's leave ended on the last day of term, she will not actually return to the school until the first day of Term 1. At the same time, Fred is entitled to be paid for the End of Year Break. As charging both staff to the school would result in a double charge to the school, Pretty Hill submitted a Salary Mischarge Amendment requesting that Jane Teacher be taken outside the budget because they were replaced by Fred Teacher.

The request was approved and the school was charged as follows:

From	To	Teacher	Charged:
First Day of Term 4	Day Before Jane goes on leave	Jane Teacher	To Pretty Hill
		Fred Teacher	To Pretty Hill
First Day Jane is on Leave	Last Day of Term 4	Jane Teacher	Outside Budget*
		Fred Teacher	To Pretty Hill
First Day of End of Year Break	Last Day of End Of Year Break.	Jane Teacher	Outside Budget*
		Fred Teacher	To Pretty Hill

* Leave Charging Rules apply, see Relief Management.

Exception: Teaching Scholarship Scheme

The following is an extract from the department's guidelines for staff hired under the Teaching Scholarship Scheme.

"Vacancies advertised for the start of the school year will commence on 1 January and the recipient paid from this date from within the school's Student Resource Package."

- HR Web, [Teaching Scholarships](#)

As a school does not have the ability to make a management decision with regards to the start date for staff hired under the Teaching Scholarship Scheme, the following applies.

A school may submit a Salary Mischarge Amendment requesting that an absent or terminating staff member be charged outside the budget where the replacing staff member is hired under the Teaching Scholarship Scheme and paid for all or a portion of the time from January 1 to the first day of Term 1 and the replaced staff member is:

- terminating on the first day of term 1; or
- absent on eligible leave (greater than 30 continuous working days) through a portion of Term 1, including the first day of the term

Example 1: Replacing a terminating staff member

Staff Member Lyn Teacher is resigning from Happy Valley Primary School first day of Term 1. Julie Teacher has been hired as part of the Teaching Scholarship Scheme to replace Lyn Teacher. Happy Valley Primary school is therefore charged as follows:

From	To	Teacher	Charged:
First day of Holidays	31 December	Lyn Teacher	To Happy Valley Primary
1 January	Last day of Holidays	Lyn Teacher	Outside the Budget*
		Julie Teacher	To Happy Valley Primary

* Leave Charging Rules apply, see Relief Management

Example 2: Replacing staff member on Long Service Leave

Staff Member Craig Teacher is taking 6 months of Long Service Leave from Happy Valley Primary School starting on the first day of Term 1. Sally Teacher has been hired as part of the Teaching Scholarship Scheme and will replace Craig Teacher. Happy Valley Primary school is therefore charged as follows:

From	To	Teacher	Charged:
First day of Holidays	31 December	Craig Teacher	To Happy Valley Primary
1 January	Last day of Holidays	Craig Teacher	Outside the Budget*
		Sally Teacher	To Happy Valley Primary
First Day of Term 1	End of Craig's Leave	Craig Teacher	Outside the Budget*
		Sally Teacher	To Happy Valley Primary

* Leave Charging Rules apply, see Relief Management

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 eduPay 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)

2013 - Budget for Principal Classification

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

Classification	Range	2013 Minimum PCB
1	1	0
	2	836,753
2	3	1,450,371
	4	3,384,202
3	5	8,423,310
	6	15,180,855

- Relief
- Defence Force Leave
- Long-term Leave Support Scheme
- Summary
- Short Term Leave Reimbursement

Active: September 2011 onwards

Relief

Funds are incorporated into the Student Resource Package (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)
- WorkSafe absences after the first ten days
- Major sporting competition leave

Where leave is 30 working days or less the School Resource Allocation Branch will approve reimbursement 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.

Where there is insufficient overall credit surplus in the SRP to employ relief, 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.

A Summary of Relief Fund Sources is provided below.

Relief planning

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.

Replacement teaching staff are 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.

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.

Defence Force Leave

Defence Force Leave is unpaid; some teachers on Defence Force Leave may receive make-up pay to cover the difference between their Defence Force and DEECD salary. Schools are to be fully reimbursed for this amount to claim reimbursement a Salary Mischarge Amendment should be submitted to the Schools Resource Allocation Branch. For more information on salary mischarge amendments, see: [Managing and Monitoring the SRP](#)

For more information on Defence Force Leave, on HRWeb see: [Defence Reserve Service](#)

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 state-wide cost, rather than deal individually with potentially significant unplanned sick leave costs.

The annual premium is displayed as a deduction in the Cash section of a schools' SRP Management Report.

Long-term Leave Support Scheme Rates	
	2013
Index-model Specialist Schools \$ Per Student (included in index)	\$94.37
All other Schools % of the total credit component in the SRP	0.813%

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 eduPay. Relief periods beyond six months should be subject to advertisement.

If a Casual Relief Teacher 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.

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 eduPay. 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, WorkSafe 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:

Salary of person on leave >30 days	Equivalent value of a person's salary charged outside the SRP		
Principal	Full salary		
Assistant Principal	Accomplished teacher A-1 + HD gap (base of Assistant Principal range minus Expert Teacher)		
Leading Teacher	Accomplished teacher A-1 + HD gap (base of Leading Teacher range minus Expert Teacher)		
Expert Teacher	Accomplished teacher A-1		
Accomplished Teacher	Accomplished teacher A-1		
Graduate Teacher G-2 G-1	Graduate Teacher G-2 G-1		
Education Support Officers	Full salary		
Example: Funding for a Leading Teacher 1 on long-service leave over 30 days			
	Teacher's Salary	Charge to School's SRP	Charge outside SRP (i.e. School's saving to fund replacement*)
Normal fortnight salary (from 2 Jan 2012)	\$3,329.37	\$3,329.37	-
Fortnight salary whilst on LSL>30days	\$3,329.37	\$551.91	\$2,777.46*

- The salary charge to the school has reduced during LSL and funds are saved for replacement.

Calculation of saving:

• Accomplished teacher A1: \$61,997/ 26.0893 fortnights	• \$2,376.34
• HDs gap Expert teacher to LT 1: \$10,465 / 26.0893 fortnights	• \$401.12
• = Saving to school for relief	• \$2,777.46

Summary

The following table summarises the funding source for each leave type for Teachers and Education Support Officers:

Relief type: Teachers and Education Support Officers	Budget source	
	Up to 30 days	More than 30 days
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.
Nominated leave <ul style="list-style-type: none"> • Long Service Leave • Paid Family/Paternity Leave • WorkSafe absences after the first ten days • Major sporting competition leave 	Claim reimbursement via Short Term Leave Reimbursement if CRT employed	Leave on payroll is automatically reimbursed to SRP. Check Management Reports.
Defence Force Leave	Leave is unpaid. If charged for make-up pay claim reimbursement via Salary Mischarge Amendment	Leave is unpaid. If charged for make-up pay claim reimbursement via Salary Mischarge Amendment
All other relief	Fund from SRP	Fund from SRP

Short Term Leave Reimbursement

Short Term Leave Reimbursement (STLR) is a process whereby schools can apply for reimbursement for nominated leave items less than 30 continuous working days. For more information on Short Term Leave Reimbursement, refer to the STLR page on: [SRP Management Site](#) (edumail login required).

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

Short Term Leave Reimbursement Rates

The following table contains the rates at which schools will be reimbursed for relief staff; these figures include superannuation and other on-costs.

For information on payment rates for relief staff, please refer on HRWeb to: [Salary Rates](#)

Reimbursement Rates for 2013		
Effective dates	Education Support Officer Relief (Hourly Rate)	Casual Relief Teacher (Maximum Daily Rate)
1 Jan 2013 - 31 Dec 2013 May change subject to EBA outcomes	\$27.42	\$263.80

The daily funding rate used within the SRP for 2013 is \$289 for relief staff and includes Superannuation and WorkSafe.

SPECIAL CHARGING ARRANGEMENTS

- Principal salary charge
- Salary on-costs
- Sabbatical leave
- Travel allowance
- History

Active: December 2011 onwards

Principal salary charge

Special charging arrangements apply for the principal position in the Student Resource Package (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.

2013 - 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.

	Base (\$)	Per Student (\$)	Enrolment cap
Primary	100,649	65.68	536
Secondary	115,946	26.01	1,148
Pri-Sec	119,083	26.63	631

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 eduPay. These on-costs comprise payroll tax and superannuation. This funding is not separately itemised within the SRP.

Superannuation

Superannuation is charged at a deemed rate based on the total credit allocations in the SRP. The deemed rate is referenced to the total funding allocation in the SRP for superannuation. In this way, superannuation is cost-neutral for schools. With the exception of superannuation on salary deficits which will appear as an Additional Super component on a school's SRP Management Report.

Year	Superannuation Rate
2013	8.3%

Additional superannuation

When a school's actual superannuation cost exceeds the amount charged as superannuation, an Additional Super charge is levied for the difference.

Payroll tax

Payroll tax is charged based on total salaries expenditure.

Year	Payroll Tax Rate
2013	4.9%

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 four-year work period at 100 per cent of the salary at their relevant classification. The charge comprises the teacher's salary of 80 per cent and a Sabbatical Leave Provision charge for the remaining 20 per cent. During the sabbatical leave period, the teacher is charged outside the SRP, therefore providing funds to schools to employ relief if required.

Travel allowance

Extract from H Online Newsletter, Issue 06-2011:

The Australian Taxation Office requires that all reimbursement of travel expenses for employees (e.g. private motor car usage, including SSSO travel reimbursement) must be included on an employee's Payment Summary. This change will enable DEECD to meet its legislative obligation for reporting these payments on the PAYG statement.

To enable this to occur for the next financial year, all reimbursements for travel expenses paid after 1 July 2012 must be recorded on eduPay. eduPay has been updated to allow access to the relevant Positive Input element to record these payments. Reimbursement of travel expenses is no longer to be paid through CASES21.

Travel Allowance in the SRP

Travel Allowance will be charged to schools as a deduction against the schools cash line, this can be reviewed throughout the year on the school's Budget Management and Cash reports.

CASH PAYMENTS

- Quarterly Cash Grants (QCG)
- Offline Payments
- Remittance Advice
- Cash Payment Statement
- CASES21 Finance

Active: January 2012 onwards

Quarterly Cash Grants (QCG)

The Cash component of the SRP is paid over 4 Quarterly Cash Grant (QCG) payments on the first day of each term.

These payments are based on:

Term 1 Grant	Indicative SRP using projected enrolments
Term 2 Grant	Confirmed SRP using February census enrolments*, with a retrospective adjustment (increase or decrease) for Term 1
Term 3 Grant	Confirmed SRP using February census enrolments*
Term 4 Grant	Confirmed SRP using February census enrolments*

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

The Quarterly Cash Grant can include:

- Cash allocations from the SRP or Strategic Programs
- Credit to Cash Transfer amounts from SRP or Strategic Programs
- Other Cash Grant amounts such as school support
- Deductions for Long Term Sick Leave Premium.
- Other deductions

Offline Payments

Offline payments can occur at any time throughout the year, common causes for an offline payment to be made are:

- Credit to Cash Transfer against previous year SRP surplus

- Strategic Programs Credit to Cash Transfer request approved as a lump-sum payment
- Short Term Leave Reimbursement Payments

Offline payments can also be triggered by cash flow support payments or other cash grants.

Remittance Advice

The Accounts Payable team in the Department's Financial Services area provides schools with a remittance advice for every payment that is made to the school. This remittance advice provides a breakdown of what makes up the payment, and provides a description for each component of the payment.

Payments made from the SRP or Strategic Programs will appear on this remittance advice, the descriptions will contain a variety of information, the details of which are explained below.

Quarterly Cash Grant Payments

There are 3 different types of descriptions that may appear on the remittance advice for a Quarterly Cash Grant Payment:

1. SRP QUARTERLY CASH GRANT PAYMENT

This payment includes SRP budget allocations, Credit / Cash Transfers and any deductions:

STUDENT RESOURCE PACKAGE (SRP) - BATCH **<batch number>** - **<term 1-4>** QUARTERLY CASH GRANT - **<GST Status>** - CASES21 Finance General Ledger **<GL Code>**: Sub Program **<Sub Program Code>**

2. STRATEGIC PROGRAMS QUARTERLY CASH GRANT PAYMENT

This payment includes Strategic Program budget allocations, Credit / Cash Transfers and any deductions, a separate line will appear for each strategic program:

STUDENT RESOURCE PACKAGE (SRP) - BATCH **<batch number>** - **<term 1-4>** QUARTERLY CASH GRANT - **<Strategic Program>** - **<GST Status>** - CASES21 Finance General Ledger **<GL Code>**: Sub Program **<Sub Program Code>**

3. OTHER PAYMENTS

Some schools will receive other forms of payment through the SRP Payments system at the same time as the Quarterly Cash Grant:

STUDENT RESOURCE PACKAGE (SRP) - BATCH **<batch number>** - **<term 1-4>** QUARTERLY CASH GRANT - Other Cash Grants - **<Other Cash Grants Description>** - **<GST Status>** - CASES21 Finance General Ledger **<GL Code>**: Sub Program **<Sub Program Code>**

DEFINITIONS

In the samples above, some placeholders were left using <>, please see the below table for definitions:

Placeholder	Definition
<batch number>	<p>A 6 digit number, e.g.: 00099</p> <p>The SRP identifier of the payment, this can be used to look up a payment within the SRP reports, or can be quoted to SRP Support Staff when you are making an enquiry regarding your payment</p>
<Term1-4>	<p>Indicates the Term for the Quarterly Cash Grant Payment, possible values are:</p> <ul style="list-style-type: none"> • TERM1 • TERM2 • TERM3 • TERM4
<Strategic Program>	The name of the strategic program to which the payment relates.
<GST Status>	Indicates if the payment is subject to GST, and provides the appropriate code for use in CASES21 Finance. The Majority of payments occurring through the SRP Payment System will not be subject to GST and therefore this will be set to "Not Subject to GST (Code NS6)"
<GL Code>	The CASES21 Finance General Ledger code against which to record the payment.
<Sub Program Code>	The CASES21 Finance General Ledger Sub-Program code against which to record the payment. (may not appear for all payments)
<Other Cash Grants Description>	If the payment is of the type Other Cash Grants, a more detailed description will be provided.

EXAMPLES:

The below example would relate to a school that is receiving payment for the SRP, 2 Strategic Programs and an Other Payment. This would represent a fairly complex example of what would be seen on the remittance advice:

```
STUDENT RESOURCE PACKAGE (SRP) - BATCH 000999 - TERM 2 QUARTERLY  
CASH GRANT - Not Subject to GST (Code NS6) - CASES21 Finance  
General Ledger 70001
```

```
STUDENT RESOURCE PACKAGE (SRP) - BATCH 000999 - TERM 2 QUARTERLY  
CASH GRANT - SP - Low SES - Not Subject to GST (Code NS6) -  
CASES21 Finance General Ledger 70001: Sub Program 9611
```

```
STUDENT RESOURCE PACKAGE (SRP) - BATCH 000999 - TERM 2 QUARTERLY  
CASH GRANT - SP - Literacy and Numeracy - Not Subject to GST  
(Code NS6) - CASES21 Finance General Ledger 70001: Sub Program  
9613
```

```
STUDENT RESOURCE PACKAGE (SRP) - BATCH 000999 - TERM 2 QUARTERLY  
CASH GRANT - Other Cash Grants - Repayable Cash Flow Support -  
Not Subject to GST (Code NS6)- CASES21 Finance General Ledger  
70001
```

Offline Payments

The description for offline payments will take the form:

```
STUDENT RESOURCE PACKAGE (SRP) - BATCH <batch number> -  
OFFLINE PAYMENT - <program> - <description> - <GST Status> -  
CASES21 Finance General Ledger <GL Code>: Sub Program <Sub  
Program Code>
```

DEFINITIONS

In the sample above, some placeholders were left using <>, please see the below table for definitions:

Placeholder	Definition
<batch number>	<p>A 6 digit number, E.g.: 00099</p> <p>The SRP identifier of the payment, this can be used to look up a payment within the SRP reports, or can be quoted to SRP Support Staff when you are making an enquiry regarding your payment</p>
<Program>	<p>For payments against the SRP this will not appear.</p> <p>If a payment is made against a Strategic Program, the Strategic Program name will be displayed.</p> <p>If a payment is made from another source, such as a cash flow support payment, it will show as "Other Cash Grants".</p>
<Description>	<p>A more detailed description of the payment, this will not appear for all payments, only for those where more information is appropriate, such as a Credit to Cash Transfer payment.</p>
<GST Status>	<p>Indicates if the payment is subject to GST, and provides the appropriate code for use in CASES21 Finance. The Majority of payments occurring through the SRP Payment System will not be subject to GST and therefore this will be set to "Not Subject to GST (Code NS6)"</p>
<GL Code>	<p>The CASES21 Finance General Ledger code against which to record the payment.</p>
<Sub Program Code>	<p>The CASES21 Finance General Ledger Sub-Program code against which to record the payment. (may not appear for all payments)</p>

EXAMPLES:

The below example would relate to a school that is receiving a basic payment against the SRP relating to a budget adjustment occurring after the Term 4 Quarterly Cash Grant

```
STUDENT RESOURCE PACKAGE (SRP) - BATCH 000999 - OFFLINE PAYMENT
- Not Subject to GST (Code NS6) - CASES21 Finance General Ledger
70001
```

The below example would relate to a school that is receiving a payment against the SRP relating to a Credit to Cash Transfer against previous year surplus.

```
STUDENT RESOURCE PACKAGE (SRP) - BATCH 000999 - OFFLINE PAYMENT  
- Credit to Cash Transfer - Previous Year - Not Subject to GST  
(Code NS6) - CASES21 Finance General Ledger 70001: Sub Program  
9611
```

The below example would relate to a school that is receiving a payment against a Strategic Program relating to a Credit to Cash Transfer approved as a lump sum.

```
STUDENT RESOURCE PACKAGE (SRP) - BATCH 000999 - OFFLINE PAYMENT  
- SP - Low SES - Credit to Cash Transfer - Not Subject to GST  
(Code NS6) - CASES21 Finance General Ledger 70001
```

Cash Payment Statement

A Cash Payment Statement is produced for every payment made via the SRP Payment System. It is available to schools on the reports page of the SRP Website (www.eduweb.vic.gov.au/srp/)

This report provides a detailed breakdown of what makes up every payment, including the budget lines from which the payment was made, and any deductions held against the payment.

CASES21 Finance

All cash payments must be recorded appropriately in CASES21 Finance using the General Ledger and Sub Program codes provided in the descriptions.

- Things to Check
- Reconciliation Certification
- End of Year Surplus
- End of Year Deficit
- End of Year Cash Balance

Active: January 2012 onwards

RECONCILIATION PROCESS

A reconciliation process is undertaken at the end of each year to verify the schools end of year position with regards to the SRP. This process is completed in order to finalise any surplus amount to be carried forward, or deficit amount to be recovered.

Things to Check

Budget

Schools should review their budget after any change and forward any enquiries to the relevant policy unit or region.

Program for Students with Disabilities

Schools may be provided with funding through the Program for Students with Disabilities (see: [Program for Students with Disabilities](#)). This information should be reviewed and all adjustments submitted via the [Program for Students with Disabilities Management System \(PSDMS\)](#).

Cleaning

The cleaning allocation for a school is based on the physical dimensions of the buildings and the schools enrolments (see: [Contract Cleaning](#)). Schools should ensure that their school information in the Schools Assets Management System (SAMS) is correct to ensure that they are receiving the correct cleaning budget.

Salary Expenditure

Schools should ensure that they have been charged correctly for all staff at their school in both their normal SRP and Strategic Programs.

Credit to Cash / Cash to Credit

Schools should ensure that there are no outstanding Cash to Credit or Credit to Cash amounts remaining at the end of the year. This can be done by checking the Credit / Cash Transfer Status report for your school. If there are outstanding requests, a correction should be made during the reconciliation certification process to cancel the outstanding amount of the request.

Reconciliation Certification

The end of year certification process represents recognition by the school principal that the schools position with regards to both Strategic Programs and the SRP are correctly shown in the SRP reports; or that the position is correctly represented with the factoring in of nominated corrections or amendments.

During the reconciliation period, only adjustments submitted via the reconciliation certification process will be investigated, and no adjustments will be made to the school reports until after the reconciliation is submitted

When certifying their school, the principal has two options:

1. Certify

The SRP reports as shown accurately reflect the end of year position for the school and no amendments need to be made.

2. Certify with corrections / amendments

If the school believes that corrections or amendments need to be made, they can submit their certification with corrections or amendments attached. These corrections or amendments will then be investigated by Schools Resource Allocation Branch (SRAB) staff and appropriate action taken.

End of Year Surplus

SRP

Any Credit Surplus remaining against the schools SRP after the reconciliation process is completed is carried forward to the following year. Schools then have the option of either retaining the funds as Credit, or submitting a 'Credit to Cash against Previous Year Surplus' request to gain immediate access to the funds as cash. (see Credit / Cash Transfers)

Strategic Programs

Any Credit Surplus remaining against a Strategic Program at the school after the reconciliation process is completed is carried forward to the following year. It is always carried forward as credit.

If a school has a remaining Surplus amount against a Strategic Program and the program is not receiving an allocation against that program in the following year, the Regional Director may elect to transfer the surplus away from that school at their discretion.

End of Year Deficit

SRP

Any Credit Deficit remaining against the Schools SRP will be recovered from the schools Cash component in the following year. This recovery will occur against the first Quarterly Cash Grant (QCG) following the finalisation of reconciliation for all schools. If there are insufficient funds available in the first QCG to cover the outstanding deficit amount, the balance will be recovered from the following QCG's. If there remains an outstanding deficit amount after the Term 4 QCG, the school will be contacted and arrangements made for the balance to be paid, commonly by cheque.

Example 1: Recovery from Term 2 QCG

		Term 2 QCG	Term 3 QCG	Term 4 QCG	Cheque
QCG Amount		50,000	50,000	50,000	
Deficit Amount	10,000	10,000	0	0	0

Example 2: Recovery Starting in Term 2 and finishing Term 3 QCG

		Term 2 QCG	Term 3 QCG	Term 4 QCG	Cheque
QCG Amount		50,000	50,000	50,000	
Deficit Amount	60,000	50,000	10,000	0	0

Example 3: Recovery Starting in Term 3 QCG and requiring repayment by Cheque

		Term 3 QCG	Term 4 QCG	Cheque
QCG Amount		50,000	50,000	
Deficit Amount	110,000	50,000	50,000	10,000

Strategic Programs

If a school has an outstanding Credit Deficit against a Strategic Program at the end of the year, and is receiving an allocation through the SRP for that program in the following year, the deficit figure will be carried forward to the following year as a Credit, and no recovery action will be taken.

Example:

Current Year:	\$10,000 Deficit
Following Year Balance Carried forward:	-\$10,000

However if the school is not receiving an allocation against the same Strategic Program in the following year, the deficit will be recovered from the schools Quarterly Cash Grants (QCG) in the same manner as it is for a deficit in the SRP. This recovery will occur against the first Quarterly Cash Grant (QCG) following the finalisation of reconciliation for all schools. If there are insufficient funds available in the first QCG to cover the outstanding deficit amount, the balance will be recovered from the following QCG's. If there remains an outstanding deficit amount after the Term 4 QCG, the school will be contacted and arrangements made for the balance to be paid, commonly by cheque.

End of Year Cash Balance

Due to budget changes or other adjustments that occur after the Term 4 Quarterly Cash Grant (QCG), there will often be an outstanding cash balance for a school at the end of the calendar year. A positive cash balance will be paid through the following years QCG a negative cash balance will be deducted from the following years QCG.

Background

1. Devolved budgets and workforce management responsibility have operated in Victorian schools since 1996 and all schools are expected to have in place planning strategies to manage their workforce requirements within available funds.
2. The SRP allocates the available State government funding to all schools in a transparent and equitable manner based on student needs. The imperative for all principals is to manage their school within available resources.
3. Deficit management and workforce planning support may be available to schools in circumstances where the school is not able to meet commitments within their allocated budget. Support is provided in these circumstances through a combination of:
 - Management support via workforce planning, through Regional Finance Managers, Technical Leadership Coaches, Schools Finance Liaison Officers, and Workforce Bridging Officers.
 - Financial support via Workforce Bridging through the Schools Workforce Analysis and Support Unit (SWASU) of the School Resources Allocation Branch (SRAB) – if the shortfall is not linked to local management decisions
4. This will assist schools to make the transition **from a deficit to a 'within budget' situation.**

Underlying Principles

5. The following principles inform the policy in assisting schools in circumstances involving deficit management and workforce planning issues:
 - 5.1. The SRP is allocated to all schools based on principles of equity, consistency and transparency. The SRP is adjusted periodically to reflect salary and other cost movements, consistent with the State Budget and the prevailing Victorian Government Schools Agreement.
 - 5.2. Schools operate in a devolved environment, wherein workforce planning and SRP management is the responsibility of the principal and school council. Principals are therefore expected to have a sustainable workforce management plan for their school that is capable of being funded within the SRP.
 - 5.3. School workforce plans must include contingency planning to deal with changing circumstances. This includes accommodating potential budget changes linked to such factors as enrolment variations, and changing workforce commitments including staff salary increments and leave returnees. The SRP Planner provides a useful modelling tool for schools for this purpose. If credit deficits arise, whether or not caused by local management decisions, it is incumbent on the school to take action to remove the deficit, within appropriate DEECD policy.

5.4. Schools participating in reorganisations are also expected to undertake workforce planning within their overall budget allocation whilst giving due consideration to clauses contained in the DEECD Human Resources *School Merger or Closure - Staffing Guide*. Regions and central office are available to assist schools with the workforce planning process through the provision of management advice and support. Principals are expected to have a sustainable workforce management plan for their school that is capable of being funded within the SRP.

Procedures for Assistance

6. Management advice and support

Since the first imperative is to manage the school's SRP to avoid a deficit, principals should develop a workforce plan that is capable of being funded within the SRP. Should this process identify that the school has a need for possible assistance, the principal should contact the Regional Finance Manager; the region may refer to the SWASU for further support.

6.1 Discussions with the Regional Finance Manager will encompass the overall financial position of the school, including salary mischarges, credit-cash transfers and accumulated surpluses. This analysis will involve assessment by the Regional Finance Manager of the school's capacity to manage within its budget.

6.2 If referred to the SWASU, the region will provide details of the relevant Workforce Plan and information pertaining to the school's workforce planning issues and financial management history via the regional referral pro forma.

7. Support

Following regional referral to the SWASU a Workforce Bridging Officer (WFBO) will be assigned to work with the school and Regional Office and prepare a report for the Workforce Bridging Panel. The WFBO and school principal will develop a Workforce Bridging report based on the school's workforce plan that will include strategies to return the school to a sustainable budget position.

7.1 Factors considered in determining whether Workforce Bridging financial assistance is provided include:

- The budget shortfall is not the result of local management decisions
- The school has a viable deficit management strategy
- The school undertakes to consult with the SWASU if it anticipates moving outside of its deficit management strategy

7.2 On completion of discussions, the WFBO will:

- a) Provide the Principal and the Regional Director with a copy of the WFB Report
- b) Submit the Workforce Bridging Report to the SWASU who will present the report to the Workforce Bridging Panel for assessment and possible recommendation to the Chief Finance Officer (CFO).

7.3 The Panel will meet as required and consists of:

- A Chairperson – Director, SRAB
- A representative of the Human Resources Division (HRD)
- Two practising principals – one Secondary and one Primary

7.4 A letter confirming the Panel's decision will be sent to the principal, with copies to the Regional Finance Manager and Regional Director. The principal will be requested to inform the School Council of this decision.

7.5 The level of support determined by the Panel and approved by the CFO will be reflected on the school's Budget Management Report.

7.6 The final amount of any Workforce Bridging financial assistance is subject to confirmation at the end of the calendar year as the amount notionally approved may be reduced subject to the reconciliation of the school's SRP.

8. Review

8.1 A process is available for schools who wish to have the decision of the Panel reviewed. Requests, outlining the grounds for the review, should be lodged with the Manager, SWASU, Ground Floor, 33 St Andrews Place East Melbourne 3000, within 14 days of the receipt of the letter confirming the Panel's decision.

If additional information is provided it should be explained why it was not included in the original report.

8.2 The review will, in the first instance, be considered by the Panel and may be referred to the Deputy Secretary, Infrastructure and Finance Services Group.

Ensuring Consistency

9. The SWASU has overall responsibility for the Workforce Bridging process and works with schools, regions, professional associations and stakeholder reference groups to ensure that the process is supportive of schools, while remaining fair and consistent with the principles of devolved school self-management.

STRATEGIC PROGRAMS

- Overview
- Funding
- Expenditure
- Oncosts
- Treatment of Deficit / Surplus
- Credit / Cash Transfers
- Reporting

Overview

Strategic Programs (SP) is a newly created funding component made up of the following items:

COAG National Partnership Projects

- Low SES School Communities – National Partnership
- Low SES School Communities – National Partnership Transition (2013 only)
- Improving Literacy and Numeracy-National Partnership

Funding

Low SES School Communities – National Partnership

Low SES funding and transition will be displayed and treated separately from the Student Resource Package. However, it will be displayed using the current SRP systems and conventions. Low SES funding will be allocated as credit funding on a calendar year basis and will include all salary on-costs

The Low SES School Communities – National Partnership entitlement is calculated as:

$((\text{School SFO density} - \text{percentile SFO density}) \times 2013 \text{ Indicative Enrolment} \times \text{per student rate})$

Improving Literacy and Numeracy – National Partnership

Victorian government schools have been selected where they meet either of the following criteria:

- The school has at least 30% of their students in the bottom two bands of NAPLAN for Reading and Numeracy across 2010-12 or
- The school has at least 50 students in the bottom two bands of NAPLAN for Reading and Numeracy across 2010-12.

The Improving Literacy and Numeracy - National Partnership entitlement is calculated as:

$[\text{Confirmed Enrolment} \times \text{Per Student Rate}] \times \% \text{ Proportion of students At Or Below National Minimum Standard (AOBNMS)}$

National Partnership funding will not contribute to the Principal Classification Budget (PCB).

Rates

Low SES School Communities 2013 Rates (subject to variation as the quantum of funds is fixed and if enrolment changes occur, rates will vary accordingly)

- Percentile SFO density = 0.6500
- Per student rate is \$4,899.83
- Formula guarantees a minimum of \$10,000 for all eligible schools
- Gains are capped to \$1,500,000

***Please note schools transition funding was not based on this calculation.**

Improving Literacy and Numeracy 2013 Rates

- Per student rate \$776.50
- Formula guarantees a minimum of \$13,000 for all eligible schools
- Per student allocation based on a “single per student” rate against the proportion of students who are at risk of not achieving expected levels in literacy and numeracy across 2010 to 2012

Expenditure

Salaries expenditure on central payroll for Low SES funding will be tracked through ‘Bin’ codes in the SRP expenditure system and linked to unique project numbers and accounts that have been set up in eduPay. These unique codes are used for identifying each project against which staff are being employed and are listed below with the project codes:

Project	Project
Low SES School Communities	152601
Improving Literacy and Numeracy	152617

To ensure staff are charged against the appropriate program it will be necessary for the online Salary Mischarging Amendment Form (SMAF) to be completed as is the case for all salary mischarges.

Staff are recorded against three Low SES Bin codes in all relevant reports, including:

- Budget Management
- Salary Fortnightly Transaction
- Employee Charging History

Oncosts

Low SES funding salary oncosts are calculated as a single line which can be seen on your Budget Management Report. When budgeting to hire staff against a Strategic Program, it is important to factor in these Oncosts.

Oncosts for all Strategic Programs are calculated at **19.25%** in 2013.

The oncosts figure is based on actual Salary Expenditure; as such it may vary throughout the course of the year based on your projected expenditure against the strategic program. The oncosts line is made up of the following components:

- Superannuation
- Payroll Tax
- Long Term Sick Leave Premium
- WorkSafe
- Fringe Benefit Tax
- Long Service Leave

Treatment of Deficit / Surplus

As indicated previously, Low SES and Improving Literacy and Numeracy funding will be quarantined from the SRP – Low SES and Improving Literacy and Numeracy deficits & surpluses will be treated separately from the SRP and any other National Partnership (NP) funding.

For more information regarding the handling of Low SES and Improving Literacy and Numeracy Surplus / Deficit, please refer to the SRP Annual Reconciliation.

Low SES School Communities – National Partnership funding and transition surplus and Improving Literacy and Numeracy – National Partnership funding surplus:

- A NP surplus will not be used to pay for a SRP deficit.
- A SRP deficit will not be used to offset a NP surplus.
- At the end of the Partnership, surpluses may be rolled over to the following year on the advice of the regional director.

Low SES School Communities – National Partnership funding and transition deficit and Improving Literacy and Numeracy – National Partnership funding deficit:

- End of year NP deficits can be rolled over to the New Year regardless of the SRP position, **provided there are new NP funds** in the following year otherwise normal deficit management procedures apply.
- A NP deficit will not be used to erode a SRP surplus, except;
- At the end of the program, deficits will be treated in the same manner as SRP deficits.

NP funding including transitions will not be recognised as contributing to WFB circumstances either during or at the completion of NP projects.

Credit / Cash Transfers

While allocations will be in the form of credit initially, there is the capacity to request a Credit / Cash Transfers (CCT). Requests for CCT transfers will be subject to approval. Payments will be included in the normal Quarterly Cash Grant payments at the start of each term.

Unique Low SES sub-program codes have been created in CASES21 Finance to track cash expenditure once CCTs hit schools' bank accounts. The following new sub-programs have been set up in CASES21 to record revenue and expenditure:

Code	CASES21 Sub-Program
9611	National Partnership Program Low SES
9620	Improving Literacy and Numeracy National Partnership

Reporting

National Partnership funding reports for individual schools will be accessible through the normal SRP system login. The standard suite of reports will include information on each individual NP funding.

SSS NETWORK BUDGETS

Overview

Budgets are provided to each of the 51 SSS networks and operate on similar self-management principles to those underpinning the Student Resource Package (SRP). They are administered by nominated network coordinator schools in conjunction with the network Chair.

Budget reporting and transaction processing quarantines SSS funding and reporting within the coordinator school's SRP reports.

It is critical that all aspects of management for the SSS budget, including reporting, transaction processing, budget transfers and reconciliation, operate independently of the coordinator school's own SRP. Unique SP sub-program codes have been created in CASES21 Finance to track expenditure against SSS budgets, to enable all activity to be wholly separated from school SRP operations.

Funding Allocations

Funding may be allocated as credit or cash, dependent upon each specific network.

- **Professional salaries (incl. on-costs)**
 - Credit allocation for the purpose of employing the specialist staff to deliver the program to students.
- **Administration Support (incl. on-costs)**
 - Credit or cash allocation.
 - Credit funding is provided to cover the cost of administrative staff directly employed in the network based on historic network structures.
 - Cash funding is provided where a network's administration function had previously been handled through the regional office allowing the network to engage administrative support however it chooses.
- **Worksafe**
 - Credit funding. Worksafe cannot operate separately for SSS networks as it does in schools, because networks do not have the same entity status as schools. Worksafe is therefore budgeted and charged in the SSS network using only notional deemed figures.
 - SSS officers will continue to be categorized as Exempt Category staff in coordinator schools. It is important for coordinator schools, on behalf of the SSS network, to liaise with the Employee Health Unit to confirm SSS staff are exempted from the school's own Worksafe charges. Refer to the SRP guide for further information.
 - Under this approach, Worksafe for SSS staff is effectively cost neutral for SSS networks and for coordinator schools.

- **Outsourcing**

- Cash allocation provided to networks that have a component of its student service delivery provided by external parties.

- **Operations**

- Cash allocation to cover the network's operating costs such as travel, telephone, training, utilities, publications and other expenditure incurred.

Salary On-costs

Funds are included in the SSS network budget to meet relevant salary on-costs associated with the payment of salaries and allowances on eduPay. This includes superannuation, payroll tax and Worksafe.

Superannuation is budgeted and charged at a deemed rate based on the total credit allocations in the SSS network budget. As with the SRP, the rate is referenced to the aggregate cost of superannuation, rather than being determined for each setting. Superannuation will be cost neutral for the SSS network, unless the credit component is in deficit. In this instance, superannuation will be charged on the deficit and budget provision must be made by the network.

Payroll tax is included in the SSS network budget as part of the credit allocation. Payroll tax is charged each fortnight against actual salaries on the payroll.

Full details relating to on cost rates can be found in the SRP Guide.

Other on-costs relating to long-service leave and fringe benefits tax are managed centrally, consistent with the SRP.

SSS Administration

Credit and Cash

The SSS budget like the SRP is categorised into credit or cash funding that can be transferred between credit and cash utilising the online SRP facility. The normal verification procedures will apply to confirm that sufficient uncommitted credit funding is available to support credit-to-cash transfers. Please nominate 'SSS' when undertaking a transaction.

All transfers are subject to the approval of the Chair on behalf of the network.

SSS Quarterly Cash Grant

The cash component of the network budget is paid to coordinator schools in equal quarterly instalments at the commencement of each term. Cash payments in respect of credit-to-cash transfers are included with the quarterly grant.

Where a network staff have been reimbursed for staff travel expense through eduPay the amount paid is accumulated against the respective network and deducted from the next available quarterly cash grant payable to the network.

Refer to the SRP Guide for further information.

Annual Reconciliation

The SSS network budget is subject to an annual reconciliation process. Procedures for the reconciliation are similar to those applying for the SRP.

Verified surpluses will be carried forward and verified deficits are subject to recovery. The annual reconciliation will require the endorsement of the network Chair.

Consistent with the SRP cycle, the reconciliation will be undertaken as at 31 December each year. Refer to the SRP Guide for further information.

Relief Management

Consistent with the model that has previously operated in regions, SSS networks will need to develop a relief management strategy having a view to the total budget available (both credit and cash) and utilizing flexibilities that become available over time from factors such as staffing attrition.

With the exception of certain nominated leave items, SSS networks will be expected to manage their overall relief requirements within the available budget. The nominated leave items are consistent with the SRP and comprise long service leave, paid family/paternity leave, Worksafe absences after the first ten days and major sporting competition leave. Defence Force leave make-up pay may also be supported if applicable.

Similarly, the Long-term Leave Support Scheme, which operates in the SRP to assist schools to manage long term leave costs, will also operate for SSS staff. The scheme provides for an annual self-

insurance premium to be charged for leave over 30 days, rather than the highly volatile cost of actual leave replacement. The premium will be charged based on 0.788% of the credit component.

Refer to the SRP Guide for further information.

Reports

A suite of online reports will be available for the SSS network budget similar to those provided for the SRP.

The SSS network, under the leadership of the Chair, is responsible for the management of the network budget. Online reports will be available in the first instance to the coordinator school that has been charged with day-to-day administration of the budget

In summary the reports include:

Budget Management Report	A summary of the budget financial position, including the projected surplus or deficit, based on current salary commitments.
SSS Network Budget Detail Report	Latest SSS network budget update, including any revisions or adjustments.
Salaries Fortnightly Transaction Report	Itemised charges for each employee.
Employee Charging History Report	Itemised history of salary charges for each employee.
Salary Mischarging Corrections Report	A summary of corrections processed on behalf of the network.

Assistance with Deficit Management and Workforce Bridging

SSS networks have similar flexibilities and responsibilities to those pertaining to the SRP, particularly in managing savings that may occur from factors such as staffing attrition and pressures that may emerge due to leave replacement. While these factors may balance out over time, annual variations will need to be carefully managed.

Deficit management and workforce planning support are available to SSS networks in similar circumstances to those applying to the SRP. Support in these circumstances may be available through a combination of:

- Management support for workforce planning through Regional Finance Managers, Schools Finance Liaison Officers and Workforce Bridging Officers.
- Financial support via Workforce Bridging if the shortfall is not linked to local management decisions
- The aim at all times is to assist SSS networks to make the transition from a deficit to a 'within budget' situation.

Further information about support for deficit management and workforce bridging is available in the SRP Guide.

Related Guidelines

Student Support Services Guidelines

Student Support Services Ultranet Design Space (120886088).

Contacts

Category	Program	Contact	Telephone
SSS Networks	SSS Policy	Kris Arcaro	9637 2012
	SSS Service Delivery	David Billimoria	9637 3775
	SSS SRP and Budget	Graeme Lamb	9637 2569
	SSS HR Policy	Andrew Bull	9637 2397
	SSS HR Operations	Edin Hrelja	9637 2571

SRP CONTACTS

General SRP Enquiries

Website	Email	Telephone
SRP Hotline		
www.eduweb.vic.gov.au/SRP/	studentresourcepackage@edumail.vic.gov.au	9637 2554 9637 2578
Human Resources Hotline		
www.education.vic.gov.au/hr/	hrweb@edumail.vic.gov.au	1800 641 943
Student Wellbeing and Health Support Division		
servicedesk.education.vic.gov.au/	disability.services@edumail.vic.gov.au	1800 641 943

Regional Support

See: [Regional Offices](#)

North Eastern Victoria Region	Email: nevr@edumail.vic.gov.au	
Benalla		5761 2100
Glen Waverley		9265 2400
North Western Victoria Region	Email: nwvr@edumail.vic.gov.au	
Bendigo		5440 3111
Coburg		9488 9488
South Eastern Victoria Region	Email: sevr@edumail.vic.gov.au	
Dandenong		8765 5600
Moe		5127 0400
South Western Victoria Region	Email: swvr@edumail.vic.gov.au	
Ballarat		5337 8444
West Footscray		9291 6500
Early Childhood Services		9275 7000
Geelong		5225 1000

Program Support

Category	Program	Contact	Telephone
Core Student Resource Allocation	SRP Hotline	Janet Sexton	9637 2554
	Language Support Program	Karen Underwood	9637 3820
Equity	Equity	Katie Nguyen	9637 2445
	Program for Students with Disabilities (PSD)	Alan Wilson	9637 2106
	English as an Additional Language (EAL)	Ruth Crilly Kelly Juriansz	9637 2039 9637 2135
School Infrastructure	Contract Cleaning	Andrew Glab	9637 3846
	Essential Services	Alex Wright	9637 3106
	Maintenance & Minor Works	Frank Kennedy	9637 3063
	SAMS (Asset Management)	sams@edumail.vic.gov.au Andrew Glab	9637 3846
	Utilities	Brett Duff	9637 2063
	WorkSafe	Roko Durmanic	9637 2387
School Program	Alternative Programs and Ancillary Settings	Tom Speirs	9637 3262
	Language Assistants	Jennifer Swanton	9637 2082
Student Support Services (SSS)	Student Support Services	Graeme Lamb	9637 2569
Targeted Initiative	Primary Welfare Officers	David Billimoria	9637 3775
	Senior Secondary Re-engagement	Tom Speirs	9637 3262
	Secondary Teacher Assistants	Chris Thomson	9637 2941
	Managed Individual Pathways	Pheona Donohoe	9637 2102
	VETiS	Andrew Dowling Melanie McGrath	9947 1813 9637 3998
Budget Management	Career Change	Mark Newton	9637 2376
	Principal Classification Budget	Brian Wheeler	9637 3423
	Recruitment On-line	School HR Service	1800 641 943
	Sabbatical Leave	Mark Newton	9637 2376
	Short Term Leave Reimbursement	Schools.leave.reimbursement@edumail.vic.gov.au	9637 2198
	Workforce Bridging	Robert Craven	9637 3259
	Teacher Scholarships	School HR Service	1800 641 943