

**2022 REVISED
STUDENT RESOURCE PACKAGE
GUIDE**

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Core Student Learning Allocation funding (Student Based Funding)

Policy

This policy provides information about how funding is allocated to schools through the Student Resource Package (SRP) for core student learning needs.

Details

Core student learning allocation funding is one of two types of student-based funding. The other type of student based funding is Equity 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.

The Core Student Learning Allocation is designed to recognise 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 specific types of Core Student Learning Allocation funding are listed below.

Each of the specific types of Core Student Learning Allocation funding are listed below:

- 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 and Learning Disabilities Support Program
- Mental Health Practitioners

Not all types of funding are available to all schools. Funding is assessed according to school or campus type and student need.

Schools are expected to use SRP funds for the purpose for which it was allocated.

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.

Eligibility

Schools with the following campus types are eligible for the student per capita funding at campus level.

- Primary
- Secondary
- Primary/Secondary Combined
- Community

Funding is calculated at the Indicative, Confirmed and Revised budget cycles, funding is provided through credit and cash funding.

Calculation

Student per Capita Funding = Student enrolments (P-12) * Student Price

Example: A campus with 62 Year 2 students would calculate their funding as 62 (Year 2 students) * Year 2 Student Price.

Rates 2022

Student per Capita Years Prep to 12 Students	Credit (\$)	Cash (\$)	Total Student Price (\$)
Prep-Year 1	7,735	490	8,225

Student per Capita Years Prep to 12 Students	Credit (\$)	Cash (\$)	Total Student Price (\$)
Year 2	7,184	456	7,640
Years 3-6 (and Primary Ungraded)	6,590	416	7,006
Years 7-12 Students (and Secondary Ungraded)	8,804	474	9,278

Enrolment Linked Base (Reference 2)

The Enrolment Linked Base (ELB) 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.

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.

Eligibility

Schools with the following campus types are eligible for the enrolment linked base funding at campus level.

- Primary
- Secondary
- Primary/Secondary Combined
- Community

Funding is calculated at the Indicative, Confirmed and Revised budget cycles, funding is provided through credit and cash funding.

Calculation

Enrolment Linked Base Funding = Base + (Enrolment * 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.

Example: A primary campus with 600 enrolments would calculate their funding as Primary Base + [100 (enrolment >500) * Primary Taper]

Rates 2022

ELB applied	Credit (\$)	Cash (\$)	Total (\$)
Primary (incl. Hub Annex)	63,424	3,401	66,825
Secondary	528,246	26,917	555,163
P-9, P-10 and P-12	554,746	31,060	585,806
P-8 (=0.5 x P-12 Base)	277,373	15,530	292,903
Sec-Split Site (=1.5 x Sec Base)	792,369	40,375.50	832,744.50
Split Site P-12 (=1.5 x P-12 Base)	832,119	46,590	878,709

Regular Enrolment Linked Base Taper	Credit (\$)	Cash (\$)	Total (\$)
Primary Taper >500 Per student reduction	-169.45	-9.07	-178.52
Secondary and Sec-Split Site Taper >400 Per student reduction	-452.62	-23.08	-475.70

The following campus configurations P-8, P-9, P-10, P-12 & Split Site P-12 — use Primary and Secondary tapers.

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 primary schools, the base reduces as enrolments increase. For multi-site primary schools the Base and Taper is applied for each site.

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.

Eligibility

Schools with the following campus types are eligible for the small school base funding at campus level.

- Primary
- Secondary
- Primary/Secondary Combined
- Community

Funding is calculated at the Indicative, Confirmed and Revised budget cycles, funding is provided through credit and cash funding.

Calculation

Small School Base (Primary where enrolment is less than 80.1) = Primary Base + (Primary Enrolment x Taper)

Small School Base (Secondary where enrolment is less than 400) = Secondary Base + [(Secondary Enrolment – 110) x Taper]

Example: A secondary campus with 300 enrolments would calculate their funding as Secondary Base + [(300 -110) * Secondary Taper]

Rates 2022

Small Schools Adjustment Base	Credit (\$)	Cash (\$)	Total (\$)
Primary	35,054	2,412	37,466
Secondary	153,733	8,410	162,143
Small School Adjustment Taper	Credit (\$)	Cash (\$)	Total (\$)
Primary	-182.02	-12.61	-194.63
Secondary	-530.13	-28.99	-559.12

Rural School Size Adjustment Factor (Reference 4)

This funding line recognises that small rural schools require additional resources to provide a high-quality education that is equal to that of schools in urban areas.

Funding is provided to eligible primary schools, secondary schools and combined schools that are situated in non-metropolitan and non-provincial locations.

Allocations are determined at campus level using 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.

Eligibility

Campuses with the following campus type, enrolments and location are eligible for RSAF funding.

Campus type:

- Primary
- Secondary
- Primary/Secondary Combined
- Community

Enrolments:

- Less than or equal to 200 Primary enrolments
- Less than or equal to 500 Secondary enrolments

Locations:

- outside the “Major Cities of Australia” Remoteness Area category, as defined by the Australian Bureau of Statistics (ABS), with reference to the 2016 Accessibility/Remoteness Index of Australia (ARIA).
- outside provincial locations with more than 20,000 population, as defined by the ABS Urban Centres and Localities (UCL). Using ABS 2016, campuses in Geelong, Ballarat, Bendigo, Shepparton-Mooroopna, Warrnambool, Albury-Wodonga, Mildura and Traralgon are ineligible.

Funding is calculated at the Indicative, Confirmed and Revised budget cycles, funding is provided through credit and cash funding.

Calculation

Allocation = Primary Enrolments * Primary Per Student Rate + Secondary enrolments * Secondary Per Student Rate

Note:

- The rates for each enrolment level are provided in the [Rurality Rates spreadsheet \(XLSX\)](#).
- Enrolments are rounded down to the nearest whole number to identify the relevant per student rate. The actual campus enrolments are applied to the per student rate to determine the allocation.

Other relevant information

It is intended that location measures will be updated with the release of new ABS data every 5 years. The last ABS data survey was completed in August 2021. The result of this will be known in 2022 and applied in the future releases.

ARIA+ is a continuous index, which the ABS uses to define the Remoteness Area categories, including: Major Cities of Australia, Inner Regional Australia, Outer Regional Australia, Remote Australia and Very Remote Australia. These categories of remoteness are based on a measure of relative access to services. Further information can be found [here](#).

More information about [UCL definitions and sources](#) can be found on the ABS website

To determine a campus' Remoteness Area category and UCL boundary, use the [ABS map tool](#).

To determine a school's geographic parameters, refer to [Steps to determine a school's geographic parameters](#).

Peri-Urban Funding from 2022

The implementation of the location changes in 2021 affected schools in peri-urban areas. Substantial urban growth has meant that some schools, once

identified as rural, are now part of major city areas as identified through the ARIA.

Schools located between the Urban Centres and Localities (UCL) boundary and the ABS metropolitan Melbourne boundary according to Remoteness Areas are eligible to receive 50 percent of the RSAF allocation from 2022.

Current schools in receipt of rural transition and eligible for peri-urban funding will be transitioned to this allocation in 2023 if the per-urban allocation is less than the scaled transition in 2022.

Schools eligible for this have been contacted individually.

Additionally, schools that may be eligible for transition should refer to: Transition Funding (Rural) (Ref 126)

Core Index Stages 1-3 (Reference 5)

Core Index Stages 1-3 provides funding to specialist schools for enrolments based on students' age range.

Eligibility

The following school types receive the Core Index funding at school level

- Specialist Schools
- Funding is calculated at the Indicative, Confirmed and Revised budget cycles and is allocated through credit and cash funding.

Calculation

Core Index allocations are determined based on Census student enrolment details.

Core Index allocation = Census student enrolments * stage funding rate

Example: A school with 10 stage 2 enrolments would calculate their Stage 2 funding as:

Stage 2 enrolments (10) * Stage 2 rate. This would be repeated for all stages dependent on school enrolments.

Rates 2022

Stage	Age Range (at 1 January)	Credit (\$)	Cash (\$)	Total (\$)
1	5 to 10	8,325	734	9,059
2	11 to 16	5,987	591	6,578
3	17 to 18	6,566	639	7,205

Notes

Specialist school enrolment eligibility and regional approval needs to be established for each student.

If it is deemed appropriate, a regional director has the discretion and the authority to approve the enrolment of a student that does not meet the specialist school's enrolment criteria.

For the Confirmed budget cycle, totals are sourced from the February Census.

For the Indicative budget cycle, totals are sourced from the Principal Projections and distributed by existing age profiles. If Principal Projections totals are not provided, existing totals will be rolled over.

Size Adjustment Supplementation (Reference 6)

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

Eligibility

The following school campus types receive the size adjustment supplementation funding at school level:

- Day special
- Special developmental
- Disability
- Special
- Furlong Park School For Deaf Children

Funding is calculated for each of the 4 school terms and allocated through credit and cash funding.

Calculation

Where total enrolments at the school are less than 45 (enrolment threshold):

Size Adjustment Supplementation = $[45(\text{Enrolment Threshold}) - \text{Core Index Enrolment}] \times \text{Rate}$

Example:

Example: A school with 35 enrolments would calculate their Size Adjustment funding as:

$[45(\text{enrolment threshold}) - \text{Core Index Enrolment (35)}] \times \text{Rate}$

The maximum amount funded is limited to cap listed below.

Rates 2022

- Per student rate: \$5,172
- Enrolment threshold: 45
- Maximum funded: \$118,026

Approved Early Education Program (Reference 7)

A defined group of specialist schools maintain early education programs for preschool aged children with disability between the ages of 2 years and 8 months and 4 years and 8 months. Funding is allocated at school level.

Allocations to these schools are based on a resource agreement.

Calculation

Approved Early Education funding is calculated as:

FTE at school level * Resource agreement rate

Note: Furlong Park School for Deaf Children is the exception.

Funding is calculated at the Indicative budget cycle; allocation of funds is provided through credit and cash funding.

Rates 2022

Resource agreement rate = \$27,018

Furlong Park School for Deaf Children rate: \$33,035

Principal Salary Adjustment (Reference 8)

This item is included in the Student Resource Package (SRP) for specialist schools. Its continuation will be subject to review which is yet to be completed. Changes associated with the review will be implemented during 2023.

Language and Learning Disabilities Support Program (Reference 10)

The Language and Learning Disabilities Support Program provides schools with resources to support the delivery of teaching and learning programs for students with autism, dyslexia, language or other learning disabilities. Supports may include:

- Teaching staff
- Specialist education or allied health staff
- Consultancy or professional development
- Specialist equipment or materials
- Education support staff

The quality of teaching has one of the largest impacts on student learning. Building teaching excellence is central to making schools more inclusive and improving outcomes for students with learning support needs.

In delivering effective programs for students with disabilities and additional learning needs, school leaders and teachers should ensure their practice is:

- guided by the Victorian Curriculum, inclusive of Levels A-D and Foundation to 10
- informed by disability specific professional learning activities undertaken annually as part of teacher registration requirements
- evidence based and planned, implemented and monitored in line with the Framework for Improving Student Outcomes

In addition, school policy and practice should reflect collaboration between the school leaders and teachers, parent /carer(s), specialist education or allied health staff to develop agreed understandings and responses to students' needs, including students with autism, dyslexia, language or other learning disabilities.

Guidelines are available to assist schools in supporting students with disabilities and additional learning needs, refer to: Student Support Groups.

For further information, refer to Students with Disability.

Language and Learning Disabilities Support Program resources should not be targeted to students in receipt of supplementary funding through the Program for Students with Disabilities.

Language and Learning Disabilities Support Program (LLDSP) funding allocations will be progressively replaced by Disability Inclusion Tier 2 school-level funding, as the Disability Inclusion model is implemented in schools.

Eligibility

Funding through the Language and Learning Disabilities Support Program will continue to be available to schools until they transition to Disability Inclusion during the staged 5-year roll-out schedule between 2021 to 2025.

Remaining schools with the following campus types and enrolments are eligible for the Language and Learning Disabilities Support Program funding at campus level.

- Primary
- Secondary — Years 7 to 9 only
- Primary/Secondary Combined — Years 7 to 9 only
- Community – Years 7 to 9 only

Funding is calculated at the Indicative, Confirmed and Revised budget cycles and funding is provided through credit funding.

In 2022, schools that have funding allocated for Disability Inclusion (Ref 137) will no longer be eligible for this allocation regardless of school or campus type.

Calculation

The allocation is calculated in two parts. First, a weighted per student allocation based on the Stages of Schooling for Prep to 9 students. Second, a further allocation for campuses with a Student Family Occupation (SFO) index above a density threshold of 0.4606.

Per Student Allocation (Part 1) = Base Allocation + (Stages of Schooling Enrolment x Stages of Schooling weighted Rate)

SFO Allocation (Part 2 if applicable) = Stages of Schooling enrolment x Stages of schooling weighted SFO student rate x (School SFO Index – SFO threshold)

Total Allocation = Per Student allocation + SFO Allocation

Minimum Allocation for all primary and secondary campuses = \$5,000.00

Example: A primary school with 21 prep to year 1 enrolments, 11 year 2 enrolments, 50 year 3 to 6 enrolments and a school SFO density of 0.5543 would calculate their funding as follows:

Part 1 Student Allocation = Base Allocation + (Prep to Y1 Enrolment (21) x Prep to Y1 weighted Rate) + (Year 2 Enrolment (11) x Year 2 weighted Rate) + (Year 3 to 6 Enrolment (50) x Year 3 to 6 weighted Rate)

Part 2 SFO Allocation = (Prep to Y1 Enrolment (21) x Prep to Y1 SFO weighted Rate) + (Year 2 Enrolment (11) x Year 2 SFO weighted Rate) + (Year 3 to 6 Enrolment (50) x Year 3 to 6 SFO weighted Rate) x (School SFO Index (0.5543) – SFO density threshold)

Total Allocation = Student allocation (part 1) + SFO Allocation (part 2) a minimum allocation is provided if parts 1 and 2 do not generate the minimum funding of \$5,000.

Rates 2022

Student Rates	Weighting	Weighted per student rate (\$) (Part 1)	Weighted SFO student rate (\$) (Part 2, if applicable)
Prep-1	1.1750	41.09	784.39
Year 2	1.0910	38.15	728.32
Years 3-6 (Base rates)	1.0000	34.97	667.57
Years 7-9	1.3051	45.64	871.25

- SFO Threshold 0.4606
- Guaranteed Minimum \$5,000
- Base Allocation \$3,000

Mental Health Practitioners (Reference 119)

The Mental Health Practitioners (MHP) initiative provides funding to government school campuses with secondary enrolments to employ a mental health practitioner (mental health nurse, occupational therapist, psychologist or social worker) for between one and five days a week.

Mental health practitioners provide direct counselling support to students and other early intervention and whole-school health promotion activities, as well as coordinating support for students with complex needs.

For further information on the rollout of the MHP initiative, refer to Mental health practitioners in secondary schools in the Department's Mental Health Toolkit.

Student Resource Package (SRP) funding is provided to cover the salary of an ongoing school-based mental health practitioner. Participating schools will receive between a minimum of 0.2 FTE and a maximum of 1.0 FTE, depending on their secondary student enrolments.

FTE allocations will be fixed from the time of entry into the MHP initiative until the rollout period is complete. After the rollout period ends, FTE allocations will be reviewed and adjustments may be made. The first rollout period concludes in 2022.

This funding is provided for the Mental Health Practitioners initiative only and allocated funding must be spent for this purpose. Prior to spending any accrued unused funding, schools should engage with their Area-based Mental Health Coordinator and refer to the MHP initiative School Implementation Guide.

Eligibility

Funding has been progressively rolled out to Secondary and Primary / Secondary Combined campuses with secondary enrolments according to an Area-based implementation model from 2019 to 2021. Funding is allocated as credit and cash.

Calculation

Campus FTE Allocation (Part 1) = Secondary Enrolments * 0.0008119

Funding Calculation (Part 2) = Campus FTE Allocation (rounded to 1 decimal) * Rate

Rate

Rate = \$109,138.46 (Midpoint of an Education Support, Level 1 Range 4, position including school SRP on costs)

Equity Funding (Student Based Funding)

Policy

This policy provides information about how funding is allocated to schools through the Student Resource Package (SRP) for additional learning needs.

Details

Equity funding is one of two types of student-based funding. The other type of student based funding is [Core Student Learning Allocation 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.

The SRP provides equity funding where additional funding is required to compensate for additional learning needs. The specific types of Equity funding are listed below.

The [Guidance tab](#) provides information about each of the specific types of equity funding:

Education State (Including additional Gonski)

- Equity (Social Disadvantage)
- Equity (Catch Up)

Other Equity

- Mobility

Programs for Students with Disabilities

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

English as an Additional Language

- EAL Program Funding
- EAL Contingency Funding

Disability Inclusion

Applicable to schools in Bayside Peninsula, Barwon, Central Highlands Loddon Campaspe Mallee and Outer Eastern Melbourne Areas, as well as 7 specified [supported inclusion schools](#) in 2022.

- Tier 2 School level funding
- Tier 3 Student level funding

Not all types of funding are available to all schools. Funding is assessed according to school and student need.

Schools are expected to use SRP funds for the purpose for which it was allocated.

For more general information on the SRP, please refer to the Student Resource Package — Overview page.

Related policies

- [Disability Inclusion Funding and Support](#)
- [EAL — Support and Funding](#)
- [Finance Manual — Financial Management for Schools](#)
- [Framework for Improving School Outcomes](#)
- [Student Enrolment Census](#)
- [Student Resource Package — Overview](#)
- [Student Resource Package — Core Student Learning Allocation funding \(Student Based Funding\)](#)
- [Student Resource Package — Managing the Budget](#)
- [Student Resource Package — School Infrastructure](#)
- [Student Resource Package — School Specific Programs](#)
- [Student Resource Package — Targeted Initiatives](#)
- [Students with Disability](#)

Contacts

SRP Support

Phone: 1800 641 943

Email: studentresourcepackage@education.vic.gov.au

Contact details: [Services Portal \(Service Request SRP Option\)](#) 1800 641 943

For queries regarding the PSD: [Services Portal](#) ('log a request' and select 'PSDMS')

For queries regarding EAL:

Phone: [03 7022 1111](tel:0370221111)

Email: eal@education.vic.gov.au

Equity (Social Disadvantage) (Reference 11)

Funding for Equity (Social Disadvantage) provides an individual loading for students from disadvantaged backgrounds that will increase with the density of disadvantage at the school. Social disadvantage can often place students well behind their peers when entering the education system. Increased funding for schools has proven to raise educational outcomes, particularly for these students. Schools will use Social Disadvantage funding to deliver tailored educational programs that meet the needs of this cohort of students.

The Equity (Social Disadvantage) loading allocates funding based on parental occupation, parental education and the level of concentration of disadvantage in a school. Students with the highest level of need will be targeted with the most funding to ensure schools have the resources to support them. The loading is need based, however, to increase year on year stability for schools, a floor on negative funding changes and a weighted rolling average is applied to this loading.

While having similarities to the former Student Family Occupation (SFO) index, the Equity (Social Disadvantage) funding contains some important differences:

- Social Disadvantage utilises both the Student Family Education (SFE) and SFO index, further strengthening the targeting of existing and new equity funding.
- The median threshold previously used under the SFO for equity no longer exists.
- All students identified with high needs will be provided with funding.

Eligibility

- All School types are eligible, students identified with high needs will be provided with funding at school level. *

Funding will be calculated at the Indicative budget cycle only, schools are provided with cash and credit funding.

How social disadvantage is identified

The level of Social Disadvantage is measured through the student's Student Family Occupation and Education (SFOE), which is a combination of their SFO and SFE categories. The matrix below in Table 1 depicts the possible SFOE categories a student may have. These categories are used to determine which students come from disadvantaged backgrounds and the Social Disadvantage loading they would attract. There are two levels of Social Disadvantage loadings available, depending on the student's level of need:

Level 1: For students with parents who are unemployed with below diploma level education or have lower skilled jobs with very low or low education

Level 2: For students with parents who have various combinations of medium and low skilled jobs and education levels, or are unemployed with a diploma level education

Table 1

The letters (A to U) in the far-right columns reference SFO categories

CASES21 Code	Education Category	SFO Category						
		A	B	C	D	N	U	
0	SFE Not Stated/Unknown	0	0	0	0	0	0	
1	SFE Yr 9 or below	0	0	2	1	1	0	
2	SFE Yr 10 or equivalent	0	0	2	1	1	0	
3	SFE Yr 11 or equivalent	0	0	2	2	1	0	
4	SFE Yr 12 or equivalent	0	0	0	2	1	0	
5	SFE Certificate I to IV	0	0	0	2	1	0	
6	SFE Advanced Dip/Diploma	0	0	0	0	2	0	
7	SFE Bachelor degree or above	0	0	0	0	0	0	

The density of need according to each school's new SFOE index will further weight the Social Disadvantage loadings.

To calculate the SFO index, the parent's occupation is categorised and weighted according to the categories found in Table 2 below. Data regarding occupational categories is collected each year as part of the August census

Table 2

Category	Occupation Grouping	Weighting
A	Senior management in large business organisation, government administration and defence, and qualified professionals	0.00
B	Other business managers, arts/media/sports persons and associate professionals	0.25
C	Tradesmen/women, skilled office, sales and service staff	0.50
D	Machine operators, hospitality staff, assistants, labourers and related workers	0.75
N	Unemployed & pensioners (for 12 months or longer)	1.00

Data recorded in the August census as “unknown” is allocated to the SFO density category as ‘Occupation Group A’ and attracts a zero weighting.

For detailed categorisation of SFO occupational categories, refer to the link below:

[SFO.aspx](#)

SFO, SFO and SFOE index calculation

The SFO index is then calculated using the method below:

SFO calculation = (number of students x weighting for each occupational category) / total number of students based on the occupational groupings and weightings in Table 2

To calculate the SFE index, the parent’s educational qualification is categorised and weighted according to the categories found in Table 3 below. Data regarding educational qualification is collected annually as part of the August census.

Table 3

CASES21 Code	Qualification Grouping	Weighting
0	Not stated/Unknown	0.00
7	Bachelor degree or above	0.00
6	Advanced diploma/Diploma	0.40
5	Certificate I to IV (inc. trade certificate)	0.50
4	Year 12 or equivalent	0.40

CASES21 Code	Qualification Grouping	Weighting
3	Year 11 or equivalent	0.70
2	Year 10 or equivalent	0.90
1	Year 9 or equivalent or below	1.00

NOTE: CASES21 Code 8 is No non-school qualification and defaults to the highest year of school completion.

The SFE index is then calculated using the method below:

SFE calculation = (number of students x weighting for each educational category) / total number of students

To determine the SFOE index with the SFO and SFE indices, the following calculation is used:

SFOE calculation = (SFO index + SFE index) / 2

Example: If a school has an SFO of 0.6342 and an SFE of 0.6156, the SFOE index would be 0.6249.

How social disadvantage funding is calculated

Social Disadvantage funding is allocated to schools based on the number of eligible students. Measures are applied to provide more stability in funding while reflecting the need profile of current and more recent student cohorts. A weighted rolling average based on the current year and two years preceding will be used to determine the inputs that Social Disadvantage funding allocations are based on. The weightings are 70 per cent of the current year, 20 per cent of the prior year, and 10 per cent of the year before that will be applied to the campus SFOE index and the number of eligible Level 1 and 2 students.

To determine how much Social Disadvantage funding a school will receive, the following method is used (weighted accordingly for the current year and the two previous years):

- The school's SFOE will be used to calculate the rate of Social Disadvantage loading each student will attract. Where a school's SFOE is at or below the Minimum SFOE Threshold, the minimum rate of each loading will be applied and, where it is at or above the Maximum SFOE

Threshold, each student attracts the Maximum Rate for their loading. (Thresholds and rates can be found in Table 4).

- For schools with an SFOE between the Minimum SFOE threshold and the Maximum SFOE threshold, the rate will be tapered based on their SFOE index. To determine the taper, the following calculation is used:

$$((\text{Campus' SFOE} - \text{Minimum SFOE Threshold}) / (\text{Maximum SFOE Threshold} - \text{Minimum SFOE Threshold}))$$

This is then applied to each loading rate by:

$$\text{Min Funding Rate} + (\text{Taper} \times (\text{Max Funding Rate} - \text{Min Funding Rate}))$$

- Once the Social Disadvantage loading rates are determined for the school, it is multiplied by the number of enrolled students eligible for either the level 1 loading or level 2 loading, respectively. The enrolment is based on the students recorded in the August census of the preceding year.
- The school's overall Social Disadvantage funding is calculated by combining both the total level 1 and level 2 loadings their students are eligible for.
- To further reduce negative funding variability, a \$90,000 floor on negative funding changes is applied to a school's Social Disadvantage funding allocation from one year to the next. This means that a school's Social Disadvantage funding allocation will not reduce by more than \$90,000 year on year.

Example - Social Disadvantage funding for a primary school with the following SFOE and enrolment numbers over three years:							
	2020 Actual	2019 Actual	2018 Actual	2020 Weighted (70%)	2019 Weighted (20%)	2018 Weighted (10%)	Weighted Average
SFOE	0.6021	0.5313	0.5189	0.4215	0.1063	0.0519	0.5797
Level 1	166	174	160	116.2	34.8	16	167
Level 2	118	140	144	82.6	28	14.4	125

Example of Loading calculations for a primary school (excluding the floor):

o Level 1 student: $(\$968 + ((0.5797 - 0.3612) / (0.6192 - 0.3612)) * (\$5241 - \$968))$
 * 167 enrolment = \$765,996

o Level 2 student: $(\$484 + ((0.5797 - 0.3612) / (0.6192 - 0.3612)) * (\$2622 - \$484))$ * 125 enrolment = \$286,834
 o Total Social Disadvantage funding:
 $\$765,996 + \$286,834 = \$1,052,830$

Table 4

	Minimum SFOE Threshold	Maximum SFOE Threshold	Level 1 Student Minimum Rate	Level 1 Student Maximum Rate	Level 2 Student Minimum Rate	Level 2 Student Maximum Rate
Primary	0.3612	0.6192	\$974	\$5,272	\$487	\$2,637
Secondary	0.3612	0.6192	\$867	\$4,681	\$434	\$2,340
Special	0.5040	0.7336	\$974	\$5,272	\$487	\$2,637
Language	0.3612	0.6192	\$974	\$5,272	\$487	\$2,637

*A minimum funding allocation = \$5,000

The enrolment is based on the numbers of Level 1 and 2 students recorded in annually in the August census of the preceding year. Data for 2022 is calculated using August 2021 census data submitted by schools and is not adjusted for the 2022 calendar year. The rolling weighted average also relies on August census data from the two periods prior (2020 and 2019).

Equity (social disadvantage) funding displayed in the Student Resource Package (SRP) reports

Funding calculated through the Equity (Social Disadvantage) formula is displayed in the SRP reports under the section entitled Education State (Including Additional Gonski).

*The equity calculation for Parkville College is undertaken outside the standard formulation outlined in this section.

Equity (Catch Up) (Reference 12)

Equity (Catch Up) funding will target students who enter secondary schools and are at risk of educational failure. Secondary students who did not meet the national minimum standards in the National Assessment Program — Literacy and Numeracy (NAPLAN) in Year 5 (Reading) will each attract the catch-up loading. This catch up loading is not affected by the school's or student's level of disadvantage and is based only of the academic achievement of the student.

This catch up loading will be allocated according to the number of enrolled students who have not met the agreed NAPLAN national minimum standard in Year 5. The annual payment will continue for the student's entire secondary school education. The funding will allow secondary schools to invest in proven interventions, such as one-on-one numeracy support or targeting teaching coaching to assist students to catch up academically.

Identifying eligible students

Students enrolled in government secondary schools are identified via their NAPLAN results at Year 5 using their Victorian School Number (VSN). The number of students is aggregated at a school/campus level to provide a total number of students per school/campus.

An update of student movements using updated NAPLAN data is applied annually during the Confirmed SRP release.

Year level match to NAPLAN results

In most cases, a student's Year 5 NAPLAN result will be used to determine their eligibility for Catch Up loading. The number of eligible FTE enrolments at each campus are determined by matching the current year February census enrolment records to their corresponding NAPLAN Catch Up record (as per the table below for 2022 Catch Up).

2022 funded year

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	UnGraded
2020 yr5 (estimated)*	2019 Year 5	2018 Year 5	2017 Year 5	2016 Year 5	2015 Year 5	Year 5

* As there were no NAPLAN assessments during 2020. In the absence of 2020 NAPLAN data, the number of eligible year 7 catch up students for each campus has been estimated by averaging Catch Up enrolments for the past 4 years (2018 to 2021).

Catch up loading and students funded under the Program for Students with Disability (PSD)

The Program for Students with Disabilities (PSD) 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. In recognition of the financial support these students receive, eligible PSD funded students attending mainstream schools will be eligible for a reduced catch up loading (\$1,150 in 2022). Students from specialist schools will not receive catch up loading.

There is a comprehensive review of the PSD underway to investigate how to improve the way the PSD supports students with disabilities. Following the conclusion of the PSD review, the catch-up loading approach for PSD students will be reassessed.

Withdrawn/absent students

Students who were absent from NAPLAN are given a rating on the likelihood they achieved below the national minimum standard in NAPLAN Reading. These values are provided by the Victorian Curriculum Assessment Authority and are based on a methodology used by the Australian Curriculum, Assessment and Reporting Authority to impute NAPLAN values for absent students. This does not include exempt PSD and EAL students.

Where a student is absent, they will be eligible for a portion of the catch-up loading based on the rating they receive in relation to their likelihood of being below the national minimum standard at Year 5.

Students who are recorded as withdrawn because their parents have made a decision for their child not to sit Year 5 NAPLAN will not be eligible for the catch-up loading.

Eligibility

Mainstream Schools with the following campus types are eligible for Equity (Catch Up) funding at campus level

- Secondary
- Primary / Secondary Combined
- Community
- Spec Dev
- Language

Funding is calculated at the Confirmed budget cycle; campuses are provided with cash and credit funding. Allocations provided in the Indicative budget cycle reflect student data as at March 2021.

Calculation

A school's overall catch up funding allocation is determined by combining the amounts from the following calculations:

- Number of secondary graded students below Y5 national minimum standard x Level 1 per capita rate (non-PSD funded)
- Number of Secondary graded students below Y5 national minimum standard x Level 2 per capita rate (PSD funded)

Rates — 2022

Catch up loading			
Catch Up	Credit (\$)	Cash (\$)	Total Catch Up (\$)
Level 1 (non-PSD funded)	1,145	1,155	2,300
Level 2 (PSD funded)	573	577	1,150

Important Item to note:

The eligible student names and or VSNs are not available to schools.

Catch Up (Special Circumstances)

Catch Up (Special Circumstances) funding applies to students who are exempt from sitting NAPLAN and students who cannot be matched with their NAPLAN data (for example, students who sat their test interstate).

A campus will be eligible for Catch Up (Special Circumstances) funding where it has at least 10 Special Circumstances students, and these students make up at least 10% of the secondary cohort.

All exempt students at eligible campuses will receive special circumstance funding.

Students without a NAPLAN score at eligible campuses are funded at a proportional FTE based on the campus they are attending.

The following is an example of the eligibility and calculation:

- A campus has 100 secondary students, 20 of these students are currently funded for Equity (Catch Up) (= 20%).
- The campus has 5 exempt students and 5 students who cannot be matched with NAPLAN data. The campus has 10 special circumstances students in total and these students represent 10% of the secondary cohort, meaning the campus satisfies the eligibility criteria.
- The 5 exempt students will receive Catch Up (Special Circumstances) loading.
- The campus will also receive Catch Up (Special Circumstances) loading for 1 FTE based on the 5 students who cannot be matched with NAPLAN data ($20\% \times 5 = 1$ funded FTE).
- 6 students will be funded at half the current Catch Up rate as outlined below.

Catch Up (Special Circumstances) Loading			
Catch Up (Special Circumstances)	Credit (\$)	Cash (\$)	Total Catch Up (\$)
Level 1 (non-PSD funded)	572.50	577.50	1,150.00
Level 2 (PSD funded)	286.50	288.50	575.00

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 and must have mobility enrolments in all 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 enrolments provided in the August census of the previous year.

Eligibility

Schools with the following campus types are eligible for mobility funding at campus level if they meet the transient criteria above.

- Primary
- Secondary
- Primary/Secondary Combined
- Community

Funding is calculated at the Indicative budget cycle; campuses are provided with cash and credit funding.

Calculation

Mobility Funding = Base + (Total transient enrolments x Student per capita rate)

Example a school with 25 transient enrolments would calculate their funding as:

Base + (Total transient enrolments (25) x Student per capita rate)

Rates — 2022

- Base rate (\$) — 2,531
- Per capita (\$) — 351

Program for Students with Disabilities Levels 1-6 (Reference 15)

The Program for Students with Disabilities (PSD) is a targeted supplementary funding program for Victorian government schools. It provides resources to schools for a defined population of students with disabilities, with high needs, to support the provision of school-based educational programs.

Schools receive funding for students with current eligibility at one of six levels, informed by the responses provided to the Educational Needs Questionnaire.

Use of funding

Resources provided to the school can be used in a number of ways to support students, including:

- Teaching staff
- Specialist staff (e.g. Special Needs Coordinator, occupational therapist, speech pathologists)
- Consultancy or professional development
- Specialist equipment or materials
- Education support staff
- Associated payroll tax
- Superannuation

PSD resources assist schools to meet their obligations under the Disability Discrimination Act 1992 (Cth); they do not define or limit the support provided by a school for a student with a disability.

The Student Support Group is the primary source of advice to the principal on the personalised learning and support required. Schools are required to establish Student Support Groups for all students supported under the PSD, refer to Student Support Groups.

It is the responsibility of the school, in consultation with parents/carers in the Student Support Group, to determine the specific nature of the support required, and schools are required to consider their total budget in supporting a student with a disability.

Program for Students with Disabilities funding allocations will be progressively replaced by Disability Inclusion funding as it is introduced during the staged 5-year roll-out schedule between 2021 to 2025.

Eligibility

Schools with the following campus types will receive Programs for Students with Disabilities funding at school level for eligible students.

- Primary
- Secondary
- Primary/Secondary Combined
- Special

Funding is calculated for each of the four school terms and allocated through credit funding.

Calculation details

PSD resources are allocated according to enrolment information provided by schools via the [Program for Students with Disabilities Management System \(PSDMS\)](#) prior to budget-critical dates early each term.

For students in specialist schools, enrolment eligibility and regional approval needs to be established.

Where enrolment details are not correct in CASES21, or enrolments are not registered in PSDMS prior to budget critical dates each term, or (for specialist schools) regionally approved, Program for Students with Disabilities funding cannot be guaranteed.

Principals must ensure all students eligible for the PSD 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.

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 enrolment registration on PSDMS). The Student Resource Package (SRP) is revised at the end of each term to capture these changes.

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

Rates — 2022

- Level 1 — (\$) 7,779
- Level 2 — (\$) 17,991
- Level 3 — (\$) 28,400
- Level 4 — (\$) 38,760
- Level 5 — (\$) 49,041
- Level 6 — (\$) 59,377

Example

A school with 5 Level 3 enrolments would calculate their funding as:

Level 3 enrolments (5) x Level 3 Rate

This calculation will be repeated for all enrolment levels at the school.

Important items to note:

- The Indicative SRP is based on PSD application and enrolment information as at Term 3 the year prior. Allocations are updated in the Confirmed SRP, capturing enrolment and application changes that occur between Term 3 and Term 1.
- PSD allocations should be reviewed termly in PSDMS (Resource Allocation Listing) and the SRP (Budget Details report), and any questions can be logged via the DET Service Gateway. Reconciliation requests can only be considered on a one-term basis. Requests for budget adjustments cannot be considered beyond the previous term.

Further information

- [Program for Students with Disabilities — guidelines for schools](#)
- [Student Support Groups](#)

- [Program for Students with Disabilities Management System \(PSDMS\)](#)
[— information and user guides](#)
 - [PSDMS log in \(for registered users\)](#)
- DET Services Portal
- [Disability Inclusion funding and support](#)

Program for Students with Disabilities — Transition Support Funding (Reference 66)

Transition Support Funding is available to government secondary schools to support students starting Year 7 in 2022 who are no longer eligible for the Program for Students with Disabilities (PSD) after their Year 6-7 Review.

The funding supports the delivery of personalised teaching and learning programs that respond to students' needs.

Schools are encouraged to use the [Student Support Group \(SSG\)](#) process to draw on the expertise of the group to formulate and commit to specific strategies and implementation plans that will support the student's educational needs, inclusion and engagement. The progress of the agreed strategies should be regularly reviewed at SSG meetings each term.

Transition Support Funding allocations will be progressively replaced by Disability Inclusion Tier 2 school-level funding as part of the implementation of the Disability Inclusion funding and support model.

Eligibility

Transition Support funding will continue to be available to schools until they transition to Disability Inclusion during the staged 5-year roll-out schedule between 2021 to 2025.

Remaining schools with the following campus types are eligible for Transition Support funding at school level.

- Secondary
- Primary/Secondary Combined
- Special

Funding is calculated at the Confirmed and Revised budget cycles, Funding is allocated through cash funding.

Use of funding

Transition Support Funding resources, in consultation with the Student Support Group, can be used to access:

- consultation or support from specialist education or allied health staff

- professional development
- specialist equipment or materials.

Examples are provided below.

Transition Support Funding resources do not define or limit the support provided by a school for a student. It is the responsibility of the school, in consultation with parents/carers in the Student Support Group, to determine the specific nature of the support required, and schools are required to consider their total budget in supporting students with disability and diverse learning needs.

Transition Support Funding resources should not be targeted to students in receipt of supplementary funding through the Program for Students with Disabilities.

Calculation

Transition Support Funding is calculated on a pro-rata basis according to enrolment information provided by schools via the [Program for Students with Disabilities Management System \(PSDMS\)](#) in Term 1.

School principals will be emailed directly to detail Transition Support Funding allocations following the release of the Confirmed Student Resource Package.

If a school identifies a student for Transition Support Funding after Term 1, a pro-rata allocation will be considered. In these instances, schools are advised to log a request through the [DET Services Portal](#).

Where a student in receipt of Transition Support Funding changes government schools during the year, schools should make local arrangements to transfer resources (including specialist equipment or materials).

Rates - 2022

- Per eligible student (pro-rata) – Cash (\$) \$3,000

Examples for use of funding

In consultation with the Student Support Group, consideration can be given to providing more intense support at the beginning of the school year or

identifying equipment and materials that will be used over a longer period of time. For example:

For a student with behaviour support needs

Transition Support Funding may be used for professional development and consultation focused at the beginning of the school year. Transition Support Funding could be used to:

- provide school staff with the necessary knowledge and skills
- develop and implement Behaviour Support Plans and resources across the school
- support other adjustments to the school environment as the student begins secondary school.

For a student with learning support needs

Transition Support Funding may be used to access specialist education or allied health support. This may identify specialist equipment and educational resources that the school can purchase for the student's personalised learning and support needs.

For a student with sensory or health support needs

Transition Support Funding may be used to purchase personal equipment or resources, specific to the student's needs that will enhance their access and participation in the school's educational programs.

Further information

- [Students with Disability](#)
- [Student Support Groups](#)
- [Program for Students with Disabilities Management System \(PSDMS\) — information and user guides](#)
 - [PSDMS log in \(for registered users\)](#)
- [DET Services Portal](#)
- [Behaviour Support Plans](#)
- [Health Care Needs](#)

Special School Complexity Allowance (Reference 18)

Specialist school complexity allowance will apply to specialist schools receiving per capita student based core index and Program for Student with Disabilities level 1-6 allocations.

Specialist school complexity allowance is calculated once a year (confirmed budget cycle) by multiplying the Core Index enrolment totals (Reference 5) 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 as at Term 1.

An example of the Special School Complexity Allowance calculation can be seen below.

Example — Special School Complexity Allowance calculation to derive the index point		
PSD Level	No of Students	Weighting Value PSD Level x No. of Students
1	10	10
2	15	30
3	5	15
4	5	20
5	5	25
6	5	30
No. of Students	45	130

Index Point = 130 (weighted value)/ 45 (no. of students) = 2.9

Supplementation per student = \$949.10 (from rates table for index point 2.9))

Special School Complexity Allowance = \$949.10 x 45 = \$42,709.50

Eligibility

Schools with the following campus types are eligible for the specialist school complexity allowance.

Type Day Special
 Special Development
 Disability

Special
Furlong Park School for Deaf Children

Calculation

Special School Complexity Allowance = Core Index enrolment ×
Supplementation per Student

Index Point Rates — 2022					
Index Point	Supplementation per Student (\$)	Index Point	Supplementation per Student (\$)	Index Point	Supplementation per Student (\$)
1.0	242.80	2.7	874.80	4.4	1,506.80
1.1	279.90	2.8	911.90	4.5	1,543.90
1.2	317.10	2.9	949.10	4.6	1,581.10
1.3	354.30	3.0	986.30	4.7	1,618.30
1.4	391.50	3.1	1,023.50	4.8	1,655.50
1.5	428.60	3.2	1,060.60	4.9	1,692.70
1.6	465.80	3.3	1,097.80	5.0	1,729.80
1.7	503.00	3.4	1,135.00	5.1	1,767.00
1.8	540.20	3.5	1,172.20	5.2	1,804.20
1.9	577.30	3.6	1,209.30	5.3	1,841.30
2.0	614.50	3.7	1,246.50	5.4	1,878.50
2.1	651.70	3.8	1,283.70	5.5	1,915.70
2.2	688.90	3.9	1,320.90	5.6	1,952.90
2.3	726.10	4.0	1,358.10	5.7	1,990.10
2.4	763.20	4.1	1,395.20	5.8	2,027.20
2.5	800.40	4.2	1,432.40	5.9	2,064.40
2.6	837.60	4.3	1,469.60	6.0	2,101.60

Paramedical and Interpreter Staff Salaries (Reference 19)

Paramedical and Interpreter Staff funding is allocated to deaf facilities with secondary enrolments. The funding is inclusive of on costs, (9.75% superannuation and 5.85% payroll tax), 1.35% leave loading, plus 1.5% for short-term relief costs.

Eligibility

Schools with the following campus types with secondary enrolments are eligible for Interpreter funding at campus level

- Deaf*

Funding is calculated at the Indicative, Confirmed and Revised cycles and schools are provided as credit funding

Calculation details

Funding is allocated based on enrolments and resourcing model for deaf facilities.

Deaf schools with secondary enrolments are funded at a rate of 1 EFT for every 6 enrolments.

For example: A school with 8 secondary enrolments will be funded for 8 secondary enrolments divided by 6 EFT = $(8/6) = 1.33$ EFT (rounded)

*Deaf campuses must be attached to a primary, secondary or primary/secondary combined school.

Medical Intervention Support (Reference 20)

Medical Intervention Support (MIS) funding supports schools to engage appropriately trained staff to assist students who require regular, complex medical support at school.

MIS funding is available to support schools to put in place the necessary work arrangements for the delivery of specialised assistance to these students. This involves engagement of appropriately trained Education Support (ES) staff to undertake duties and responsibilities for delivering supporting procedures, consistent with Level 1, Range 2 of the ES Class.

The ES staff member must have undergone specific training to support the student's medical needs. Training may be provided by an appropriate healthcare provider, or through the School Care Program.

Eligibility

Schools with the following campus types are eligible for Medical Intervention funding at campus level.

- Primary
- Secondary
- Primary /Secondary Combined
- Special

Funding is calculated for each of the four school terms and is allocated through credit funding.

Rates — 2022

Rate per eligible student: \$14,013

Medical Intervention Support is allocated on a pro rata basis according to applications received from schools and the enrolment of an eligible student.

In cases where the student transfers to another school, an application for Medical Intervention Support is required from the new school.

Further information

Medical Intervention Support guidelines are available at:

- [Medical Intervention Support](#)

Special School Transport Administration (Reference 25)

A Special School Transport Administration allocation is provided in recognition of the arrangements required to manage transport arrangements in consultation with bus contractors and parents.

Eligibility

- Special Schools*
- Autistism Schools

Funding is calculated for each of the four school terms, funding is allocated through cash funding.

Calculation

Funding is calculated based on enrolment ranges provided in the rates section below.

Example a school with 27 enrolments would fall into the 26-50 enrolment range.

Rates — 2022

- Enrolment range 0 to 24: \$2,678
- Enrolment range 26 to 50: \$3,350
- Enrolment range 51+: \$4,021

*Including primary, secondary and primary/secondary combined schools with a defined special school campus.

EAL Program Funding (Reference 26)

EAL program funding for primary and secondary schools in the Student Resource Package (SRP) consists primarily of EAL Index funding (Levels 1 – 5) and is provided to schools that meet a pre-determined threshold. Schools that experience an increase to their EAL student profile during the school year which takes them beyond that threshold are also eligible for EAL contingency funding. Refer to EAL Contingency (Reference 27).

EAL program funding for English language schools and centres in the SRP consists of funding to support a target number of students and provide services to newly arrived students who are not currently enrolled in a full-time new arrivals program. English language schools and centres that experience a significant increase to their enrolments during the school year may also be eligible for EAL contingency funding. Refer to EAL Contingency (Reference 27).

EAL Index funding (Levels 1 – 5)

EAL Index funding is made available to schools to staff EAL programs with appropriately qualified EAL teachers and Multicultural Education Aides (MEAs).

EAL Index funding is based on data collected from schools in the preceding August School Census. New schools that did not participate in the preceding August census can apply for contingency funding if their EAL student profile meets the EAL Index funding threshold.

Eligibility

- Primary
- Secondary
- Primary/Secondary Combined

Allocation of EAL Index funding

EAL Index funding is allocated to schools at campus level 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 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.

Calculation

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

This is applied to the number of students identified in the August School census as meeting the EAL Index funding criteria.

A school's EAL allocation includes a weighting based on the school's densities of Student Family Occupations (SFO Weighting). Refer Reference 11 for the calculation of SFO.

The SFO Weighting reflects the high correlation between student outcomes and family occupation to target funding to schools with EAL learners with greatest need.

A campus is required to reach a threshold before funding will apply. Thresholds are applied separately to primary and secondary students for Pri/Secondary combined campuses.

Thresholds are determined by

Rates — 2022

List 1: EAL Index funding thresholds

- Primary: \$25,634.61
- Secondary: \$48,891.69

List 2: Index levels and level descriptions

- Level 1 — Foundation — weighting of 1.00 applied
- Level 2 — 2-5 years in Australian school Years 1-6 — weighting of 2.00 applied

- Level 3 — <2 years in Australian school Years 1-6 — weighting of 4.00 applied
- Level 4 — 2-5 years in Australian school Years 7-12 — weighting of 5.09 applied
- Level 5 — <2 years in Australian school Years 7-12 — weighting of 7.64 applied

List 3: Further weightings are applied to campuses based on the campus densities of Student Family Occupations (SFO)

- Level 1 — Where a SFO density is less than or equal to 52.73% (0.5273) — a 0.6 weight is applied
- Level 2 — Where a SFO density greater than 52.74% (0.5274) but less than or equal to 54.69% (0.5469)— 0 1.00 weight is applied
- Level 3 — Where a SFO density is greater or equal to 54.70% (0.5470)— a 1.40 weight is applied

The combined effect of Lists 1, 2 and 3 results in the following matrix:

List 4: Allocation matrix for total EAL Index funding

Level	Description	Weighting	SFO Weighting 1	SFO Weighting 2	SFO Weighting 3
			0.6 \$	1.0 \$	1.4 \$
1	In year Foundation	1.00	\$346.26	\$577.10	\$807.93
2	2-5 years in Australian school Years 1-6	2.00	\$692.51	\$1,154.19	\$1,615.87
3	<2 years in Australian school Years 1-6	4.00	\$1385.03	\$2,308.38	\$3,231.74
4	2-5 years in Australian school Years 7-12	5.09	\$1,762.45	\$2,937.42	\$4,112.39
5	<2 years in Australian school Years 7-12	7.64	\$2,645.40	\$4,409.00	\$6,172.61

*Due to rounding some rates do not multiply exactly by the weightings above.

Teacher salary charges to schools in 2022 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.

List 5: Salary rates

Primary schools receive a total of \$121,581 made up of:

- Credit (\$): 118,496
- Cash (\$): 3,085

Secondary schools receive a total of \$121,149 made up of:

- Credit (\$): 119,535
- Cash (\$): 1,614

Other funding for EAL programs

If applicable, the following lines will also appear in a school's SRP budget details.

EAL for Refugees — Primary and EAL for Refugees — Secondary Students

An additional loading is provided to campuses:

- that receive EAL Index funding and
- have an SFO weighting below 1.4 (this equates to an SFO density greater than 0.547) and
- have 10 or more refugee students enrolled.

In these cases, the school is provided with funding for the refugee students at an SFO weighting of 1.4.

Funding for English language schools and centres

Funding for English language schools and centres is based on target enrolments established by the Learning and Teaching Division in consultation with regions, schools and centres. Classes are funded at a student to teacher ratio of 13:1.

English language schools receive a per target enrolment rate and a base to provide both safety net and support. Both allocations are multiples of the rates that apply in standard settings.

English language centres are campuses of a primary or secondary school. Base support is provided by the primary or secondary school and the centre receives a per target enrolment rate. The Virtual EAL New Arrivals Program receives a per target enrolment rate.

Eligibility

- English language schools
- English language centres
- Virtual EAL New Arrivals Program

2022 English language school and centre target enrolment rates

In an English language school, primary target enrolments receive a total of \$12,655 made up of:

- Credit (\$): 11,901
- Cash (\$): 754

In an English language school, secondary target enrolments receive a total of \$15,401 made up of:

- Credit (\$): 14,615
- Cash (\$): 786

In an English language centre, primary target enrolments receive a total of \$13,387 made up of:

- Credit (\$): 12,747
- Cash (\$): 640

In an English language centre, secondary target enrolments receive a total of \$16,329 made up of:

- Credit (\$): 15,587
- Cash (\$): 742

Multicultural Education Aides (MEAs)

An allocation for the employment of Multicultural Education Aides (MEAs) is made to English language schools and centres based on target enrolments. The current student to MEA ratio is 65:1. Campuses with target enrolments below 65 are entitled to a 1.0 FTE MEA and for campuses above 65 the 65:1 ratio applies.

The 2022 MEA rate is \$61,177.00

EAL student services

In addition, English language schools and centres receive funding to provide services to EAL students who are not yet or no longer enrolled in a full-time intensive program. These services include outreach services and transition support for high needs refugee students.

EAL student services (Cluster funding)

Primary and secondary schools that coordinate EAL cluster programs are provided with funding to employ EAL specialists to provide advice and guidance to teachers in cluster schools to build their understanding, knowledge and capacity to meet EAL student learning needs.

EAL Contingency (Reference 27)

EAL Contingency funding is provided, budget allowing, to enable the employment of additional EAL teachers and Multicultural Education Aides where schools experience a significant increase to their EAL student profile after their EAL funding has been established for the year.

A 'significant increase' for a primary, secondary or combined primary/secondary school means that the cohort of additional students, based on the rates and weightings outlined in Reference 26, attract funding above the relevant EAL Index funding threshold (primary or secondary). This means there is no set number of students a school must enrol to be eligible for EAL Contingency. Each student's year level and length of time in Australia determines the level of funding he or she attracts.

A 'significant increase' for an English language school or centre or the Virtual EAL New Arrivals Program is one which requires provision of an additional class.

Applications for contingency funding can be submitted at any time of the school year.

Eligibility

- Primary
- Secondary
- Primary/Secondary Combined
- English language schools
- English language centres
- Virtual EAL New Arrivals Program

Applications

Primary and secondary schools that have enrolled an increased number of students since their EAL Index funding was established by the preceding year's August census may apply for EAL contingency funding. Each application is assessed based on the additional students' eligibility for EAL Index level funding and the rates and weightings outlined in Reference 26.

New primary and secondary schools will not have participated in the preceding August census. They can apply for EAL contingency funding to establish their EAL program following the February school census.

To apply, primary and secondary schools should run a Contingency Report ST21038 from CASES21 and email this with a request to be considered for EAL contingency funding to the EAL Unit at eal@education.vic.gov.au. The ST21038 report is used to compare current enrolments with enrolments from the preceding August census to determine if an increase beyond the relevant threshold has been reached. Applications from new schools are assessed based on the student numbers in the ST21038 report.

English language schools and centres should use the Request for EAL Contingency Funding for New Arrivals Provision form to discuss changed provision needs with their Regional Service Support Branch Manager, then email the form to: eal@education.vic.gov.au

Schools that apply within the first five weeks of term and meet eligibility requirements are funded for that term and any other remaining terms in the school year.

Schools that apply in week 6 or beyond and meet eligibility requirements are funded for the following and any remaining terms of the school year.

All schools are notified when their request has been assessed, with further notification of their total funding after it has been approved. Payment is made through the Student Resource Package (SRP) at the end of each applicable term.

Calculation

$$\text{EAL Contingency} = \text{FTE allocation} * \text{Average teacher rate}$$

For primary and secondary schools, EAL contingency is calculated based on the change in the school's EAL student profile between the previous August census and the date of application, as outlined above. Any additional entitlement to EAL Index funding using the levels and weightings outlined in Reference 26, is converted to FTE and paid pro-rata for the remainder of the school year.

Primary and secondary FTE allocations are calculated separately.

For English language schools and centres and the Virtual EAL New Arrivals Program, each additional class to be provided attracts 1.0 FTE at the average teacher rate, paid pro-rata for the period for which the class will be required.

Rates — 2022

List 1: EAL Index funding thresholds

- Primary — \$25,634.61
- Secondary — \$48,891.69

List 2: Average Teacher Rates

Primary schools receive a total of \$121,581 made up of:

- Credit (\$): 118,496
- Cash (\$): 3,085

Secondary schools receive a total of \$121,149 made up of:

- Credit (\$): 119,535
- Cash (\$): 1,614

Teacher salary charges to schools 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.

Disability Inclusion Tier 2 School Level Funding (Reference 137)

The Disability Inclusion reform package will introduce a new funding and support model for students with disability over a staged rollout between 2021 to 2025. Refer to: [Disability Inclusion Funding and Support](#).

Tier 2 school-level funding builds on the [Core student learning allocation](#) funding by recognising that additional funding will further strengthen school capacity (staff time and resources) and capability (staff skills and knowledge) to better meet the needs of students with disability. This also recognises that to meet the diverse needs of students with disability, increasing frequency and intensity of support can be required.

It is important to note that Tier 2 school level funding builds on the quality teaching and differentiated practice for all students, including students with disability delivered through Core student learning allocation funding.

Schools will use Tier 2 funding to develop more inclusive education environments, with flexibility to tailor support to their local context and needs of their student cohort. Refer to the [Disability Inclusion Funding and Support Guidance tab](#) for Tier 2 funding and support implementation.

Schools must make reasonable adjustments to ensure that students with disability can access and participate in education on the same basis as students without disability, regardless of the availability of additional funding. Refer to: [Students with Disability](#).

Eligibility

The following school types are eligible for Tier 2 school-level funding:

- Primary
- Secondary
- Primary/Secondary Combined
- Specialist

Funding is allocated as a credit and cash allocation.

Tier 2 school-level formula

Tier 2 funding is calculated using a formula, which is comprised of two parts:

- Part 1: a **base** funding component, which ensures all schools have a basic level of resources required to enhance overall school-level capacity to provide inclusive education and engage in new Disability Inclusion processes.
- Part 2: a **variable** funding component, which builds on the base component to provide additional resources calculated based on the school's characteristics, to support schools to further enhance capacity and strengthen adjustments for students with disability. This means schools will have resources to continue to build school capacity in line with their unique school attributes. Funding in this component varies across schools based on the estimated prevalence of need for adjustment at a school level.

Part 1: Base funding component

This component allocates each school a 'base amount' based on enrolments that increases linearly up to 100 enrolments, as outlined below:

- schools with 5 students or less, the base amount is \$5,202
- schools with between 6 and 99 enrolments, the base amount is $\$5,202 + (\text{number enrolments} - 5) \times \273.79
- schools with 100 students or more, the base amount is capped at a maximum of \$31,212*.

*Due to their special circumstances, the capping of \$31,212 will not apply to the total base allocation of a mainstream school which also has a special development campus. The base allocation will be calculated separately for enrolments of special development campuses of mainstream schools.

Part 2: Variable funding component

The variable funding component takes the characteristics of students in a school and uses these measures to calculate an allocation of funding. This component is calculated based on:

- An index, calculated using statistical weights based on:
 - Student Family Education (SFE) - which is an indicator of socio-educational disadvantage
 - School type (primary)
 - School size (small school with less than 100 enrolments)
- number of enrolled students
- a variable funding rate

The index value is multiplied by the number of enrolments in the school and the variable funding rate to calculate the school-level funding amount.

Index Calculation

The index is calculated using the weights for the index categories outlined in Table 1 below. The weights are used directly within the funding formula.

For SFE, the weight is multiplied by the share of students in each SFE category (SFE 1 - SFE 7).

Weights result in the allocation of relatively more funding to schools with those attributes.

Each school's index value is updated each year based on the latest available data.

Table 1: Index categories and weightings

Index categories	Weighting
SFE 1,2 (Year 9 or below or Year 10 or equivalent)	0.1800
SFE 3,4 (Year 11 or equivalent or Year 12 or equivalent)	0.1158
SFE 5 (Certificate I to IV)	0.1127
SFE 6,7 (Diploma or above)	0.0117
School enrolments (<100 enrolments)	0.0202
Primary school	0.0348

Tier 2 school-level funding calculation

Total Tier 2 school-level funding is calculated as:

- Base funding component + (Index x Enrolments x Variable Funding Rate).
- Where: the variable funding rate for 2022 is \$4,600.

Example of Tier 2 school-level funding calculation for a school

Consider a primary school with 90 enrolments and the following SFE distribution: 15% of enrolments are in SFE 1 and SFE 2 category; 15% of

enrolments are in SFE 3 and SFE 4 category; 25% of enrolments are in SFE 5 category; 45% of enrolments are in SFE 6 and SFE 7 category.

Base calculation

The base would be calculated as:

$$\$5,202 + (90 - 5 \text{ enrolments} = 85 \text{ enrolments}) \times \$273.79 = \$28,474.15$$

Index calculation

The index would be calculated as:

$$(15\% \times 0.1800) + (15\% \times 0.1158) + (25\% \times 0.1127) + (45\% \times 0.0117) + (1 \times 0.0202) + (1 \times 0.0348) = \mathbf{0.1328}$$

Total annual school allocation

Total Tier 2 funding for the example school would be:

$$\$28,474.15 + (0.1328 \times 90 \times \$4,600) = \$83,453.35^*$$

*Note this value includes salary on-costs. The central oncosts are not reflected in school budgets.

Disability Inclusion Tier 3 student-level funding (Reference 138)

The Disability Inclusion reform package introduces a new funding and support model for students with disability over a staged rollout between 2021 to 2025. Refer to: [Disability Inclusion Funding and Support](#).

Tier 3 individual-level funding builds on the [core student learning allocation](#) and [Tier 2](#) funding, providing individualised funding to support students with high and complex needs relating to their disability. Through the Disability Inclusion reform rollout period, the Tier 3 student-level funding will gradually replace the existing individualised disability funding provided through the [Program for Students with Disabilities](#).

Tier 3 allocations are based on the strengths and needs of students with disabilities and the associated levels of adjustment captured in the Disability Inclusion Profile (the Profile). The Profile record levels of adjustment against 31 educational activities, across 6 domains. Refer to: [Disability Inclusion Profile](#).

Eligibility

The following school types are eligible for Tier 3 funding:

- Primary (excluding deaf facilities)
- Secondary
- Primary/Secondary Combined
- Specialist

A student is considered eligible for Tier 3 dependent meeting two criteria summarised as follows:

1. Evidence of disability or functional need as determined by (at least one of):
 - a. measured functional capacity limit (Vineland Composite score of 70 or below)
 - b. evidence of a diagnosed condition
 - c. enhanced moderation pathway
2. Profile-related (at least one of):

- a. greater than or equal to 8 educational activities requiring Substantial or higher adjustment
- b. greater than or equal to 3 educational activities requiring Extensive adjustment

For more information on Tier 3 eligibility refer to: [Disability Inclusion Funding and Support](#).

Tier 3 calculation

Tier 3 funding is calculated using the following formula:

Tier 3 funding = weighted score × funding rate

Weighted score

The weighted score is calculated using a student's Profile. The Profile records levels of adjustment against 31 educational activities, across 6 domains. The levels of adjustment are given a numerical score ranging from 0 (Present Environment of Supports) to 4 (Extensive Adjustments).

These unweighted scores are then weighted according to their domain and standardised. Weightings balance funding requirements across domains. For example, activities in the Self-care Domain will be weighted differently compared to those in the Learning and Applying Knowledge Domain.

Funding rate

A flat rate of \$630 applies in 2022.

Annual allocation

Annual allocation = Tier 3 funding * enrolment time fraction * portion of the year funding is active

The annual allocation factors in the student's enrolment time fraction at the school and the portion of the year for which the Profile is active. For example, a Profile with an associated Tier 3 funding start date of Term 2 would be active for 3 terms (0.75) of the year, then typically active for the whole year (4 terms = 1) in the following years.

Example of Tier 3 student-level funding calculation

A student with disability undertakes a Profile process. The Profile record levels of adjustment against 31 educational activities, across 6 domains. The student's Profile shows the student receives an 'extensive' level of adjustment against educational activities in the Communication and Self-care domains.

There is evidence of the student having a functional need as indicated by the Vineland and the Profile contains 5 Extensive and 7 Substantial levels of adjustment, meaning the student meets the Tier 3 student-level funding eligibility criteria. The Profile is finalised with a Tier 3 funding start date of Term 2

Weighted score calculation

The student's levels of adjustment across the 31 educational activities transformed into scores between 0 to 4 and are weighted based on their domain and standardised to produce a total weighted score of 47.25.

Allocation calculation

The allocation would be calculated as:

$$\begin{aligned}\text{Tier 3 funding} &= \text{weighted score} \times \text{funding rate} \\ &= 47.25 \times \$630 \\ &= \$29,767.50\end{aligned}$$

The allocation that the student attracts for the year is determined as follows:

$$\begin{aligned}\text{Annual allocation} &= \text{annual rate} \times \text{enrolment time fraction} \times \\ &\quad \text{portion of the year funding is active} \\ &= \$29,767.50 \times 1 \times 0.75 \\ &= \$22,325.63\end{aligned}$$

The Student Support Group (SSG) is notified by the school contact of the Tier 3 funding via the School Resource Notification, which provides an indication

of the annual rate. The allocation is then typically reflected in the school's budget at the end of the term.

Enrolment, budget and reporting information

Tier 3 funding allocations are made according to Profiles completed prior to budget-critical dates early in each term.

The Indicative Student Resource Package (SRP) is based on Profile and enrolment information as at Term 3 the year prior. Allocations are updated in the Confirmed SRP, capturing enrolment and application changes that occur between Term 3 and Term 1.

Where enrolment details are not correct in CASES21 prior to budget critical dates each term, Tier 3 student-level funding cannot be guaranteed. Enrolment details for new or current students must be promptly uploaded from CASES21.

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. The SRP is revised at the end of each term to capture these changes.

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

Schools are provided with School Resource Notifications providing an indication of a student's annual rate at finalisation of their Disability Inclusion Profile. Accurate allocation information is provided to schools through termly Tier 3 student-level funding allocation reports. Allocation detail in these reports should be reviewed against School Resource Notifications and students' CASES enrolment information, and any queries raised through an email to the [Disability Inclusion Outcomes mailbox](#). Reconciliation requests can be logged via the DET Service Gateway and will only be considered on a one-term basis. Requests for budget adjustments cannot be considered beyond the previous term.

School Infrastructure

Policy

This policy provides information about how funding is allocated to schools through the Student Resource Package for school infrastructure.

Details

'School based funding' is one of three categories of funding provided for by the Student Resource Package (SRP). Funding for 'school infrastructure' is one type of school-based funding provided to schools. The other type of school-based funding is funding for School Specific Programs.

The school infrastructure component provides funding for school facilities and programs specific to individual schools. The infrastructure section provides information about the following specific types of infrastructure funding:

- Contract cleaning
- Cross infection prevention allowance
- Cleaning minimum allowance
- Grounds allowance
- Building area allowance
- Split-site/Multi-site allowance
- Utilities
- Maintenance
- Annual contracts and Essential Safety Measures (ESM)
- Workers' compensation

Schools are expected to use SRP funds for the purpose for which it was allocated.

Contract cleaning (Reference 28)

Funding for contract cleaning

School funding for contract cleaning is included in the SRP based on normal and low-use areas as determined by cleanable spaces identified in the school's facilities schedule.

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

The Cleaning Model excludes the provision of cleaning services for school owned assets and the use of school facilities that are outside the normal school (such as external hirer, fetes, sports events, and out of hours use).

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

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

With the introduction of the Victorian Government school cleaning reform, metropolitan schools are advised of the equivalent SRP funding. However, funding for cleaning is no longer provided directly to metropolitan schools as part of their student resource packages (SRP) but is held centrally, so the Department can pay the metropolitan school cleaning companies directly.

Rates information for this program

Total cleaning area

This is the total of the cleanable areas of the school as per the School Cleanable Area Report (CAR). The Total Cleaning Area used to calculate your budget which 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 Cleanable Area Report (CAR). The CAR lists all rooms at a school and their cleanable eligibility, to provide a total cleanable area for the school. It is provided to schools by the VSBA each month through the School Facility Profile website.

Cleaning area entitlement

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

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

For enrolment or area entitlements, see: Contract Cleaning Schedule spreadsheet

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 AIMS to restore the school to the better of the former entitlement schedules. The adjustment is removed when the school moves into line with the 1:25 Schedule due to enrolment changes or if the school undergoes a facilities provision or upgrade program.

Building area changes

The budget impact of area changes notified depends on whether the areas are part of the school's area entitlement and whether they involve designated cleanable areas. Where areas change, schools should refer to the School Cleanable Area Report (CAR).

If changes are required to the CAR or SAMS Plan, the school should download the latest SAMS plan, mark the areas that have changed or are missing, scan and forward to the information and Analysis Unit (IAU) at sams@education.vic.gov.au. It may take a few weeks for changes to appear due to the time required to obtain architectural plans and other documentation which confirm the exact changes and building room measurements.

Concurrently, the school should contact the School Cleaning Unit (cleaning@education.vic.gov.au) and their cleaning services provider to ensure and the areas are included in the cleaning schedule.

Funding is calculated at the Indicative, Confirmed and Revised cycles; funding and is allocated through cash funding.

Calculation

$[\text{Normal_Use_Area}] \times [\text{Normal_Use_Rate}] \text{ plus } [\text{Low_Use_Area}] \times [\text{Low_Use_Rate}]$

Refer to Rates Section for stipulated minimum dollar allocation.

Entitlement cannot exceed Total Cleanable Area.

Rates 2022

Campus Type	Normal Use (\$)	Low Use (\$)
Special Development School, Day Special and Special	29.70	N/A
All Others	27.67	5.93
Small schools under 372m ²	22.35	N/A
Minimum Allocation	5,839	N/A

Notes

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

Expenditure should be allocated in CASES21 to the following:

- Sub Program Code: 6001 – Building Services and Utilities
- General Ledger Account Code: 86502 – Contract Cleaning

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.

Expenditure should be allocated in CASES21 to the following:

- Sub Program Code: 6001 – Building Services and Utilities
- General Ledger Account Code: 86502 – Contract Cleaning

Eligibility

Schools with the following campus types are eligible for Cross Infection Prevention Allowance at campus level:

- Special development
- Disability
- Day Special
- Special

Funding is calculated at the Indicative, Confirmed and Revised cycles, and is provided through cash funding.

Rates 2022

- A flat rate is provided for eligible schools - \$13,559

Cleaning Minimum Allowance (Reference 30)

A minimum allowance is applied to schools and centres, that are not included in the metropolitan area-based cleaning model.

Expenditure should be allocated in CASES21 to the following:

- Sub Program Code: 6001 – Building Services and Utilities
- General Ledger Account Code: 86502 – Contract Cleaning

Funding is calculated at the Indicative, Confirmed and Revised cycles, and provided through cash funding.

Rates 2022

Minimum: \$5,839

Grounds Allowance (Reference 31)

The Student Resource Package (SRP) Grounds Allowance is provided to schools to ensure the grounds of the school are properly maintained.

The types of specific tasks that should be undertaken include:

- o lawn mowing
- o landscaping services
- o sports field maintenance
- o tree management
- o drainage and flooding issues

Schools that have already taken part in the Rolling Facilities Evaluation should be using the School Maintenance Plan portal to plan and schedule maintenance tasks. For further information refer to [School Maintenance Plans](#).

Calculation

Grounds Area (m2) x Grounds Allowance Rate

Rates 2022

Grounds Allowance Rate = 0.210 cents per square metre

Funding allocation

Expenditure should be allocated in CASES21 to the following:

- Sub Program Code: 6502 – Grounds
- General Ledger Account Code: 86505 – Ground Work

SRP funding for Grounds Allowance is calculated at the Confirmed cycle using updated data and may be updated at the Revised cycle and is allocated through cash funding. Grounds area is sourced from the Victorian Schools Building Authority annually.

Building Area Allowance (Reference 32)

Funding for the building area allowance is on the basis of the school's total building area in square metres. Total building area is sourced from the VSBA annually.

Eligibility

All campus types listed below are eligible for Building Area Allowance funding provided at campus level.

- Day special
- Special development school
- Physical disability
- Special
- Hospital special
- Deaf
- Language
- Youth training centre

Funding is calculated at the Indicative cycle only and allocated through cash funding.

Calculation

Building Area square metres x Building Area Allowance Rate

Rates 2022 (\$/m² annually)

- \$3.02/m²

Example: A Special Development campus with a total building area of 1,000 sqm x \$3.02 = \$3,002

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). Specialist and Language Schools are also eligible if applied criteria is satisfied.

A school may be eligible for the allowance if:

- it is a specialist school operating on sites that are more than one kilometre apart (not including base rooms)

or

- the configuration of the school represents a 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).

Note:

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

(b) For approved secondary colleges formed through the merger of secondary colleges on adjacent sites, this item is replaced by a \$60,154 site allowance.

Funding is calculated at the Indicative cycle and allocated through cash funding.

Rates 2022

Primary school (includes P–12 colleges that have more than one primary site)

- \$6,664 per annum for the second site
- \$3,333 per annum for each subsequent site

P–12 school

- \$10,515 per annum for each additional site

Secondary college

- \$10,515 per annum for each additional site

Language school

- \$10,515 per annum for each additional site

Special School

- \$2,954 per annum for each additional site

Note – A stocktake of schools is scheduled to occur during 2021 and schools currently receiving this allocation will be assessed and sites no longer operational will have funding discontinued from 2022.

Utilities (Reference 34)

Utilities funding is provided as a cash allocation as part of a school's Student Resource Package (SRP) under the School Infrastructure items. Funding is distributed through the quarterly cash grant.

Utilities funding is provided for the following items.

- Electricity
- Natural and LPG Gas
- Water/rates
- Refuse and Garbage

Telephones and sanitation costs are not included under the utilities budget.

The utilities budget is based on historical spending plus indexation. It is not formula driven and therefore is not automatically adjusted to reflect changes in a school's profile.

Schools that have undergone building configuration changes or had major works that have materially impacted on utility costs may be eligible for an ongoing utilities budget adjustment to help support those additional costs.

Energy Supplement

In 2020 and 2021, \$25m in total was distributed to schools experiencing a significant utilities funding shortfall because of rising energy costs. This supplementary funding was once-off and school's 2022 utilities budgets will revert to 2019 funding levels with the addition of yearly indexation.

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 >40 MWh pa.

Contacts for billing enquiries

Akhil Arora/Taimur Khan — email: business@redenergy.com.au ph: 1300 322 067

2. AGL is our retailer for schools (meters) that consume <40 MWh pa

Contacts for billing enquiries

Email: vicgov@agl.com.au ph: 1300 793 477

Natural Gas

Origin Energy is the provider of Natural Gas under a Whole of Government contract arrangement.

The contract commenced on 1 January 2020 and runs initially for two years.

Contacts for transfer, billing and new connection enquiries

Email: vicgovernment@originenergy.com.au

Phone: 1800 319 299

For further tariff and contract information, see: [Student Resource Package](#) (school user log in required).

Any school not supplied under the relevant Whole of Victorian Government contract must contact Mr Brett Duff on email: Brett.Duff@education.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, schools must not sign or negotiate individual or group contracts for the supply of electricity and natural gas irrespective of usage levels as per the Executive Memo 2005/19 Update on the Supply of Electricity and Natural Gas.

Water

All schools are supplied water by their designated water authority. No government contract is in place for water.

To assist schools with managing water costs, we encourage you to join the Schools Water Efficiency Program (SWEP). SWEP is a state government

initiative jointly developed and funded by the Department of Environment, Land, Water and Planning (DELWP) and the Department of Education and Training (DET).

SWEP provides you with a program to monitor your schools' water usage to save water, money and educate students about water efficiency concepts. You can register online for SWEP or learn more by visiting www.myswep.com.au.

Separately, schools in Victoria are eligible for a rebate on their fixed charges for water and sewer (self supply schools are ineligible). This initiative developed by the State Revenue Office provides a rebate of up to a maximum of \$260 yearly. The application form that needs to be submitted to your local water authority can be accessed via the following link: <https://www.sro.vic.gov.au/forms/apply-water-and-sewerage-rebate> or by contacting the State Revenue Office on 9628 0301.

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.

Maintenance (Reference 35)

The formula for Maintenance and Minor Works funding distributes:

- 50% of the available funds based on areas required for the school's enrolments (a school's 'facility area' as per the 2018 Facility Area Schedules)
- 25% based on the type of materials used in the construction of the school buildings
- 25% based 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 facility area for each school, in accordance with the 2018 Facility Schedules that set out the number, type, and area of learning spaces required based on enrolment.

The formula multiplies the actual area of each building by factors for both its building construction material and building age.

The Student Resource Package (SRP) Maintenance and Minor Works grant is paid on a quarterly basis as part of the SRP budget cash grant.

Changes to a schools Maintenance and Minor Works funding allocation between calendar years and /or between indicative and confirmed allocation may have occurred due to:

- changes to building data
- changes to enrolment
- changes in relocatable buildings
- changes in the state-wide maintenance budget

Funding allocation

All schools are encouraged to undertake proactive maintenance planning, using all available information, including routine maintenance guides and the results of condition assessments. It is vital that schools use their SRP Maintenance and Minor Works allocation for the active and ongoing maintenance of facilities and to prevent potential health and safety issues.

Schools that have already taken part in the Rolling Facilities Evaluation should be using the School Maintenance Plan portal to plan or AIMS, if your school has been migrated to AIMS, and schedule maintenance tasks. For further information, refer to School Maintenance Plans or contact vsba.asset.management@education.vic.gov.au

Expenditure should be allocated in CASES21 to the following:

- Sub Program Code: 6201 – Maintenance and Minor Works
- General Ledger Account Code: 86504 – Building Works

SRP funding for Maintenance is calculated at the Indicative and Confirmed cycle and may be updated at the Revised cycle, funding is allocated through cash funding.

Annual Contracts and Essential Safety Measures (ACES) (Reference 36)

Annual Contracts

The Annual Contracts allocation provides for the routine servicing, inspection, and testing of various items both essential and mandatory. These tasks are:

- Hygiene requirements (sanitary bins, nappy bins, sharps containers)
- Onsite Wastewater Management Systems (OWMS)
- Private Drinking Water (PDW)
- Lifts (if required)
- Termite inspections
- Heaters (for example, Type A and B Gas Appliances)
- Air conditioning
- Vertical school systems (i.e. centralised Heating, Ventilation, and Air Conditioning systems).

Costs associated with repairs for any of the equipment serviced under this component are funded within the maintenance portion of the Student Resource Package (SRP).

The allocation for SRP Annual Contracts includes funding for the servicing of existing annual contracts items mentioned above at eligible schools. This does not include funding for new annual contacts items (for example, funding is to service air conditioning units and not to purchase new air conditioning units).

Essential Safety Measures (ESM)

Essential safety measures (ESM) are central to ensuring a safe and healthy environment in Victorian schools, and their maintenance is vital for the life, safety, and health of occupants over the lifetime of school buildings. When correctly maintained, ESM support students, staff and visitors to evacuate safely in the event of a fire.

In line with the Department's Essential Safety Measures Framework, schools are required to ensure ESM compliance which includes the inspection,

testing, rectification maintenance (if required) and recordkeeping of measures.

Funding allocation

ACES SRP funding for any eligible school is allocated in order to cover costs of Annual Contracts and Essential Safety Measures. Adjustments to the ACES SRP allocation will be made on the basis of enrolment/entitlement area or the provision of new equipment.

Annual Contracts are calculated using a 'bottom-up' formula involving 7 base contracts (as outlined in the Annual Contracts section above, excluding the vertical school allocation). The formula used to calculate each of the individual contracts is either based on fixed tiers, or a specific funding amount per individual unit present at the school.

For each of the annual contract items listed below, a pre-determined dollar/unit rate (with both metro and regional rates) is multiplied by every unit recorded at the school:

- Onsite Wastewater Management Systems (OWMS) – the number of septic tank units
- Private Drinking Water (PDW) – the number of potable water drinking tanks
- Lifts - the number of passenger and/or document lifts
- Heating units – the number of furnace heating units and/or boiling water units
- Air conditioning units – including evaporative and refrigerative units.

The following annual contract items are calculated based on their enrolment or building area. If the school's enrolment/building area goes above a certain number, the school will receive an increased funding allowance.

- Hygiene requirements (sanitary bins, nappy bins, sharps containers)
 - The allocation is a fixed amount for schools with less than 400 students, and an increased fixed amount for schools with greater than or equal to 400 students. The amounts are dependent on if the school is metro or rural based.
- Termite inspections

- The allocation is dependent on the school's total internal floor area. Schools with an area below 2,000m² receive a fixed base amount. Schools with an area between 2,000m² and 8,000m² receive an additional \$1,000 on top of the base amount. Schools with an area between 8,000m² and 14,000m² receive a further \$1,000, with the allocation continuously increasing by \$1,000 for every subsequent 6,000m² threshold crossed.
- Instant hot water heating units
 - The allocation is a fixed amount for schools with less than 400 students, and an increased fixed amount for schools with greater than or equal to 400 students. The amounts are dependent on if the school is metro or rural based.

Distinct rates have been established for metro versus regional schools to accommodate extra travel requirements by maintenance contractors.

A school's eligibility to receive air conditioning funding is determined by the VSBA Heating and Cooling policy in conjunction with the NatHERS zones 20 and 27 as outlined on the [Nationwide House Energy Rating Scheme site](#).

Vertical schools receive a single additional payment to accommodate increased servicing costs associated with residing in a high-rise building.

ESM measures funding is calculated based on the size of the school in terms of both floor area (50% of allocation) and the number of buildings (50% of allocation).

Expenditure should be allocated in CASES21 to the following:

- Sub Program Code: 6401 – Annual Contracts Essential Safety
- General Ledger Account Code: 86500 – Security/Safety/Fire Prevention
- General Ledger Account Code: 86504 – Building works

SRP funding for Annual Contracts and Essential Safety Measures is calculated at the Indicative and Confirmed cycle and may be updated at the Revised cycle, and is allocated through cash funding.

For further information, including how to acquit ESM obligations, refer to:

Annual Contracts contact vsba.annual.contracts@education.vic.gov.au 03 7022 5800 Essential Safety Measures policy or contact essential.safety.measures@education.vic.gov.au

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 2021/2022 Workers' Compensation premium calculation period from 01 January 2018 to 30 June 2020.

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 \$25,000.

Savings capped at 0.5% of remuneration, up to a maximum of \$25,000 accrue to those schools with claims costs less than their workers' compensation budget allocations. Full 2022 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 2021 Student Resource Package (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.
- workers' compensation claims accepted in error by the Department's WorkSafe agent, Gallagher Bassett Services Pty Ltd.
- 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 disciplinary proceedings.

Schools that have claims in these categories lodged over the period from 01 January 2019 to 30 June 2021 or who wish to seek an exemption, should notify the Return to Work Compensation Team, at workers.compensation.corporate@education.vic.gov.au by Friday 31 December 2021.

Schools may request the school's workers' compensation cost be reviewed by the Workers' Compensation Claims Advisory Service. Schools should provide details of the circumstances to be taken into consideration as part of the request. The Return to Work and Compensation team will advise schools of the results of these reviews.

School Specific Programs

Policy

This policy provides information about how funding is allocated to schools through the Student Resource Package (SRP) for school specific programs.

Details

'School-based funding' is one of three categories of funding provided for by the SRP. Funding for 'school specific programs' is one type of school-based funding provided to schools. The other type of school-based funding is Funding for School Infrastructure.

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

The School Specific section provides information about each of the following types of funding for school-specific programs:

- P12 Complexity Allowance
- Location Index funding
- MARC/MACC Teachers, Science and Technology, School Restructure
- Instrumental Music Programs
- Local Native-speaker Language Assistants Program
- Bus Coordination
- Country Area Program Grant
- MARC/MACC Grant
- Alternative Settings Teachers
- Ancillary Settings Teachers
- Alternative programs — regional grants
- Joint Community Program
- Designated Bilingual Programs

Not all types of funding are available to all schools. Funding is assessed according to school and student need. The majority of items allocated are based on regional office advice.

Schools are expected to use SRP funds for the purpose for which it was allocated.

P-12 Complexity Allowance (Reference 38)

Approved P-12 colleges (with a full cohort) receive an Administration Complexity Allowance, which recognises 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.

Eligibility

Schools with the following school types are eligible for P-12 Complexity funding at school level:

- Primary/secondary combined
- Special*

Funding is calculated at the Indicative, Confirmed and Revised cycles, funding is allocated through credit funding.

Rates 2022

Administration Complexity Allowance (\$)	Principal Classification Budget (PCB) (\$)
28,839	<1,553,113
57,666	1,553,114 to 3,623,933
86,495	3,623,934 to 9,020,002
115,335	>9,020,002

Note: PCB ranges for allocating this allowance will be done during the confirmed and revised budget cycles. PCB Ranges are outlined at Career Structure — Teaching Service.

*The following special schools are eligible for this allowance: Yarra Me School, The Austin School, Travancore School and Avenues Education.

Location Index funding (Reference 39)

The purpose of this funding line is to offset the costs of non-teaching services in rural schools by supplementing the added costs that rural schools incur for goods and services associated with freight and communications.

Funding is provided to schools with campuses meeting the eligibility criteria. Allocations comprise a base component and a per student component, which varies based on the campus' Location Index.

Eligibility

Campuses of the following type and location are eligible for LIF funding:

Campus type:

- Primary
- Secondary
- Primary/Secondary Combined
- Special
- Camp
- Deaf

Location

- outside the 'Major Cities of Australia' Remoteness Area category, as defined by the Australian Bureau of Statistics (ABS), with reference to the 2016 Accessibility/Remoteness Index of Australia (ARIA)

Funding is calculated at the Indicative, Confirmed and Revised cycles, funding is allocated through cash funding.

Calculation

Schools are funded according to a Location Index. This is comprised of three components:

- Distance from Melbourne (as measure from GPO)
- Distance from nearest provincial centre with a population of more than 20,000 people (as measured according to UCL 2016)

- The nearest primary or secondary campus, as appropriate, above the rural school size adjustment factor threshold.

Note: Nearest campus required to have some of same enrolment type and have enrolments above RSAF thresholds.

Each of these three factors are given an equal weighting. The Location Index is then constructed relative to the campus in Victoria with highest total of distances.

Each eligible school campus receives a base allocation plus a per student allocation.

Primary Enrolment Allocation

Allocation = Base + (Location Index × [Primary Student Enrolment] × [Per student Rate]).

Note: Enrolments are capped at 300 primary students.

Secondary Enrolment Allocation

Allocation = Base + (Location Index × [Secondary Student Enrolment] × [Per student Rate])

Note: Enrolments are capped at 500 secondary students.

Campuses with Primary and Secondary enrolments receive the Primary and Secondary allocation.

Rates 2022

- Base – \$677.76
- Per Student Rate – \$107.26

Other relevant information:

It is intended that location measures will be updated with the release of new ABS data every 5 years. The next release is scheduled in 2021.

All distances are measured via road.

ARIA+ is a continuous index, which the ABS uses to define the Remoteness Area categories, including: Major Cities of Australia, Inner Regional Australia, Outer Regional Australia, Remote Australia and Very Remote Australia.

These categories of remoteness are based on a measure of relative access to services. Further information can be found [here](#).

To determine a campus' Remoteness Area category and UCL boundary, use the ABS map tool located [here](#).

The required steps to determine a school's geographic parameters are located [here](#).

Additionally, schools that may be eligible for transition should refer to:

Transition Funding (Rural) (Ref 126)

MARC/MACC Teachers (Reference 40)

The allocation for Mobile Area Resource Centre (MARC) and the Mobile Art Craft Centre (MACC) Program is based on a teacher EFT and the funding rates are all-inclusive for salaries and related oncosts.

MARC/MACC services enable small rural and regional schools to provide students with access to a broader range of texts and educational resources. MARC services provide literacy-based programs while MACC services provide art-based programs.

MARC/MACC teachers work collaboratively with serviced schools to increase opportunities for students and, improve learning outcomes and engagement in relevant curriculum areas.

MARC/MACC:

- provide fair and equitable service coverage to small rural and regional schools
- provide access to high quality resources to support student learning
- support and enrich teaching programs aligned to the Victorian Curriculum
- deliver high quality programs aligned to the goals and priorities set by the Committees of Management (CoM)
- participate in collaborative learning communities within and across the MARC/MACC school clusters.

Eligibility for MARC/MACC services

The MARC/MACC program focus is on small rural and regional schools. MARC/MACC eligibility is generally targeted at schools with fewer than 100 primary level (F-6 or equivalent) enrolments.

It is recommended that serviced schools are within 100km of a base school to maximise the amount of time MARC/MACC teachers spend at schools and minimise the time spent travelling between schools.

Enquiries related to service eligibility, including the request to commence a new or terminate a MARC/MACC service and provision should be raised by the CoM with the regional Service Support Manager.

Central and Regional Offices

The Targeted School Services Unit (TSSU) within the School Operations and Statewide Services Division provides oversight of the MARC/MACC program including an annual review of the Guidelines.

A designated Service Support Manager is located in each of the Department's four regions to provide operational oversight over the implementation of the Guidelines.

The key responsibilities of the Service Support Manager include:

- being a contact point for CoM
- seeking approval for commencing and ceasing MARC/MACC services from the Area Executive Director (AED), at the request of the CoM
- receiving annual reports submitted by each CoM
- maintaining databases of MARC/MACC base and serviced schools
- obtaining requests for van replacements made by base school principals
- identifying networking opportunities for MARC/MACC teachers.

Base schools

Base schools are responsible for employing MARC/MACC teachers. Base school principals are responsible for MARC/MACC teachers in the same manner as other teachers employed at their school, including approving the MARC/MACC teachers' hours of duty in line with the Victorian Government Schools Agreement 2017 and the allocation of non-teaching/planning time for the year.

Base school principals are also responsible for overseeing the delivery of services and are accountable for the service budget.

Funding is calculated at the Indicative cycle and may be updated at the Confirmed cycle if advice is provided by the region, funding is allocated through credit and cash funding.

Rates 2022

Rate per EFT

Sector	Credit (\$)	Cash (\$)	Total (\$)
Primary	118,496	3,085	121,581
Secondary	119,535	1,614	121,149

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 funding is determined by individual regions.

Funding is calculated at the Indicative cycle and may be updated at the Confirmed cycle; funding is allocated through credit funding. Funding also includes oncosts, specifically payroll tax and superannuation.

Local Native-speaker Language Assistants Program (Reference 42)

Language assistants are allocated to government schools on an annual basis through the Local Native-speaker Language Assistants Program (LNLAP) . The Program is managed by the Learning and Teaching Division.

Eligibility

Schools with the following school types are eligible for Language Assistants funding which is allocated to the host school.

- Primary
- Secondary
- Primary / Secondary Combined

Funding is calculated at the Confirmed budget cycle, and further updates at the Revised cycle, if required. Funding is allocated through credit funding.

Calculation

Language assistant funding = FTE * ES Salary Rate ([Range 1.1.3](#))

Notes

Language assistants are employed as Education Support Staff at 0.8 FTE. Allocations for Language Assistants cannot be transferred to cash.

Further Information

[Local Native-speaker Language Assistant Program](#)

Bus coordination (Reference 43)

Funding allocations are determined by regional offices, the funding is calculated at the Indicative cycle and may be updated at the Confirmed cycle, funding is allocated through credit funding.

Calculation

Bus coordination funding = School EFT * ES Rate

Rates 2022

The Annual Full Time ES Rate is \$84,051

Country Area Program Grant (Reference 45)

The purpose of this funding line is to improve the capacity of country schools to broaden

the curriculum, improve ICT, professional development and promote networking.

Funding is provided to schools with campuses meeting the eligibility criteria. Allocations comprise base and per student amounts, which increase with distance from Melbourne.

Eligibility criteria

Campuses of any type that meet all of the following location criteria are eligible:

- more than 150km from Melbourne (as measured from GPO), and
- more than 25km from the nearest provincial centre (town hall or similar used as point of measure, see below) with a population of more than 20,000 as measured according to Australian Bureau of Statistics (ABS) Urban Centres and Localities (UCL)2016)
- in a community with a population of less than 5000 (as measured according to UCL 2016).

Table of Provincial Centres with a population of more than 20,000 according to UCL 2016.

Provincial Centre	Point of measurement
Geelong	Geelong City Hall
Ballarat	Ballarat Town Hall
Bendigo	Bendigo Town Hall
Shepparton-Mooroopna	Greater Shepparton City Council
Warrnambool	Warrnambool City Council
Albury-Wodonga	Wodonga Council
Mildura	Mildura Rural City Council
Traralgon	Traralgon LaTrobe City Council Service Centre and Library
Melton	Melton Community Hall
Sunbury	Sunbury Memorial Hall

Funding is calculated at the Indicative, Confirmed and Revised cycles, funding is allocated through cash funding.

Calculation

Allocation = [(Base + Primary Enrolment * Per Primary Student Rate)+(Base + Secondary Enrolment * Per Secondary Student Rate)] * [1 + (Distance from Melbourne / 150km)]

Note: The campus receives each Base only when the relevant enrolment is more than zero. 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

Rates 2021

Base amount — \$2,145.89 Primary — \$1.32 Secondary — \$5.75

Other relevant information

- It is intended that location measures will be updated with the release of new ABS data every 5 years. The next release is scheduled in 2021.
- School distances from provincial centres and Melbourne GPO are measured via road distances.
- For more information about UCL definition and sources, refer to the Australian Bureau of Statistics website.
- To determine the UCL that your school is in, refer to the map function on the Australian Bureau of Statistics website.

To determine a school's geographic parameters, refer to [Steps to determine a school's geographic parameters](#).

Additionally, schools that may be eligible for transition should refer to: Transition Funding (Rural) (Ref 126)

MARC/MACC Grant (Reference 46)

The total budget for MARC/MACC services includes a credit allocation for the teacher undertaking MARC/MACC duties (refer to Reference 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. All MARC/ MACC allocations are administered through the regions.

Funding is calculated at the Indicative cycle and may be updated at the Confirmed cycle.

Rates 2022

Entitlement for each van type

	MARC	MACC
Maintenance and Running Costs	\$34.32 cents per km	\$34.32 cents per km
Registration and Insurance	\$1,473.39 per annum	\$1,473.39 per annum
Replacement	\$7,549.59 per annum	\$2,834.49 per annum
Casual Clerical Hours	\$5,081 per annum	\$5,081 per annum

Alternative Settings Teachers (Reference 47)

Other/Alternative Programs

Flexible learning options 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 learning outcomes through engagement in a more flexible learning environment, coupled with wellbeing supports. For further information, refer to the Department's policy on Flexible Learning Options.

Lower teacher to student ratios are allocated to these settings to provide a tailored and supportive learning environment for a small number of students whose needs are not being met through mainstream settings.

Alternative Settings Teachers should use the Department's re-engagement guidelines to develop their programs to support at risk and vulnerable students, refer to Re-engagement Programs.

Teacher salary charges to schools 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.

All Alternative Settings Teacher funding allocations are determined by regional offices.

Funding is calculated at the Indicative cycle and may be updated at the Confirmed cycle, and is allocated through credit and cash funding.

Rates 2022

Sector	Credit (\$)	Cash (\$)	Total (\$)
Primary	118,496	3,085	121,581
Secondary	119,535	1,614	121,149

Ancillary Settings Teachers (Reference 48)

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

Teacher salary charges to schools 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.

Ancillary Settings Teacher funding allocations are determined by regional offices.

Funding is calculated at the Indicative cycle and may be updated at the Confirmed cycle, and is allocated through credit and cash funding.

Rates 2022

Sector	Credit (\$)	Cash (\$)	Total (\$)
Primary	118,496	3,085	121,581
Secondary	119,535	1,614	121,149

Alternative programs — regional grants (Reference 49)

This is a Regional allocation of funding, determined by each of the 4 regional offices, to support alternative programs for students.

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

Funding is calculated at the Indicative cycle and may be updated at the Confirmed cycle; funding is allocated through cash funding.

Joint Community Program (Reference 123)

Joint Community Program grants are for Joint use facilities that were transferred from the Regional Offices in 2010 and incorporated into the Student Resource Package.

Funding is dependent on individual service agreement (administered by regional offices) between the Department and an external provider.

The agreements are generally established under a committee of management with representation from schools and other parties, such as municipal offices, and allocated on advice from regions.

Funding is calculated at the Indicative cycle and may be updated at the Confirmed cycle, and is allocated through cash funding.

Designated Bilingual Programs (Reference 124)

The Designated Bilingual Program (DBP) provides annual funding to support the delivery of bilingual education across a select number of government bilingual schools, through face-to-face teaching in the target language to 100% of students for a minimum of 30% (7.5 hours) and up to 50% (12.5 hours) per week. The DBP is managed by the Learning and Teaching Division.

Eligibility

Schools with the following school types are included in the Designated Bilingual Program.

- Primary

Subject to Ministerial approval and the availability of resources, the Department may provide an opportunity for a new school to enter the Designated Bilingual Program. This involves a targeted Expression of Interest (EOI) process to a small number of schools who can demonstrate existing, strong language programs, such as highly successful Content and Language Integrated Learning (CLIL) programs, and that have strong community support.

Applicant schools need to articulate an evidence-based pathway toward achieving 100% student participation in a bilingual program, with instruction time in the target language to be offered for a minimum of 30% (7.5 hours) per week and ranging through to an aspirational target of 50% (12.5 hours).

Calculation

Funding is calculated at the Confirmed budget cycle, and further updates at the Revised cycle if required. Funding is allocated through credit funding.

Funding is per capita and based on all students being offered a bilingual education for a minimum of 30% (i.e. 7.5 hours) and up to 50% (i.e. 12.5 hours) of bilingual instruction in the target language per week, with funding scaled accordingly based on the DBP funding and operating model.

Note: Allocations to Designated Bilingual Program schools include a 30% cash component.

Targeted Initiatives

Policy

This policy provides information about how funding is allocated to schools through the Student Resource Package (SRP) for targeted initiatives.

Details

Funding for 'targeted initiatives' is one of three categories of funding provided for by the SRP.

The targeted initiatives component provides funding for programs with specific targeting criteria and/or defined life spans. The Guidance tab provides information about the following specific types of targeted initiative funding:

- Primary Welfare
- Late Enrolment and Senior Secondary Reengagement
- Vocational Education and Training Delivered to Secondary School Students
- Doctors in Secondary Schools – School program lead funding
- Respectful Relationships
- Extended Year Koorie Literacy and Numeracy Program
- Early Years Koorie Literacy and Numeracy Program
- Career Education Funding
- Swimming in Schools
- Head Start
- National School Chaplaincy Program (NSCP)
- Middle Years Literacy & Numeracy Support (MYLNS) Initiative
- Student Excellence Program Funding
- VCE Revision Lectures
- Professional Learning Communities (PLC) Link Schools
- Primary Mathematics and Science Specialists Initiative
- Secondary Mathematics and Science Initiative
- Transition Funding (Rural)
- Jobs, skills and Pathways (JSP) Coordination
- Tutor Learning Initiative
- Mental Health in Primary Schools
- Mental Health in Specialist Schools

- Career Start - Transforming the First Years of the Teaching Career
- Inclusion Outreach Coaching (IOC) initiative
- Outside School Hours Care (OSHC) Establishment Grant Initiative)
- Innovative Initial Teacher Education (ITE) Programs

Schools are expected to use SRP funds for the purpose for which it was allocated.

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 government primary, P-12 and special schools with the greatest need in Victoria to promote a safe and supportive environment and enhance student outcomes.

Primary Welfare Officer allocations in the Student Resource Package (SRP) have been set for 2022. Schools do not have to apply for funding. Funding is provided to schools that have primary enrolments at the campus level provided the 2011 Student Family Occupation density for the campus is equal to or greater than 0.4559.

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.**

Eligibility

Schools with the following campus types are eligible for the Primary Welfare Funding at campus level.

- Primary
- Primary/Secondary Combined
- Special
- Language
- Day Spec
- Disability
- Spec Dev

Campuses of secondary schools are not eligible

Camp/Outdoor schools are ineligible irrespective of their entity register classification

Funding is calculated at the Indicative, Confirmed and Revised cycles; funding is allocated through credit funding.

Calculation

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

Base + ([School Campus SFO – State-wide SFO Threshold] x Student Rate x Enrolments)

Rates — 2022

- SFO Threshold — 0.4559
- Base — \$18,524 Per Student Rate — \$1,181.07
- Total Funding Per Campus Cap — \$88,360

Further Information

- Primary Welfare Officer Initiative — provides general information about the Primary Welfare Officer Initiative
- The Student Engagement Policy provides advice, resources and strategies for schools on developing a Student Engagement Policy; promoting positive student behavior; and responding to challenging behavior. It provides resources schools can access to support and improve student engagement.

Late Enrolment and Senior Secondary Re-engagement (Reference 53)

Late Enrolment and Senior Secondary Re-engagement Funding

Late Enrolment Funding is available to support young people experiencing vulnerability re-engaging in education following the February census. The Senior Secondary Re-engagement Funding aims to target senior secondary students re-engaging into education via community or satellite programs.

If a young person is eligible, funds will be allocated directly to the school where the young person is enrolled, paid pro-rate from the date of the young person's enrolment.

Payments

Late Enrolment and Senior Secondary Re-engagement Program provide targeted funding through the Student Resource Package (SRP) to schools for individual young people who enrol after the February census is completed and who meet the eligibility criteria.

Application deadlines

Round 1

Applications open on Tuesday 26 April 2022 and close on Friday 20 May 2022.

Schools will be allocated their payment from the first round of funding as part of the revised SRP in June 2022.

Round 2

Applications open on Monday 11 July 2022 and close on Friday 26 August 2022.

Schools will be allocated their payment from the final round of funding at school level as an adjustment to the revised SRP in September 2022.

Individual rate

The 2022 individual rate is a targeted payment of \$10,000, which will be paid out pro-rata (100% or 75%) based on the enrolment date of the young person. There will be additional funding of \$2,000 available to schools on top of the Late Enrolment Funding payment if they enrol a young person who has been involved in youth justice – either in custody or appearing before the Children’s Courts, in recognition of the often more personalised approach required to ensure ongoing engagement in education for this cohort.

Funding will be paid pro-rata based on the date of enrolment:

Funding will be paid pro-rata based on the date of enrolment:			
Enrolment Period	Proportion of amount	Targeted payment	Payment with additional youth justice facility loading
Between Friday 25 February and Friday 27 May 2022	100% of full-time SRP	\$10,000	\$12,000
Between Monday 30 May and Friday 12 August 2022	75% of full-time SRP	\$7500	\$9500

Eligibility Criteria

For schools to apply for Late Enrolment Funding, the young person must be re-engaging with education after the February census and meet the following criteria:

- not been counted (funded) in a Department of Education and Training school census in the same year and must meet at least one of the following criteria:
 - disengaged from school (defined as less than 30% attendance)
 - residing in statutory Out of Home Care (defined as young people who cannot live in their family home and are residing in a temporary, medium or long-term living arrangement)
 - involved with the youth justice system, including a young person with a youth control order and intensive bail conditions (identified by Education Justice Initiative staff, Parkville College staff or court liaison officers)

- have a confirmed school enrolment (or equivalent) at a government school with an Individual Education Plan (IEP) in place (please note there is no age limit for applications)
- not have received Late Enrolment Funding within the current financial year
- not be participating in an approved senior secondary re-engagement program

For schools to be eligible for Senior Secondary Re-engagement Funding, the following criteria must be met:

- the young person must be re-engaging with education after the February census
- the young person must not have been counted (funded) in a Department of Education and Training school census in the same year
- the young person must be participating in an approved senior secondary re-engagement program with an Individual Learning Plan (IEP) in place.

Applying for funding

Once a young person is identified as eligible for funding:

Step 1

The school develops an Individual Education Plan (IEP) for the young person. An IEP is required for both Late Enrolment Funding and Senior Secondary Re-engagement Funding applications. Schools must use the IEP template developed by the Department which is available at Individual Education Plans – Resources.

It is recommended that school staff take the following steps when developing an IEP:

1. Utilise the department's IEP template (PDF)
2. Complete the IEP eLearning module on LearnED (available via eduPay) and attend an IEP webinar (available via Arc – Individual Education Planning)

3. Schedule an SSG meeting with the student (where appropriate), their parent/carer, teacher and education support staff. The SSG is an opportunity to get to know the student and how they learn. The meeting will assist school staff in understanding the student's strengths and interests and any challenges or barriers to learning and will assist in developing student-centred approaches.
4. After the IEP has been developed, use the IEP [quality checklist rubric](#) to check that it includes the essential components.

Step 2

The school completes the online application form (staff login required) and attaches the completed IEP.

Step 3

The application is initially sent to the Performance and Evaluation Division to determine whether the young person was funded during the February census. If a young person was not funded, the application will then go through a series of approvals. If the young person was funded, the principal will be notified immediately, and the application will be deemed ineligible.

Step 4

Schools will receive advice via email confirming the application's approval and the direct payment of approved funds to the school which takes place via the SRP update.

Links

For further information on re-engagement programs refer to Re-engagement Programs

For further information on VET delivered to secondary school students refer to Vocational Education and Training Delivered to Secondary School Students.

Contacts

Schools should contact the Manager of Youth Pathways and Transition in their region to discuss applications and determine time frames to ensure the timely submission of applications.

If you require further information, please email:

youth.participation@education.vic.gov.au

Vocational Education and Training Delivered to Secondary School Students (Reference 56)

Program description

Vocational Education and Training (VET) delivered to secondary school students is a key component of the Victorian Government's strategy to support high quality vocational pathways, increase student retention, and improve Year 12 or equivalent completion rates by providing options for all students.

VET studies can contribute towards the completion of senior secondary certificates, either the Victorian Certificate of Education (VCE) or the Victorian Certificate of Applied Learning (VCAL).

The core learning allocation in the Student Resource Package (SRP) provided to schools for each student is the primary source of funding for VET programs. Government schools are also provided with targeted VET funding to support the higher cost of provision in this area.

The 2018–19 and 2020–21 Budgets provided more funding to increase the quality and availability of VET programs in government schools. This funding concludes at the end of the 2022 school year, and includes:

- \$10.3m in additional targeted VET funding to meet the continued growth in demand for VET programs
- \$16.4m for government schools that purchase VET programs on the Skills First course list from the TAFE network. The amount paid by government would be equal to the gap between current total funding (core SRP for VET and targeted VET funding) and the Skills First subsidy and maximum exemption rate. A 10% rural loading will be applied where relevant. TAFE Supplement funds will be paid against a separate budget line in the Term 3 quarterly cash grant through the SRP once actual eligible VET enrolments are known.

The 2021-22 Budget has provided ongoing funding from the start of the 2022 school year to reimburse government schools for VET material fees. Government schools will no longer request payments from parents for essential learning materials for VET studies. The funding will ensure that government schools can support VET selection based on a student's

strengths and interests, without the barrier of financial constraints. Schools will be able to make claims for reimbursement for VET material fees via the Schools Targeted Funding Governance Portal. For further information on the VET material fees policy and how to apply, refer to the Department website at: VET Delivered to Secondary School Students

Components of VET funding

There are four components of VET funding. The two existing and universally available components of VET funding are the core student learning component of the SRP, and Targeted VET Funding. The third component (TAFE Supplement) is available for four years from 2019 for government schools that purchase VET programs on the Skills First course list from the TAFE network, where there is a gap between current VET funding and the Skills First rate. The fourth component which is also universally available from 2022 and ongoing is the reimbursement to government schools of VET material fees.

SRP — core student learning component

To estimate the program delivery component of core SRP that would help cover the provision of VET programs, costs are separated into three categories: (1) classroom teaching, (2) non-classroom costs, and (3) Computerised Administrative System Environment in Schools (CASES21) recorded expenditure. The costs, as a percentage of all costs at Years 11 and 12, are estimated as follows:

- classroom teaching: 57%
- non-classroom costs: 26%
- CASES expenditure items: 17%

Total of all cost items: 100%

It is assumed 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 costs were applicable to course delivery, and
- it is suggested that approximately 30% of CASES expenditure items are directly related to program delivery and should be included in the calculation of the SRP core delivery

The combination of these elements is used to provide an estimate of the notional proportion of core SRP available for program delivery:

- **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 VET) delivery = 57% + 13% + 5% = 75% of core SRP.

The following example applies the proportion calculated above to Indicative 2022 core SRP to identify the amount of SRP that might be available to support funding for each VET certificate as follows:

- Indicative gross SRP (years 11 and 12) — $\$9,278 \times 91.5\% = \$8,489$
Note 1: Only 91.5% of the gross SRP is used as 8.5% will be billed back by the Department from schools for superannuation costs.
- Indicative Net SRP — $\$9,278 \times 91.5\% = \$8,489$ Proportion of SRP for program delivery — $\$8,489 \times 75\% = \$6,367$
Note 2: Average number of subject enrolments assumes an annual student program of 900 hours with a Full Time Equivalent (FTE) VET certificate enrolment of 180 hours. That is, $900/180 = 5$
- Allocation per subject enrolment — $\$6,367 / 5 = \$1,273$

Core SRP per full-time equivalent VET certificate enrolment = \$1,273

If VET is one of 6 subjects undertaken by a student then the notional available SRP would fall to \$1,061 per FTE certificate of enrolment.

If a student is enrolled in more than one VET qualification (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.

Targeted VET funding

Targeted VET funding is based on an eight-band model and is allocated pro-rata for enrolments up to 180 hours per VET certificate per year. Targeted VET funding also includes a rural weighting for students enrolled in schools with a location index of 0.2 and above.

To attract targeted VET funding, schools must enter accurate details of all VET enrolments on the Victorian Assessment Software System (VASS) by the annual funding deadline which for 2022 is 9 May.

Students between 15 to 20 years of age at the annual funding deadline who are enrolled in eligible VET certificates will be eligible for targeted VET funding.

Certificate II and Certificate III level qualifications (excluding school-based apprenticeships and traineeships and Head Start apprenticeships and traineeships) undertaken as part of a senior secondary certificate (VCE or VCAL) are eligible for targeted VET funding.

Certificate IV qualifications may be funded, provided the school has first gained approval from the Victorian Curriculum and Assessment Authority (VCAA) to offer the higher level qualification to VCE or VCAL students.

Further information and an indicative list of VET qualifications eligible for targeted VET funding is available at: [VET Delivered to Secondary Students: Resources](#)

Targeted VET funding is NOT available for enrolments in:

- Certificate I qualifications
- Certificates in General Education for Adults and generalist programs such as Certificate II in EAL (Employment) and Certificate II in EAL (Access)
- Diploma level qualifications. Schools wishing to provide Diplomas may fund this delivery from the core SRP allocation
- School-based apprenticeships and traineeships, or Head Start apprenticeships and traineeships

A student who is enrolled in a school, either full-time or part-time and also enrolled independently of their school in a VET program at a TAFE or

Registered Training Organisation (RTO), is not eligible to have their VET studies subsidised through targeted VET funding.

Criteria for determining targeted VET 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.

** Schools should refer to Band 5a and the Rates table below for additional information regarding CUA30915 Certificate III in Music Industry, for which a FTE enrolment is a minimum of 360 hours.

Funding formula

Allocation to support VET is comprised of:

Eligible FTE certificate enrolments X Funding Level (for students aged from 15 years to 20 years inclusive at annual VET enrolment deadline on VASS)

Plus

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

Rates

Revised band rates have been used to determine allocations in Terms 3 and 4 of 2022 as per confirmed enrolments on VASS.

VET Band Funding Level and Weighting Level (WL)	Targeted Funding (Revised)	SRP (VET is 1 of 5 subjects)	Funds provided for VET Programs (without Rural Rate or TAFE Supplement)
Band Level 1 (WL 3.347)	\$1,182.03	\$1,273.00	\$2,455.03
Band Level 2 (WL 2.988)	\$1,055.24	\$1,273.00	\$2,328.24
Band Level 3 (WL 2.721)	\$960.95	\$1,273.00	\$2,233.95
Band Level 4 (WL 2.569)	\$907.27	\$1,273.00	\$2,180.27
Band Level 5 (WL 2.318)	\$818.63	\$1,273.00	\$2,091.63
Band Level 5a ** (WL 4.637)	\$1,637.60	\$1,273.00	\$2,910.60
Band Level 6 (WL 1.374)	\$485.24	\$1,273.00	\$1,758.24
Band Level 7 (WL 1.123)	\$396.60	\$1,273.00	\$1,669.60
Band Level 8 (WL 1.000)	\$353.16	\$1,273.00	\$1,626.16
Additional Rural Rate (if eligible)***	\$600.02		

** Due to a major change in the CUA Creative Arts and Culture Training Package, the CUS30109 Certificate III in Music and CUS30209 Certificate III in Technical Production have been merged into the one qualification, CUA30915 Certificate III in Music Industry. Previously, it was common practice for students to enrol in two separate qualifications (Music – Performance and Technical Production) and be funded up to 180 hours for both. These enrolments will now be in a single Certificate III in Music Industry, with many students undertaking a scored Unit 3 & 4 in both streams in a single enrolment year. Band 5a has been introduced to enable funding for the two streams within the one qualification, up to a maximum of 360 hours.

***Updated Location indexes developed as a part of the rurality reform have been used for calculating the additional rural funding element.

The location index of a multicampus school is the average of the location indexes of its constituent campuses.

Targeted VET funding operates within a capped budget

This means that band rates may be adjusted up or down annually as they are dependent on a number of factors including 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 did not change between 2021 and 2022, if there was an increase in the proportion of enrolments towards the higher funded bands, the confirmed band rates for 2022 may be adjusted down, once enrolments are confirmed.

Conversely, if the total number of enrolments did not change between 2021 and 2022, if there was a significant increase in the proportion of enrolments towards the lower funded bands, the confirmed band rates for 2022 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 to **CORRECTLY** enter enrolments on VASS by the due date. Entries must include the certificate title, units of competency, and hours.

There is no capacity within a capped budget to provide funding to schools that have not entered VET enrolments on VASS at all or have entered them with incorrect information.

TAFE supplement

From 2019 an **additional supplement** (over 4 years) is available to government schools that purchase VET courses on the Skills First list from the TAFE network.

The amount of funding provided will be equal to the gap between current total funding (core SRP for VET + targeted VET funding) and the Skills First subsidy and maximum exemption rate. A 10% rural loading will be applied where relevant.

TAFE Supplement funds will be paid against a separate budget line in the Term 3 quarterly cash grants through the Student Resource Package once actual eligible VET enrolments are known.

The revised amount of the TAFE supplement against eligible VET qualifications will be available when actual eligible 2022 VET enrolments with the TAFE network are known. Where the current total funding (core SRP for

VET \$1,273 + targeted VET funding) is higher than the Skills First subsidy rate, no supplement will be provided.

To help inform purchasing decisions, a table of TAFE Supplement calculations based on the most recent Skills First rates is available at: [VET Delivered to Secondary Students: Resources](#).

School-based apprenticeships and traineeships

A student enrolled in a VET qualification through a school-based apprenticeship or traineeship (SBAT) is funded under Skills First and is not eligible for targeted VET funding. For assessment purposes, students undertaking VET as part of an SBAT are still able to gain credit towards completion of their senior secondary certificate. Further information on SBATs is available at: [Part-time and School-based Apprenticeships and Traineeships](#).

Head Start

From 2019, the Government has also committed \$55.6m over four years for the Head Start initiative which is now offered in 130 secondary schools across Victoria up from the 100 schools initially targeted. Head Start provides an innovative approach that encourages students to undertake an apprenticeship or traineeship with high quality Certificate III qualifications in priority industries as part of their senior secondary studies. Like all SBATs, Head Start apprenticeships and traineeships are funded through Skills First.

School VET fees and charges

VET programs are considered standard curriculum; therefore government schools must provide VET tuition free of charge.

From the start of the 2022 school year government schools will be reimbursed for VET material fees to address the cost barrier for families. Government schools will no longer request payments from parents for essential learning materials for VET studies.

Use of targeted VET funding

Targeted VET funding allocated to support VET provision can be used for a range of purposes.

This may include:

- a contribution towards the purchase of delivery
- 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 new training packages

Contractual arrangements between schools and VET providers

Schools entering into arrangements with RTOs must use the appropriate Department template and have a valid, signed Contract or Agreement.

The available standard contracts and agreements are: Standard VET purchasing contract, Standard VET Auspicing contract, School to school VET purchasing agreement, and School to school VET access agreement.

The templates have been designed for the specific use of government schools purchasing services from RTOs and are not recommended for use by other parties. Use of the templates by other parties is subject to the Department's copyright licensing arrangements (detailed at the base of the website's landing page).

For more information on guidelines for the delivery of VET to secondary school students and the template Contracts and Agreements refer to: Purchasing Secondary Courses and Vocational Training from External Providers.

Timing of payments to schools

Government schools are provided with targeted funding for every eligible VET certificate enrolment (including a new line item payment for TAFE Supplement if eligible) provided that they have entered the certificates, units and hours for each VET enrolment on VASS no later than annual VET funding deadline. Payments are made in the quarterly cash grant through the Student Resource Package, as per the schedule details below.

Timing of payments to schools		
Terms	Allocation	Enrolment Basis
1	25% of indicative funding	2021 enrolments applying 2022 Indicative Band Levels
2	25% of indicative funding	2021 enrolments applying 2022 Indicative Band Levels
2/3	Term 1 and 2 adjustments to school budgets	2022 confirmed enrolments applying 2022 Confirmed Band Levels
3	25% of confirmed funding	2022 confirmed enrolments applying 2022 Confirmed Band Levels
4	25% of confirmed funding	2022 confirmed enrolments applying 2022 Confirmed Band Levels

Note: TAFE Supplement funds will be paid against a separate budget line in the Term 3 quarterly cash grants through the Student Resource Package once actual eligible VET enrolments are known.

Professional Development for newly appointed VASS users

In the early part of each year, the Victorian Curriculum and Assessment Authority (VCAA) conducts professional development training specifically designed for VASS administrators who are new to their position or who have never used VASS, and new schools offering a VCE, VET or VCAL program for the first time.

Any queries related to VASS Operations should be directed to the VCAA's VASS Support team:

Phone: 03 9032 1758 or 1800 623 681

Email: vass.support@education.vic.gov.au

Respectful Relationships (Reference 86)

Respectful Relationships is being rolled out across the state through a Lead and Partner school model. Funding for this initiative is allocated through the Student Resource Package (SRP).

- Schools are encouraged to use the CASES 21 sub-program code for their RR transactions.
- Lead schools CASES21 Respectful Relationships sub-program code is 5215.
- Partner schools CASES21 Respectful Relationships sub-program code is 5216.

Eligibility

Schools with the following school types are eligible for Respectful Relationships funding at school level:

- Primary
- Secondary
- Primary/Secondary Combined
- Specialist
- Language

Funding may be calculated at the Indicative, Confirmed and Revised cycles, funding is allocated through cash funding.

Funding allocation

The funding allocation for 2022 is \$10,000 for Lead schools.

Additional funding for current lead schools

Tranche 3 Lead schools will each receive \$10,000 in 2022 to:

- support the implementation of the whole school approach to Respectful Relationships
- support you to mentor and facilitate your partner school cluster
- participate in Respectful Relationships professional learning

Funding for partner schools

New schools opening in 2022 will receive \$4,000 to:

- support the implementation of the whole school approach to Respectful Relationships as a Partner School
- participate in your local lead and partner school cluster
- participate in Respectful Relationships professional learning

More information

- Respectful Relationships
- Email: respectful.relationships@education.vic.gov.au

Extended Koorie Literacy and Numeracy Program (Reference 88)

The Extended Koorie Literacy and Numeracy Program (E-KLNP) supports improved literacy/numeracy outcomes for Koorie students in Victorian Government schools. The program provides funding for Koorie students in Years 4 to 6 who are below National Minimum Standards in NAPLAN in the domains of Reading and Numeracy. Schools use E-KLNP funding to provide additional targeted assistance in literacy/numeracy to eligible students. Funding to schools is determined using student assessment data collected centrally during Term 1. Schools are informed of the program via the School Update and can check their funding via the [School Performance Reports](#) website.

Accountability

Funded schools are expected to commit to a program of targeted support for eligible students and provide feedback to DET at the end of the year. Schools should retain appropriate financial records and acquit revenue and expenditure in CASES21 as advised in the Program Guidelines available at [KLNP Implementation](#).

Eligibility

Schools do not have to apply for funding. Eligible Koorie students are identified using data collected centrally. In some cases, additional students may be eligible for variance funding, subject to evidence provided by schools. Variance application forms are available at [KLNP Implementation](#). Funding is be paid to schools through the confirmed SRP.

Funding

E-KLNP funding is based on the number of Koorie students in Years 4, 5 and 6 who are below National Minimum Standards (NMS) in the NAPLAN domains of Reading/Numeracy as outlined in [Eligibility criteria](#)

Use of E-KLNP funding

EYKLNP funding is intended to support accelerated progress of eligible Koorie students in literacy/numeracy. The model of support will be determined by schools in consultation with students and families. Funds should be used to provide

additional targeted support to identified students, for example by engaging additional personnel to:

- work directly with the identified students individually or in groups
- free the classroom teacher to work with the identified students
- release an expert teacher from classroom duties to provide targeted support.

Personnel engaged to provide additional support need to demonstrate high-level skills in literacy and/or numeracy teaching and learning and be culturally sensitive to build trusting and productive working relationships with students and families.

Further information

- [Koorie Literacy and Numeracy Program Implementation](#)

Contact: koorielitnum@education.vic.gov.au

Phone: 7022 1869

Early Years Koorie Literacy and Numeracy Program (Reference 90)

Description of Funding

The Early Years Koorie Literacy and Numeracy Program (EYKLNP) provides funding for Prep–Year 3 Koorie students who are below expected levels in literacy/numeracy and to Koorie students in special development schools who are age-equivalent to the Prep to Year 3 cohort. Schools use EYKLNP funding to provide additional targeted assistance in literacy/numeracy to eligible students. Funding to schools is determined using the February preliminary school census and student assessment data collected centrally during term 1.

Eligibility and rate

The eligibility criteria for the EYKLNP are as follows.

Prep

Literacy/numeracy proxy: Listening and Speaking

Eligibility criteria: Towards 0.5 at the start of the year

Data source: English Online Interview (start of Prep)

Eligibility score: ≤ 101 (English Online Scale Score)

Year 1

Literacy/numeracy proxy: Reading and Viewing and/or Number and Algebra

Eligibility criteria: Below Foundation at the end of previous year

Data source: Teacher judgement (end of Prep)

Eligibility score: ≤ 0.5 Vic Curriculum

Year 2

Literacy/numeracy proxy: Reading and Viewing and/or Number and Algebra

Eligibility criteria: Below expected level for Year 1 at the end of previous year

Data source: Teacher judgement: (end of Year 1)

Eligibility score: $\leq F$ Vic Curriculum

Year 3

Literacy/numeracy proxy: Reading and Viewing and/or Number and Algebra

Eligibility criteria: Below expected level for Year 2 at the end of previous year

Data source: Teacher judgement (end of Year 2)

Eligibility score: ≤ 1 Vic Curriculum

Special schools

Literacy/numeracy proxy: Not applicable

Eligibility criteria: Birth date

Data source: CASES21

Eligibility score: Born between 1 January in the current year minus 9 years and 30 April of current year minus 5 years. For example, in 2022 students are eligible if born between 1 January 2013 (2022 – 9) and 30 April 2017 (2022 – 5).

Funding is provided at \$1,700 per eligible Koorie student. Total funding to school = number of eligible students x \$1700

Payment and management of funds

EYKLNP funds are paid to schools through the revised SRP. Funds are listed the School Budget Management Report under Targeted Initiatives. Schools should use funds in line with the acceptable use policy outlined in the program guidelines. Schools are expected to retain appropriate financial records relating to the administration of funding and should acquit revenue and all expenditure relating to the EYKLNP against CASES21 sub-program 9623.

Further information: Additional information including program guidelines are available at [Koorie Literacy and Numeracy Program implementation](#) (staff login required). For further enquiries, contact the coordinator at koorielitnum@education.vic.gov.au or 03 7022 1869.

Doctors in Secondary Schools — School program lead funding (Reference 64)

The Doctors in Secondary Schools Program (DiSS) initiative is underway, funding general practitioners (GPs) and practice nurses to attend 100 Victorian government secondary schools up to one day a week to provide medical advice and health care to those students most in need.

School program lead funding

Schools will be required to appoint a Leading Teacher to hold overall responsibility for program coordination duties for the school.

Schools will be provided with the funding equivalent to 0.2 FTE at Leading Teacher Level 3.1 pay rate to support this. This funding will extend from each school's implementation start date until the end of the 2022 school year.

The responsibility for coordination of the program within the school can also rest with an Assistant Principal, if that is more appropriate than a Leading Teacher. However, if a school appoints an Assistant Principal to the School Program Lead role, the school will still receive the same amount of funding as if a Leading Teacher were appointed.

Eligibility

Schools with the following campus types are eligible for DiSS Funding at school level.

- Secondary
- Primary/Secondary Combined

Funding is calculated at the Indicative budget cycle, through credit funding.

Calculation

Funding = Leading Teacher Level 3.1 x 0.2 FTE

*Student Resource Package (SRP) Indexation has been applied to the rate annually since commencement.

Responsibilities of the school program lead

The Doctors in Secondary Schools Program Lead is responsible for providing leadership in the school around the implementation of the program and plays a crucial role in leading the partnership between the health and education sectors as part of the DiSS program. This includes:

- support the GP to deliver youth-friendly primary health care to the student population
- collaborate with the practice nurse to ensure effective management of the service, including appointment systems
- integrate the GP service into the broader health and wellbeing offering of the school
- provide leadership around parent/carer/broader school community involvement in the Doctors in Secondary Schools program
- supporting the programs strategic planning to ensure a high-quality service that is trusted, fully utilised and youth friendly
- promoting the service to the students and the broader school community and linking the clinical team with other members of school staff
- ensure compliance to relevant privacy legislation and provide a child safe environment in accordance with the Child Safe Standards
- build a positive relationship with the local GP practice and facilitate partnerships with community health providers for the benefit of the student population

Further information

- Doctors in Secondary Schools
- Contact doctors.in.schools@education.vic.gov.au

Career Education Funding (Reference 91)

Career Education Funding (CEF) supports schools to provide career education activities for all students in Years 7 to 12.

CEF replaced managed individual pathways (MIPs) funding in 2019.

CEF accountability and reporting requirements are available at [Career Education Funding – Accountability and Reporting Requirements](#).

Funding and Eligibility

Eligible School or Campus Types:

- Secondary
- Primary/Secondary combined
- Special
- Spec Dev
- Language
- Victorian College of the Deaf

NOTE: Hospital and Misc campuses are not eligible for CEF funding except Virtual School Victoria. Camp/Outdoor schools are ineligible irrespective of their entity register classification. Aurora School, Yarra Me School and the Netschool Campus of Bendigo Senior Secondary College use deemed enrolments and are not eligible. Funding is calculated at the Indicative, Confirmed and Revised cycles, funding is allocated through cash funding.

For Years 7 to 9

CEF funding is based on enrolments of students in Years 7 to 9 in Victorian government secondary school settings and students aged 12 to 14 years in Victorian government specialist schools and English Language settings.

For Years 10 to 12

CEF funding is based on enrolments of students aged 15 years and over in Victorian government specialist schools and English Language settings and Years 10 to 12 in all other Victorian government secondary schools, and the school's Student Family Occupation (SFO) density.

Additional funding is 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.

Calculation

For Years 7 to 9

CEF Allocation = CEF Enrolments x Base per Student Rate

Note: If a school's CEF Allocation is less than the Minimum Allocation (as identified in 'Rates' below), the school will receive the Minimum Allocation. The Minimum Allocation is set based on enrolment levels.

Rates – 2022

For Year 7

Base Per Student Rate — \$15 per CEF enrolment
Minimum Allocation \$250

For Year 8

Base Per Student Rate — \$20 per CEF enrolment
Minimum Allocation \$250

For Year 9

Base Per Student Rate — \$40 per CEF enrolment
Minimum Allocation \$500

For Years 10 to 12

CEF Allocation = Base Allocation + At Risk Allocation

Note: If a school's CEF Allocation is less than the Minimum Allocations (as identified in 'Rates' below), the school will receive the Minimum Allocation. The Minimum Allocation is set based on enrolment levels.

Base Allocation = CEF Enrolments x Base per Student Rate

At Risk Allocation (Only if the schools SFO index is greater than the SFO threshold - see 'Rates' below) = CEF Enrolments x ([School SFO Index] - [SFO Threshold]) / (1 - [SFO Threshold]) x At Risk Allocation per Student Rate.

Years 10 to 12 — per student rates

Base per student rate: \$61 per CEF enrolment

At risk allocation per student rate: \$559 per CEF enrolment

SFO Threshold: 0.4190

Minimum allocations:

- <30 CEF enrolments: \$208 per CEF enrolment
- 30 to 99 CEF enrolments: \$6,000 in total
- >=100 CEF enrolment: \$10,000 in total

Swimming in Schools (Reference 115)

The Swimming in Schools initiative is designed to increase opportunities for students to learn how to swim, and ensure they develop lifelong skills in swimming and water safety.

Swimming and water safety education is embedded across all bands of the Victorian Curriculum (F-10). By the end of Year 6, it is anticipated that students are able to demonstrate the skills and knowledge in the Victorian Water Safety Certificate (VWSC). Schools can seek the assistance of swimming providers to provide swimming and water safety programs, to assess the competencies of their students and to award VWSC through the VWSC portal.

The Swimming in Schools initiative provides funding for the delivery of swimming and water safety programs.

Funding will be distributed through the Student Resource Package.

Eligibility

Schools with the following campus types are eligible to Swimming in Schools funding at school level.

- Primary
- Primary/Secondary Combined
- Special
- Day Spec
- Deaf
- Disability
- Spec Dev
- English Language

Funding is calculated at the Indicative, Confirmed and Revised cycles; funding is provided through cash funding.

Funding Allocation

Primary and Primary-Secondary Schools

Funding is allocated based on the number of Year 6 enrolments.

Schools are to use the funding to support program provision at any year level.

Specialist Schools and English Language schools

Funding is allocated based on the number of enrolments.

Schools are to use the funding to support program provision at any year level.

Rates

Metropolitan Victorian Government Schools — Cash (\$) Allocation

- Per Year 6 student — Primary and Primary-Secondary combined Schools — \$235
- Per Specialist School student — \$235
- Per English Language School student — \$235

Regional Victorian Government Schools — Cash (\$) Allocation

- Per Year 6 student — Primary and Primary-Secondary combined Schools — \$270
- Per Specialist School student — \$270
- Per English Language School student — \$270

Head Start (Reference 116)

Head Start is a new apprenticeship and traineeship pathway for secondary students. Head Start students spend more time doing important, paid, on-the-job training while completing their VCE or VCAL at school.

Eligibility

Schools with the following campus types are eligible for Head Start funding at school level.

- Secondary
- Primary / Secondary Combined

Funding is calculated at the Indicative, Confirmed and Revised cycles; funding is allocated through credit funding.

Funding Allocation

Student Resource Package (SRP) credit funding will be provided to participating schools that host Head Start staff.

Funding will cover salary and will be allocated based on salary rates and time fractions of Head Start staff employed in each cluster.

Operational costs

Operational costs will be funded through the Schools targeted funding governance portal (educationaccount required).

NOTE: Arrangements have been made so mileage can be processed in eduPay and charged directly to the program area. Schools should refer to the Head Start Finance fact sheet for mileage processing instructions.

Find out more

Schools taking part in Head Start have been identified as part of the implementation of the program.

National School Chaplaincy Program (NSCP) (Reference 117)

The National School Chaplaincy Program (NSCP) is a Commonwealth initiative that funds chaplaincy services in Victorian schools.

Schools with the following campus types are eligible for Chaplaincy funding at campus level.

- Primary
- Secondary
- Primary / Secondary Combined
- Special

Funding may be calculated at the Indicative, Confirmed and Revised cycles, funding is allocated through cash funding.

Funding rates

Eligible school campuses receive funding of \$20,280 per year (or \$24,336 for schools in remote/very remote areas) for chaplaincy services.

Contact

Email: student.engagement@education.vic.gov.au

Phone: 03 7022 0019

Middle Years Literacy and Numeracy Support Initiative (Reference 118)

The Middle Years Literacy and Numeracy Support (MYLNS) initiative provides funding to government secondary schools to improve outcomes for students who are at risk of finishing school without the literacy or numeracy they need for future work, education and training.

Through the MYLNS initiative, schools are provided funding to release existing teachers as Literacy Improvement Teachers and/or Numeracy Improvement Teachers

Improvement Teachers have the following functions:

- to deliver literacy or numeracy direct teaching support to students at risk of finishing school without the literacy or numeracy skills they need, and
- to build capability in literacy or numeracy teaching across the school

In 2022, the MYLNS initiative provides funding to deliver direct teaching support to students in Years 8, 9 and 10 to build capability in literacy and numeracy teaching across the school and for Improvement Teachers to attend MYLNS professional learning.

Refer to the Department's policy on [Middle Years Literacy and Numeracy Support](#) for further information on implementing the initiative.

Eligibility

Schools that fall into the following categories are eligible for MYLNS funding at school level.

- Secondary
- Primary/Secondary Combined

Funding is provided to all Victorian government schools with secondary students except for select entry, camp, language and special schools.

Funding may be calculated at the Indicative, Confirmed and Revised cycles, with funding provided through credit and cash funding.

Funding allocation

Schools do not have to apply for MYLNS funding. Funding is determined using NAPLAN literacy and numeracy data and is included in the Student Resource Package (SRP). Schools will also be notified of their funding allocation via an email from their regional director.

In 2022, funding is determined by:

- a 3-year rolling average (2017 to 2019) of the number of students in Years 8 and 10 in the school achieving below National Minimum Standard in NAPLAN Reading or Numeracy. In addition, students exempt from sitting NAPLAN
- the number of students supported in Year 8 in 2021, who will continue to receive MYLNS support in Year 9 in 2022.

Secondary schools with no Year 8 or 10 students, including P-9 Colleges and Senior Secondary Schools, will receive a base funding allocation for direct teaching and capability building.

Schools with Flexible Learning Option (FLO) campuses or programs will be provided with additional funding to increase the support available to students with high levels of need.

Refer to the department's policy on [Middle Years Literacy and Numeracy Support initiative](#) for further information on *Funding allocation*.

Funding amounts are expressed as an FTE time release and funded at Classroom Teacher 2.5 level.

Funding for direct teaching support and teacher capability building are calculated separately.

Funding is not re-allocated between schools if students transfer in or out during the school year.

Student identification in 2022

In 2022, schools will support students in:

- Years 8 and 10 who were identified as below National Minimum Standard in Reading and/or Numeracy as per 2021 NAPLAN results, and
- Year 9 who were supported through MYLNS in 2021 as Year 8 students, unless there is evidence that they no longer need support.

Schools may also choose to support additional students up to the maximum number funded, based on student data.

Refer to the Department's policy on [Middle Years Literacy and Numeracy Support initiative](#) for further information on *Prioritised students*.

Time-release funding for Improvement Teachers

Time-release funding for Improvement Teachers will be provided as a cash line under Targeted Initiatives. Funding for teachers starting in 2022 commences on 1 January 2022.

For further information contact MYLNS@education.vic.gov.au

Student Excellence Program Funding (Reference 120)

The Student Excellence Program (SEP) funding will support schools to implement the Student Excellence Program reform package.

The SEP provides supports and programs for Victoria's high-ability students to reach their full potential through:

- structured learning extension programs for high-ability students
- upskilling classroom teachers to better support their high-ability students
- more resources for government schools to build their programs for high-ability students

Schools can decide how to use the funding allocation to best meet the needs of their high-ability students – where relevant, schools can pool funds, for example in collaborative delivery of masterclasses. Many schools are already running programs for high-ability students, and this funding can be used to support these programs.

Accountability

Schools are responsible for using the funds within the guidelines provided by the department – refer to the [Resources tab](#).

Schools must code any expenditure of SEP funding to the sub-program code 8502 on CASES21.

Where a school uses SEP funding to either employ a high-ability practice leader, pay a special payment or support the release of a teacher, this expense will be managed through eduPay and will not appear in the CASES21 ledger.

Eligibility

Schools do not have to apply for funding. All eligible schools receive a SEP funding allocation through the Student Resource Package to support them in implementing the initiative in their school.

Selective entry high schools, English language schools, camp/outdoor schools and the Victorian School of Languages are not eligible for SEP

funding. Specialist schools will not automatically receive funding but can submit a request to the Student Excellence Unit for consideration.

Funding is calculated at the Indicative, Confirmed and Revised cycles. Funding is allocated through credit and cash funding.

Funding

SEP funding is allocated based on the number of student enrolments in Victorian government primary and secondary schools.

Schools will receive a per school allocation related to their cohort size categorisation.

Use of SEP funding

Schools will make local decisions as to how the SEP funding allocation will be used to best meet the needs of their high-ability students. For example, the funding may be used for:

- appointment of a [High-Ability Practice Leader](#)
- Casual Relief Teachers
- delivery of masterclasses for students in the Victorian High-Ability Program
- other programs for high-ability students
- co-ordination time for high-ability programs
- parent information evenings
- guest speakers for high-ability students
- classroom resources for extension activities

Per School Allocation —2022	
School Cohort (as per student enrolments)	Per School Cash Allocation
1 – 39	\$1,650.00
40 – 79	\$1,695.00
80 – 99	\$2,135.00
100 – 149	\$3,005.00
150 – 199	\$4,140.00
200 – 249	\$5,350.00
250 – 299	\$6,615.00
300 – 399	\$8,390.00
400 – 499	\$10,735.00

Per School Allocation —2022	
School Cohort (as per student enrolments)	Per School Cash Allocation
500 – 699	\$14,270.00
700 – 899	\$18,870.00
900 – 1199	\$24,925.00
1200 – 1499	\$32,020.00
1500 +	\$37,445.00

Targeted SEP funding operates within a capped budget. This means that cohort allocations may be adjusted up or down depending on both changes in total enrolments from all schools and the spread of these enrolments across cohorts.

Further information

- Student Excellence Program
- Contact: student.excellence@education.vic.gov.au

VCE Revision Lectures (Reference 121)

The VCE Revision Lectures initiative recognises that VCE revision lectures are often out of reach for rural and regional students due to the additional travel and accommodation cost. This initiative is part of the Victorian Government's investment of \$82.8 million in rural and regional education to bridge the divide between country and metropolitan schools.

VCE revision lectures targeted funding is to support government senior secondary rural and regional students access to VCE revision lectures across the state and in a range of subjects.

Accountability

Schools are responsible for using the funds within the [school implementation guidelines](#) provided by the Department. Schools are required to complete an annual survey at the end of each calendar year. Schools will be notified via email about how to complete the survey.

Eligibility

This funding is only applicable to rural and regional government schools with senior secondary graded enrolments (Year 11 and Year 12) . Schools do not have to apply for funding. Eligibility will be determined using data from the February School Census.

This initiative defines rural and regional government schools as those in Local Government Areas (LGAs) outside of the metropolitan LGAs. Rural and regional LGAs are aligned with the following Department Areas: Mallee, Loddon Campaspe, Central Highlands, Wimmera South-West, Barwon, Ovens Murray, Goulburn, Inner Gippsland and Outer Gippsland. The schools in these DET Areas are eligible for the VCE revision lecture funding.

Rural and regional schools with the following campus types are eligible for VCE Revision Lecture funding at campus level.

- Secondary
- Primary/Secondary Combined

Funding is calculated at the Indicative, Confirmed and Revised cycles; funding is allocated through cash funding.

How funding is calculated

The funding formula takes into account the number of Year 11 and 12 enrolments and the school's location, with those schools furthest from Melbourne and other major centres receiving a higher subsidy to account for the higher costs.

The funding is calculated using the percentage of Year 11 and 12 student enrolments, base student rate and location indexed funding. The percentages of Year 11 (15%) and Year 12 (30%) student enrolments are estimates of rural and regional students who will access VCE revision lectures. The base student rate may differ from year to year.

Rates — 2022

$$[(15\% \times \text{Year 11 enrolments}) \times \$150] + [(30\% \times \text{Year 12 enrolments}) \times \$780] +$$
$$[\text{Location index base } \$677.76 + (\text{Location index} \times \text{Senior secondary enrolments} \times \text{Location index per student rate } \$107.26)]$$

Please note that while this formula is used to allocate funding to schools, schools have discretion regarding how they use the funding to support students studying VCE Unit 3/4 to access VCE revision lectures.,

Further information

For more information about the initiative contact rural.regional.reform@education.vic.gov.au

Professional Learning Communities (PLC) Link Schools (Reference 122)

Professional Learning Communities (PLC) Link Schools are funded to engage in cross school collaboration activities to support the system-wide spreading of effective and impactful PLC practices.

Eligibility

49 schools (distributed evenly across the state) have been selected as PLC Link Schools for 2022. This includes a combination of Primary, Secondary, P-12 and Specialist schools.

PLC Link Schools are:

- selected based on a rigorous selection criterion led by the Executive Directors, School Improvement in consultation with the Senior School improvement Practice Leads (SSIPLs), Senior Education Leaders (SEILs) and PLC Managers
- endorsed by the Deputy Secretary, Schools and Regional Services (SRS)

Implementation support and monitoring

- The Professional Learning Communities Unit, SRS facilitates state-wide capability building and resources for PLC Link Schools, and monitors impact at a system level.
- PLC Link Schools are supported and monitored by the Area's PLC Manager, with whom they evaluate and diagnose area needs, set goals for impact, develop and plan intended supports to other PLC schools, and implement and monitor the impact of the plan.

Calculation

Credit – Approx. 0.6 annual salary plus on-costs for 2022 school year(\$75,234.89 total)

Cash – standardised for all participating schools at \$24,765.11 for the 2022 school year

Rates

Classroom Teacher Classification 2-6 annual salary \$108,003.00 — pro-rata for 0.6 FTE.

More information

[PLC Link Schools Handbook 2022 \(PDF\)](#)

Primary Mathematics and Science Specialists Initiative (Reference 125)

The Primary Mathematics and Science Specialists (PMSS) initiative is a 2 year program designed to drive whole school change through, generally 2, teachers from a primary school training to become specialists in either science or mathematics.

The program provides high quality face to face and online professional learning across the 2 years, including:

- development of the individual specialists' learning and knowledge about the important and key concepts and pedagogies in mathematics / science learning
- development of others – working with teachers at the school level to further develop their practice
- development of whole school level improvements.

Eligibility

Each cohort of PMSS is subject to State Budget funding.

Schools are selected to be invited to participate in the initiative through school level data and consultation with regional executives.

All schools identified to be invited to participate are formally approved by the Minister for Education.

Schools for Cohort 6 of this initiative have already undertaken a selection process. Schools must remain active in the professional learning and evaluation programs and allocate funds as set out in the Letter of Agreement

Funding

Schools that are invited to participate in PMSS are provided funding via the Student Resource Package (SRP) to release each participating teacher 0.5 FTE for the 2 years to support their roles as specialists.

Where face to face professional learning occurs, participants from schools that are more than 100 km from Melbourne are eligible for reimbursement of costs for travel, meals and accommodation to the value of \$320 per day. Reimbursements are managed through the

[Schools Targeted Funding Portal](#)

Calculation

Allocation = number of participating teachers x 0.5 x level 2-6 salary + on-costs

That is \$65,695 per year for each participating teacher.

Secondary Mathematics and Science Initiative (Reference 133)

The Secondary Mathematics and Science Initiative is for out-of-field teachers. It has been developed to help address current workforce challenges in the teaching of mathematics and science in secondary schools.

Teachers who are currently teaching out-of-field will be supported to become in field in 2022. Over 2022, teachers will undertake a graduate certificate in mathematics or science education.

Eligibility

Schools with the following school type are eligible for the Secondary Mathematics and Science Specialists Initiative at school level.

- Secondary
- Primary/Secondary Combined

Funding is calculated at the Confirmed and Revised budget cycles and provided through credit funding.

Calculation

Funding Allocation = Number of participating teachers x 0.2 x level 2-6 salary + on-costs. This totals \$26,039.52 per year for each participating teacher*.

*There are 3 participants who are receiving x 0.1 x level 2-6 salary + on-costs. This totals \$12,539.15.

Transition Funding (Rural) (Reference 126)

Transition Funding (Rural) is intended to provide time-limited support to schools most affected by changes to Rural School Size Adjustment Factor (RSAF), Location Index Funding (LIF) and Country Area Program grant (CAP) eligibility as a result of updated geographic boundaries.

Funding and Eligibility

Schools are eligible to receive Transition Funding (Rural) if they meet all the following eligibility criteria:

- face a reduction in funding of greater than \$25,000 in 2021 as a result of changes to RSAF, LIF and CAP eligibility from the use of updated geographic boundaries
- their 2021 Student Resource Package (SRP) allocation is less than their 2020 SRP allocation

Calculation and formula

Allocation = 2020 SRP (campus level) allocation – 2021 SRP (campus level) allocation

Note: The Transition Funding (Rural) allocation for a school campus has a maximum defined by:

- the funding reduction in 2021 as a result of changes to RSAF, LIF and CAP eligibility from the use of updated geographic boundaries

Eligible School Types:

As per eligibility for:

- Rural School Size Adjustment Factor (RSAF),
- Location Index Funding (LIF) and
- Country Area Program grant (CAP)

Funding will be based on the 2021 transitioning position of the eligible school, funding is allocated through a mix of credit and cash funding.

Funding for transition is time limited and will reduce annually. The table below outlines the transition funding reduction over the transition period, in

2022 Schools transition funding will represent 75 per cent of the previous year transition:

2021 Transition Funding allocated	2022 Transition Funding allocated	2023 Transition Funding allocated	2024 Transition Funding allocated	2025 Transition Funding allocated
100%	75%	50%	25%	0%

Example: Transition Funding (Rural) for a school is calculated as follows:

A school with numbers in the table below satisfies the eligibility conditions.

2020	Total SRP less rural items	\$ 1,300,000	A
	Rural items no longer eligible (RSAF/LIF/CAP)	\$ 200,000	B
	Total SRP 2020	\$ 1,500,000	C
2021 Indicative	Total SRP before Transition 2021	\$ 1,200,000	D
	2020 SRP - 2021 SRP (w/o transition)	\$ 300,000	E
	Transition Amount	\$ 200,000	F
	Total 2021 SRP with NEW TRANSITION	\$ 1,400,000	
100%	Transition Amt 2021	\$ 200,000	Transition Funding reduces over 5 years
75%	Transition Amt 2022	\$ 150,000	
50%	Transition Amt 2023	\$ 100,000	
25%	Transition Amt 2024	\$ 50,000	
0%	Transition Amt 2025	\$ -	

Formula	Explanation
B =	2020 funding under rural items (RSAF, LIF and CAP) for which the school is no longer eligible
C =	2020 Revised Total SRP
D =	2021 Indicative SRP without the rurality transition funding
E = C - D	2020 SRP - 2021 SRP
F = Min (B,E)	Transition = 2020 SRP - 2021 SRP = (E) but capped at the loss of Rural Items (B)

Jobs, Skills and Pathways (JSP) coordination (Reference 127)

This program – Jobs, Skills and Pathways (JSP) coordination – provides funding for schools to help with the coordination and delivery of vocational and applied learning programs (i.e. Vocational Education and Training Delivered to Secondary Students (VDSS) and the current Victorian Certificate of Applied Learning (VCAL) as well as work related learning and School Based Apprenticeships and Traineeships (SBATs)).

The key objectives of JSP coordination funding are to:

- support schools with the administrative burden of delivering vocational and applied learning
- provide schools with additional support to deliver high-quality offerings.

For further information, refer to the Department's policy on Vocational and Applied Learning Coordination and Delivery Support for Schools.

Eligibility

The following schools are eligible for an amount equivalent to 0.2 FTE of a Classroom Teacher Grade 2 mid-point salary:

- In 2021, all government secondary schools with a senior secondary program and that offer VET to their students, including specialist schools. This will include a number of 7-10 schools that offer VET.
- In 2022, all government secondary schools with a senior secondary program, including specialist schools.

Funding is calculated at the Confirmed cycles through cash funding.

Calculation

Each school will receive a flat amount equivalent to 0.2 FTE of a Classroom Teacher Grade 2 mid-point salary.

Rate

Rate = \$ 130,960.55 (Midpoint of a Classroom Teacher Grade 2 salary, including school Student Resource Package (SRP) on-costs).

Further Information

Further information about the functions the funding can be used for and some examples of how the funding can be used are available at: [Vocational and Applied Learning Coordination and Delivery Support for Schools](#).

To record expenditure against this funding, schools should activate a CASES21 code within the 8950-8999 range (Vocational Ed and Training) and add the title 'JSP Coordination'.

The funding is currently available for 2021 and 2022 only. Please note when using the JSP coordination funding in the employment of new staff in one or multiple schools, consideration must be made on the employment conditions of fixed term and ongoing staff and the implications for the school/s with funding only given to the role for 1 or 2 years.

Contact Information

- Senior Secondary Pathways Reform Taskforce
- pathways.reform@education.vic.gov.au

Tutor Learning Initiative (Reference 129)

The Tutor Learning Initiative (TLI) will ensure that any student who may have fallen behind or become disengaged due to remote learning receives the help they deserve. For further information on the TLI, refer to the department's policy on the [Tutor Learning Initiative 2022](#).

Schools do not have to apply for TLI funding. Funding will be provided directly to schools as a specific purpose payment through a Student Resource Package (SRP) credit allocation. Schools are required to spend and acquit the TLI allocation during the 2022 calendar year. Schools must only use their funding for the provision of the TLI in schools which is to provide targeted teaching by a tutor to students identified as needing support.

Eligibility

All government schools, except 'Camp' and 'Language' school types are eligible for TLI funding, including:

- Primary
- Secondary
- Primary/Secondary
- Specialist.

Funding allocations

In October 2021, schools are to be advised of their indicative TLI funding, the equivalent FTE and number of students this was expected to support, and their expected 2021 SRP credit surplus contribution where applicable.

Enrolments collected during February 2022 census will be used to finalise the 2022 TLI allocation to schools. Based on that calculation, each school will receive a confirmed TLI allocation equal to or greater than the amount that was advised in October 2021.

Calculation

To ensure schools can participate effectively in the TLI, each eligible school campus will receive a base level allocation of \$25,000 for primary enrolments and \$25,000 for secondary enrolments, with additional loadings based on student enrolments and disadvantage.

For each eligible campus

a) Primary allocation

Provided if Primary Enrolment > 0

Formula:

Max of

[Floor 25K]

or

$[\text{pri_total_enrol} \times \text{pri_enrol_rate} + \text{pri_SD_enrol} \times \text{pri_SD_enrol_rate}]$

b) Secondary allocation

Provided if Secondary Enrolment > 0

Formula:

Max of

[Floor 25K]

or

$[\text{sec_total_enrol} \times \text{sec_enrol_rate} + \text{sec_SD_enrol} \times \text{sec_SD_enrol_rate}]$

c) Total Allocation = (a) + (b)**Rates**

Primary year level (Prep to Year 6 including primary ungraded or age equivalents) per student rate - \$172(referenced as pri_total_enrol in calculation above).

Secondary (Year 7 to Year 12 including secondary ungraded or age equivalents) per student rate - 1194(referenced as sec_total_enrol in calculation above).

Primary and special eligible social disadvantage per student rate - \$464 (referenced as pri_SD_enrol_rate in calculation above).

Secondary social disadvantage per student rate - \$522 (referenced as sec_SD_enrol_rate in calculation above).

Contact information

For further information contact your Student Achievement Manager, or tutor@education.vic.gov.au

Mental Health in Primary Schools Pilot (Reference 130)

The department has partnered with the Murdoch Children's Research Institute to deliver the Mental Health in Primary Schools Pilot (Pilot) to provide more mental health support in primary schools.

Participating schools receive funding to employ a Mental Health and Wellbeing Coordinator (MHCW). The role of the MHCW is to implement a whole-school approach to mental health and wellbeing, build the capability of teaching/education support staff to identify and support students with mental health concerns, and support schools to create clear referral pathways for students needing further assessment and intervention.

Each participating region has a Pilot Coordinator to support implementation and be in regular contact with schools.

Eligibility

One hundred primary schools have been selected to participate in the Mental Health in Primary Schools Pilot (the Pilot) in 2022.

Schools were selected based on a selection criteria:

- DET region: schools based in DET's North Western or South Western Victoria regions, which is where the pilot is based
- Need: using mental health and wellbeing data and DET region knowledge
- Readiness: schools with the capacity and willingness to participate
- Diversity of locations: selecting schools from metropolitan, regional and rural areas
- Local clusters: to support schools to work together in a Community of Practice

Schools were endorsed for participation by their region's regional director and Executive Director of School Support.

Calculation

Schools will be funded for a MHC from January to December 2022, ranging from a minimum of 0.4 FTE to 1.0 FTE. This will be at the Classroom Teacher 2-4 salary, plus on-costs.

MHC FTE allocation will depend on primary school enrolment, (see Table 1). Schools with a location index of 0.2 and above will receive a rural loading of an additional 0.1 FTE, in recognition of the challenges these schools face in recruiting.

Multi-campus school funding will be provided based on school-level rather than campus-level enrolment numbers. Multi-campus schools will have flexibility in how they allocate FTE and share learnings across campuses.

School enrolment	MHC FTE
0 to 150	0.4
150 to 300	0.6
300 to 450	0.8
>450	1.0

Note: the rural FTE loading is in addition to these rates.

Mental Health Practitioners in Specialist Schools (Reference 131)

The Mental Health Practitioners in Specialist Schools (SSMHP) initiative provides funding to government specialist school campuses with secondary-aged enrolments (12 years+) to employ a suitably qualified Mental Health Practitioner (i.e. a fully registered Mental Health Nurse, Occupational Therapist, Psychologist or Social Worker) for between one and four days a week.

Mental Health Practitioners provide direct counselling support to students, early intervention services and whole-school mental health and wellbeing promotion and prevention activities. They also coordinate supports for students with complex needs.

For further information on the SSMHP, refer to the Department's Mental Health Toolkit.

Student Resource Package (SRP) funding is provided to cover the salary of a fixed term school-based Mental Health Practitioner. Participating specialist schools receive between a minimum of 0.2 FTE and a maximum of 0.8 FTE, depending on their secondary-aged student enrolments.

SSMHP initiative funding eligibility for schools with combined Primary /Secondary-aged enrolments

All participating specialist schools will receive funding from the beginning of Term 1, 2021 so funding allocations will not be adjusted or differentiated across schools. For specialist schools with both primary and secondary-aged student enrolments, funding allocations will be determined based on secondary-aged (12+ years) enrolments only.

SSMHP funding will be allocated as credit and cash.

Calculation

School FTE Allocation (Part 1) = FTE allocated as per below ranges:

< 50 students = 0.2 FTE

>50-100 students = 0.4 FTE

>100-250 students = 0.6 FTE

250+ students = 0.8 FTE

Funding Calculation (Part 2) = School FTE Allocation (rounded to 1 decimal) *
Rate

Rate

Rate = \$109,138.46 (Midpoint of an Education Support, Level 1 Range 4,
position including school SRP on costs)

Career Start - Transforming the First Years of the Teaching Career (Reference 132)

Funding of \$73.4 million has been committed by the State Government for the establishment of a Pilot to transform the first two years of a graduate teacher's career through a new, nation-leading induction program.

Career Start is a structured two-year pilot program for graduate teachers which aims to improve the experience of graduate teachers as they are inducted into the profession. It provides new graduate teachers with additional time and support to focus on preparation, learning from others including mentors, targeted professional learning, networking opportunities with other graduate teachers through area-based alliances.

The Pilot is being delivered in primary schools, specialist schools and P-9/P-12 schools in the areas of North Eastern Melbourne, Western Melbourne and Inner Gippsland.

A key component of the Pilot is a reduction in face-to-face teaching time for graduate teachers and their mentors. Schools will be funded to employ additional classroom teachers to counteract this reduction and ensure continuity of teaching and learning.

Teacher Time Release

Graduate teachers

The work allocated to classroom teachers in the first two years of their teaching should recognise the need for the teacher to perform all their required duties in a reasonable time frame and to participate in induction and development activities.

The Victorian Government Schools Agreement (VGSA) 2017 provides first year graduates with a 5 per cent reduction on the teaching and learning focus. The Pilot supports an additional 15 per cent reduction in face-to-face teaching time for graduate teachers in their first year of the Pilot and a 10 per cent reduction in their second year.

For graduate teachers participating in their first year of the Pilot (2022), the 20 per cent reduction in face-to-face teaching time is based on:

- Pilot funding for 15 per cent of a full-time (38-hour week) Classroom Level 2, Range 4 salary for each first-year graduate teacher, plus
- an additional 5 per cent reduction as per the current arrangements of the Victorian Government Schools Agreement (VGSA) 2017.

In the second year of the pilot, participating graduate teachers from the 2021 cohort will be funded for a 10 per cent reduction in face-to-face teaching time also at a full-time Classroom Level 2, Range 4 salary.

This time allocation will be used across multiple graduate teacher activities:

- for participation in Career Start professional learning activities
- for formal and informal mentoring via mentors or school leaders
- for observing lessons
- for participating in activities arranged by their area-based alliance.

School leaders, mentors and graduate teachers will work collaboratively in planning and allocating the time release to enable full participation in the Pilot.

A pro-rata time allowance will apply to graduate teachers employed on a part-time basis.

Mentor teachers

To enable mentor teachers to fully support graduate teachers with their learning and development, schools will receive funding equivalent to 5 per cent of a Classroom Level 2, Range 6 salary for each graduate teacher they mentor.

The purpose of this funding is to support schools in reducing a mentor's face-to-face teaching time so they can support the graduate to undertake observational rounds or team teaching activities, attend workshops and alliance meetings, without feeling overburdened by the role. The reduction is funded for a period of two years, or for as long as the graduate teacher is employed, whichever is shorter.

Eligibility

Schools are eligible to receive funding if they employ:

Graduate Teachers

The core focus of the Pilot is to provide enhanced induction experiences for new graduates commencing their first substantive teaching position in an eligible school in the Pilot areas.

Graduate teachers are eligible to participate in Year 1 of the program if they are employed in a primary, P-9 or P-12 school or specialist school in a Pilot area (Inner Gippsland, North Eastern Melbourne and Western Melbourne) and:

- have graduated with a bachelor or master qualification within the last four years
- are provisionally registered with the Victorian Institute of Teaching (VIT)
- are commencing their first teaching position since gaining VIT provisional registration
- are employed at a Classroom Level 1, Range 1 classification

A provisionally registered teacher (PRT) who has worked as a Casual Relief Teacher (CRT) is eligible.

A provisionally registered teacher (PRT) who has worked as a tutor for the Tutor Learning Initiative in 2021 is eligible.

Graduate teachers are eligible to participate in Year 2 of the program if they are employed in a primary, P-9 or P-12 school in a Pilot Area (Inner Gippsland, North Eastern Melbourne and Western Melbourne) and have participated in the Pilot in 2021.

Eligible schools can inform the department of the intake of an eligible graduate teacher throughout the two intake years of the Pilot (2021 and 2022). Funds will be released to schools on a pro-rata basis.

Rates

The Pilot is funded to allow schools to employ additional classroom teachers to counteract the reduction in teaching time provided to graduate teachers and their mentors. These teachers will be responsible for the teaching duties that graduate teachers and mentors will no longer be able to undertake.

Schools are provided funding to support the reduction in face-to-face teacher duties:

Graduate Teacher

Funding provided at the Classroom Level 2, Range 4 classification

Mentor Teacher

Funding provided at the Classroom Level 2, Range 6 classification

Funds will be transferred to schools through the Student Resource Package (SRP) as a targeted initiative.

Calculation

Year One

Graduate Teacher

$(0.15 \text{ [\% of additional time release]} \times ([\text{Classroom Level 2, Range 4 classification salary}] + [\text{Oncosts}])$

Mentor Teacher

$(0.05 \text{ [\% of time release, per graduate]} \times ([\text{Classroom Level 2, Range 6 classification salary}] + [\text{Oncosts}]) \times [\text{FTE}])$

Year Two

Graduate Teacher

$(0.10 \text{ [\% of additional time release]} \times ([\text{Classroom Level 2, Range 4 classification salary}] + [\text{Oncosts}]) \times [\text{FTE}])$

Mentor Teacher

$(0.05 \text{ [\% of additional time release]} \times ([\text{Range 2 Level 6 classroom teacher salary}] + [\text{Oncosts}])$

Career Start Hub Schools

Career Start Hub Schools are funded to provide a base for participants and host professional learning and alliance networking meetings. Funds will be used for the provision of resource and technical support, catering, and a bursary for professional learning available to all school staff.

Twelve schools, distributed across the three Pilot areas of Inner Gippsland, North Eastern Melbourne and Western Melbourne, have been selected through an Expression of Interest (EOI) process for the duration of the Pilot (2021 – 2023).

This is a cash allocation for all participating Hub Schools at \$23,000 for the 2021 school year, \$34,500 for the 2022 school year and \$11,500 for the 2023 school year which will be paid through the Curriculum Support Line.

Further information

For further information contact graduate.induction@education.vic.gov.au or visit [Career Start -transforming the first years of the teaching career.](#)

Inclusion Outreach Coaching (IOC) initiative (Reference 136)

The Inclusion Outreach Coaching (IOC) initiative will provide funding to all government specialist schools to employ a full time Inclusion Outreach Coach, (for five days a week)

SRP funding will be provided to specialist schools to cover the salary of the Inclusion Outreach Coach. All schools will receive funding to employ an Inclusion Outreach Coach at 1.0 FTE.

Inclusion Outreach Coaches are employed through specialist schools and provide strategically coordinated capability building opportunities to mainstream schools including whole-of-school training, in-class coaching and individual teacher support through school-to-school partnerships and collaborative learning. In this way, specialist and mainstream schools are encouraged to share resources, knowledge and skills in a two-way exchange of expertise that extends current practice.

Eligibility

Funding in 2021 was provided to all government specialist schools in the Bayside-Peninsula, Barwon and Loddon-Campaspe Areas. Schools do not have to apply for funding.

2022

Funding in 2022 will be provided to all government specialist schools in the Central Highlands, Mallee and Outer Eastern Melbourne Areas. Schools do not have to apply for funding.

2023 and beyond

All government specialist schools will be funded through this initiative. Funding will be progressively rolled out to all Department Areas by 2025.

Funding allocation

SRP funding will be provided to cover the salary of the Inclusion Outreach Coach.

All specialist schools will receive a credit allocation of 1.0 FTE for the Inclusion Outreach Coach. Allocations will be adjusted dependant on the school term that they enter into the initiative.

Calculation

Funding Calculation

- Rate = \$145,119
- The funding rate is based on the annualised Midpoint of a learning specialist position, Level 3 as per the VGSA 2017 Agreement (including school SRP on costs).

Term Allocation Adjustment

Depending on when your rollout period is, your annual allocation will also be adjusted.

Refer to the table below for further information.

Term 1	Term 2	Term 3	Term 4
100%	75%	50%	25%

Inclusion Outreach Coaching initiative Funding

Inclusion Outreach Coaching initiative = Funding Calculation * Term Allocation Adjustment %

Outside School Hours Care (OSHC) Establishment Grant Initiative (Reference 134)

The Outside School Hours Care Establishment Grant Initiative (the Initiative) will support schools that have not previously had outside school hours care (OSHC) to establish new OSHC services.

The Initiative prioritises schools which meet the following 3 priority categories:

- Priority 1: Schools in areas with limited or no OSHC services.
- Priority 2: Schools where services are unlikely to be viable without grant funding.
- Priority 3: Schools with disadvantaged student cohorts AND schools with demonstrated readiness to commence services

The program is broken into 4 rounds over 4 financial years. Four years of funding was available for schools that successfully apply in Round 1, and 3 years for those applying in Round 2. For the rounds yet to open, schools funded in Round 3 will receive 2 years of funding, and Round 4 schools will receive one year of funding.

Schools may use the funds to cover costs associated with initially providing access to OSHC services for students and operational expenses over the lifetime of the funding. The funding will allow services that may not initially be financially viable to expand and work towards ongoing viability over the grant period.

Accountability

Schools are responsible for using the funds within the guidelines provided by the department. School principals will be required to complete an acquittal process once per year for each year of funding received, demonstrating that the funds were used for expenditure within the Initiative's guidelines.

Eligibility

Interested schools will apply for the funding using the SmartyGrants online portal, which will be available when round 3 is launched during 2022. Further advice will be provided closer to the launch. All Victorian government schools which provide primary aged education to children, and who have not had an OSHC service in the preceding two terms are eligible to apply. This includes

primary schools, combined primary/secondary schools, and specialist schools.

Funding

The maximum amount of funding offered is \$75,000 per year per applicant school, except where the school is applying on behalf of a cluster of schools, in which case the maximum is \$150,000. In a cluster arrangement, one school establishes the service, with nearby schools able to access it on an equal footing. Schools or clusters may apply up to the maximum amount if they have proposed expenditure to that amount which meets the Initiative guidelines. In order to be eligible for the increased funding cap, all cluster schools must meet the grant eligibility requirements.

Funding allocations are 100% Cash funding.

Use of Initiative funding

School principals will consider the context of their school and the needs of the school community to determine the best use of the funding. A school may decide to use the funding to establish an OSHC service run by the school council, engage a third party provider to operate a new service, or provide transport to enable children to access OSHC at an already operating service. New services may be established at the school or at external premises.

Examples of eligible expenditure include:

- staffing
- training and professional development
- program management and administration
- resources and/or equipment
- minor facility upgrades
- transport
- food
- programs/activities to attract or retain enrolments.

Innovative Initial Teacher Education (ITE) Programs (Reference 135)

Innovative ITE programs seek to boost the supply of teachers in Victorian government secondary schools, particularly in outer-metropolitan, rural and remote locations and in priority subject areas. The department is working in partnership with 5 universities to attract and train local teachers for eligible secondary schools: Australian Catholic University (ACU), Deakin University, Federation University, Monash University and the University of Melbourne.

Department-funded scholarships are payable to students in the ACU and Federation University (2022 program only) programs to provide them with financial support during the period of intensive study and address barriers to participation in ITE. Scholarships will be paid to students by host schools as an element of the host school's support for them.

Eligibility

Secondary Schools

P-12 Schools (only the secondary component of the school)

Specialist Schools are now eligible in 2022. The VIT require PSTs to undertake placement in mainstream schools prior to employment consideration in a specialist setting. For more information on specialist schools participation, please contact the team on innovative.ite@education.vic.gov.au.

Specifically, schools must be hosting students as part of this program to be eligible for this allocation.

Secondary (including primary/secondary) and specialist schools that are hosting students participating in the ACU and Federation University (2022 program only) innovative ITE programs.

Funding will be allocated in instalments in April (out-of-cycle) and August (indicative cycle) through credit funding and is calculated at the school level.

Calculation

Only schools hosting students participating in the ACU and Federation University innovative ITE programs will receive \$15,000 per student hosted.

Example: An eligible school hosts a Federation University student and an ACU student in 2022. This school will receive a total of \$30,000 (\$15,000 for the Federation University student and \$15,000 for the ACU student).

Rates

\$15,000 per ACU and Federation University student hosted.

Please note the allocations do not include payroll tax and superannuation and will not attract these charges in the SRP Budget Management report.

School Mental Health Fund (Reference 139)

The Schools Mental Health Fund provides schools with funding to strengthen school-wide capacity and capability to improve students' mental health and wellbeing. An evidence-based Menu underpins the Fund to give schools confidence in purchasing programs and interventions that will meet their students' needs. Schools are required to spend their Fund allocation on items listed on the Menu.

Eligibility

The Fund will be rolled out to all government regional and rural schools from Term 3 2022, and all government metropolitan schools by 2024.

For further information on the School Mental Health Fund refer to: [Mental Health Fund and Menu](#).

Calculation

All schools start with a base allocation amount of \$25,000.

Funding will be allocated as credit (70%) and cash (30%).

Regional and rural loading

All regional and rural schools receive an extra loading (10%).

Small school threshold

- All schools with 200 students or less will get the base allocation
- A per student rate will apply above 200 students

Enrolments used to calculate the Fund will be updated at each SRP cycle (indicative to reflect Principal enrolment projections, confirmed to reflect February census enrolment and revised to reflect audited enrolments)

Large school threshold

- A slightly lower per student rate will apply above the large school threshold number of students

- Primary: 600 students
- Secondary: 1200 students
- Primary/Secondary: 900 students
- Other^: 600 students

Rate

- Per student rate starts to apply above 200 students
- Model has tailored rates for primary and secondary, responding to the Royal Commission's call for more primary support

Outline of student rates for small and large schools 2024 (full rollout level)		
Per student rates	small	large
Primary	\$97.00	\$80.00
Secondary	\$87.00	\$70.00
Primary/Secondary	\$92.00	\$75.00
Other	\$92.00	\$75.00

Managing the Budget

Policy

This policy provides schools with information about managing their budgets.

Details

This Managing the Budget information outlines some further requirements for schools in managing their budget and provides advice and further detail regarding specific aspects of the Student Resource Package (SRP) and staffing costs.

The **Managing the budget** section provides information on the following categories:

- Salary and Related Expenditure – Reports and processes to assist schools with the SRP Budget Management
- Relief Staffing – Issues relating to teacher and other staff leave management
- Surplus/Deficit – Credit financial position of a school
- Reports – Some of the key SRP reports
- Planning – SRP Modelling tool for school
- Reconciliation – The annual reconciliation cycle used to finalise the position of a school at the end of a budget year.
- Cash – Quarterly Cash Grants, Offline Payments and other information about Cash Payments
- Deficit Management and Workforce Bridging – Assistance provisions for schools with Deficit or Workforce Management Issues
- Principal Classification Budget – Remuneration range for each principal position
- Enrolment Variation Funding

In particular, the information in the guidance on how to manage the budget sets out the following requirements for schools.

Workforce planning

- All schools are expected to have planning strategies in place to manage their workforce requirements within available funds, including adequate provision for relief staffing.
 - Casual relief teaching staff are to be provided only when face-to-face teaching is required and where no internal resource is available.
 - School workforce plans must include contingency planning to deal with changing circumstances, including factors such as enrolment variations and changing workforce commitments.
- Schools participating in reorganisations are expected to undertake workforce planning within their overall budget allocation while giving due consideration to clauses contained in the Department's Human Resources School Merger or Closure – Staffing Guide.
- Teacher relief for periods in excess of 30 working days must be through fixed-term arrangements on eduPay. If a casual relief teacher is used initially because the absence is believed to be short-term, the employment must be converted, where the teacher is absent on personal leave, to fixed-term immediately when it is recognised that the absence will extend beyond 30 days. Refer to the Casual Relief policy.
- A school is responsible for administering pay and workplace entitlements for the period of employment, as recorded in eduPay, undertaken at that school.

Budgeting requirements

- Actual salary costs on eduPay are charged to schools each year according to the actual number of working days in the year. Schools must take into account the minor variations in working days as part of their normal budget planning.
- Credit/Cash Transfer (CCT) 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.
- 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.
- 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.

Salary and Related Expenditure

Salary and related expenditure and the Student Resource Package (SRP). Includes guidance on transfers between schools, resigning and fixed-term teaching staff, higher duties and travel allowances.

- 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 eduPay guidelines and should be consistent with Recruitment in Schools.

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:

- Blue Primary School (one-year fixed term position) will pay John's salary from the first day of Term 1 to the day before term 1 starts in the next year.
- Orange Primary School (John's base school) will pay John's salary from the first day of Term 1 (of the next year) on an ongoing basis.

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:

- Green Secondary College (fixed term for Term 1) will pay Jane's salary from the first day of Term 1 to the last day of the school Term 1 school holidays.

- Red Secondary College (Jane's base school) will pay Jane's salary from the first day of Term 2 on an ongoing basis.

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 16 January and end date (return to base) is the 15 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:

- Red Secondary College will pay Joseph's salary from 16 January until 15 January the following year.
- Green Secondary College (Joseph's base school) will pay Joseph's salary from 16 January in the following year on an ongoing basis.

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 (further information can be found at Cessation of Employment — Teaching Service). Lyn is therefore charged as follows:

- Orange Primary School will pay Lyn's salary from the first day of vacation to the last day of vacation.

Fixed-term teaching staff (including vacation periods)

Recruitment in Schools 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 at Recruitment in Schools 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:

- Orange Primary School will be charged Elizabeth's salary from the first day of vacation to the end of leave entitlement.
- Elizabeth will not be paid from the end of leave entitlement to the last day of vacation and therefore there is no cost for any school to incur.
- Blue Primary school will be charged for Elizabeth's salary from the first day of Term 1 until the end of her contract.

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:

- Red Secondary College will be charged Jane's salary from the first day of Term 1 to the last day of vacation.
- From the first day of Term 2 onwards Green Secondary College will be charged Jane's salary.

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 refer to Higher Duties — Teaching Service.

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: Transfer and Promotion for Teaching Service (including over vacation periods).

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

- Green Secondary College will be charged Edward's salary from the first day of Term 2 until the last day of vacation.
- Red Secondary College will be charged from the first day of Term 3 onwards for Edward's substantive salary.

Salary mischarges

Salary mischarging amendments can be submitted by schools for situations such as staff charged to the incorrect budget category, for example Teaching Support to Integration Aide or to arrange split ledgers between schools.

For amendments related to leave, refer to: Relief Staffing.

Salary amendments can be submitted by accessing the 'Salary mischarging amendment form' (SMAF) tab, available on the SRP Portal. 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

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 (refer to the next section). The superannuation rate for 2022 is 8.5%.

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 and additional super cannot be zero or less.

Calculation:

$$\text{Additional Super} = (\text{Credit Expenditure} \times \text{Super Rate}) - \text{Superannuation}$$

$$\text{Additional Super (with a surplus carried forward)} = (\text{Credit Expenditure} \times \text{Super Rate}) - \text{Superannuation} - (\text{Surplus Carried Forward} \times \text{Previous Year Super Rate})$$

Where:

- Credit Expenditure = Total credit expenditure excluding Workers' Compensation, Teaching Practice Supervision, Additional Super, Credit/ Cash Transfers 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.

- Surplus carried forward = Surplus figure carried forward from previous year.

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 2022 is 4.85%.

Calculation:

Payroll Tax = (Credit Expenditure – Teaching Practice) × Payroll Tax Rate

Where:

- Credit expenditure = Total credit expenditure excluding Workers' Compensation, CCT's, on-costs (superannuation, payroll tax, additional superannuation and so on), 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

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.

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 Travel and Personal Expenses — Teaching Service.

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 primary/secondary schools. In this way, the charge for the principal's salary is aligned with the amount effectively funded into the overall SRP model.

Principal salary charge					
School Type	Base	Per student	Enrolment cap	Total per capita	Total charge
Primary	\$128,564	\$83.89	536	\$44,965.04	\$173,529.04
Secondary	\$148,104	\$33.24	1148	\$38,159.52	\$186,263.52
Pri-Sec combined	\$152,112	\$34.00	631	\$21,454.00	\$173,566.00

Relief staffing

Funds are incorporated into the Student Resource Package (SRP) to enable schools to manage all of their short and long-term relief teaching requirements.

There are exceptions in the nominated leave items outlined below. Relief funds are incorporated throughout the SRP formulae and are not separately identified.

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

- relief planning
- nominated leave items
- relief funding
- Defence Force leave
- long-term leave
- identification of a replacement
- trailing holidays
- teaching scholarship scheme

Relief planning

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 re-organisation 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 parental absences, for example maternity, partner, other paid parental leave (over and under 30 days)
- Workers' Compensation absences after the first 10 days (Workcover threshold)
- Transport Accident Commission Leave
- major sporting competition leave

Where leave is 30 working days or less the DET's Schools Finance and Resources Branch will approve reimbursement from contingency funds, providing that relief is required (where no internal resource can be available) and is 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. However, cash reimbursement can only be for periods up to 30 school days. Schools are required to process and submit nominated replacement details on a regular basis and need to be submitted **no later than by the end of the next term after the replacement took place**.

Please Note: The SRP leave reimbursement will only be provided where a teacher replaced a teacher and where an Education Support staff member replaced an Education Support staff member.

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 such as time sheets and invoices.

Relief funding

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

Relief funding — Principals			
Principals	1-5 Days	6-30 Days	More than 30 days (31+)
Sick leave	No reimbursement*	For periods of more than five days, higher duties must be entered on eduPay for an employee paid through central payroll	Leave on central payroll is automatically reimbursed to SRP other than the holiday period **. 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 leave Family-Primary Carer/Partner-Secondary Carer Leave Workers' Compensation absences after the first ten days (Workcover Threshold) 	Identify replacement through the leave panel on the SRP Portal	For periods of more than five days, higher duties must be entered on eduPay for an employee paid through central payroll	Leave on central payroll is automatically reimbursed to SRP other than the holiday period **. For replacement to move to principal line Higher Duties must be entered on eduPay. Check Management Reports.

Relief funding — Principals			
Principals	1-5 Days	6-30 Days	More than 30 days (31+)
<ul style="list-style-type: none"> • Transport Accident Commission Leave (after the first five days) • Major sporting competition leave 			

*Funding of up to 5 days already funded in SRP.

** Identify replacement through the leave portal on the SRP website to claim leave for the holiday period.

Relief funding — Assistant Principals, Teachers, Education Support Officers, Allied Health and Victorian Public Servants		
Assistant Principals, Teachers, Education Support Officers, Allied Health and Victorian Public Servants	Up to 30 days	More than 30 days (31+)
Sick leave	No reimbursement*	Schools pay self-insurance premium under Long-term Leave Support Scheme (see below). Leave on payroll is automatically reimbursed to SRP other than the holiday period**. Leave Capping (see below) may apply. Check Management Reports .
Nominated leave <ul style="list-style-type: none"> • Long Service Leave • Family-Primary Carer/Partner-Secondary Carer Leave • Workers' Compensation 	Identify replacement through the leave panel on the SRP Portal	Leave on central payroll is automatically reimbursed to SRP other than the holiday period**. Leave Capping (see below) may apply. Check Management Reports .

Relief funding — Assistant Principals, Teachers, Education Support Officers, Allied Health and Victorian Public Servants

Assistant Principals, Teachers, Education Support Officers, Allied Health and Victorian Public Servants	Up to 30 days	More than 30 days (31+)
<p>absences after the first ten days</p> <ul style="list-style-type: none"> • Transport Accident Commission Leave (after the first five days) • Major sporting competition leave 		
Defence Force Leave	Leave is unpaid. If charged for make-up pay, claim reimbursement via Service Desk Request	Leave is unpaid. If charged for make-up pay, claim reimbursement via Service Desk Request
Annual Leave	No reimbursement*	No reimbursement*
All other relief No reimbursement*	No reimbursement*	No reimbursement*

*Funding of up to 30 days already funded in SRP.

** Identify replacement through the leave portal on the SRP website to claim leave for the holiday period.

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 the Department's salary. Schools are to be fully reimbursed for this amount. To claim reimbursement, a Service Desk Request should be submitted to the Schools Finance and Resources Branch.

For more information on Defence Force Leave refer to Leave for 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 actual leave occurs.

For more information on Short Term and Long Term vacancies, please refer to Recruitment in Schools guidelines.

Teacher relief for periods in excess of 30 working days must be through fixed-term arrangements on eduPay. If a casual relief teacher is used initially because the absence is believed to be short-term, the employment must be converted, where the teacher is absent on personal leave, to fixed-term immediately when it is recognised that the absence will extend beyond 30 days. Refer to the Casual Relief Teachers policy.

The following funding arrangements operate for long-term leave over 30 days, including long-service leave, paid parental absences e.g. maternity leave, partner, other paid parental, Workers' Compensation leave, Transport Accident Commission 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 CT1-3.
- In the case of promotion level staff, the amount charged outside the SRP will equate to a classroom teacher CT1-3 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.

- The salary leave loading (SLL) of the absent staff member or the replacement (smaller amount of two) will be only charged outside if the employee is on leave in the pay period SLL is paid.

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 2022

- Index-model specialist schools: \$ per student (included in index): \$159.45
- All other schools: % of the total credit component in the SRP: 1.384%

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 1-3.

In the case of promotion level staff, the amount charged outside the SRP will equate to a Classroom Teacher 1-3 plus the higher duties replacement cost. In the case of the school principal, education support staff, and allied health staff based in schools, the whole of the salary will be charged outside the SRP during the period of leave.

Leave capping		
Salary of person on leave	Equivalent value of a person's salary charged outside the SRP	
Principal	Full salary	
Assistant Principal	Classroom Teacher 1-3 + HD gap (base of Assistant Principal range minus Classroom Teacher 2-6)	
Leading Teacher or Learning Specialist	Classroom Teacher 1-3 + HD gap (base of Leading Teacher range minus Classroom Teacher 2-6)	
Classroom Teacher 1 Levels 3-5 Classroom Teacher 2 Levels 1-6	Classroom Teacher 1 Level 3	
Classroom Teacher 1 Level 2	Classroom Teacher 1-2	
Classroom Teacher 1 Level 1	Classroom Teacher 1-1	
Education Support Officers	Full salary	
VPS and Allied Health	Full Salary	
Example: Funding for a Leading Teacher 3.1 on long-service leave more than 30 days		
Regular Fortnightly Charge	\$4,334.31	
	Salary Charge	SRP Saving
Outside Budget	\$3,164.13	\$4,334.31
Inside Budget	\$1,170.17	
TOTAL	\$4,334.31	\$3,164.13

Example: Funding for a Leading Teacher 3.1 on half pay long-service leave more than 30 days

Regular Fortnightly Charge	\$4,334.31	
	Salary Charge	SRP Saving
Regular Charge @ Half Pay	\$2,167.15	\$2,167.15
Outside Budget	\$996.98	\$996.98
Inside Budget	\$1,170.17	

TOTAL	\$4,334.31	\$3,164.13
Calculation of saving		
Classroom Teacher 1-3: \$77,474 / / 26.0893 fortnights		\$2,969.57
Higher duties gap Classroom Teacher 2.6 (\$108,003) to Leading Teacher 3.1 (\$113,079) = \$4,334.31 / 26.0893 fortnights		+ \$194.56
Saving to school for relief		\$3,164.13

The rates quoted above are relevant to salaries paid as at 1 October 2020.

Excel Calculator for Leave (Excel)

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 SmartSalary 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 Finance and Resources Branch at studentresourcepackage@education.vic.gov.au or on 1800 641 943.

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 to Salary Rates.

Reimbursement Rates for 2022		
Effective dates	Education Support Officer Relief (Hourly Rate)	Casual Relief Teacher (Maximum Daily Rate)
1 February 2022 to 30 June 2022	TBA	\$443.42

Reimbursement Rates for 2022		
Effective dates	Education Support Officer Relief (Hourly Rate)	Casual Relief Teacher (Maximum Daily Rate)
1 July 2022 to 31 December 2022	TBA	\$449.86

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 (eduPay school local payroll)
- creditor invoice payment (agency)

Supporting documentation

- SRP Leave Portal User Guide (PDF)
- SRP Leave Portal User Guide (Word)
- Sample Spread sheet for Leave Replacements (Excel)

Trailing holidays

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 portal.

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 the first day of Term 2 to the last day of Term 2 John's salary will be charged outside the Blue Primary School's budget. Elizabeth's salary in the same period will be charged to Blue Primary School.
- John's salary will continue to be charged outside Blue Primary School's budget between the first day of Term 2 vacation until the last day of Term 2 vacation. Elizabeth's salary in the same period will be charged to Blue Primary School.

Note: leave charging rules apply, refer to 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 the first day of Term 4 to the day before Jane goes on leave, Orange Primary School will be charged for her salary. Fred's salary will also be charged to Orange Primary School during this time.
- From the first day Jane is on leave to the last day in Term 4, her salary will be charged outside of Orange Primary School's budget. During this time, Fred's salary will be charged to Orange Primary School.
- Additionally, from the first day of the end of year vacation to the last day of end of year vacation, Jane's salary will continue to be charged outside Orange Primary School's budget. Fred's salary during this period will continue to be charged to Orange Primary School.

Note: leave charging rules apply, refer to Leave Capping (above).

Surplus or deficit

The annual pay cycle and rollover of surplus / deficit from one year to the next for the Student Resource Package (SRP).

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 (both available from the SRP Portal), and the SRP Planner (accessible from the SRP Portal) are programmed to take account of these annual variations.

Rollover of surplus or 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 (refer to 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, preferably via Electronic Funds Transfer (EFT).

Example 1: Recovery from Term 3 QCG				
		Term 3 QCG	Term 4 QCG	EFT/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	EFT/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	EFT/Cheque
QCG Amount		\$50,000	\$50,000	
Deficit Amount	\$110,000	\$50,000	\$50,000	\$10,000

Reports

Some of the SRP reports are listed and described below.

School Budget Management Report

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 a report 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 that finish the year in a deficit will have that amount deducted from the next 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 (available through the SRP Portal) 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 (available through the SRP Portal) 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.

Planning

SRP budget planner

The SRP budget planner (available through the SRP Portal) is a modelling tool to allow principals and other school planners to model the impact of enrolment variations and other changes impacting the Student Resource Package (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 or payroll system. It can model a school's planning scenarios, but it does not interact with the eduPay payroll to amend personnel and 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 refer to [Planner Overview](#)

Reconciliation

A reconciliation process is undertaken at the end of the calendar year to verify each school's Student Resource Package (SRP) budget and expenditure position. This process is completed in order to finalise any surplus amount to be carried forward, or deficit amount to be recovered.

Schools that do not sign off their school's position hold up the process statewide, as the reconciliation requires every school in the state to finalise the process before surpluses and deficits can be confirmed.

- What to check
- Attestation

What to check

Budget

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

Program for students with disabilities

Schools may be provided with funding through the Program for Students with Disabilities (PSD). This information should be reviewed in the Program for Students with Disabilities Management System (PSDMS). All PSD funding queries can be submitted via the DET Services Portal (select 'log a request' and choose 'PSDMS').

Cleaning

The cleaning allocation for a school is based on the physical dimensions of the buildings and the schools enrolments (visit Contract Cleaning). Schools should ensure that their school information in the Atrium system 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 their SRP by monitoring fortnightly reports when they are published.

Credit to cash or 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 and Cash Transfer Status report for your school. If there are outstanding requests, a correction should be made during the reconciliation attestation process to cancel the outstanding amount of the request.

Attestation

The end of year attestation process represents recognition by the school principal that the school's SRP position is correctly shown in the reports or that the position will be represented correctly factoring in nominated corrections and amendments.

During the reconciliation period, only adjustments submitted via the reconciliation attestation process will be investigated, and no adjustments will be made to the school reports until after the reconciliation is submitted. When completing the attestation process, a principal has two options:

1. **Attest**

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

2. **Attest with corrections and amendments**

If corrections or amendments need to be made, you can submit your attestation with corrections or amendments attached. These corrections or amendments will then be investigated by Schools Finance and Resources Branch staff and appropriate action taken.

Cash

Quarterly cash grant

The cash component of the Student Resource Package (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 — Confirmed SRP using February census enrolments, with a retrospective adjustment (increase or decrease) for Term 1
- Term 3 grant — Revised SRP using audit corrections to the February enrolments
- Term 4 grant — Revised SRP using audit corrections to the February enrolments

Note: 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
- Credit to cash transfer amounts from SRP
- Other cash grant amounts such as school support
- Deductions for long term sick leave premium
- Other departmental deductions

Electronic Funds Transfer (EFT) remittance advice (how SRP cash appears)

The Accounts Payable area, in DET's Financial Services Division, provides schools with a remittance advice for every payment that is made to the school. Schools should email Cash Management Unit cashmanagement@education.vic.gov.au for assistance with EFT queries.

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 and cash transfers and any deductions:

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

2. 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 - 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>	A 6-digit number, for example: 000999 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.
<Term1-4>	Indicates the Term for the QCG payment, possible values are: <ul style="list-style-type: none">• TERM 1• TERM 2• TERM 3• TERM 4
<GST Status>	Indicates if the payment is subject to GST and provides the appropriate code for use in CASES21 Finance. Most payments occurring through the SRP payment system will

Placeholder	Definition
	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 and Cash transfers (CCT)

Eligibility

Schools can 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

Schools can undertake CCT request using the online Credit Cash Transfer module by selecting 'CCT' (Credit Cash Transfer) on the SRP Portal. Access to the Credit Cash Transfer module is limited to the principal or the principal's delegate and requires an authenticated username and password.

Since 2019, schools are required to nominate a category that identifies the purpose of the CCT. In addition, there is the ability to attach supporting information to the request.

The list of categories, and some suggestions as to the type of supporting information required, are outlined below. Where possible or relevant, schools should try to link the submission back to Annual Implementation Plans, School Strategic Plans, Professional Learning Plans or the School Cash Budget.

1. Capital Works

This category relates to school capital works, such as building additions or refurbishment of buildings or facilities. If the project is being undertaken with the Victorian Schools Building Authority (VSBA), noting this and providing a VSBA reference would be useful information to provide. If the project is not being undertaken with the VSBA support, schools should endeavour to attach relevant project information.

2. Equipment

This category relates the purchasing of new equipment. As an example, supporting Information may be a quote / scheduling for the installation, etc. (Note: If the equipment is being purchased to support a Curriculum program then it should be categorised as part of the Curriculum Program)

3. Maintenance

This category relates to general maintenance in schools. As an example, supporting Information may include the type of maintenance that is required to be undertaken.

4. Staffing Costs

This category includes costs directly related to staffing, such as Casual Relief Teaching (CRT), local payroll reimbursement or professional development. Specific examples of support information could include CRT costs to replace someone on sick leave or to top up the CRT budget for the school as specified in the Annual Budget.

5. Curriculum Programs and Student Support

This category relates to specific curriculum programs schools operate or support being provided to students.

6. Other

Any other reason for the CCT 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 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 will be paid as a lump sum.

Credit to cash transfers are paid and Cash to Credit Transfers are committed quarterly with schools' Quarterly Cash Grant. Amounts paid or committed can no longer be adjusted and a new request will need to be submitted.

Enquiries can be addressed to the SRP Service Desk and information should be provided in writing to:

- Service Gateway: or
- Log a call on: 1800 641 943

Verification

Schools are only able to enter a CCT amount up to the value of the 'Available SRP Credit' or 'Available SRP Cash' amounts. If a school wants to make a larger transfer, then a service call will need to be logged through the service gateway.

Offline payments

Offline payments can occur at any time throughout the year. Common reasons for an offline payment to be made are:

- credit to cash transfer against previous year SRP surplus
- 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, for example: 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. Most 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 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 – 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

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 Portal. 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

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
 - Strategic Financial Management Advisors
 - Schools Finance Liaison 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 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 DET staff are available to assist schools with the workforce planning process through the provision of management advice and support. The SRP Planner (accessible from the SRP Portal) 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 DET policy.

Procedures for assistance

Management advice and support

Since the first imperative is to manage the schools 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 Schools Financial Management Support Unit (SFMSU) in central office or their Senior Education Improvement Leader (SEIL). The SEIL may refer to SFMSU for further support.

Discussions regarding workforce bridging will encompass the overall financial position of the school, including salary mischarges, credit-cash transfers and accumulated surpluses. This analysis will involve assessment of the school's capacity to manage within its budget.

Support

If potential workforce bridging support is identified, SFMSU will assign a support officer to work with the school and prepare a report for the Workforce Bridging Panel. The support officer 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 SFMSU if it anticipates moving outside of its deficit management strategy

On completion of discussions, the support officer will:

- provide the principal with a copy of the workforce bridging report
- submit the workforce bridging report to SFMSU who will present the report to the Workforce Bridging Panel for assessment and possible recommendation to the Deputy Secretary, Financial Policy and Information Services.

The Panel will meet as required and consists of:

- a Chairperson — Director, Schools Finance and Resources Branch
- a representative of People Division
- two practicing principals — one secondary and one primary
- a practicing Strategic Financial Management Advisor

A letter confirming the Panel's decision will be sent to the principal, with copies to the Regional Director and Regional Finance Manager. The principal will be asked to inform the school council of the Panel's decision.

The level of support determined by the Panel and approved by the Deputy Secretary, Financial Policy and Information Services 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 and may be reduced subject to reconciliation of the school's SRP.

Review

A process is available for schools that wish to have the decision of the Panel reviewed. Requests, outlining the grounds for the review, should be lodged within 14 days of the receipt of the letter confirming the Panel's decision by notifying:

Manager
Schools Financial Management Support Unit
Department of Education and Training

Financial Services Division
GPO Box 4367
Melbourne 3001

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, Financial Policy and Information Services.

Ensuring consistency

SFMSU 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.

Principal classification budget

Budget for principal classification

The Principal Classification Budget is set annually with the 2022 confirmed school resource allocation. It sets the remuneration range for each principal position.

Refer to: Principal Remuneration Range.

Enrolment Variation Funding

Significant Variation

Significant variation funding is included automatically to the term 3 cash grant, after the mid-year census. It is designed to provide additional cash funds only to schools where there has been an increase in student numbers of:

Primary: The greater of 10 students or an increase of 10%

Secondary: The greater of 40 students or an increase of 10%

Only 2 terms equivalent funding will be provided based on the minimum per student cash rate and once assessed will appear in your reports as an item under the 'Curriculum Support' budget line by end of Term 3.

For example :

Primary:

Enrolment Increase = 10

Cash Rate = \$469

Additional Funding = Enrolment increase × Cash Rate / 2
= $10 \times \$469 / 2$
= \$2,345

Secondary:

Enrolment Increase = 40

Cash Rate = \$524

Additional Funding = Enrolment increase × Cash Rate / 2
= $40 \times \$524 / 2$
= \$10,480

Additional Funding post February census that must be supported by the Regional Director of the relevant region.

Additional credit funding may be considered where a school can demonstrate the establishment of new classes after February census significantly increased costs as a result of additional student numbers. Schools must also demonstrate that additional staffing costs are unable to be accommodated within the existing budget.

The request should be made in writing to the respective regional director and should include a business case outlining the detail of the enrolment growth and subsequent requirement to add an additional class after February census and the subsequent employment required to teach the

additional class. Employment details must include teacher name, PIN number and date of employment, which must be post census.

The business case will be assessed by the Schools Finance and Resources Branch and a decision will be conveyed to the school and relevant regional officers.