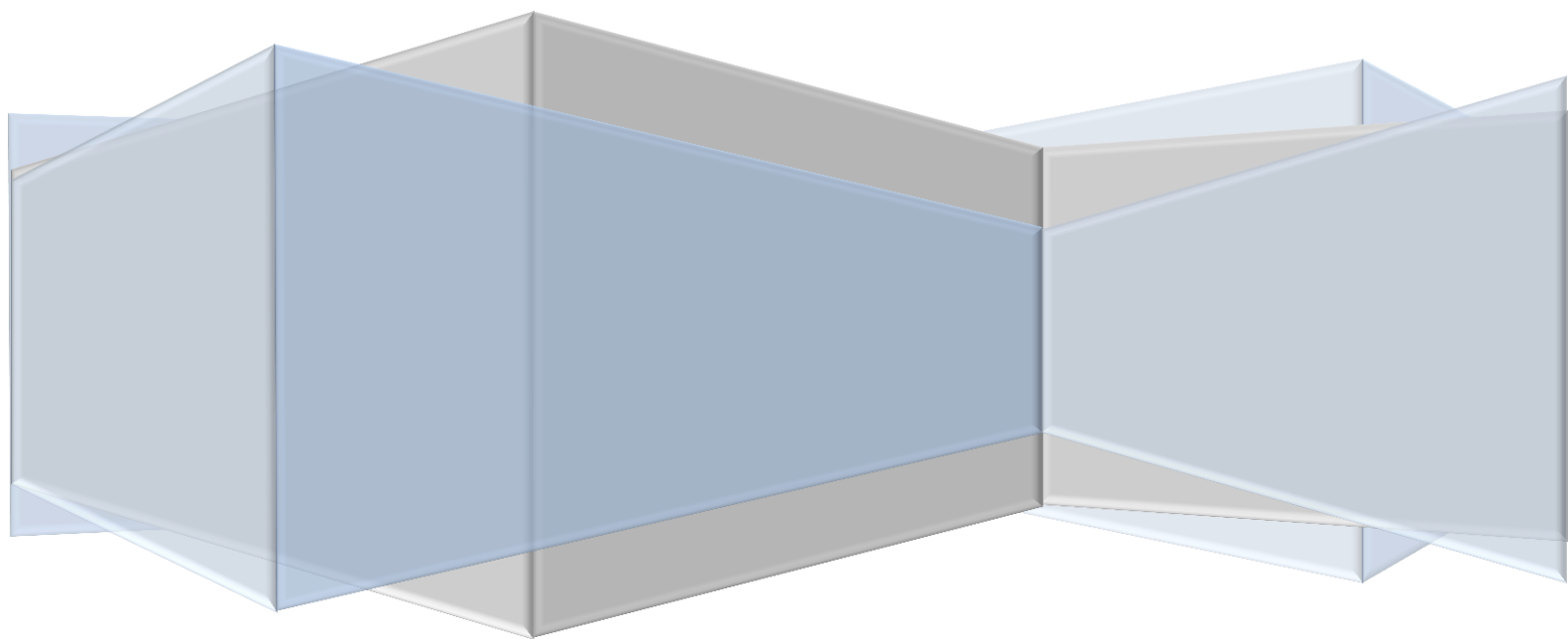


THE STUDENT RESOURCE PACKAGE

2015 GUIDE (Indicative)



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STUDENT RESOURCE PACKAGE

The Student Resource Package 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 2015.

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

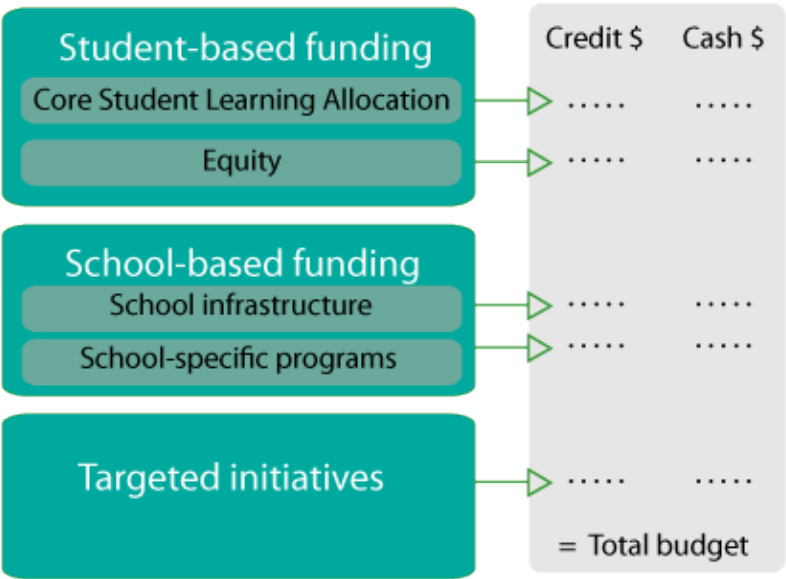
For School Principals and Delegates, see [Student Resource Package](#)

ABOUT THE STUDENT RESOURCE PACKAGE

THE SRP FRAMEWORK

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

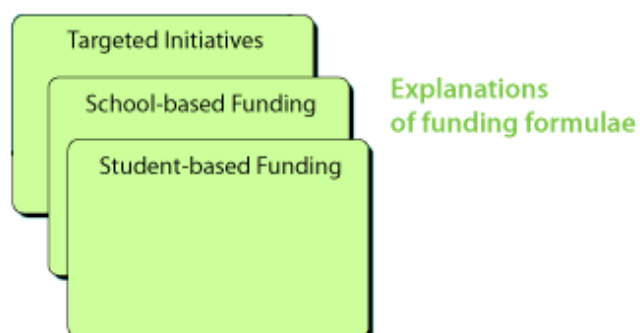
Schools receive their Student Resource Package and relevant updates each year according to the following cycle:

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.

THE SRP GUIDE



This guide outlines the framework, formulae and business processes underpinning the Student Resource Package funding model for Victorian schools in 2015.

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

2015 Student per capita funding			
Student Learning Allocation	Credit (\$)	Cash (\$)	Total Student Price (\$)
Prep - Year 1	6,567	406	6,973
Year 2	6,097	378	6,475
Years 3 - 6 (and Primary Ungraded)	5,590	345	5,935
Years 7-12 Students (and Secondary Ungraded)	7,480	402	7,882

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. To be eligible for multi-campus, each campus must be at least 1km apart.

Rates

2015 Regular Base	Credit (\$)	Cash (\$)	Total (\$)
Primary(incl. Hub Annex	46,690	2,820	49,510
Secondary	444,249	22,852	467,101
P-9, P-10 and P-12	464,421	26,227	490,648
P-8 (=0.5 x P-12 Base)	232,210.50	13,113.50	245,324
Sec-Split Site (=1.5 x Sec Base)	666,373.50	34,278	700,651.50
Split Site P-12 (=1.5 x P-12 Base)	696,631.50	39,340.50	735,972

2015 Regular Enrolment Linked Base Taper	Credit (\$)	Cash (\$)	Total (\$)
Primary Taper >500 Per student reduction	-124.89	-7.52	-132.41
Secondary and Sec-Split Site Taper >400 Per student reduction	-380.66	-19.59	-400.25
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) x [Taper]

where secondary enrolment is less than 400

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

Rates

2015 Small Schools Adjustment	Credit (\$)	Cash (\$)	Total (\$)
Primary	31,653	2,000	33,653
Secondary	131,217	7,140	138,357

2015 Small School Adjustment Taper	Credit (\$)	Cash (\$)	Total (\$)
Primary	-165.55	-10.46	-176.01
Secondary	-452.49	-24.61	-477.10

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 rates 2015](#)

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

2015				
Stage	Age Range	Credit (\$)	Cash (\$)	Total (\$)
1	5 to 10	6,900	531	7,431
2	11 to 16	4,904	409	5,313
3	17 to 18	5,399	450	5,849

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

[Enrolment Threshold - Enrolment] × Rate

- Where total enrolments at the school are less than **45**.
- The maximum amount funded is limited to the **\$100,701**.

Rates

2015	
Per Student Rate	\$4,413
Enrolment Threshold	45
Maximum Funded	\$100,701

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.

APPROVED EARLY EDUCATION PROGRAM (REFERENCE 7)

In 2015 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 2015 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 0.4600

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

2015		
	Weighting	Rate (\$)
Prep-1	1.175	26.51
Year 2	1.091	24.62
Years 3-6	1.000	22.56
Years 7-9	1.3051	29.45
SFO Threshold	0.4600	
Prep-9 Per Student Rate		569.79
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 (Overview)
- 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.

For Further Information and supporting documentation see:

- [SFO Parental Occupation Coding - Comprehensive Guide](#)
- [DEECD SFO Data Collection Form](#)
- [A to Z Index of Occupations](#)
- [SFO Fact Sheet](#)
- [SFO Guidelines](#)
- [SFO Occupation Groups Summary Page](#)

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

2015

- State-wide median SFO density for specialist index schools =0.6377
- State-wide median SFO density for mainstream schools =0.5135
- Student rate is \$3,292 (Credit \$1,632 Cash \$1,660) for all eligible schools
- Formula guarantees a minimum of \$12,000 for eligible schools
- Language centres and schools =\$316 per 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

2015

- State-wide 80th percentile SFO density = 0.6538
- Per student rate is \$3,826 (Credit \$3,619 Cash \$207)
- Formula guarantees a minimum of \$5,000.00 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 0.5373; 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

2015

Statewide median SFO density for schools with year 7-9 students only =0.5373

- Per student rate is \$1,030 (Credit \$960 Cash \$70)
- Formula guarantees a minimum of \$12,000.00 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

2015	
Base rate (\$)	2,157
Per capita(\$)	299

PROGRAM FOR STUDENTS WITH DISABILITIES (OVERVIEW)

Overview

Under section 32 of the *Disability Discrimination Act 1992*, education providers must comply with the Disability Standards for Education 2005. The Disability Standards for Education 2005 set standards for education and training providers, including Victorian government schools. To comply with the Standards education providers must make 'reasonable adjustments' to accommodate a student with a disability.

The Program for Students with Disabilities is a targeted supplementary funding program for Victorian government schools. It provides resources to schools for a defined population of students with disabilities, with moderate to severe needs. Under the program, resources are provided directly to Victorian government schools to support the provision of school-based educational programs for eligible students with disabilities.

Program for Students with Disabilities resources assist schools to meet their obligations under the Disability Discrimination Act 1992; they do not define or limit the support provided by a school for a student with a disability and schools are required to consider their total budget in supporting a student with a disability.

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.	
	Specialist autism schools are resourced by school based funding model and a stages of schooling index.	

Schools will be resourced by the Program for Students with Disabilities funding model for students who maintain current PSD eligibility for 2015. For information on student application processes and timelines, see: [Guidelines](#)

The Student Support Group is the primary source of advice to the principal on the personalised learning and support 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 supported under 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](#)

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 on a pro-rata basis according to enrolment details 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 eight school terms (24 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

In Victoria, education is compulsory for children aged between 6 and 17 years. Students are expected to attend normal school hours (between 9.00am and 3.30pm) every school day of each term.

Where agreement has been reached that a student is enrolled and attends two schools, the allocation will be provided on a pro-rata basis consistent with the enrolment details contained in CASES21 and registered on PSDMS.

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 of the year prior. This can result in significant variation between the indicative budgets for this element and the confirmed 2015 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

See: [Program for Students with Disabilities Levels 1-6](#)

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 to provide schools with greater flexibility within their SRP to support students with disabilities. Supports may include:

<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
---	---

PSD resources assist schools to meet their obligations under the Disability Discrimination Act; they do not define or limit the support provided by a school for a student with a disability. It is the responsibility of the school, in consultation with parents/carers/guardians in the Student Support Group, to determine the specific nature of the support required.

Calculation details

PSD resources are allocated based on up-to-date enrolment information provided by schools via the Program for Students with Disabilities Management System (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, see [PSDMS](#).

PSD resources are allocated on a pro-rata basis according to enrolment details 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).

Where agreement has been reached that a student is enrolled and attends two schools, the allocation will be provided on a pro-rata basis consistent with the enrolment details contained in CASES21 and registered on PSDMS.

Rates

2015	
Level	Credit (\$)
1	6,641
2	15,358
3	24,242
4	33,086
5	41,863
6	50,686

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

2015					
Index Point	Supplementation per Student (\$)	Index Point	Supplementation per Student (\$)	Index Point	Supplementation per Student (\$)
1.0	206.9	2.7	745.3	4.4	1,283.8
1.1	238.5	2.8	777.0	4.5	1,315.5
1.2	270.2	2.9	808.7	4.6	1,347.2
1.3	301.9	3.0	840.4	4.7	1,378.9
1.4	333.5	3.1	872.0	4.8	1,410.5
1.5	365.2	3.2	903.7	4.9	1,442.2
1.6	396.9	3.3	935.4	5.0	1,473.9
1.7	428.6	3.4	967.1	5.1	1,505.6
1.8	460.3	3.5	998.7	5.2	1,537.2
1.9	491.9	3.6	1,030.4	5.3	1,568.9
2.0	523.6	3.7	1,062.1	5.4	1,600.6
2.1	555.3	3.8	1,093.8	5.5	1,632.3
2.2	587.0	3.9	1,125.5	5.6	1,664.0
2.3	618.6	4.0	1,157.1	5.7	1,695.6
2.4	650.3	4.1	1,188.8	5.8	1,727.3
2.5	682.0	4.2	1,220.5	5.9	1,759.0
2.6	713.7	4.3	1,252.2	6.0	1,790.7

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

2015	
	Rate (\$)
Per Eligible Student	\$11,961

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 – 2015

Enrolment Range Rate	Rate(\$)
0 - 25	2,343
26 - 50	2,931
51+	3,518

EAL LEVELS 1-5 (REFERENCE 26)

The EAL program funding in the SRP 2015 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 may be provided to schools, English Language Schools and Centres (ELS/Cs) that experience significant changes to their EAL populations during the school year. Applications for contingency funding may be submitted at any time during the term. Schools with existing programs must have a minimum 0.2 EFT increase to receive contingency funding and schools not in receipt of EAL Index funding must meet the required thresholds.

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.

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

2015 EAL and MEA thresholds	
Sector	Threshold (\$)
Primary Schools	\$21,711
Secondary Schools	\$41,755

Table 1: 2015 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: 2015 Weightings applied to schools which have differing densities of Student Family Occupations.		
Level	Description	Weight
1	SFO density less than or equal to 52.73%	0.6
2	SFO density greater than 52.74% but less than or equal to 54.69%	1.0
3	SFO density greater than 54.70%	1.4

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

2015 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	\$295.67	\$492.79	\$689.91
2	2-5 years in Australian school Years 1-6	2.00	\$591.35	\$985.58	\$1,379.81
3	<2 years in Australian school Years 1-6	4.00	\$1,182.70	\$1,971.16	\$2,759.62
4	2-5 years in Australian school Years 7-12	5.09	\$1,504.98	\$2,508.30	\$3,511.62
5	<2 years in Australian school Years 7-12	7.64	\$2,258.94	\$3,764.91	\$5,270.87

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. Applications for contingency funding may be submitted at any time during the term. Schools with existing programs must have a minimum 0.2 EFT increase to receive contingency funding and schools not in receipt of EAL Index funding must meet the required thresholds.

Mainstream schools should run a Contingency Report ST21038 from CASES21 and email this with a request to be considered for contingency funding to the EAL and Multicultural Unit at esl@edumail.vic.gov.au.

English Language Schools and Centres should email details of the increased numbers of students to the EAL and Multicultural Unit at esl@edumail.vic.gov.au.

Schools receiving intensive English language support (also known as Outpost Programs) should note that funding for EFT for these programs is included in ELS/Cs Student Resource Packages.

Teacher salary charges to schools in 2015 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

2015			
	Credit (\$)	Cash (\$)	Total (\$)
Primary	101,141	2,558	103,699
Secondary	102,028	1,370	103,398

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 Learning and Teaching 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
- Essential Services/Annual Contracts
- Workers' Compensation

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 Indicative SRP based on Indicative enrolments as per the February census.

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 – 2015

School Type	Normal Use (\$)	Low Use (\$)
Special Development School	25.98	N/A
All Others	24.21	5.19
Small schools under 372m ²	19.55	N/A
Minimum Allocation	5,108	

Notes

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

Also refer to: Reference 29 [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 – 2015

No. of Students	Rate (\$)
1-30	5,932
>30	11,862

CLEANING MINIMUM ALLOWANCE (REFERENCE 30)

A minimum rate is applied to all schools and centres.

Rates – 2015

Minimum (\$)	5,108
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GROUNDS ALLOWANCE (REFERENCE 31)

The Grounds Allowance is provided for ground maintenance and improvement

Calculation

Grounds Square Metres x Grounds Allowance Rate

Rates - 2015

Grounds allowance =0.190 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 – 2015

	(m ² /annually) \$
Day Special	2.26
SDS	2.64
Physical Disability	2.26
Hospital Special	2.26
Visual/Hearing Impaired	2.26
Language School	1.77
Youth Training Centre	1.77

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 - 2015

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

<ul style="list-style-type: none">Primary School (a)	<p>\$5,830 per annum for the second site</p> <p>\$2,916 per annum for each subsequent site</p>
<ul style="list-style-type: none">P-12 School	<p>\$9,199 per annum for each additional site</p>
<ul style="list-style-type: none">Secondary College (b)	<p>\$9,199 per annum per additional site</p>

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

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

Whole of Victorian Government Energy Contracts

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

Electricity

1. **Red Energy** is our retailer for schools (meters) that consume >160MWh pa.

Contacts for billing enquiries

Michelle Hertaeg email: Michelle.hertaeg@redenergy.com.au ph 9425 0749.

Kimberley Barnett email: Kimberley.barnett@redenergy.com.au ph 9425 0711.

Please use the link for further tariff and contract information [SRP Website](#)

2. **Power direct** is our retailer for schools (meters) that consume <160 MWh pa

Contacts for billing enquiries

Shona Wales email: MACService@powerdirect.com.au ph 1300 757 384

Catherine Nowell email: MACService@powerdirect.com.au ph 1300 757 384

Please use the link for further tariff and contract information [SRP Website](#)

Natural Gas

AGL is the current provider of Natural Gas under a Whole of Victorian Government contract arrangement. **Contact for billing enquiries**

Customer Service Consultant email: businesscustomerswp@agl.com.au ph 1300 793 477

Please use the link for further tariff and contract information [SRP Website](#)

Any school not supplied under the relevant Whole of Victorian Government contract should contact Mr Brett Duff on email: duff.brett.a@edumail.vic.gov.au, to arrange transition to the appropriate Whole of Victorian Government retailer. All other queries can be directed to the retailer.

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 Victorian Government electricity or natural gas supplier in order to understand both the nature and cost of this aspect of the project.

The formula for maintenance 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 age of those buildings. Appropriate factors are also applied to cater for the higher costs associated with building works in remote areas.

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

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

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

Changes to a schools maintenance funding between calendar years and /or between indicative and confirmed allocation may arise due to:

- 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

The Maintenance grant is available to address maintenance priorities as identified by schools (CASES21 Revenue 70091 Expenditure 86504 Program 620 Sub Program 6201). All schools are encouraged to undertake proactive maintenance planning, using all available information, including the results of the recent state-wide condition assessment. It is vital that schools use their Maintenance allocation for the active and ongoing maintenance of facilities and to prevent potential health and safety issues.

ESSENTIAL SERVICES/ANNUAL CONTRACTS (REFERENCE 36)

The Essential Services/Annual Contracts allocation provides for the routine servicing, inspection, and testing of various items both essential and mandatory. This includes heating, air-conditioning specialized fire equipment, emergency exit lighting, lifts, EPA licensed sewerage treatment, water treatment plants, sanitary and nappy bins, and termite inspections

Costs associated with repairs for any of the equipment serviced under this component are funded within the Maintenance portion of the SRP.

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

See: [Guidelines for the maintenance of essential services/equipment in schools](#) or contact regional offices

WORKERS' COMPENSATION (REFERENCE 37)

Each school's Workers' Compensation 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 Workers' Compensation budget allocation is based on the actual incurred costs of claims that have been lodged at the school during the 2014/2015 Workers' Compensation premium calculation period from 1 January 2011 to 30 June 2013.

If the total cost of these claims is greater than a school's Workers' Compensation 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 Workers' Compensation budget allocations. Full 2015 Workers' Compensation budget allocations, charge out amounts and end of year balance details are in the [Workers' Compensation Summary Statement](#).

Notes

Exempt Category Claims

The following categories of claims are eligible for exemption from the calculation of a school's 2015 SRP Workers' Compensation cost:

- Workers' Compensation claims that have injury dates prior to 1 July 2000.
- Workers' Compensation claims from staff who work across a number of schools, such as Student Support Services Officers.
- Workers' Compensation claims accepted in error by the Department's WorkSafe agent, CGU Workers Compensation Insurance.
- Workers' Compensation 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 2011 to 30 June 2013 should notify the Workers' Compensation Unit (WCU) by email to the [Workers' Compensation Claims Advisory Service](#), by Friday 19 December 2014, providing claim/s details and a request that the school's Workers' Compensation cost be reviewed. The WCU 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

2015	
Administration Complexity Allowance (\$)	Principal Classification Budget (PCB) (\$)
24,615	<1,631,470
49,220	1,631,471 to 3,806,767
73,827	3,806,768 to 9,475,078
98,443	>9,475,079

*PCB ranges for allocating this allowance will be done during the confirmed budget cycle.

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 – 2015

Base	\$592.95
Per Student Rate	\$93.84

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

2015 Rate per EFT			
	Credit (\$)	Cash (\$)	Total (\$)
Primary	101,141	2,558	103,699
Secondary	102,028	1,370	103,398

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

2015 Annual Full Time Rate	\$71,741
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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 2015 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 – 2015

	Rate (\$)
Base amount	\$1,877.38
Primary	1.16
Secondary	5.03

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

2015 Entitlement for each van type		
	MARC	MACC
Maintenance and Running Costs	\$30.03 cents per km	\$30.03 cents per km
Registration and Insurance	\$1,289.03 per annum	\$1,289.03 per annum
Replacement	\$6,604.91 per annum	\$2,479.81 per annum
Casual Clerical Hours	\$4,445 per annum	

ALTERNATIVE SETTINGS TEACHERS (REFERENCE 47)

Re-engagement programs operate outside mainstream school settings and provide alternative, tailored education and support for children and young people who are disengaged, or have been identified as at risk of disengaging, from mainstream school. They provide an opportunity for disengaged or at-risk children and young people to achieve positive education and wellbeing outcomes through engagement in a tailored and supportive learning environment.

A small number of teachers are allocated to these settings to provide a tailored and supportive learning environment for a small number of students who are unable to pursue their education in mainstream settings.

Alternative Settings Teachers should use the Department's re-engagement guidelines to develop their programs to support at risk and vulnerable students, see: [Re-engagement Programs](#)

Teacher salary charges to schools in 2015 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

2015			
Sector	Credit (\$)	Cash (\$)	Total (\$)
Primary	101,141	2,558	103,699
Secondary	102,028	1,370	103,398

ANCILLARY SETTINGS TEACHERS (REFERENCE 48)

Ancillary Settings Teachers are allocated to schools formerly having Social Adjustment Centres (SACs) and Secondary Teaching Units (STUs).

Ancillary Settings Teachers should use the Department's re-engagement guidelines to develop their programs to support at risk and vulnerable students, see: [Re-engagement Programs](#)

Teacher salary charges to schools in 2015 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

2015			
Sector	Credit (\$)	Cash (\$)	Total (\$)
Primary	101,141	2,558	103,699
Secondary	102,028	1,370	103,398

ALTERNATIVE PROGRAMS – REGIONAL GRANTS (REFERENCE 49)

Regional allocation of funding to support alternative programs for students.

Alternative Programs established by schools or other agencies should use the Department's re-engagement guidelines to develop their programs to support at risk and vulnerable students, see: [Re-engagement Programs](#)

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
- Managed Individual Pathways
- Vocational Education Training in Schools (VETiS)

PRIMARY WELFARE (REFERENCE 50)

The Primary Welfare Officer Initiative is designed to enhance the capacity of schools to develop positive school cultures and to support students who are at risk of disengagement and not achieving their educational potential. The primary welfare officer initiative extends work undertaken in schools to promote a safe and supportive environment and enhance student outcomes.

Funding announced as part of the 2011-12 State Budget has been phased-in to cover about two in three government primary, P-12 and special schools with the greatest need in Victoria. Eligible schools are provided with funding to employ a Primary Welfare Officer, which may be an existing staff member, or new staff member.

Primary Welfare Officer allocations in the SRP have been set for 2012-2015. 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. **No adjustments are made for changes to Student Family Occupation density.**

Calculation

The 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 - 2015

SFO Threshold	0.4559
Base	\$16,336
Per Student Rate	\$1,041.56
Total Funding Per Campus Cap	\$77,922

Further Information

- [Primary Welfare Officer Initiative](#) – provides general information about the Primary Welfare Officer Initiative
- [Student Engagement and Inclusion Guidance](#) – The Student Engagement and Inclusion Guidance provides advice, resources and strategies for schools on developing a Student Engagement Policy; promoting positive student behaviour; and responding to challenging behaviour. It outlines how and when to implement appropriate disciplinary measures, and provides resources schools can access to support and improve student engagement.

SENIOR SECONDARY RE-ENGAGEMENT (REFERENCE 53)

Secondary re-engagement programs operate outside mainstream school settings and provide tailored education and support for children and young people who are disengaged, or have been identified as at risk of disengaging, from mainstream school.

They provide an opportunity for disengaged or at-risk children and young people to achieve positive education and wellbeing outcomes through engagement in a tailored and supportive learning environment.

Re-engagement programs are only an appropriate option when:

- school-based strategies to improve a student's engagement in a mainstream school setting have not been successful
- a child or young person is not enrolled in a school and faces significant barriers to returning to a mainstream school environment.

Many secondary schools offer senior secondary re-engagement programs for senior secondary students. 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. In a **Community program**, 100 per cent of the qualification is delivered by an external provider contracted by the school. In a **Satellite program** the home school continues to deliver part or all of the qualification.

Local provision planning should provide a context for the development of any new senior secondary re-engagement program and for the referral of students to attend senior secondary re-engagement programs.

Eligibility

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

- be delivered in accordance with the Department's re-engagement guidelines, see: [Re-engagement Programs](#)
- deliver a senior secondary or VET qualification that would lead to the student having capacity to complete 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 at a location that is registered by the VRQA
- 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.

Students are eligible to participate in DEECD-approved 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 a senior secondary certificate
- 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
- 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), or the International Baccalaureate Diploma program.

‘Home school’ is defined by the VCAA as the major school/provider of the student. This is also sometimes called the ‘enrolling school’. 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.

‘Assessing school’ refers to the school 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 described above to the relevant DEECD Region by May prior to the year of delivery.

The DEECD Region must report approved senior secondary re-engagement programs to the Wellbeing, Health and Engagement Division within seven 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 does not currently have senior secondary registration to deliver VCAL or VCE, must seek registration with the VRQA. For further information contact the System Design and Integration Division, Regional Services Group: 9947 1854 or school.reorganisation@edumail.vic.gov.au.

Any school that wishes to establish a senior secondary re-engagement program, and has not delivered the VCAL previously, will also 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 at the VCAA: 9032 1727 or gallagher.david.j@edumail.vic.gov.au.

In a Community VCAL or Community-based VCAL program, it is the enrolling school’s responsibility to ensure the external provider is registered to deliver a senior secondary or VET qualification from a registered site, and that a Contract is in place between the enrolling school and the external provider prior to any students commencing at the site.

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](#), or contact the System Design and Integration Division, Regional Services Group: 9947 1854 or school.reorganisation@edumail.vic.gov.au

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 5 May, 2015.

Regions must report on all programs that have been approved to the Wellbeing, Health 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 (as a cash payment) 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 1 May, 2015	100% of full-time SRP
4 May 2015 until 26 June, 2015	75% of full-time SRP
13 July 2015 until 18 September, 2015	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 recording dates is 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 Regions 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 5 May 2015

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](#).

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 funding 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 make informed course and career decisions, and 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 [Transition from School Form](#), 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: 0.4190

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

Rates - 2015

Base Per Student Rate	\$29.14
At Risk Per Student Rate	\$526
SFO Threshold	0.4190
Minimum <30 MIPS enrolments	\$208
Minimum <100 Year 10-12 enrolments	\$6,000

Minimum ≥ 100 Year 10-12 enrolments	\$10,000
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VOCATIONAL EDUCATION AND TRAINING IN SCHOOLS (VETiS) (REFERENCE 56)

Program Description

Vocational Education and Training in Schools (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 VET certificates undertaken by Victorian students that 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. Advice on how schools can allocate funding from the core student learning component of the SRP to contribute to the cost of VETiS provision is provided below.

Schools are reminded of the change which came into effect from 25 November 2013 that the only school-enrolled students eligible to access subsidised vocational training under the Victorian Training Guarantee (VTG) are those undertaking a School-Based Apprenticeship or Traineeship (SBAT). Prior to this date a student who was enrolled in a school, either full-time or part-time, was also able to enrol independently of their school at a TAFE or Registered Training Organisation (RTO) and access subsidised vocational training. Consequently, schools may be approached by students or parents requesting that the school provide support, through VETiS funding, for additional VET certificate courses that students may have previously enrolled in independently of their school. Schools were advised of this change in a School Bulletin on 19 November 2013. A link to the full text of the School Bulletin can be found at:

<https://edugate.eduweb.vic.gov.au/newsevents/schoolbull/Pages/S474-2013.aspx>

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.

In 2015, targeted initiative funding provided through the SRP for VETiS will be maintained at the 2014 state-wide level.

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 policy on Parent Payments in Victorian Government Schools, 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. See: [Parent Payments in Victorian Government Schools](#)

Schools must document, ratify and communicate to parents a school-level VETiS policy. Because of the extensive range of VET certificate courses available within the training sector, a school-level VETiS policy will set out the basis on which a school will be able to offer VET courses to students. In this respect, schools should take particular note of the range of VCE VET programs which are approved by the VCAA and which offer students the opportunity to gain both the VCE and a nationally portable VET qualification. Selected VCE VET programs also offer scored assessment for Units 3 and 4. A school-level VETiS policy must be compliant with ETRA and the Parent Payments policy and 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 2015 is Monday, 27 April.

Please note that VETiS certificate enrolments entered on VASS after Monday, 27 April, 2015 will NOT attract targeted VETiS funding.

Use of VETiS Funds

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 the effectiveness of targeted VETiS funding, funding is NOT available for:

- enrolments in qualifications at the Certificate I level (AQF1);
- 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; and
- enrolments in qualifications above the Certificate IV level (AQF5 and above).

Schools wishing to provide these qualifications may fund their delivery from the core SRP allocation.

With the exception of the certificate qualifications identified above, funding is provided for certificates at Certificate II to IV levels (AQF2 to AQF4). This includes VCE VET programs and VET programs that are endorsed by the VCAA and which are eligible for 'block credit'. Certificates are allocated funding according to the relevant band level. The funding bands are based on the relative cost of purchase/provision.

If you are unsure if a particular certificate course will attract targeted funding, please seek advice from your Regional Office.

Further information, including a list of some of the most popular VET certificates against the 2015 indicative funding bands, is available on the Department's website at:

<http://www.education.vic.gov.au/school/principals/curriculum/pages/vet.aspx>

Students Eligible to be Supported by Targeted VETiS Funding

As in 2014, only students enrolled in eligible VET certificates aged from 15 years to 20 years inclusive on 27 April, 2015 will be eligible for VETiS targeted funding. This date aligns with the final date in 2015 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 a school-based apprenticeship or traineeship are **not** eligible for targeted VETiS funding. These are inclusive of integrated School-Based Apprenticeships and Traineeships (SBATs), where the training component continues to be funded under the VTG, 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.

An SBAT program is a distinct pathway within VETiS. They are available to secondary school students over 15 years old and enrolled in the Victorian Certificate of Education (VCE) or the Victorian Certificate of Applied Learning (VCAL). An SBAT offers students the option of combining part-time employment, school and training. The program is undertaken under a training contract with an employer, has a Training Plan developed by the Registered Training Organisation (RTO), provided by the Employer, and signed by the school and formally registered with an Australian Apprenticeship Centre and the Victorian Registration and Qualifications Authority (VRQA). It leads to a nationally recognised qualification at Certificate II, III or IV level and also includes paid work under some form of industrial agreement that endorses part-time apprenticeships, such as a Modern Award, Australian Workplace Agreement (AWA) where still appropriate, or Collective Agreement.

A new Guide for schools has been developed that can be used to better inform and support students about the option of undertaking an SBAT as part of their school program. The *School Based Apprenticeships and Traineeships (SBATs) in Victoria: Guide to establish and deliver SBATs, including stakeholder roles and responsibilities* resource details the specific responsibilities of signatory parties involved in a Training Contract in addition to other stakeholders, including schools, to ensure the successful implementation, delivery and completion of an SBAT. Schools are encouraged to refer to the new Guide to maximize the effectiveness of the arrangements for SBATs.

The new SBAT Guide is available to schools on the Department's website at:

<http://www.education.vic.gov.au/Documents/school/principals/curriculum/sbatguide.pdf>

It is expected that in normal circumstances students will undertake VETiS as an integrated part of their school curriculum and 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 Agreement (Agreements are only valid when government schools purchase from other government schools) with the RTO for the delivery of VETiS programs. The Standard Contracts and Agreements have recently been updated following an extensive review. The available Standard Contracts and Agreements are:

- Standard VETiS Purchasing Contract

This contract is required where a school is not an RTO, or the school is an RTO but does not have the VET qualification and/or units of competency on their scope of registration, and seeks to offer a particular VET qualification and/or units of competency to their students directly through an external RTO.

- **Standard VETiS Auspicing Contract**

This contract is required where the school is in a position to deliver some or all of the VET qualification and/or units of competency to their students using their own staff and facilities, however the school is not an RTO, or the school is an RTO but does not have the VET qualification and/or units of competency listed on their scope of registration.

- **School to School VETiS Purchasing Agreement (formerly referred to as Memorandum of Understanding or MoU)**

This agreement is required where a government school enters into an arrangement to purchase a VET qualification and/or units of competency from another government school, where the host school is also an RTO. This agreement is only valid when a government school purchases from another government school.

- **School to School VETiS Access Agreement (formerly referred to as Memorandum of Understanding or MoU)**

This agreement is required where a government school enters into an arrangement to purchase a VET qualification and/or units of competency from another government school and in these arrangements the host school is auspicing delivery from an RTO. This agreement is only valid when a government school purchases from another government school.

To assist schools in the use of these contract templates, an updated resource, *Purchasing Guidelines for the delivery of VETiS*, has been developed.

The guidelines and the template Contracts and Agreements are available on the Department's website and can be accessed at:

<http://www.education.vic.gov.au/school/principals/finance/Pages/purchasing.aspx>

Allocation of Funding from the Core Student Learning Component of the SRP that may be used to fund the purchase or auspice of VETiS programs

A number of schools have sought advice on how they may be able to budget for the use of the core SRP to support the provision of VETiS, in addition to the targeted band funding. It is in this context that the following information is provided.

The information is based on a review conducted by the University of Melbourne into the costs of delivering VETiS.

The University determined that it is possible to estimate the program-delivery component of core SRP that would also help cover VETiS costs. The costs can be separated into three categories: (1) classroom teaching, (2) non-classroom costs, and (3) CASES recorded expenditure. The costs, as a percentage of all costs at Years 11 and 12, are as follows:

(1) classroom teaching:	57 per cent
(2) non-classroom costs:	26 per cent
(3) CASES expenditure items:	17 per cent
Total of all cost items:	100 per cent

The research concluded that:

- 100% of the classroom teaching duties should be included in the calculation of the core SRP available for program delivery, as they all relate to the direct delivery of courses;
- Of the non-classroom costs, only a portion is related directly to course delivery. It was estimated that 50% of these were applicable to course delivery; and

- Estimates from the SRP review in 2007 suggested that for CASES expenditure items, about 30 per cent of these are directly related to program delivery and should be included in the calculation of the SRP core delivery.

Combining these elements provides the opportunity to arrive at an accurate estimate of the proportion of core SRP available for program delivery. The formula identified was:

Classroom teaching (CT)	100% of 57%	=	57% of SRP
Non-classroom costs (NCC)	50% of 26%	=	13% of SRP
CASES expenditure items (CAS)	30% of 17%	=	5% of SRP

Therefore, the SRP available for program (including VETiS) delivery = 57% + 13% + 5% = 75% of core SRP.

The following example applies the proportion calculated above to indicative 2015 core SRP to identify the amount of SRP that might be available to support funding for each VETiS certificate as follows:

Calculation

SRP

Indicative gross SRP in 2015 (years 11 and 12) \$7,882

Note 1: Only 91.3% of the gross SRP is used as 8.7% will be billed back by the Department from schools for superannuation costs in 2015.

Indicative Net SRP in 2015 \$7,882 X 91.3% = \$7,196

Proportion of SRP for program delivery \$7,196 X 75% = \$5,397

Note 2: Average number of subject enrolments assumes an annual student program of 900 hours with FTE VETiS certificate enrolment of 180 hours. That is, 900/180= 5

Allocation per subject enrolment \$5,397 / 5 = \$1,079

Core SRP per full-time equivalent VETiS certificate enrolment = \$1,079

If VETiS is one of 6 subjects undertaken by a student then the notional available SRP would fall to \$899 per FTE certificate of enrolment.

If a student is enrolled in more than one VETiS certificate (which is often the case with a VCAL Program) then it is expected that the school should be able to release a proportionally higher amount of core SRP to purchase those certificates.

Calculation of Targeted VETiS Funding

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 formula

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 27 April, 2015)

Plus

FTE X Location Index X Rural Rate (Where Location Index ≥ 0.2)

Rates for 2015

Confirmed band rates applicable in 2014 have been used to determine indicative band rates for funding allocations to schools in Terms 1 and 2 of 2015. There was no change between indicative and confirmed band funding levels in 2014.

VETiS Band Funding Level	Indicative Funding Level (applicable to the first two payments in 2015) \$	Weighting Level
Band Level 1	993.00	3.344
Band Level 2	886.00	2.986
Band Level 3	807.00	2.719
Band Level 4	762.00	2.568
Band Level 5	688.00	2.317
Band Level 6	408.00	1.375
Band Level 7	333.00	1.122
Band Level 8	297.00	1.000
Rural Rate	504.00	0.000

The indicative band rates are applicable to Term 1 and Term 2 funding only in 2015. VETiS targeted funding operates within a capped budget. This means that band rates may be adjusted up or down depending on both changes in total eligible enrolments from all schools and the spread of these enrolments across band levels. For example, even if the total number of enrolments does not change between 2014 and 2015, if there is an increase in the proportion of enrolments towards the higher funded bands, the confirmed band rates for 2015 may be adjusted down, once enrolments are confirmed on 27 April, 2015. Conversely, if the total number of enrolments does not change between 2014 and 2015 and there is a significant increase in the proportion of enrolments towards the lower funded bands, the confirmed band rates for 2015 may be adjusted up, once enrolments are confirmed. The impact of changes in enrolment patterns is spread proportionally across all band funding levels.

This reinforces the importance for schools CORRECTLY entering enrolments on VASS by the due date. There is no capacity within a capped budget to provide funding to schools which have not entered their VETiS enrolments on VASS at all or have entered them with incorrect information.

Timing of Payments to Schools

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 no later than **Monday, 27 April, 2015**.

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

Terms	Allocation	Enrolment Basis
1	25% of indicative funding	2014 enrolments applying 2015 Indicative Band Levels
2	25% of indicative funding	2014 enrolments applying 2015 Indicative Band Levels
2/3	Term 1 and 2 adjustment to school budgets	2015 confirmed enrolments (as on VASS, 27 April, 2015) applying 2015 Confirmed Band Levels
3	25% of confirmed funding	2015 confirmed enrolments (as on VASS, 27 April, 2015) applying 2015 Confirmed Band Levels
4	25% of confirmed funding	2015 enrolments applying 2015 Confirmed Band Levels

MANAGING THE BUDGET



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- Relief Staffing
- Surplus/Deficit
- Reports
- Planning
- Reconciliation
- Cash
- Deficit Management and Workforce Bridging
- Strategic Programs
- Principal Classification Budget
- Student Support Services

SALARY AND RELATED EXPENDITURE

- Actuals
- Projections
- Transfers between schools (including transfers over vacation periods)
- Resigning teaching staff (including vacation periods)
- Fixed-term teaching staff (including vacation periods)
- Higher duties (including vacation periods)
- Salary mischarges
- On-costs: SRP and student support services
- Travel allowance
- Principal salary charge

ACTUALS

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 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.

PROJECTIONS

The SRP School Budget 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. To facilitate this, salary figures for future pay periods are generated for each employee based on the latest payroll data.

TRANSFERS BETWEEN SCHOOLS (INCLUDING TRANSFERS OVER VACATION PERIODS)

Schools are liable for the charging of an ongoing staff member from the date of transfer until the return to base-school date in eduPay. The actual transfer date should be entered in accordance with HR guidelines and should be consistent with the [Recruitment in Schools](#) document.

Note: Principals of both schools are responsible for confirming the start and end date prior to the commencement of a transfer. In most cases this would be at the start of a term/school year and returning at the start of a term /school year to ensure that charging of vacation periods is against the correct school.

Example 1 – End of year vacation

Ongoing staff member John Teacher is transferring from Orange Primary School to Blue Primary School to fill a one year fixed-term contract. Start and end dates have been agreed by both principals and entered into eduPay. Based on the eduPay data, John's salary is therefore charged as follows:

From	To	Salary paid by:
First day of Term 1	Day before Term 1 starts next year	Blue Primary School (fixed-term position one year)
First day of Term 1 (next year)	Ongoing employee	Orange Primary School (John's base school)

Example 2– Term 1 vacation:

Ongoing staff member, Jane Support, is transferring from her base school, Red Secondary College, to Green Secondary College to fill a fixed-term contract for term 1. Start and end dates have been agreed by both principals and entered into eduPay. Based on the eduPay data, Jane's salary is therefore charged as follows:

From	To	Salary paid by:
First day of Term 1	Last day of vacation	Green Secondary College
First day of Term 2	Onwards	Red Secondary College (Jane's base school)

Example 3 – Negotiated transfer date:

Ongoing staff member, Joseph Teacher, is transferring from Green Secondary College to Red Secondary College to fill a one year fixed-term contract.

The principal at Red Secondary College wants Joseph to start work at the school early to assist in preparing for a new program at the school. The start date is the 15 January and end date (return to base) is the 14 January the following year. Both principals have agreed to these dates and they have been entered into eduPay. Based on the dates entered into eduPay, Joseph's salary is therefore charged as follows:

From	To	Salary paid by:
15 January	14 January (following year)	Red Secondary College
15 January (following year)	Onwards	Green Secondary College (base school)

RESIGNING TEACHING STAFF (INCLUDING VACATION PERIODS)

Example 1 – Staff member resigns on first day of term 1:

Staff member Lyn Teacher is resigning* from Orange Primary School on the first day of term 1. Lyn is therefore charged as follows:

From	To	School
First day of vacation	Last day of vacation	Orange Primary School
First day of Term 1	Resignation	

* Further information can be found on the HR Web under **Resignation**.

FIXED-TERM TEACHING STAFF (INCLUDING VACATION PERIODS)

The [Recruitment in Schools](#) document provides schools with clear guidelines on fixed-term teacher vacancies. The duration of the vacancy must include relevant school vacation periods. A [Fixed term Teacher Vacancy Ready Reckoner](#) is available on HR Web to assist schools in establishing the appropriate employment end date. Dates are reflected in eduPay and used to determine how schools should be charged.

Example 1 – End of year vacation (fixed-term staff member worked term 3 and term 4):

Orange Primary School fixed-term staff member, Elizabeth Teacher, has a new fixed-term position at Blue Primary School. She has worked as a fixed-term staff member at Orange starting on the first day of term 3 and had no other employment before that date. Using the fixed-term ready reckoner, it is determined that, as Elizabeth did not work for the entire year, she is only paid through the holiday period to the end of her leave entitlement. Based on the dates entered into eduPay, Elizabeth is therefore charged as follows:

From	To	School
First day of holidays	End of leave entitlement	Orange Primary School
End of leave entitlement	Last day of vacation	Staff member is not paid and therefore not charged.
First day of Term 1	End of contract	Blue Primary School

Example 2 – Term 1 vacation:

Fixed-term staff member, Jane Support, has a new contract at Green Secondary College for Term 2. She currently has a contract with Red Secondary College for Term 1. Based on the dates entered into eduPay, Jane is therefore charged as follows:

From	To	School
First day of Term 1	Last day of vacation	Red Secondary College
First day of Term 2	Onwards	Green Secondary College

HIGHER DUTIES (INCLUDING VACATION PERIODS)

An employee in the principal or teacher class, who is assigned higher duties for a period that includes a school vacation period, will continue to be paid the allowance during the school vacation period. Higher duties assignments commence from the date of taking up the duty and cease at the end of the assignment period, or the last day of the school year, whichever is the earlier. Where an employee is in receipt of a higher duties allowance for at least one month immediately prior to the last day of the school year, he/she shall be paid the allowance to 31 December of that year. (For more information see HR Web - [Higher Duties](#)).

Example 1 – Term vacation:

Ongoing staff member, Edward Teacher, has been given higher duties as an Assistant Principal at Green Secondary College for Term 2. He is currently an ongoing teacher at Red Secondary College. (For more information refer to [Transfers between Schools \(including over vacation periods\)](#))

Based on the dates entered into eduPay, Edward is therefore charged as follows:

From	To	School
First day of Term 2	Last day of vacation	Green Secondary College
First day of Term 3	Onwards	Red Secondary College

SALARY MISCHARGES

Salary mischarging amendments can be submitted by schools for situations such as staff charged to the incorrect budget category or to arrange split ledgers. For amendments related to leave, see [Relief Staffing](#) (below).

Salary amendments can be submitted by accessing the 'Salary mischarging amendment form' (SMAF) online, available to schools on the [SRP website](#). Instructions are provided as part of the system and it is recommended you print these prior to undertaking an electronic mischarge correction.

ON-COSTS: SRP AND STUDENT SUPPORT SERVICES

Funds are included in the budget 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 budget. When hiring staff, it is important to factor in these on-costs.

Superannuation

Superannuation is cost neutral as it is funded and charged at the same level based on the total credit allocation within the SRP. The rate at which superannuation is funded and charged each year can fluctuate. Superannuation expenditure is shown as a separate line in the School Budget Management Report. If salary expenditure exceeds the credit allocation then additional superannuation may be charged (see next section). The superannuation rate for 2015 is 8.7%.

Calculation:

$$[\text{Superannuation}] = ([\text{Total Credit Budget}] - [\text{Workers' Compensation Budget}]) \times [\text{Super Rate}]$$

Additional super

If a school's credit expenditure generates a superannuation charge in excess of the funded superannuation amount, then additional superannuation may be charged. Any carry forward surplus on which superannuation was charged, using previous year(s) prevailing rates, is excluded from the calculation. This adjustment cannot make the additional superannuation figure negative.

Calculation:

$$\begin{aligned} [\text{Additional Super}] = & ([\text{Credit Expenditure}] \times [\text{Super Rate}]) \\ & - [\text{Superannuation}] \\ & - ([\text{Surplus Carried Forward}] \times [\text{Previous Year Super Rate}]) \end{aligned}$$

Additional super cannot be 0 or less.

[Credit Expenditure]	Total credit expenditure excluding Workers' Compensation, Additional Super, CCT's or administrative adjustments
[Super Rate]	Superannuation rate for the current budget year.
[Previous Year Super Rate]	Superannuation rate for the previous budget year.
[Superannuation]	Superannuation amount charged to the school.

Payroll tax

Funding for payroll tax is included within the budget and is based on the credit expenditure for a school. The payroll tax rate for 2015 is 4.85%.

Calculation:

$$\begin{aligned} [\text{Payroll Tax}] = & ([\text{Credit Expenditure}] - [\text{Teaching Practice}]) \\ & \times [\text{Payroll Tax Rate}] \end{aligned}$$

[Credit expenditure]	Total credit expenditure excluding Workers' Compensation, CCT's, on-costs (superannuation, payroll tax, additional superannuation, etc.), and administrative adjustments
[Teaching practice]	The teaching practice supervision credit expenditure line is excluded from the payroll tax calculation.
[Payroll tax rate]	Payroll tax rate for the current budget year.

Sabbatical

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 at 100 per cent of their salary at their relevant classification. The charge represents the actual cost of the teacher to the school over this period. When the staff member is on sabbatical leave, or receives a pay-out of their sabbatical, no charge is made to the school.

On-costs: strategic programs

Applies to: low socio-economic status (SES)

Funds are included in the budget to meet salary on-costs associated with the payment of salaries and allowances on eduPay. This funding is not separately itemised within the budget and includes:

- Superannuation
- Payroll Tax
- Long Term Sick Leave Premium
- Workers' Compensation
- Fringe Benefit Tax
- Long Service Leave

On-costs are calculated as a single line which can be seen on your Budget Management Report. When budgeting to hire staff, it is important to factor in these on-costs.

On-costs for impacted strategic programs are calculated at **19.45%** in 2015.

The on-costs figure is based on actual salary expenditure and, as such, it may vary throughout the course of the year based on projected expenditure.

TRAVEL ALLOWANCE

Travel allowance will be charged as a deduction against the school's cash line for the impacted program. This can be reviewed throughout the year on the School Budget Management and Cash reports. For information on administration and processes relating to travel allowance in eduPay refer to [HRweb](#).

PRINCIPAL SALARY CHARGE

Special charging arrangements apply for the principal position in the SRP to ensure that the cost of the movement of principals' salaries within classification scales is not borne by schools. This is achieved by ensuring the principal salary charge is consistent with the system of funding. Funding for the principal's position is incorporated into the SRP formulae through the per-student rates and the enrolment-linked base.

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.

School Type	Base	Per student	Enrolment Cap	Total <i>per capita</i>	Total charge
Primary	\$109,735	\$71.61	536	\$38,382.96	\$148,117.96
Secondary	\$126,412	\$28.36	1148	\$32,557.28	\$158,969.28
Pri-Sec	\$129,833	\$29.03	631	\$18,317.93	\$148,150.93

The principal's actual salary may vary within the classification scale, consistent with the provisions of the Victorian Government Schools Agreement. 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.

RELIEF STAFFING

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

- Relief planning
- Nominated leave items
- Relief funding
- Defence force leave
- Long-term leave
- Identification of a replacement
- Trailing holidays
- Teaching scholarship scheme

As part of the relief planning process, principals should 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 should be in place 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. Special support arrangements operate in respect of long-term leave via the 'Long-term Leave Support Scheme' detailed below.

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)
- Workers' Compensation absences after the first 10 days
- Major sporting competition leave

Where leave is 30 working days or less the DEECD's Schools 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.

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 in the table below.

A replacement can be a central or local/agency employee who meets the criteria below. Reimbursement will be cash* or credit depending on the type of replacement nominated by the school. Schools are required to process and submit nominated replacement details on a regular basis and details will need to be submitted **no later than by the end of the next term after the replacement took place** as leave events will no longer be available.

Cash reimbursements are subject to investigation which will be undertaken continuously throughout the year. Periodic and random checks will be made at schools to ensure the integrity of the process is maintained and schools maintain accountability for the submission process. Documentation will also be reviewed to ensure appropriate evidence is on file i.e. time sheets and invoices.

**Cash reimbursement can only be for periods of <30 days*

RELIEF FUNDING

The following table summarises the funding source for each leave type for principals, teachers and education support officers:

Principals	1-5 Days	5-30 Days	More than 30 days
Sick leave	Funded from SRP. No higher duties	For periods of more than five days, higher duties must be entered on eduPay for a central employee	Leave on central payroll is automatically reimbursed to SRP. For replacement to move to principal line Higher Duties must be entered on eduPay. Check Management Reports.
Nominated leave <ul style="list-style-type: none">Long service leavePaid family/paternity leaveWorkers' Compensation absences after the first ten daysMajor sporting competition leave	Identify replacement through the leave panel on the SRP Website	For periods of more than five days, higher duties must be entered on eduPay for a central employee	Leave on central payroll is automatically reimbursed to SRP. For replacement to move to principal line Higher Duties must be entered on eduPay. Check Management Reports.
Teachers, Education Support Officers, Allied Health and Victorian Public Servants	Up to 30 days		More than 30 days
Sick leave	Fund from SRP	Schools pay self-insurance premium under <u>Long-term Leave Support Scheme</u> . Leave on payroll is automatically reimbursed to SRP. <u>Leave Capping</u> may apply. Check Management Reports.	
Nominated leave <ul style="list-style-type: none">Long Service LeavePaid family/paternity leaveWorkers' Compensation absences after the first ten daysMajor sporting competition leave	Identify replacement through the leave panel on the SRP Website	Leave on central payroll is automatically reimbursed to SRP. <u>Leave Capping</u> may apply. Check Management Reports.	
Defence Force Leave	Leave is unpaid. If charged for make-up pay claim reimbursement via <u>Salary Mischarge Amendment</u>	Leave is unpaid. If charged for make-up pay claim reimbursement via <u>Salary Mischarge Amendment</u>	
Annual Leave	Fund from SRP		
All other relief	Fund from 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

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.

“A teaching service vacancy of six weeks or less is a short-term vacancy. A person must not be employed or re-employed fixed term in the same school for a period beyond six weeks without the position being advertised.”

from [Recruitment in Schools](#)

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.

The following funding arrangements operate for long-term leave over 30 days, including long-service leave, maternity leave, Workers' Compensation 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 a classroom teacher T1-3.
- In the case of promotion level staff, the amount charged outside the SRP will equate to a classroom teacher T1-3 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 will be charged outside the budget 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.

Long term leave support scheme premium

A long-term leave support scheme operates to support schools in the management of 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 leave costs. The annual premium is displayed as a deduction in the cash section of a school's SRP Management Report.

Long term leave support scheme rates 2015

Index-model specialist schools: \$ per student (included in index)	\$114.77
All other schools: % of the total credit component in the SRP	0.997%

Leave capping

The following funding arrangements operate for leave where a credit reimbursement is made to the school. 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 a Classroom Teacher T1-3. In the case of promotion level staff, the amount charged outside the SRP will equate to a Classroom Teacher T1-3 plus the higher duties replacement cost. In the case of the school principal, education support staff, and Victorian Public Service / Allied Health staff based in schools, the whole of the salary will be charged outside the SRP during the period of leave.

Salary of person on leave	Equivalent value of a person's salary charged outside the SRP
Principal	Full salary
Assistant Principal	Classroom Teacher T1-3 + HD gap (base of Assistant Principal range minus Classroom Teacher 2)
Leading Teacher	Classroom Teacher T1-3 + HD gap (base of Leading Teacher range minus Classroom Teacher 2)
Classroom Teacher 1 Levels 3-5 Classroom Teacher 2 Levels 1-6	Classroom Teacher 1 Level 3
Classroom Teacher 1 Levels 1-2	Classroom Teacher 1-2
Classroom Teacher 1 Level 1	Classroom Teacher 1-1
Education Support Officers	Full salary
VPS / Allied Health	Full Salary

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

Regular Fortnightly Charge	\$3,552.34	
	Salary Charge	SRP Saving
Outside Budget	\$2,658.68	\$2,658.68
Inside Budget	\$893.66	
TOTAL	\$3,552.34	\$2,658.68

Example: Funding for a Leading Teacher 1 on half pay long-service leave more than 30 days

Regular Fortnightly Charge	\$3,552.34	
	Salary Charge	SRP Saving
Regular Charge @ Half Pay	\$1,776.17	\$1,776.17
Outside Budget	\$882.51	\$882.51
Inside Budget	\$893.66	
TOTAL	\$3,552.34	\$2,658.68

Calculation of saving:

Classroom Teacher1-3: \$64,152/ 26.0893 fortnights	\$2,458.94
Higher duties gap Classroom Teacher 2 to Leading Teacher 1 = \$5,211 / 26.0893 fortnights	+ \$199.74
Saving to school for relief	\$2,658.68

[Excel Calculator for Leave](#)

Note: This calculator assists with estimating the inside budget amounts for teaching staff who are on leave. It is a guideline only and some classifications, like assistant principal class who have smart salary packaging can vary.

LEAVE REIMBURSEMENT CASH (SHORT TERM LEAVE)

Leave Reimbursement Cash (Short Term Leave) is a process whereby schools can apply for reimbursement for nominated leave items less than 30 continuous working days.

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

Leave Reimbursement Cash 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 2015		
Effective dates	Education Support Officer Relief (Hourly Rate)	Casual Relief Teacher (Maximum Daily Rate)
1 Jan 2015 - 13 Feb 2015	\$35.60	\$311.49
14 Feb 2015 - 31 July 2015	\$36.11	\$312.15
1 Aug 2015 - 31 Dec 2015	\$36.56	\$322.48

The daily funding rate used within the SRP for relief staff including Superannuation and Workers' Compensation.

IDENTIFICATION OF A REPLACEMENT

Central (credit) replacements are identified by any of the following methods using data from eduPay:

- Increase in time fraction
- Transfer from another school
- Temporary resumption from unpaid leave
- Fixed-term contract

Local (cash) replacements are identified by any of the following methods using data from CASES21:

- Local payroll payment
- Creditor invoice payment (Agency)

Supporting Documentation

- [Leave Replacement Process Guide \(pdf - 858.31kb\)](#)
- [Leave Replacement Power Point \(pptx - 2.81mb\)](#)
- [Sample Spread sheet for Leave Replacements](#)
- [Sample Timesheet for Local/Contract Staff](#)

Where a staff member is absent during the term and vacation period, and the replacement staff member is employed throughout that term and into the following vacation period, this is referred to in the SRP system as a 'trailing holiday'. This leave type is only applicable to replacements for absences of 30 days or more of continuous leave, where the replacement is a centrally paid staff member, and where the leave covers the last day of term. This option can be selected from the SRP leave replacement process.

Example 1 – Term 2 Break:

John Teacher is an ongoing staff member at Blue 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 vacation period.

Charging both staff to the school would result in a double charge. Blue Primary School recorded Elizabeth as the central replacement for the full period of leave including the vacation period (trailing holidays). 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 Blue Primary School
First day of Term 2 Vacation	Last day of Term 2 Vacation	John Teacher	Outside the Budget*
		Elizabeth Teacher	To Blue Primary School

* Leave charging rules apply, see [Leave Capping](#) (above).

Example 2 – End of year break:

Jane Teacher is an ongoing staff member at Orange 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 Orange in a different capacity to the end of Term 3. He was retained at the school through term 4 to cover the absence of Jane.

Jane's leave ended on the last day of term, but she will not actually return to the school until the first day of Term 1. Fred is entitled to be paid for the end of year vacation. Charging both staff to the school would result in a double charge. Orange Primary recorded Fred as the central replacement for the full period of leave including the vacation period (trailing holidays). The school was charged as follows:

From	To	Teacher	Charged:
First day of Term 4	Day before Jane goes on leave	Jane Teacher	To Orange Primary School
		Fred Teacher	To Orange Primary School
First day Jane is on leave	Last day of Term 4	Jane Teacher	Outside budget*
		Fred Teacher	To Orange Primary School
First day of end of year vacation	Last day of end of year vacation	Jane Teacher	Outside budget*
		Fred Teacher	To Orange Primary School

* Leave charging rules apply, see [Leave Capping](#) (above).

The following is from the guidelines for staff hired under the [Teaching Scholarship Scheme](#):

“Vacancies advertised for the start of the school year will commence on 1 January”

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 Blue Primary School on the first day of Term 1. Julie Scholarship has been hired as part of the Teaching Scholarship Scheme to replace Lyn Teacher. Blue Primary school is therefore charged as follows

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

* 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 Blue Primary School starting on the first day of Term 1. Sally Scholarship has been hired as part of the Teaching Scholarship Scheme and will replace Craig Teacher. Blue Primary School is therefore charged as follows:

From	To	Teacher	Charged:
First day of holidays	31 December	Craig Teacher	To Blue Primary School
1 January	Last day of holidays	CraigTeacher	Outside the budget*
		Sally Teacher	To Blue Primary School
First day of term 1	End of Craig’s leave	Craig Teacher	Outside the budget*
		Sally Teacher	To Blue Primary School

* Leave charging rules apply, see [Relief Staffing](#) (above).

SURPLUS / DEFICIT

- Annual pay cycle
- Rollover of surplus / deficit from one year to the next

ANNUAL PAY CYCLE

Allocations in the SRP for salaries are based on a full calendar year, which is 260.893 working days per year. This equates to 365.25 calendar days, taking 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.

ROLLOVER OF SURPLUS / DEFICIT FROM ONE YEAR TO THE NEXT

Any credit surplus remaining against the school 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 below](#))

* Note: Not all programs have the option of requesting funds for immediate access.

End of year deficit

Any credit deficit remaining against the school will be recovered from the school's 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 next 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 3 QCG

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

Example 2: Recovery starting in term 3 and finishing term 4 QCG

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

Exception: strategic programs

Applies to Low SES

If a school has an outstanding credit deficit against the program at the end of the year, and is receiving an allocation 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.

REPORTS

Some of the SRP reports are listed and described below.

School Budget Management Reports

Summary

The School Budget Management Report is a one page summary of budget allocations and projected expenditure for your school relating to the current calendar year. It shows the school's financial position including the projected surplus, or deficit, as at 31 December based on current salary commitments.

The report also provides information on:

- The surplus from previous year
- Total credit to cash transfers
- Total cash to credit transfers

Credit Items

This is an excellent tool for analysis of expenditure against budget. The report provides:

- year to date expenditure broken down into staffing
- classifications and on-costs
- the projected credit budget position by offsetting projected salary commitments
- previous year surplus brought forward
- credit to cash and/or cash to credit transfers undertaken.

Schools which finish the year in a deficit will have the amount deducted from their cash grant after the annual reconciliation.

Cash Items

This report details the annual cash grant budget items provided to the school. It also includes processed credit to cash, cash to credit transfers and the long-term leave premium deduction. 'Outside Global Budget Items - Section 3' is included in this report and provides information relating to staff on long term leave or pay in lieu of long service leave. Outside global budget items are not charged to the school.

Salaries Fortnightly Transaction Report

The Salaries Fortnightly Transaction Report displays the salary transactions for each staff member and the year-to-date salary expenditure and payroll liability projected to the end of the calendar year. The payroll liability is based on current information recorded in eduPay. Included at the end of the report are items that have been charged outside SRP, that is not charged to the school.

Employee Charging History Report

The Employee Charging History Report itemises the history of salary charges for individual employees, for each fortnight, expenditure year to date and a projection to the end of the year. The report is based on current eduPay information.

SRP BUDGET PLANNER

The SRP Budget Planner is a modelling tool to allow principals and other school planners to model the impact of enrolment variations and other changes on the SRP, and 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 three-year plans. It includes useful analytical tools and graphical information.

It is important to remember that the SRP Budget 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. Actual payroll amendments need to be made directly onto eduPay.

The planner 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 School Budget Management Report.

For more information see: [Planner Overview](#)

RECONCILIATION

A reconciliation process is undertaken at the end of each year to verify each school's 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.

- What to check
- Certification

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.

The end of year certification process represents recognition by the school principal that the school's position with strategic programs and the SRP is correctly shown in the 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 the school, a 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 corrections or amendments need to be made, you can submit your certification with corrections or amendments attached. These corrections or amendments will then be investigated by Schools Resource Allocation Branch staff and appropriate action taken.

- Quarterly cash grant
- EFT remittance advice (how SRP cash appears)
- Credit to cash transfers (CCT)
- Offline payments
- Cash payment statement
- End of year cash balance
- CASES21 Finance

QUARTERLY CASH GRANT

The cash component of the SRP is paid over four 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	Indicative SRP using February census enrolments*, with a retrospective adjustment (increase or decrease) for Term 1
Term 3 grant	Indicative SRP using February census enrolments*
Term 4 grant	Indicative SRP using February census enrolments*

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

The QCG 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

EFT REMITTANCE ADVICE (HOW SRP CASH APPEARS)

The Accounts Payable team, in DEECD's Financial Services Division, provides schools with a remittance advice for every payment that is made to the school. This remittance advice provides a breakdown and a description for each component of the payment. Payments made from the SRP or strategic programs will appear on this remittance advice. There are three different types of descriptions that may appear on the remittance advice for a QCG 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 QCG:

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 QCG 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.

CREDIT TO CASH TRANSFERS (CCT)

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*' (Credit/Cash Transfer) on the [SRP website](#). 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 QCG. 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.

Note: An unpaid credit to cash transfer request is not permitted to contribute to a school's 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 SRP website at <https://www.eduweb.vic.gov.au/srp/>

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
- leave reimbursement payments

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

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>	A 6 digit number, e.g. 000999. This 'identifier number' 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
<Program>	For payments against the SRP this will not appear. If a payment is made against a strategic program, the strategic program name will be displayed. If a payment is made from another source, such as a cash flow support payment, it will show as "Other Cash Grants".
<Description>	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.
<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)

Example:

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 QCG.

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

Examples:

The below examples would relate to a school that is receiving payment for the SRP, two strategic programs and one 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 – Other Cash Grants – Repayable Cash Flow Support - 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](#). This report provides a detailed breakdown of every payment, including the budget lines from which the payment was made, and any deductions held against the payment.

End of year cash balance

Due to budget changes or other adjustments that occur after the Term 4 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 year's QCG. A negative cash balance will be deducted from the following year's QCG.

CASES21 FINANCE

All cash payments must be recorded appropriately in CASES21 Finance using the general ledger and sub-program codes provided in the EFT remittance advice descriptions.

DEFICIT MANAGEMENT AND WORKFORCE BRIDGING

- Background
- Underlying principles
- Procedures for assistance

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

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. 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
 - Workforce Bridging Officers
- Financial support via Workforce Bridging- if the shortfall is not linked to local management decisions

This will assist schools to make the transition from a deficit to a 'within budget' situation.

UNDERLYING PRINCIPLES

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.

Schools operate in a devolved environment, where 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. Schools participating in reorganisations are also expected to undertake workforce planning within their overall budget allocation while giving due consideration to clauses contained in the DEECD [Human Resources School Merger or Closure - Staffing Guide](#).

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.

Regional and central office DEECD staff are available to assist schools with the workforce planning process through the provision of management advice and support. 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.

Strategic Programs are treated separately from the SRP and are therefore not considered as part of the Workforce Bridging process.

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 DEECD's Schools Workforce Analysis and Support Unit (SWASU) for further support.

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.

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.

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. 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

On completion of discussions, the WFBO will:

- provide the principal and the Regional Director with a copy of the WFB Report
- 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 DEECD's Chief Finance Officer.

The Panel will meet as required and consists of:

- A Chairperson – Director, Schools Resource Allocation Branch
- A representative of the Human Resources Division
- Two practising principals – one Secondary and one Primary

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. The level of support determined by the Panel and approved by the Chief Financial Officer will be reflected on the School's Budget Management Report.

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.

Review

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.

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

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

Strategic Programs (SP) is made up of the following items:

- Low SES School Communities

Funding

Low SES School Communities

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 entitlement is calculated as:

$((\text{School SFO density} - \text{percentile SFO density}) \times 2015 \text{ Indicative Enrolment} \times \text{per student rate})$

Please note 2015 SFO density is based on data submitted by schools at August 2014 census. This density is fixed for the 2015 school year. It is based on a school level not a campus level. Enrolment change will affect individual school allocations during the 2015 school year.

Low SES funding will not contribute to the Principal Classification Budget (PCB).

Rates

Low SES School Communities 2015 Rates (subject to variation as the quantum of funds is fixed and if enrolment changes occur, rates will vary accordingly)

- Percentile SFO density > 0.6499
- Per student rate is \$4,512.62
- Formula guarantees a minimum of \$10,000 for all eligible schools

Expenditure

Salaries expenditure on central payroll for Low SES funding will be tracked through account 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

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 the Low SES Bin codes in all relevant reports, including:

- Budget Management
- Salary Fortnightly Transaction
- Employee Charging History

On-costs

Refer to page 87

Treatment of Deficit / Surplus

As indicated previously, Low SES funding will be quarantined from the SRP – Low SES 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 funding surplus:

- A low SES surplus will not be used to pay for a SRP deficit.
- A SRP deficit will not be used to offset a Low SES surplus.

Low SES School Communities funding deficit:

- End of year Low SES deficits can be rolled over to the new year regardless of the SRP position and normal deficit management procedures apply.
- At the end of the program, deficits will be treated in the same manner as SRP deficits.

Low SES funding including transactions will not be recognised as contributing to Work Force Bridging circumstances either during or at the completion of the Low SES project.

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

Reporting

Low SES funding reports for individual schools will be accessible through the normal SRP system login.

STUDENT SUPPORT SERVICES

Budgets are provided to each of the 51 student support services (SSS) networks and operate on similar self-management principles to those underpinning the SRP. They are administered by nominated network coordinator schools in conjunction with the network SSS Executive 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 SSS sub-program codes have are available in CASES21 Finance to track expenditure against SSS budgets, to enabling all SSS activity to be wholly separated from school operations. Further information is available here:

<https://edugate.eduweb.vic.gov.au/collaboration/SSS/default.aspx>

SSS Contacts

Program	Contact	Telephone
SSS Policy	Kris Arcaro	9637 2012
SSS Service Delivery	David Billimoria	9637 3775
Student Online Case System	Mark Tommasi	9637 3808
SSS SRP and Budget	Graeme Lamb	9637 2569
SSS HR Policy	Andrew Bull	9637 2397
SSS HR Operations	Edin Hrelja	9637 3678

SRP CONTACTS

GENERAL SRP ENQUIRIES

Website	Email	Telephone
SRP		
Support Calls :	studentresourcepackage@edumail.vic.gov.au	9637 2554
servicedesk.education.vic.gov.au/ (SRP Option)		9637 2578
www.eduweb.vic.gov.au/SRP/		
Human Resources		
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

PROGRAM SUPPORT

Category	Program	Contact	Telephone
Core Student Learning Allocation	SRP Support	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)	Kelly Juriansz	9637 2135
School Infrastructure	Contract Cleaning	Andrew Glab	9637 3846
	Essential Services	Claire Imray	9637 2523
	Maintenance & Minor Works	Claire Imray	9637 2523
	SAMS (Asset Management)	sams@edumail.vic.gov.au Andrew Glab	9637 3846
	Utilities	Brett Duff	9637 2063
	Workers' Compensation	Roko Durmanic	9637 2387
School Program	Alternative Settings	Libby Henry	9651 3237
	Language Assistants		
Student Support Services (SSS)	Student Support Services	Graeme Lamb	9637 2569
Targeted Initiative	Primary Welfare Officers	David Billimoria	9637 3775
	Senior Secondary Re-engagement	Libby Henry	9651 3237
	Managed Individual Pathways	Leela Darvall	9637 2314
	VETiS	James Hewton	9637 3419
Budget Management	Principal Classification Budget	Brian Wheeler	9637 3423
	Recruitment On-line	School HR Service	1800 641 943
	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

