

School Resource Entitlement Statement

Supporting Information



Government
of South Australia

Department for Education

Document Control

Managed by	Finance and Funding Division
Version	1.0p
Issue date	13 November 2020
Available at	https://edi.sa.edu.au/finance/school-and-preschool-income/funding

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The Annual RES Cycle

Schools receive their Resource Entitlement Statement across the year according to the following cycle:

- **Indicative** Resource Entitlement Statement (RES). This funding is based on 2020 enrolments and is issued each month for January – March.
- **Initial 2021 RES.** Issued in the April RES (published in May). This updates the indicative RES using enrolment data from the *Week 2 Student enrolment survey* and Term 1 disability enrolment census data.
- **Monthly updates to RES.** Resource Entitlement Statements are issued and updated (if applicable) each month.
- **Reconciled** RES. The Reconciled RES is updated to include supplementations and adjustments that occur after the December RES has closed. Where schools identify errors or omissions in the RES which have not been resolved during that school year, please email education.siteallocations@sa.gov.au so they can be corrected in the Reconciled RES process. The Reconciled RES is undertaken and published in the following year.

The RES is available on a monthly basis via FABSNet (Menu/Financial Reports/Resource Allocation Reports). In addition, Cashflow reports and site monthly reports are updated monthly following the closure of the ledger and are generally made available by the seventh working day of each month via FABSNet (Menu/Financial Reports/Resource Allocation Reports). Note: The June RES will be available by the fourteenth working day of July following end of financial year processing.

Note: As detailed on the Site Monthly Financial Report, a net transfer will be either transferred or deducted from the school's SASIF account on a monthly basis.

Site Budget Planning Tool

The Site Budget Planning Tool (SBPT) provides schools with the ability to calculate funding entitlements based on enrolment numbers as part of the annual budget process. Schools are expected to utilise the predicted RES from the SBPT for planning purposes. This is particularly important during the period before the RES is updated to reflect the week 2 enrolment survey.

Governance

The 2021 funding model reflects changes relating to the outcome of the recently agreed enterprise agreement and does not incorporate changes to existing lines. The department has in place an Education Funding Policy Working Group to consider funding reform options as and when required.

Department for Education Funding Policy Working Group

The Funding Policy Working Group provides governance of the development of funding reforms and policy for schools and pre-schools, including:

- Developing funding policy for consideration by the Chief Executive, Senior Executive Group and Minister including financial and budgetary considerations.
- Responding to policy, legislative and other drivers of change and identifying emerging issues that may impact on sites for funding policy reform.
- Commissioning research, modelling and other pieces of key work as required.
- Considering advice from the Stakeholder Advisory Committee regarding the funding needs of sites in relation to maximising the outcomes of children and young people.

Department for Education Funding Stakeholder Advisory Committee

The Stakeholder Advisory Committee provides stakeholders with the opportunity to provide strategic advice on site funding reform and the impact of potential reforms. The Funding Stakeholder Advisory Committee reports to the Department for Education Funding Policy Working Group and meets on as required basis.

Resource Allocation Adjustment Panel (RAAP)

The School Resource Entitlement Statement supporting information document outlines funding entitlements for schools according to approved policy. The Resource Allocation Adjustment Panel (RAAP) provides an avenue for schools to apply for additional staffing above entitlement due to special circumstances. Further details of the RAAP are available in *Appendix 10 – Resource Allocation Adjustment Panel*.

What's new in 2021

South Australian School and Preschool Education Staff Enterprise Agreement 2020

The South Australian Schools and Preschools Enterprise Agreement 2020 has been approved and is now being implemented. The new Agreement will result in additional funding through the RES. The following funding lines have been added

- Funding for reduced face to face teaching time for school principals (see page 11)
- Funding to provide additional support for leaders of schools with special classes (see page 12)
- Funding to support schools in managing workloads associated with complex students (see page 12)

Student Centred Funding Model Indexation

Standard Salary Rates Indexation

Changes resulting from the new Enterprise Agreement have been introduced into the 2021 Standard Salary Rates and Funding model (see Appendix 1).

Student Centred Funding Model Indexation

The 2021 Student Centred Funding Model (SCFM) rates have been updated providing consistency with the 2021 Standard Salary Rate.

Resource Entitlement Statement

The 2021 *Resource Entitlement Statement* for schools has been arranged in six main groups based on the type of funding:

- Base funding

- Targeted Funding for Individual Students
- Targeted Funding for Groups of Students
- Program Funding for All Students
- Other Discretionary Funding
- School Based Preschool Allocations

All funding allocations have been grouped within each of these broad headings on the basis of the intended outcome of the funding.

The *Sample Resource Entitlement Statement* (see Appendix 2 – Sample 2021 RES page 48) illustrates the structure of the Resource Entitlement Statement. The Resource Entitlement Statement Breakdown provides further detail of individual funding allocations.

Base Funding

Student Centred Funding

The Student Centred Funding Model (SCFM) provides resources to schools for core teaching and learning, leadership, teaching support and administration. The SCFM incorporates funding to meet the provision of the 2020 Enterprise Agreement for Education Act and Children’s Services Act employees. Schools not funded via the SCFM will receive staffing according to industrial entitlements. The SCFM provides funding based upon an allocation for each student enrolment.

The 2021 SCFM provides funding for the following elements of Tier 1 staffing:

- Principals
- Band B leaders including deputy principals
- Secondary student wellbeing leader time
- Teachers (includes teacher-librarian)
- School services officers
- Administrative services officer, government services employee, operational service officer and storeperson.

The 2021 SCFM incorporates funding previously allocated for:

- Flexible Initiatives Resourcing (FIR) Grant
- Additional Leadership Administration Time Grant
- Primary Administration Supplementation (Extra Administration Time).

SCFM Indexation

The Student Centred Funding Model (SCFM) and Standard Salary Rates are updated annually to align with the introduction of a new enterprise agreement or annual change in approved salary rates, incorporates changes in staff mix, and where agreed, updated for supplementations from previous enterprise agreements. There have been no inclusions in the SCFM relating to supplementations from previous enterprise agreements.

The 2021 Student Centred Funding Model rates have been indexed to meet with approved 2020 South Australian School and Preschool Education Staff Enterprise Agreement commitments.

A full list of 2021 standard salaries is available in *Appendix 1 – 2021 Standard Salary Rates* on page 45.

A full list of 2021 SCFM formulas are shown in *Appendix 4 – 2021 Student Centred Funding Model* on page 50.

Student Centred Funding Model Enrolments

The 2021 SCFM will allocate funding based on actual Term 1 enrolments from the Week 2 *Student Enrolment Survey* and projections for terms 2, 3 and 4 where applicable.

Note: Community detentions enrolments (e.g. students holding BVE visa types who have no previous substantive visa) are not included in the SCFM and are funded through alternative per-capita arrangements.

Per Student Funding

Under the SCFM, schools attract funding on a per student basis that varies upon the student’s year level at school. The varying per-capita allocations predominately cater for staffing costs associated with teaching in the classroom; cost of teacher and school services officer support. The following are the 2021 per-capita allocations, which have been updated to reflect the 2021 Standard Salary Rates.:

R-2	\$6,507
3-7	\$5,639
8-10	\$9,227
11-12+	\$9,511

Small Secondary Enrolments

Area and Aboriginal Schools with small secondary enrolments are provided with funding for classroom activity via a step-based formula increasing in steps of \$159,447. The criteria determining the allocations for small secondary enrolments are shown in *Appendix 5 – 2021 SCFM Small Secondary* (page 54). Schools will receive the higher of the small secondary enrolment funding or standard per capita funding.

This allocation appears on the Resource Entitlement Statement (RES) as “Very Small Secondary Enrolments”.

Small Primary Enrolments

The funding for primary schools with 61 or less students was modified in 2013, so small primary schools will receive the higher of a primary step model or the Small Primary Base plus Primary Per-Capita Funding. This is required to ensure that there is sufficient funding for small primary schools to establish the required number of classes. The minimum allocations for primary schools under the SCFM are allocated in steps of \$148,817. The criteria determining the allocations for small primary school enrolments are shown in *Appendix 6 – 2021 SCFM Small Primary* (page 55).

This allocation appears on the Resource Entitlement Statement (RES) as “Small Primary School Base”.

SCFM Base Funding

All schools receive base funding dependent on school type and enrolments. In addition eligible schools also receive a small school base dependent on school type and enrolment.

Appendix 4 – Student Centred Funding Model (page 50) shows the graphical representation of these bases plus the formulae for calculating base entitlements in detail.

All School Bases:

The All Schools Base can be used to provide staffing for leadership and basic administration for the school. There are three types of All School bases:

- Primary
- Secondary
- Area/ combined

School Type	Area/ Combined	Primary	Secondary
Initial base	\$327,832	\$164,285	\$586,292
Increase base with enrolment	40-600	14-204	50-300
Rate increase to next base	\$1,965.12	\$1,540.05	\$570.40
Next base enrolment			
Start	600	204	300
Finish	1,080	600	920
Next base	\$1,428,301	\$456,894	\$728,893
Increase base with enrolment	-	600-800	-
Rate increase to max base	-	\$853.13	-
Max base	\$1,428,301	\$627,519	\$728,893
Tapering to zero at enrolment	1,600	-	1,400
Base tapering rate	-\$2,746.73	-	-\$1,518.53

Small School Bases:

The *Small School Bases* provide funding to specific school groups and compensate for the decreasing economies of scale as enrolments decrease. The Small School Base is combined with the school's per-capita funding to provide funding primarily for classroom teaching and support. There are three types of Small School bases:

- Small Primary
- Small Secondary
- Small Area and Combined

School Type	Area/ Combined	Primary	Secondary
Initial base	\$71,887	\$72,925	-
Increase base with enrolment	14-126	0-21	0-114
Rate increase to max base	\$1,897.11	\$1,589.01	\$2,915.15
Maximum base enrolment			
Start	126	21	114
Finish	159	41	190
Maximum base	\$284,363	\$106,296	\$332,327
Taper to zero at enrolment	380	103	438
Base tapering rate	-\$1,286.71	-\$1,714.52	-\$1,340.03

Tier 2 Leadership and Ancillary Funding

The Tier 1 from Tier 2 Leadership and Ancillary allocations, which are included within the SCFM, are included to provide the required funding generated via the Tier 2 staffing allocations for Tier 1 leadership and ancillary staffing. This funding is shown in the RES as part of the SCFM as 'Tier 1 Ancillary from Tier 2' and 'Tier 1 Leadership from Tier 2'. Entitlements in respect of disability funding have been realigned with the disability funding arrangements introduced in 2019.

The following table outlines which Tier 2 allocations attract Tier 1 leadership and/or ancillary allocations.

Tier 2 allocations that attract Tier 1 Leadership and ancillary components:

Tier 2 allocation	Leadership	Ancillary
Aboriginal Education Teachers	Yes	Yes
English as an Additional Language or Dialect Funding	Yes	Yes
Intensive English Learning Centre (teacher component)	Yes	Yes
Intensive English Learning Centre (leadership component)	No	Yes
Open Access	Yes	Yes
Socio-Economic Resource	Yes	Yes
Mainstream A	Yes	Yes
Inclusive Education Support Program – Category 1 to 6	Yes	Yes
Inclusive Education Support Program – Category 7 to 9	Yes	No
Special Class Teacher	Yes	No
Student Wellbeing Leader	No	Yes

Temporary Relieving Teacher (TRT) Allocations

The Temporary Relief Teacher (TRT) allocation is provided to replace those teachers who are on sick leave or leave with pay.

TRTs will continue to be provided as a separate line allocation outside of the 2021 SCFM.

Permanent Relieving Teacher (PRT) Allocations

Schools which operate Permanent Relieving Teacher (PRT) booking services receive an allocation for TRT days to service the administration of the booking of area and/or local PRTs.

Beginning Teacher Support

Beginning teachers have a reduced prescribed maximum face to face teaching load and hence an increased allowance of minimum non instruction time. Funding is allocated through the Resource Entitlement Statement and is equivalent to 0.1 of a teacher salary for a full time beginning teacher and 0.2 for a full time beginning Aboriginal or Torres Strait Islander (ATSI) teacher.

Enterprise Agreement Supplementary Funding

The 2016 & 2020 Enterprise Agreements stipulate that a number of resources be provided to schools and preschools. Funding for these supplementations continue to appear on the RES under the following headings: Principal Administration Supplementation

The allocation provides an additional 0.1 FTE teacher per annum for leadership administration time for school principals to address their workload.

Primary Principal Supplementation

Additional funding (indexed to the change in the standard teacher salary rate) is provided on a per capita basis to each primary school to address the issue of leadership density.

The final 2021 allocation is based on the *Week 2 Student Enrolment Survey*. The indicative amount for 2021 is \$30.32 per student with the actual amount updated based on actual total primary school enrolments as confirmed from the *Week 2 Student Enrolment Survey* data. All R-7 enrolments in the primary school are included in the per-capita allocation. Area and Combined Schools are not eligible for supplementary funding under this funding allocation.

Area/R-12 Principal Supplementation

The enrolment threshold levels for Area and R-12 Schools, which determine the minimum principal classification level, have been lowered as an acknowledgement of the complexity and diversity issues in those schools and the curriculum required to accommodate a broad range of students. Additional supplementation has been provided to the RES where relevant.

ICT Support Grant

The Government has continued to commit additional annual allocations to schools to support ICT for the life of the Enterprise Agreement. It is expected that schools will use the funding in a variety of ways in the provision of a range of services to support the planning and implementation of information and communication technology (ICT) that enhances the learning of students in the modern world.

The 2021 grant has been determined at:

- A base of \$13,281 to every school **PLUS**
- a per-capita of \$47.91 for every student

This is an indicative allocation based on 2020 data with the actual allocation updated based on the confirmed enrolments and projections from the Week 2 Student Enrolment Survey. FLO enrolments, special class enrolments and IELC/NAP enrolments are included in the per-capita allocation.

This allocation appears on the Resource Entitlement Statement (RES) as “Additional ICT Support”

Better Schools Funding – Leadership Capacity

Building Leadership Capacity is based on evidence that improving school leadership will have a positive impact on student outcomes and continues to be reported under the Staffing Allocation section of the Resource Entitlement Statement based on the four term average enrolment sourced from the 2021 Week 2 Enrolment Survey.

Better Schools funding includes two additional funding components detailed in the appropriate sections of the RES notably, Better schools Funding – Aboriginal Students (Targeted Funding for Groups of Students) and Better Schools Funding – Low SES (Targeted Funding for Individual Students).

Better Schools funding payments are paid in two instalments each year. The first payment allocated in January is based on the previous year’s enrolments, while the second payment is based on the current year’s enrolments. For each payment, schools will receive the greater of the formula allocation based on enrolment data or \$1,000.

Schools will be advised of their funding allocations during Term 4 2020.

Reduced Principal Face to Face Teaching

The 2020 Enterprise Agreement introduces this new allocation to provide for a reduction in maximum face to face teaching time per week for Band A Leaders in schools.

The reduction equates to 2 hours and 15 minutes per week. Principals in schools with a weighted enrolment of 160 students or more will not be required to undertake a teaching load. Secondary enrolments are counted in the weighted enrolment as twice the February (term 1) enrolments.

The changes are outlined in the table below.

Changes in principal face to face teaching

Weighted Enrolment	Lower Limit	Current Maximum Face to Face Teaching (Minutes per Week)	Adjusted to (Minutes per Week)
1 to 99 students	0	810	675
100 to 114 students	100	675	540
115 to 129 students	115	540	405
130 to 144 students	130	405	270
145 to 159 students	145	270	135
160 to 174 students	160	135	0
Over 175 students	175	0	0

Schools with a weighted enrolment of 174 or less will receive an allocation of an additional 0.1 FTE teacher per annum. The allocation will appear in the Base Funding / Staffing Allocation section of the RES under the heading “Reduced Principal Face to Face Teaching”.

Special Class Leadership Administration Support

The 2020 Enterprise Agreement introduces a new allocation to provide site leaders of schools with special classes an additional flexible resource equivalent to 0.1 FTE of a teacher salary per special class to assist with the administration of special classes.

The resourcing will appear in the Base Funding / Staffing Allocation section of the RES under the heading “Special Class Leadership Admin Support”.

Complexity Funding Allocations

The 2020 Enterprise Agreement includes funding to support schools in managing the workloads associated with complex students.

The Complexity Funding Model provides a total of \$15m to schools annually (indexed), and has been developed according to three principles:

1. A level of funding will be provided to all schools to address complexity
2. Additional funding will be targeted on the basis of the number of individual students that meet defined complexity criteria
3. Consideration will also be given to the concentration of students that meet the complexity criteria within a school

The Complexity model divides the available funding approximately equally between these three considerations, i.e. \$5m is allocated annually for each of the three above principles.

Funding is allocated on the Term 3 Census enrolments from the previous year. Students are counted as “complex” if they meet one or more of the following criteria:

1. Students recorded on the Census as having a disability.
2. Students identifying as Aboriginal or Torres Straight Islanders
3. Students under guardianship of the Minister

The allocation will appear in the Base Funding / Staffing Allocation section of the RES under the heading “Complexity Funding”.

For further information about how complexity funding can be used in schools visit:

<https://edi.sa.edu.au/hr/for-individuals/work-conditions/acts-awards-and-agreements/school-preschool-staff-EA/implementing-the-ea>

Schools Not Funded under the SCFM

Some schools are not funded via the SCFM due to their unique requirements. In particular:

- Special Schools and Special Education Units
- Schools without continuous enrolments (e.g. Arbury Park Outdoor School, Youth Education Centre)
- Schools with special funding needs (e.g. Open Access College).

Schools that do not receive funding via the SCFM (Appendix 3, page 44) will continue to receive a list of entitlements in the Student Centred Funding section of the RES, including leadership positions, teachers and ancillary staffing.

Open Access College

The Open Access College is funded from a formula outside the Student Centred Funding Model. The formula is based on the Area School formula with a class divisor loading of 25% on the student enrolments to cater for the unique role undertaken within the College.

Open Access College Teachers

The 25% loading (including non-instruction time) results in the following approximations of teacher to student ratios:

Enrolments	Teacher to Student Ratio
R-2	1 teacher to 17.73 students
3-7	1 teacher to 20.45 students
8-10	1 teacher to 18.43 students
11	1 teacher to 16.53 students
12+	1 teacher to 16.25 students
Prac 8-11	1 teacher to 11.44 students
Prac 12+	1 teacher to 11.25 students

Primary allocations are based on the arithmetic mean of the estimated April (Term 2) allocation twice, July (Term 3) allocation and October (Term 4) allocation.

Secondary allocations are based on the arithmetic mean of the estimated April (Term 2) and July (Term 3) enrolments.

Open Access College Leadership Positions

The College is allocated 1 Principal and 3 Heads of School with an administration time of 4.0 FTE but does not have a formula entitlement to any Deputy Principal allocation. The College also receives 3 Senior Leaders.

The College's Coordinator positions are determined according to the following table, which is based on the school's Teacher Allocation from the secondary component of the school. The total teacher allocation is the sum of the class Teacher Allocation, the Teacher Librarian Time Allocation, Student Wellbeing Leader Allocation and Tier 2 salaries allocated to the school which contribute to leadership time.

Total Teacher Allocation	Number of Coordinators
2.00-5.99	1
6.00-9.99	2
10.00-13.99	3
14.00-17.99	4
18.00-21.99	5
22.00-25.99	6
26.00-29.99	7
30.00-32.99	8
33.00-36.99	9
37.00-41.99	10
42.00-46.99	11
47.00-50.99	12
51.00-55.99	13
56.00-59.99	14
60.00-64.99	15
65.00-69.99	16
70.00-73.99	17
74.00-78.99	18
79.00-83.99	19
84.00-89.99	20

Open Access College Ancillary Allocations

The ancillary hours per week are allocated based on the following formula;

=	106 hours (base allocation)
+	4.25 x total basic teacher allocation
+	5 x Tier 2 teacher allocation
+	3.5 x school area (hectares)

Flexible Initiative Resourcing and Additional Leadership Administration Time

Flexible Initiative Resourcing (FIR) and Additional Leadership Administration Time (ALA) are allocated to Open Access based on February student enrolments using the following formula:

- FIR 0.196 teacher FTE for every 100 primary students enrolled
0.245 teacher FTE for every 100 secondary students enrolled
- ALA 0.117 FTE teacher per 100 primary students

Learning Centres (Behavioural Units)

Behavioural Units (Learning Centres) provide programs for students excluded from Department for Education schools due to behaviour management and support issues. Learning Centres provide service to primary and secondary schools for students up to the age of 16 years in a metropolitan area.

All Learning Centre programs are allocated teachers on the 2 teachers for 10 students or 1 teacher for 5 students resourcing formula. All programs are provided with hours of SSO support and these hours are allocated according to the needs of the program and the centre.

There are three learning centres in metropolitan Adelaide:

- Beafield Education Centre
There are 3 programs located on this site: Middle School, Primary and Secondary.
Beafield Education Centre also has 3 off site campuses:
 - Brahma Lodge Learning Centre Junior Primary (co-located at Brahma Lodge Primary School)
 - McKay Avenue Learning Centre Secondary (co-located at Windsor Gardens)
 - Silkes Road Learning Centre Primary (co-located at Paradise Primary School)
- Cowandilla Learning Centre (co-located at Cowandilla Primary School)
There are 3 Programs: Junior Primary (5 students/ 1 teacher), Primary and Secondary (10 students each with 2 teachers).
- Southern Learning Centre
There are 3 Programs: Junior Primary (5 students/ 1 teacher), Primary and Secondary (10 students each with 2 teachers).

School Operating Costs

Funding lines that relate to general school operations will appear as a single funding line in the 2021 RES under the title "School Operating Costs". The individual components will continue to be calculated separately according to current policy.

School Operating Grant

The School Operating Grant is a single allocation that is made up of the following components:

School Support Grant

The School Support Grant is paid on both a base and per student capita basis, with the per capita for each school calculated on the current year February full-time equivalent enrolment. In 2021 this grant will be indexed by 0.8% based on 2020 allocations.

The base components for all schools are materials, equipment, grounds maintenance, postage, freight, cleaning materials, repairs, travel, general curriculum and administration, while other specific base components are paid depending on school type (e.g. primary, secondary, special or country). Additional per capita amounts are paid for freight and postage loading (country schools), where applicable.

Furniture Replacement

In 2021 this funding will be indexed by 0.8%.

The grants are calculated using a model which takes into account:

- the number of students (plus 20% loading for School Card holders) and number of teachers
- unit costs of student chair and table and teacher chair and table
- estimated economic life of student chairs (7 years), student tables (10 years), teacher chairs (7 years) and teacher desks (15 years). New schools under five years old omitted
- percentage reduction for schools redeveloped/upgraded in the last five years
- a minimum payment to schools of \$100.

Training and Development

The 2021 Training and Development Index will be indexed by 0.8% and incorporates the use of the previous year's student enrolment data. The model used to develop the index:

- addresses the major issue of distance
- acknowledges the uniqueness of South Australia as a city state
- addresses the difference between 'rural' and 'isolated'
- ensures that small rural schools are not disadvantaged

The construction of the index is such that it will achieve the following outcomes:

- 57.5% allocated to address the 'normal' classroom training requirements:
 - 13% R-2
 - 19% 3-7
 - 15% 8-10
 - 10% 11-12
 - 0.5% School Based Preschools
- 9.5% allocated on special needs classroom training requirements (i.e., Aboriginal students, students with disabilities, EALD, low socio-economic background)
- 14% allocated to provide a base allocation to all rural school sites
- 19% allocated to address the distance issue.

Breakdown Maintenance

Breakdown Maintenance is funded on the basis of the following formula:

$$\text{Base Allowance plus (Enrolment x Space Entitlement x Locality Index x Rate)}$$

Where:

Enrolment	=	total enrolment
Space Entitlement	=	7.5m ² per primary student 11m ² per secondary student 11m ² per area/Aboriginal school student 19m ² per student in a Special School
Rate	=	\$10.32 /m ² based on an analysis of costs
Base Allowance	=	\$ 6,160 primary school \$ 9,228 area school \$ 15,344 special/secondary/R-12 school

2021 allocations have been made on the basis of averages from the 2020 Week 2 Enrolment Survey.

The space entitlements are multiplied by a locality index (sourced from the DPTI – Locality Dispersion Index, which measures distance from Adelaide) to determine the adjusted space entitlement for each school. The locality index has increments ranging from 1.0 for metropolitan schools to 2.0 for our most remote schools.

Funds for School Based Preschool attendances have been included in the total breakdown maintenance figure for the school. The following formula has been used:

$$\text{School Based Preschool Attendances} / 2.5 \times 7.5\text{m}^2 \times \$10.32/\text{m}^2$$

School Based Preschool attendances have been divided by 2.5 to work out the FTE figure. The rationale is that School Based Preschool children attend four half-day sessions per week on average compared to school students who attend five full days per week.

To allow for price increases due to inflation the benchmark allocations include increases of 0.8% in 2021.

Expenditure of breakdown maintenance funding is underpinned by the definition of breakdown maintenance works:

Breakdown Maintenance activities are those works associated with the repair and servicing of site infrastructure, buildings, plant or equipment within the site's agreed building capacity allocation which have become inoperable or unusable because of the failure of component parts.

Works outside of these guidelines should not be actioned using breakdown maintenance funding.

All works outside of the breakdown maintenance definition guidelines should be raised with the Asset Support Centre for corporate investigation and consideration.

Energy

Energy costs are funded centrally and invoices processed in central office. Schools are responsible for the efficient management of their consumption and usage.

Telephones

The 2021 allocations for telephones will be based on historical expenditure. The allocation has been increased by the approved 2021 index of 0.8%.

Water

Water costs are funded centrally and invoices processed in central office. Schools are responsible for the efficient management of their consumption and usage.

Waste

The allocations for waste removal are based on the higher of the 2020 allocation and the 2020 actual amounts paid on behalf of each school and have been increased by the approved 2021 index of 0.8%.

Cleaning

The allocation in the RES represents the 2021 actual contract cost (GST exclusive) for the school's Assessed Cleaning Area Entitlement. Cleaning contract changes will be updated at the end of each term. The rate will be calculated proportionate to each contract rate change throughout the year.

The allocation includes additional funds for school cleaning penalty costs.

The school principal or nominated delegate is responsible for the day-to-day management of the cleaning contract. Contract Cleaning Services coordinate the tender process and oversee the implementation of the cleaning contract, control contract obligations and administer variations to existing contracts.

Disability Unit School Operating Grant

The Disability Unit School Operating Grant includes resourcing provided through the School Support Grant and a Training and Development allocation. Funding is calculated using school type and per capita resourcing based on enrolment data. In 2021 this grant will be indexed by 0.8% based on 2020 allocations.

Double Debiting

Schools can apply for a double debit reimbursement whenever a site has been charged twice for the same position during a vacation period. This can occur when the site is charged both for the employee on leave (e.g. long service leave, maternity leave) and the replacement employee. To apply for this funding, schools must submit a VL120 Double Debit form which is available on the department intranet.

Surplus Teacher

On occasions it is necessary for permanent teachers to be placed in supernumerary appointments (TPT). In these instances the site is responsible for 30% of the salary costs. This is debited to sites in terms of TRT days. Each 1.0 FTE supernumerary placement will cost the site 1.5 TRT days per week for the duration of the supernumerary appointment.

Open Access TRT Recovery

Schools reimburse TRT days to the Department per subject per student enrolled at Open Access College as follows:

- R-7 – 0.3 TRT days per subject per semester.
- 8-12 – 1.25 TRT days per subject per semester.

Schools are charged the annual standard TRT rate from their Resource Entitlement Statement.

Schools outside the metropolitan area which have a small number of students in the secondary component are likely to have received an Open Access funding allocation that was intended for conversion to TRT days to cover these costs.

Ethnic School Funding

Schools hosting ethnic schools meet the normal costs of cleaning and utilities and recharge to ethnic schools only extraordinary costs that may arise. To facilitate this arrangement, the RES includes \$36 per ethnic school enrolment. The 2021 allocation has been indexed by 0.8%.

Electrical Compliance Testing

Allocations are provided to sites to contribute towards the cost of the supply of electrical test tags and provision of electrical testing equipment. Trained Department for Education staff may undertake the testing or, sites can engage a suitably qualified electrician or technician.

Microsoft License Software

The Microsoft License software recharge is a one-off annual cost for schools and preschools for software licenses provided through the Department's Microsoft Enterprise Agreement.

Flu Vaccinations Policy

Funding is provided to schools for the provision of subsidised seasonal influenza (flu) vaccinations. Schools are required to submit a request for reimbursement. Further information and the requisite reimbursement form can be located at:

<https://edi.sa.edu.au/hr/for-managers/health-and-safety/creating-a-safe-workplace/infection-control-and-immunisation>

First Aid Training

Schools receive an annual allocation based on the Department for Education Workforce Information Collection and student enrolment data. The funded amount is based on the number of first aiders required as per [first aid](#) requirements.

Swimming Pools

Swimming pool grants and chemical expenses are allocated as a single grant through the RES. The 2021 swimming pool operating allowance will be indexed by 0.8%.

TRT Rate Supplementation

In 2021 a supplementation of \$115.72 per TRT day will be provided for TRTs replacing teachers on long service leave, retention leave or leave without pay of 19.5 or less consecutive days. For longer than 19.5 consecutive days, schools should be appointing a contract teacher and there will be no reimbursement.

Targeted Funding for Individual Students

Improved Wellbeing and Engagement

Flexible Learning Options (FLO)

Eligible students may enrol under Flexible Learning Options (FLO). Students enrolling as FLO will attract a per-capita funding allocation which aligns with the rates in the student-centred funding Model (SCFM). As FLO enrolments are updated term by term, these enrolments will continue to be identified separately in the RES. Consistent with the treatment of FLO to date, FLO enrolments have not been included in the calculation of the SCFM bases, and therefore these enrolments will not count towards SCFM base calculations in 2021.

Behaviour Supplementary Funding

For mainstream school settings, this funding has been included within the Inclusive Education Support Program's (IESP) Categories 1-9 funding. This will not appear as a separate funding line in 2021. Where a resource allocation is required above the IESP's Category 9 funding level, this will be provided via the Resource Allocation Adjustment Panel (RAAP) following on from assessment and recommendation of the IESP centralised panel. Schools will not be required to submit another application.

For students enrolled within special settings such as special schools, disability units or special classes, RAAP funding will continue to be assessed on a case by case basis pursuant to current policy and will appear under the Improved Wellbeing and Engagement heading.

Behaviour Management country in lieu of a learning centre

This funding is provided to country areas in lieu of students being unable to access a district/regional learning centre / better behaviour centre. This funding is not included under the Inclusive Education Support Program but is managed by local office Student Support Services.

Improved Outcomes for Students learning English as an Additional Language or Dialect

Funding for EALD students in mainstream and Special Schools

EALD learners are those whose first (or home) language is a language or dialect other than Standard Australian English (SAE) and who require additional support to develop proficiency in English.

For EALD students to be included in funding allocations, it is important that they are correctly identified in EDSAS. EALD students are flagged as having a non-English (NESB) speaking background and requiring EALD support. Students' first language/s must be recorded. Below are the NESB codes as described in the data dictionary:

<https://edi.sa.edu.au/library/document-library/guideline/operations-and-management/data-management/data-dictionary.pdf>

Value	Description
A	Aboriginal & Torres Strait Islander language - Students who identify as Aboriginal & Torres Strait Islander and who speak an Aboriginal & Torres Strait Islander language (including Aboriginal English). Exclude Aboriginal & Torres Strait Islander students who do not speak an Aboriginal & Torres Strait Islander language.
P1	Definition 1 permanent resident – Permanent resident or Australian citizen students born overseas with at least one parent/guardian from a non-English speaking background. (This includes children adopted by English-speaking families who have maintained a cultural or linguistic link with their country of origin.)
P2	Definition 2 permanent resident – Permanent resident or Australian citizen students born in Australia with at least one parent/guardian born overseas and from a non-English speaking background.
P3	Definition 3 permanent resident – Permanent resident or Australian citizen students born in Australia, not included in the previous two definitions who have maintained an identity and family link with a non-English speaking language or culture.
TR	Temporary resident - Students who are not permanent residents in Australia and who come from non-English speaking countries

Important considerations for eligibility:

Before seeking EALD funding for a student with a P3 code, consider if the student’s family link with a non-English speaking language or culture is a relevant factor in the student’s SAE language development and curriculum achievement. If not, ‘EALD Support Required’ category should not be flagged in EDSAS and so Language and Literacy Levels are not assigned for EALD funding.

Aboriginal students who speak an Aboriginal language or dialect including Aboriginal English, are eligible for EALD funding if they require support to develop SAE proficiency. EALD students in Anangu schools are supported with funding through the Resource Entitlement Statement. If you are unsure about the language background of Aboriginal students, refer to the flowchart on the EALD intranet. It is important to engage families in discussion. The information pamphlet ‘What language are you talking at home?’ can support a discussion with parents and caregivers.

Students funded through the Inclusive Education Support Program (IESP) (Disabilities Support Program) may be eligible for EALD funding if they meet eligibility criteria.

<https://edi.sa.edu.au/educating/curriculum/eald/language-and-literacy-levels/identifying-eald-learners>

- EALD general support funding allocations are not provided for students:
 - without an NESB code in EDSAS
 - whose first language/languages are not recorded in EDSAS
 - without a current Language and Literacy Level
 - whose Language and Literacy Level is too high
 - in Anangu schools (as they are funded through the Resource Entitlement Statement)
 - in Intensive English Language Programs/New Arrivals Programs (Census Year level of 'PL' or 'SL')
 - who are international full fee paying students (Origin code 'EFF')
 - Who are exchange students (Origin code 'EXS')
 - Who are dependent children of short-stay visa holders (Origin code 'EVS')
 - with an external funding source (e.g. Department of Home Affairs funding for asylum seekers: Origin code 'DTN', 'CDN' or BVE 050 visa holders). Contact EALD Advice and Support about provision of EALD funding allocations to asylum seekers.
- **EALD General Support funding**
Schools receive EALD General Support funding at the start of each school year based on the previous year's school-based assessments of students' SAE language proficiency using the Language and Literacy Levels. The students' levels need to be recorded in EDSAS by the term 3 enrolment census to be included in funding allocations
- **Supplementary funding**
EALD supplementary funding is paid to schools in May and October of each year for EALD students who have exited the Intensive English Language Program/New Arrivals Program and have not yet attracted EALD General Support funding.
- **BSSO funding**
Where schools receive EALD General Support funding of 1.0 FTE or more teacher allocation, an additional allocation is provided for Annual BSSO Hours, which forms part of the total General Support funding. Where funding is less than 1.0 FTE teacher allocation, schools may apply for Occasional Hours BSSO funding each term.

For further details of EALD funding in mainstream schools, refer to the Department for Education Intranet

<https://edi.sa.edu.au/educating/literacy-and-numeracy/eald/eald-funding>

EALD General Support funding is included in the Whole-Site Literacy and Numeracy Improvement funding allocation to schools. It is intended for targeted intervention to develop EALD students' SAE language proficiency and improve learning outcomes through greater access to the Australian Curriculum or SACE.

Refer to *Appendix 7 – EALD Assessment Process* for detailed EALD assessment

Use and accountability for EALD funding

EALD funding is provided to schools to improve outcomes for the EALD cohort. Where practical EALD funding for BSSO hours and teacher FTE should be used to employ BSSOs and dedicated teachers

who are trained or undertake training in EALD practice. These staff support schools to develop a whole-of-school response to the needs of EALD learners through the design of culturally and linguistically inclusive learning and explicit language and literacy practices. EALD teachers also support leadership and teachers to track the progress of students' SAE development as they progress through the Language and Literacy Levels.

Funding for EALD New Arrivals

- *Intensive English Language Program/New Arrival Program*
The EALD Intensive English Language Program/New Arrivals Program (IELP/NAP) are funded as a special program in the Resource Entitlement Statement.

Funding is provided termly in response to continual enrolment and is generated by an agreed teacher: student ratio (1:15 for primary IELC and secondary classes where students are literate in their first language at an age appropriate level, 1:10 for secondary classes where students' literacy in their first language is underdeveloped).

- *Geographic Isolation funding*
Country schools without an accessible IELP/NAP may apply for *Geographic Isolation funding* for eligible EALD students requiring intensive English support. These funding allocations are provided through the Resource Entitlement Statement. For further details of Geographic Isolation funding, refer to the Department for Education Intranet:

<https://edi.sa.edu.au/educating/literacy-and-numeracy/eald/eald-funding>

Eligibility for Intensive English Language Program/ New Arrivals Program (IELP/NAP) funding

IELP/NAP students are newly arrived residents with minimal or no English who hold an eligible visa sub-class. To be eligible, students must be enrolled in a school or Intensive English Language Program (IELP)/New Arrivals Program (NAP) within 12 months of arrival in Australia, and within 18 months for students entering schooling in Reception or Year 1.

In EDSAS under EALD Support Details, the 'IELP/NAP eligible' field is ticked to indicate students who are eligible (but may not be attending) an IELP/NAP.

Students are no longer IELP/NAP eligible when they have achieved sufficient Standard Australian English proficiency to successfully exit from the IELP/NAP or after a period of 12 months from their first enrolment in a school.

Eligibility may be granted for some students born in Australia including Aboriginal students whose proficiency in SAE may be at a beginner level.

Note: All IELP/NAP eligible students should be identified, regardless of whether they attend an IELP/NAP as this data is used to determine adjustments to the total available EALD funding.

Inclusive Education Support Program Funding

The Inclusive Education Support Program (IESP) is the functional needs based funding model for mainstream preschools and schools and does not affect special schools, special units or special classes. Where special schools, special units or special classes are seeking additional resourcing, the site will submit an online application via Eduportal which will be received as per the IESP applications but will be assessed by the Resource Allocation Adjustment Panel (RAAP).

All previous supplementation funding related to students with disabilities and students with challenging behaviours is included in the Inclusive Education Support Program, which provides resourcing based on an assessment of a student's functional needs.

The eligibility criteria for the Inclusive Education Support Program recognises students complex social/emotional/behaviour needs and complex, acute health care, with eligibility criteria reflecting national definitions and guidelines.

<https://edi.sa.edu.au/library/document-library/early-years-and-child-development/disability-policy-and-programs/iesp/iesp-eligibility-criteria-abbreviated.docx>

The following supplementary funding allocations have been incorporated into the Inclusive Education Support Program:

- Behaviour Supplementary Funding
- Behaviour RAAP
- AusLan
- Challenging Behaviour
- Disability Supplementary Funding
- Disabilities RAAP
- Disabilities Rollover Funding
- Behaviour Rollover Funding

From the beginning of 2019 the previous Learning Difficulties Grant has been included in a new grant line, Inclusive Education Support Program Grant. Mainstream A student funding was grandfathered until the end of 2020, allowing schools time to review and evaluate functional needs of these students prior to the 2021 school year. Following these reviews, students currently receiving a Category A will either be recommended for support via the base level SCFM allocation or other wave 2 improved learning outcome allocations already provided (i.e. IESP grant, Improved outcomes in Literacy and Numeracy, Improved Outcomes in Engagement and Wellbeing, Complexity Funding), or where the functional needs indicate the need for resourcing above what is expected to be provided via quality differentiated teaching practice and the above wave 2 intervention funding sources, a category 1 – 9 funding level may be approved subject to assessment by the centralised panel.

RAAP funding for Behaviour Management and Disability

For mainstream schools funding for individual students with challenging behaviours and/or disability approved through the Resource Allocation Adjustment Panel (RAAP) will be included within the Inclusive Education Support Program heading in 2021 Resource Entitlement Statement.

For students enrolled within special settings such as special schools, disability units or special classes, RAAP funding will continue to be assessed on a case by case basis pursuant to current policy and will appear under the Inclusive Education Support Program. Applications for this resourcing request to be submitted on line via Eduportal as per the IESP application process and directed to the Resource Allocation Adjustment Panel (RAAP).

Mainstream Students

In 2021, schools that are approved 'top up' funding to support students with a disability, will be funded at the following rates.

2020 Categories of Support	Rate	2021 Categories of Support	Rate
A	\$2,169		
1	\$6,112	1	\$6,499
2	\$8,320	2	\$8,847
3	\$11,266	3	\$11,979
4	\$15,793	4	\$16,793
5	\$20,183	5	\$21,461
6	\$27,873	6	\$29,637
7	\$37,378	7	\$39,744
8	\$49,750	8	\$52,899
9	\$64,970	9	\$69,083

All students who are allocated a category of funding via the IESP's centralised panel will be assigned a review date for both eligibility and the resourcing provided. Schools are required as part of the personalised teaching and learning cycle (and the Nationally Consistent Data Collection on School Students with Disability), to collect and collate evidence such as behaviour data, observation and specialist assessment data, summative, formative academic data, to enable the identification and/or review of needs and adjustments for the student concerned to occur. Monitoring and review of adjustments and plans which indicate the frequency and duration of interventions being implemented, is required as part of this process with the planned approach reflecting congruence with the evidence collated. Proactive adjustments and skill building is expected to occur via this funding, rather than reactive support such as supervision, redirection and prompting as these approaches do not build capability and independence in learning, over time.

Students must be reviewed by the centralised panel before their funding is due to end, in order for funding to continue. Review applications must demonstrate a review of data, learning outcomes and success of approach for further funding to be considered. Student Support Services staff are a critical and necessary part of this ongoing review and monitoring process.

Special Schools, Disability Units and Centres for Hearing Impaired

Funding for special schools, schools with disability units or centres for hearing impaired children, the resource entitlement for students eligible for high levels of support is included in the RES Teacher and SSO industrial entitlement according to staffing formulas. The staffing entitlements include a base level of non-instruction time (NIT) and contribute to leadership allocations. Classroom SSO support according to the Enterprise Agreement is provided separately.

Special Schools, Disability Units and Hearing Impaired Centres will be provided with a total resource and staffing allocation for teaching and ancillary staffing in accordance with the following processes.

Teacher

Identified Disabled students	1:8	1 teacher to 8 students
Very High Sustained (formerly SMD)	1:8	1 teacher to 8 students
High Sustained (formerly Sensory Impaired)	1:4	1 teacher to 4 students

SSO Metropolitan

Identified Disabled students	1:8	12 hours per teacher
Very High Sustained (formerly SMD)	1:8	160 hrs SSO time per 8 children
High Sustained (formerly Sensory Impaired)	1:4	6 hours per teacher

SSO Country

Identified Disabled students	1:8	20 hours per teacher
Very High Sustained (formerly SMD)	1:8	160 hrs SSO time per 8 children
High Sustained (formerly Sensory Impaired)	1:4	6 hours per teacher

In addition to the above, the following adjustments apply.

- Special Schools, Disability Units, Hearing Impaired Centres and other special education units that have a student enrolment have a base ancillary staff allocation of 28 SSO hours.
- The total teacher allocation is calculated by dividing the basic teacher instruction time by 0.84375 for primary teachers and 0.7875 for secondary teachers. This provides the school or unit with teachers for normal classroom teaching duties and additional time for other duties.
- Flexible Initiative Resourcing (FIR) and Additional Leadership Administration Time (ALA) will be allocated to Special Schools and Special Education Units with a student enrolment using the following formula:
 - FIR 0.967 FTE teacher per 100 students
 - ALA 0.117 FTE teacher per 100 students

Special Classes

These are students with disability enrolled in a designated special class (includes students in language and communication classes). Student Support Services Team Leaders are responsible for managing and coordinating local special options placement processes to ensure adherence with teacher to student class ratios. The staffing entitlements for a full time special class are as follows:

	Teacher	Support Staff
Junior Primary special class	1:8	12 SSO 1 hours/week for 8 students
Primary special class	1:12	10 SSO 1 hours/week for 12 students
Secondary special class	1:12	10 SSO 1 hours/week for 12 students
Language and communication class	1:8	15 SSO 1 hours/week for 8 students

The total teacher allocation for special classes is 1.185 FTE for a primary special class and 1.27 FTE for a secondary special class. This provides the school with teachers for normal classroom teaching duties and non-instruction time.

SSOs in Special Schools, Special Units or Special Classes

The Enterprise Agreement stipulates that a minimum of one school services officer be present while a class in a special school, special unit or special class is being taught. Additional supplementation will be provided above formula entitlements to provide full time classroom support. The amount of class

support required will be the number of classes multiplied by 26 hours and 40 minutes (26.67 hours) for each class.

Special schools and schools with special classes or units receive a formula entitlement that includes components for both classroom support and for administration (for example for Reception, Finance and Computing/Admin Support). To determine the administration component the following rules apply:

- Special schools with an ancillary entitlement of greater than or equal to 150 hours per week have an administrative SSO requirement of 90 hours per week
- Special schools with an ancillary entitlement of less than 150 hours per week have an administrative SSO requirement of 60 hours per week
- Disability units and centres for hearing impaired children (CHICs) have an administrative SSO requirement of 30 hours per week.

The additional support required will be the class support required plus the administrative requirement less the existing formula entitlement. The additional funding is based on the 2021 SSO2 *Standard Salary Rate*.

These allocations will appear on the Resource Entitlement Statement (RES) as “Additional Special Class SSO Classroom Support”.

Inclusive Education Support Program Grant

The Inclusive Education Support Program Grant (previously called the Students with Learning Difficulties Grant) is allocated to assist schools to provide programs to improve the learning outcomes of students who have difficulties with reading, limited vocabulary for their age, and significant difficulties in the development of verbal concepts, reasoning or problem solving using words. Principals are encouraged to contact their Student Support Services Special Educator or Speech Pathologist about proposed whole of site/class/individual student responses and interventions for this targeted cohort of students. Schools are required to document the types of adjustments being provided to support the attainment of special communication goals outlined in each student’s personalised plan. In addition, outcomes achieved as a result of this funding need to be documented in the school’s annual report.

The allocation formulas use a combination of factors, including measures of low socio-economic status, to distribute a proportion of total funds to all schools for students with learning difficulties.

This allocation will appear on the Resource Entitlement Statement (RES) as “Inclusive Education Support Program Grant”.

Students who are in receipt of IESP grant funding should be coded with a P in EDSAS as per the Data Dictionary Guidelines. The disability impairment code entered should be chosen in line with what the site considers to be the student’s primary impairment areas of need (i.e. Autism (A); Cognitive Delay-Early Intervention (D); Complex Social/Emotional (X); Language (L) etc.

In 2021 the department will include in the IESP grant, additional amounts of funding equivalent to those students who have left the public education system in 2020.

The Inclusion Support Funding Grant will provide preschools, including School Based Preschools with funding for children requiring low and medium levels of support.

Disability Supplementary Funding

From 2019, all funding previously provided via Disability Supplementary Funding is being provided through the Inclusive Education Support Program.

Behaviour Management - Country in Lieu of a learning centre

Behaviour Management Country in Lieu funding is not included in the Inclusive Education Support Program Grant and will continue as per existing policy.

For further information in relation to the Inclusive Education Support Program (IESP see <https://edi.sa.edu.au/supporting-children/disability-support/programs-and-services/support-programs/inclusive-education-support-program>)

Targeted Funding for Groups of Students

Student Wellbeing Leader

Student Wellbeing Leader funding is allocated at the Leader Band B-1 level.

Student Wellbeing Leader allocations were updated in 2020 and these allocations will continue in 2021 and 2022. Schools with a primary year level cohort receive a minimum of 0.1 FTE increasing to a maximum of 1.0 FTE, with the funding allocated on the basis of 2019 Week 2 Enrolment Survey enrolment numbers which are weighted according to the Index of Educational Disadvantage.

The following table shows how Student Wellbeing Leaders have been allocated according to enrolments and Index of Educational Disadvantage category:

Index of Educational Disadvantage	0.1 FTE	0.2 FTE	0.4 FTE	0.6 FTE	0.8 FTE	1.0 FTE
1	Less than 41	>=41 and <51	>=51 and <61	>=61 and <72	>=72 and <96	96 or more
2	Less than 51	>=51 and <64	>=51 and <76	>=76 and <114	>=114 and <152	152 or more
3	Less than 51	>=51 and <64	>=64 and <128	>=128 and <192	>=192 and <256	256 or more
4	Less than 51	>=51 and <102	>=102 and <204	>=204 and <306	>=306 and <408	408 or more
5	Less than 71	>=71 and <152	>=152 and <304	>=304 and <456	>=456 and <608	608 or more
6	Less than 71	>=71 and <214	>=214 and <428	>=428 and <642	>=642 and <856	856 or more
7	Less than 71	>=71 and <276	>=276 and <552	>=552 and <828	>=828 and <1104	1104 or more

Schools can access Student Wellbeing Leader intranet pages to find information about how the allocation of funding can be used to provide quality wellbeing services.

Improved Outcomes for Rural and Isolated students

Students from rural and isolated areas are disadvantaged in comparison to metropolitan students due to their access to services, the higher costs of running services and the size of the school population. Initiatives that have been adopted to address these inequities include:

- Rural and Isolated Index – funding to address country schools’ access services (includes *Commonwealth country areas* program and State funds).
- Country weightings in grants – a number of grants contain a loading for country schools e.g. the training and development grant has a country loading.
- Student Centred Funding Model (SCFM) – Additional bases allocations are provided for smaller student populations which exist predominately in the country schools. The SCFM maintains the proportions of funding to country schools which reflects the country weightings included in previous staffing formulas.
- Small School Administration supplementation – Additional administration allocation to supplement small schools with a primary component (included in the SCFM bases).
- Open Access Staffing Allocations.

Rural and Isolated Students Index

The Rural and Isolated Index allocates funds to address country schools’ access to services. Additional State Government funds are added to the Commonwealth’s *Country areas* program for the more than 200 schools that are over 80km from Adelaide. These schools receive an Index of Relative Rurality and Isolation that reflects a base and distance/cost weighting.

The model used to develop the index:

- is policy determined
- addresses the two major issues raised during country call – distance and critical mass
- acknowledges the uniqueness of South Australia as a city state
- addresses the difference between ‘rural’ and ‘isolated’
- ensures that small schools are not disadvantaged by their enrolment numbers
- is transparent, understandable and defensible
- does not address socio-economic disadvantage which is addressed through the low socio-economic background funding categories.

The construction of the index is such that it will achieve the following outcomes:

- 40% of the total is used to provide a base allocation to all rural school sites
- 51% of the total funding addresses distance
- 4% is allocated on a per capita basis to all rural schools
- 5% so that all country students travel to Adelaide to access specialist services. Two trips to Adelaide per year have been included in the model.

There is an assumption that all country students travel to their nearest service centre more than they would travel to Adelaide.

This allocation appears on the Resource Entitlement Statement (RES) as “Rural and Isolated Index”.

The following locations have been designated as service centres:

Barmera	Kadina	Murray Bridge	Port Lincoln	Victor Harbour
Berri	Loxton	Nuriootpa	Port Pirie	Waikerie
Clare	Millicent	Naracoorte	Renmark	Whyalla
Gawler	Mt Gambier	Port Augusta	Strathalbyn	

The index is constructed by creating a weighting for each of the inputs to determine the distribution of available funding in order to provide schools with the capacity to achieve the policy objectives. Every school will have a different index number representing its relative difficulty (and cost) in achieving these policy objectives for each student.

Staffing Allocation for Open Access Students

Schools outside the greater metropolitan area which have a small number of students in the secondary component of the school, may receive an Open Access allocation according to the tables below. The allocation includes the non-instruction time (NIT) component and is included in the Resource Entitlement Statement for these schools. All allocations are based on February enrolments.

8-10 February Enrolment	11-12 February Enrolment	Allocation (including NIT)
Less than 27	Less than 26	0.00
27-53	26-49	0.75
54-66	50-61	0.88
67-80	62-74	0.75
81-93	75-86	0.63
94-107	87-99	0.50
108-120	100-111	0.38
121-134	112-124	0.25
135-150	125-150	0.13
Greater Than 150	Greater Than 150	0.00

If a small school does not receive an Open Access entitlement according to the above table then it may receive an allocation under the conditions outlined in the table below.

8-12 February Enrolment	Allocation (including NIT)
6-26	0.50
27-52	0.75

Students at Open Access College (OAC) are counted as a 1.0 FTE enrolment at their home school for funding purposes. This calculated entitlement is reflected in the school's RES and will appear as "Open Access".

Improved Outcomes for Gifted Students

IGNITE (SHIP)

Funding for the IGNITE program will continue to be provided to Glenunga International High School, The Heights School and Aberfoyle Park High School indexed at 0.8% in 2021.

Improved Outcomes for Aboriginal Students

The Government's expectations of how school principals will utilise funds provided for Aboriginal students are set out in the Site Annual Report essential requirements, and are outlined in the Accountability Statement for Aboriginal Education resources in *Appendix 9 – Accountability Statement for Aboriginal Students*.

Aboriginal and Anangu Schools

Allocations are identified on the Resource Entitlement Statement for English as an Additional Language or Dialect (EALD) positions and the induction and training of new teachers in Aboriginal and Anangu schools. They are distributed on the basis of need within existing resources.

Aboriginal Education Teachers (AETs)

Aboriginal Education Teachers (AETs) are employed under the South Australian School and Preschool Education Staff Enterprise Agreement 2020 to the role as identified in the Aboriginal Education Teacher role statement.

Non-Aboriginal schools receive 0.2 FTE AET after 10 Aboriginal student FTE enrolments; followed by an additional 0.2 FTE AET after the next 10 Aboriginal student enrolments and 0.008 FTE for every Aboriginal student thereafter. Aboriginal and Anangu schools receive an equivalent entitlement through their staffing formula. The enrolments are based on the Term 3 census in 2020.

Aboriginal Community Education Officers (ACEOs)

Aboriginal Community Education Officers (ACEOs) are employed under the Aboriginal Education Workers (DECS) Award. ACEO funding can only be used for the employment of Aboriginal people to the Aboriginal Community Education Officer role as identified in the ACEO role statement.

Schools with R-7 Aboriginal student enrolments will receive 0.7 hours per week of ACEO time for every Aboriginal student FTE enrolment from the Term 3 census in 2020.

Aboriginal Secondary Education Transition Officers (ASETOS)

Aboriginal Secondary Education Transition Officers (ASETOS) are employed under the Aboriginal Education Workers (DECS) Award. ASETO funding can only be used for the employment of Aboriginal people to the Aboriginal Secondary Education Transition Officer role as identified in the ASETO role statement.

Schools with secondary Aboriginal student enrolments will receive 0.7 hours per week for ASETO time for every Aboriginal student FTE enrolment from the Term 3 census in 2020. This funding will be allocated under the ACEO classification in the Resource Entitlement Statement.

Better Schools Funding – Aboriginal Students

Better Schools Funding aimed at supporting Indigenous Students will be reported under the Improved Outcomes for Aboriginal Students section of the Resource Entitlement Statement and calculated on a per-capita basis using Term 3 Indigenous Enrolments sourced from the 2020 August Enrolment Census and will not be updated.

Improved Outcomes for Numeracy and Literacy

Literacy and Numeracy First Grant

Advice relating to the 2021 L&N grant will be updated pending approval of the 2021 policy given that NAPLAN did not occur in 2020.

Early Literacy Learning Strategy

This additional funding is allocated to sites to support children from birth to age eight in early literacy learning and development. It contributes to school based early literacy initiatives and improvement. Schools will be advised of their allocation by letter in term 4 2020.

This is one of three additional funding allocations that support the early years of schooling, along with the Early Assistance Grant and the Early Years Component.

Early Assistance Grant

Schools receive this funding as a per capita allocation based on the number of R-2 enrolments. It contributes to school based early years numeracy and literacy initiatives for the purpose of improving learning outcomes, with a focus on numeracy and literacy outcomes for those children having difficulties.

Disadvantaged Schools Program (Literacy, Numeracy and Special Learning Needs)

This is a combination of Australian Government and State funding, directed to the improvement of numeracy and literacy outcomes for students from low socio-economic backgrounds. It is intended that schools use this funding to support children's development of strong foundations and build children's capacity to be powerful learners. The effect of this funding on student outcomes is monitored at school and central office level through the analysis of a range of student achievement data. Schools in categories 1 to 4 of the Index of Educational Disadvantage are eligible for funding.

The indicative 2021 per-capita rates are:

- Category 1 - \$208 per student
- Category 2 - \$142 per student
- Category 3 - \$114 per student
- Category 4 - \$ 82 per student

In addition, schools with an enrolment of less than 100 have been allocated a base payment of \$1,360.

In 2021 this grant will be indexed by 0.8 based on 2020 allocations.

Allocations have been made on the basis of 2020 August census enrolments and appear on the Resource entitlement Statement as "Disadvantaged Schools Program".

Early Years Component (DSP)

The Early Years Component is provided to schools with R-3 enrolment in low socio economic communities (IOED Categories 1-4) for the purpose of improving students' numeracy and literacy outcomes. Schools will be advised of their allocation by letter in term 4 2020.

This allocation appears on the Resource Entitlement Statement (RES) as "Early Years Component".

Socio-Economic Resource

Socio-economic resource funding is allocated according to the differentials between Categories 1 to 3 of the Index of Educational Disadvantage. An enrolment parameter of greater than 70 also applies. A fixed number of salaries are allocated across schools according to these criteria.

The funding provided under the *Socio-economic resource* program forms part of a school's total RES allocation, and is expected to be used in support of improving educational outcomes for students in schools with high educational disadvantage.

This allocation appears on the Resource Entitlement Statement (RES) as "Socio-Economic Resource".

Early Years Class Sizes

Purpose

The Government implemented three initiatives to reduce class sizes in the early years of schooling:

- **JP160** – this initiative allocates funding for additional junior primary teachers to reduce class sizes and improve educational outcomes in Index of Educational Disadvantage Category 1 to 3 schools.
- **Early Years Scheme** – this initiative builds on the JP160 initiative to reduce junior primary classes and improve educational outcomes in Index of Educational Disadvantage Category 4 to 7 schools.
- **Additional 100 Year 3 teachers** – to reduce Year 3 class sizes and improve educational outcomes.

Basis of Allocation

Funding for these initiatives is combined and allocated on a per student basis. Allocations are made on a differential per capita basis relative to different Index of Educational Disadvantage (IoED) categories.

2021 Per-Capita Funding Rates for Junior Primary and Early Years Schemes

IoED	R to 2	Year 3
1	\$1,945	\$1,863
2	\$1,945	\$1,863
3	\$1,167	\$1,242
4	\$1,167	\$1,242
5	\$389	\$621
6	\$389	\$621
7	\$389	\$621

Enrolments Used for Funding

Funding has been made on the basis of the enrolments from the Week 2 Student enrolment survey. This maintains consistency with the enrolments used in the Student Centred Funding Model. The rates may be increased from the initial 2021 allocations based on the final week 2 enrolment numbers.

Indexation

The 2021 Early Years Class Size allocations have been indexed in line with 2021 Standard Salary Rates.

Accountability Requirements

The Government implemented its early years funding initiatives to reduce class sizes in the early years of schooling. Therefore, wherever practicable, schools must use the funding to employ additional teaching staff to improve staff to student ratios for R-3 students.

Only where it is impracticable for schools to use the early years funding to employ additional teachers, schools may use it in other ways, such as engaging extra staff for part of the week or day or using withdrawal strategies to support students with the greatest needs. It must not be used to meet general industrial provisions.

Schools will be required to identify how they will use the resources in their site plans. These plans will be monitored by Education Directors. Schools will report on the successful outcomes of their plans to their community through the school's annual report.

Early Years Class Size funding appears on the Resource Entitlement Statement (RES) as "Early Years R-2" and "Year 3 Scheme".

Better Schools Funding – Low SES

Better Schools Funding for low SES students is based on the Measure of Socio-Economic Need (MOSEN) and focuses on parental occupation and education. In 2021 additional support will be allocated to schools with a MOSEN score of less than or equal to 960 on an increasing per-capita basis as a school's MOSEN score decreases, to a maximum per-capita rate for schools with a MOSEN score of 820 or less. The MOSEN parameters for 2021 have been updated to reflect the average of 2019 and 2020 parental occupation and education data.

First Language Maintenance and Development (FLMD)

The First Language Maintenance and Development program provides mother tongue languages-learning support for two broad categories of students as follows

- Category 1:** R-7 students from Culturally and Linguistically Diverse (CaLD) backgrounds who **speak a language other than English at home as a normal means of communication on a daily basis.**
- Category 2:** Aboriginal students who are **supported to learn an Aboriginal (Australian Indigenous) language.**

To support FLMD programs, 15 Full Time Equivalent (FTE) salaries have been provided annually to government schools with R-7 enrolments since 1986. These are administered by the Learning Improvement Division, distributed to schools through the RES and drawn from State Appropriation funding.

Program Funding for All Students

Primary Learning Improvement

Primary Learning Improvement aims to provide direct support for site and partnership development in the improvement of the Department for Education Strategic Priorities; Learning Design, Assessment and Moderation, Numeracy and Literacy . The resource includes:

- Allocations to SA government schools with primary enrolment
- Allocations to partnerships to appoint a Senior Leader, Learning Improvement Primary to support sites with primary enrolments
- Targeted professional development for Senior Leaders, Learning Improvement Primary

Allocations to schools are determined using February 2020 census enrolment data and are allocated based on R – 7 student enrolment.

Senior Leader, Learning Improvement Primary (SLLIP) allocations are based on 0.5 FTE per partnership, and are provided to a school within the partnership where the position is appointed. The allocations cover the cost of a 1.0 FTE position advertised at Band B-2 with a teaching load of 0.5 and 0.5 release to undertake the partnership SLLIP role.

Other Discretionary Funding

Targeted Funding based on Curriculum Offerings

Swimming and Aquatics SSO

Resources are provided to support the Swimming and Aquatics program in schools.

Special Interest Schools - RAAP

Funding is allocated through the Resource Allocation Adjustment Panel to a number of schools that provide high quality specialist programs in areas such as agriculture, music, sport, science, mathematics and languages.

Special Interest Music Centres - RAAP

The Resource Allocation Adjustment Panel provides funding to Special Interest Music Centres (SIMCs) at Brighton Secondary School, Playford International High School, Marryatville High School and Woodville High School.

The additional resources include teacher and ancillary staffing and a grant of \$454 per special interest music student (numbers permitting) and a music-focus grant.

SAPSASA / SSSA Convenors and TRT Release Payments

Payments are made to schools who host SAPSASA Primary School Sport District Convenors and Secondary School SA Zones Sport Convenors. Convenors organise school sporting teams and competition / programs for schools with identified district or zones as part of the total primary and secondary school sport program. Payments are made to meet cost of teacher replacement (TRT).

Aboriginal Languages Programs Initiatives (ALPI)

This program was established to support Aboriginal language expertise in R–12 classrooms, and promote involvement of Aboriginal people in the design and delivery of teaching and learning programs for their languages, by providing an annual funding supplementation.

The ALPI program is administered by the Learning Improvement Division and is a component of the department's Languages Plan and provides supplementary financial support in the form of grants for the teaching and learning of Aboriginal languages in South Australian government schools in Years R–12.

School Community Libraries

For schools with designated Community Libraries, the State Government, through the Department for Education, is responsible for the salary and appointment of additional support staff i.e. that of a Community Library Assistant, to ensure that there is adequate access to the library by the community in non-school hours and that the library is able to offer a responsive community focussed service. This resource is determined as follows:

- A base of 15 hours per week allocated to all libraries, irrespective of population numbers
- An additional allocation of 5 hours per week allocated to allow for after-hours opening times. It is up to the discretion of the individual community as to when this time will occur during the week.

The above two figures in effect amount to a base allocation of 20 hours per week for all School Community Libraries irrespective of population numbers. In addition, communities with a population in excess of 800 will be allocated one hour of School Community Library Assistant time per 150 people over the 800 figure.

This allocation appears on the Resource Entitlement Statement (RES) as “Community Library SSO2”.

The Student Centred Funding Model includes funding for 1.0 FTE teacher librarian time for secondary schools, but additional supplementation is provided for primary schools with a School Community library and less than 211 October enrolments, and area schools with a School Community library where the sum of October estimates for primary component and double February estimates for secondary component being less than 211. Area schools use the effective enrolment (primary plus twice the secondary) while primary schools use only their October estimates.

The following table shows the supplementation provided to Primary and Area schools with a School Community library:

Effective Enrolment Estimate	Teacher Librarian Supplementation
Less than 60	0.4
61-96	0.3
97-135	0.2
136-210	0.1

This supplementation will enable eligible primary and area schools to provide a minimum of 0.5 teacher librarian time as specified in the School Community Library Agreement (2007).

This allocation appears on the Resource Entitlement Statement (RES) as “Community Library”.

Improved Outcomes for Students taking Alternative Pathways

Student Pathways Senior Leader (Band B-3)

The Student Pathways strategy provides funding for Student Pathways Senior Leader (Band B-3) positions based in lead/host schools. Previous funding for a 0.5 FTE Trade Schools for the Future senior leader salary has been replaced and supplemented with funds to each lead/host school for their Student Pathways Senior Leader salary.

The Student Pathways Senior Leader will have the responsibility of leading and / or supporting work in the Trade Schools for the Future cluster schools in the following areas:

- SACE improvement processes
- Implementation of the VET For Schools Policy
- Industry Pathways Programs
- Career Development Strategy
- STEM engagement strategies
- Establishing and/or maintaining effective governance processes across the Trade Schools for the Future cluster schools.

This allocation appears on the Resource Entitlement Statement (RES) as “Student Pathways”.

Miscellaneous

School funding is adjusted for a number of items that may be paid as supplementations to schools through Resource Entitlement Statement. These items include:

- School Card
- Permanent relieving teachers (PRT) – regional management
- TRT over entitlement
- Teacher salary adjustment
- Supplementary EALD allocation for NAP exit students
- Commonwealth national partnership payments.

Preschools

Programs

School-Based Preschools (SBP)

School-based preschools (child parent centres) are funded as a separate section in the RES. School-based preschool enrolments are not counted in Student Centred Funding Model funding.

The Preschool section of the Resource Entitlement Statement (RES) indicates the resources school-based preschools will receive for:

- **Industrial Entitlements** – the resources that are mandated as part of the Enterprise Agreement.
- **Additional Allocations** – authority delegated to the Chief Executive of the Department for Education and additional approved funding.

The Preschool section of the Resource Entitlement Statement is grouped into the following three main categories:

- Staffing Allocations –Preschool
- Operating Costs –Preschool
- Improved Outcomes for Numeracy and Literacy

Refer to *Appendix 11 – School Based Preschool* (page 68) for a full description of the changes to the structure of the School Based Preschool section of the Resource Entitlement Statement.

Children’s Centres for Early Childhood Development and Parenting

Children’s Centres bring together care, education, health, community development activities and family support services for children aged birth to eight years and their families, with each centre tailored to meet the needs of the local community.

Rural Care

The Department for Education Rural Care program provides care for children from 0-12 years of age and operates at preschool sites in rural and remote communities where the traditional model of a stand-alone centre-based long day care would not be viable due to the small numbers of children requiring care.

Occasional Care

The Occasional Care Program operates at preschools and Children’s Centres for Early Childhood Development and Parenting (Children’s Centres) sites in rural and metropolitan areas throughout South Australia. The focus of the program is to provide care for children in communities where there are limited child care options.

Playcentre

A playcentre is a supported program for children before school entry age and their families that offer learning opportunities in small rural communities across SA where the number of eligible preschool children is too small to sustain a viable preschool program.

Staffing Allocation

School-Based Preschools (SBP)

School-Based Preschools are resourced in accordance to the National Quality Framework (NQF) educator to child ratios and to meet the conditions specified in the *South Australian School and Preschool Education Staff Enterprise Agreement 2020*.

Pursuant to the Education and Care Services National Regulations, the Department for Education ensures that at all times each preschool with 6 or more enrolments has sufficient staffing allocated to enable 1 educator for every 11 children in Category 2 and 3 sites and 1 educator for every 10 children in Category 1 sites (designated disadvantaged preschools).

The staffing allocation for preschools is determined with reference to their enrolment cap which takes into account the category ranking of sites. The formulas contain allocations for preschool teachers and preschool School Service Officers. Allocations are inclusive of additional allocations for changes in the 2010 Arbitrated Award and Universal Access for preschools (refer to *Appendix 11 – School Based Preschool– Staffing Allocation Table*). Universal Access Funding is subject to an ongoing commitment from the Commonwealth Government and could be subject to change in the future.

Small Rural School-Based Preschools

The following staffing allocations are applicable for small rural school-based preschools that have elected to integrate their preschool program with the early years of school:

- 3-5 enrolments and there is no access to an alternative preschool – allocation of 15 hours per week school services officer to support inclusion of preschool children in the first year of school.

- Less than 3 enrolments – no staffing allocation, integration with the first years of school may be considered within the existing resources of the school.

SBP Teacher

The Department for Education requires all teaching ‘primary contact staff’ within early childhood programs to have an approved early childhood teaching qualification. Preschool teachers are included as Primary Contact Staff who are employed to maintain educator to child ratios. Teacher allocations are specified in *Appendix 10 – Staffing Allocation Table* and include additional resourcing due to the changes in the face-to-face teaching time that first occurred in the 2010 Arbitrated Award and the loading arising from the implementation of Universal Access. The funding and charges are based on Department for Education average teacher costs and include on-costs. The teacher rate is specified in *Appendix 1– 2021 Standard Salary Rates*.

SBP Administration Supplementation

The allocation of additional administration time to address the increase in workload associated with meeting the reporting requirements of the National Partnership Agreement on Early Childhood Education and the implementation of the National Quality Framework. The additional resources are as follows:

- Additional 0.05 FTE administrative time for schools with fewer than 20 preschool enrolments.
- Additional 0.10 FTE administrative time for schools with greater than or equal to 20 preschool enrolments but less than 50 preschool enrolments.
- Additional 0.15 FTE administrative time for schools with greater than or equal to 50 preschool enrolments.

The allocations will be made on the basis of 2021 Term 1 School Based Preschool enrolments. The allocations are calculated using the Standard Salary Rate for teachers.

SBP School Services Officers (SSOs)

The Department for Education requires all Preschool School Service Officers (SSOs) to have an approved early childhood qualification and hold current approved first aid qualifications including anaphylaxis and asthma management. SSOs are included in the educator to child ratios. SSO allocations are specified in *Appendix 11 – School Based Preschool – Staffing Allocation Table*.

SBP Flexible Initiative Resourcing and SBP Additional Leadership Administration Time

Flexible Initiative Resourcing (FIR) and Additional Leadership Administration Time (ALA) are allocated to School Based Preschools based on February student enrolments using the following formula:

- FIR - 0.2 FTE teacher per 100 students (with School Based Preschools enrolments discounted to 0.4 of total enrolments in proportion to the session attendance)
- ALA - 0.119 FTE teacher per 100 students.

These allocations appear on the Resource Entitlement Statement (RES) as “Flexible Initiatives Resourcing (SBP) and “SBP Additional Administration Leadership (Tch FTE)”.

SBP Temporary Relieving Teacher (TRT) Allocations

TRTs will continue to be provided as a separate line allocation in the School-Based Preschool section of the school’s RES.

Children’s Centres for Early Childhood Development and Parenting Grant

Children’s Centres – Leadership Funding

An additional leadership position is included in a school with a Children’s Centre to support coordination of programs and interagency collaboration within the Children’s Centre. Funding is provided for 1.0 FTE ***Children’s Centre Band B-3*** but as they are expected to be teaching 0.5 FTE of their time, a negative adjustment of 0.5 FTE teacher is made (***Children’s Centre – Leadership Teacher Adjustment***).

Children’s Centres – Administration Support

Funding is provided to support a range of reception and administration duties in accordance with the Administration Support Grant Guidelines for Children’s Centres and is calculated at 0.5 FTE School Services Officer (SSO2).

Rural Care

Rural Care – Leadership Funding

Schools with a rural care program will be allocated additional funding of 0.1FTE to support leadership of the rural care program (***Rural Care Band B-2***) an additional 0.1 FTE is provided for administrative support subject to availability of funding.

Rural Care – ECW

A single rural care worker program is provided with an allocation of 55 hours per week at an ECW2 rate to cover child contact time and hand over time between shifts.

An additional 3 hours of ECW2 time is allocated per week for planning and programming.

For each day that the service operates as a two worker program an additional 11 hours of ECW 1 time is provided.

Occasional Care

Occasional Care SSO

The allocation of staff hours (see *Appendix 11 – School Based Preschool - Occasional Care Staffing Allocation*) is based on:

- The configuration of the occasional care session to either 2.75 hours or 3 hours (Note: services in regional and rural areas may have approval to offer a 4 hour session).
- Non-contact time (calculated as 10% of contact time, capped at 3 hours).
- Preparation and pack up time (30 mins per session).
- Administration time (1 hour per week for the SSO2).

Inclusive Education Support Program (formerly the Preschool Support Program)

The Inclusive Education Support Program is provided to preschools to fund interventions and supports for children with disability and/or additional needs. Children requiring disability support funding that is less than 8 hours per week will be allocated funds from the site Inclusive Education Support Program grant. This grant is allocated on a per-capita basis, weighted for the socio-economic status of each site.

Preschool children with extensive adjustment needs previously called high support needs (8 or more hours per week) will be funded through an on-line application process submitted by the preschool director via eduportal: <https://online.forms.sa.edu.au/content/forms/af/department-for-education-forms/disability-funding-application.html>.

Preschools will be accountable for how their IESP funding is used to support children through the One Plan and reporting processes.

Children who received extensive adjustment funding in preschool will automatically be funded when they commence school. This transition to school funding will continue until an assessment of their needs has been undertaken. Schools that have preschool children with extensive adjustments transitioning into the site in 2021 will be notified of all disability funding allocations for these children.

This grant funding will be provided from the start of the year in the Resource Entitlement Statement, providing certainty of funding to meet the identified needs of children with disability enrolled.

The following indicative per-capita rates will apply for 2021. The 2020 per-capita rates have been indexed by 6.33%, in line with changes in Standard Salary Rates.

The 2021 preschool IESP grants will be calculated on the 2018 or 2019 preschool IoED, whichever provides the highest level of funding for the preschool and will be updated for 2020 enrolments.

IoED	School-based Preschools
1	\$490
2	\$437
3	\$385
4	\$332
5	\$280
6	\$227
7	\$175

For information regarding the Inclusive Education Support Program (IESP) refer to <https://edi.sa.edu.au/supporting-children/disability-support/programs-and-services/support-programs/inclusive-education-support-program>

Playcentre

Playcentre SSO

Playcentres are funded for one or two sessions a week. Playcentre leaders are employed for 3.75 hours per session. This includes running the playcentre session, setting up and packing up and planning. This allocation is for the employment of an SSO employed at SSO2 classification. The allocation will be shown as ***Playcentre SSO*** in the School’s RES.

Operating Costs

School-Based Preschool (SBP) Operating Grant

The 2021 school-based preschool operating grant rates have been indexed by 0.8% and are:

- base \$419.31 per site
- per capita \$40.01 based on actual enrolments
- needs component based on social justice rating and actual enrolments
 - Rating 1 \$27.54 x number of actual enrolled children
 - Rating 2 \$18.34 x number of actual enrolled children
 - Rating 3 \$9.16 x number of actual enrolled children

This allocation appears on the Resource Entitlement Statement (RES) as “SBP Operating Grant”.

Children’s Centres

The Children’s Centre for Child Development and Parenting Grant includes the following components:

Children’s Centres – Community Development Co-ordinator Goods and Services

Funding is provided to support the practical management of the community development programs implemented by the Community Development Coordinator in accordance with the Goods and Services Funding Guidelines – Community Development Coordinators and Family Practitioner.. In 2021 this grant will be indexed by 0.8% based on 2020 allocations.

Children’s Centres – Family Practitioner Goods and Services

Funding is provided to support the operational management of family support programs implemented by the Family Practitioners Goods and Services Funding Guidelines – Community Development Coordinators and Family Practitioners. In 2021 this grant will be indexed by 0.8% based on 2020 allocations.

Children’s Centres – Allied Health Goods and Services

(for sites with a Speech Pathologist and/or Occupational Therapist)

Funding is provided to support the practical management of allied health programs implemented by the speech pathologist and/or occupational therapist in accordance with Goods and Services Funding Guidelines. Staff in regional sites will have access to additional funding for travel expenses incurred by attending mandated meetings in Adelaide. The amount for each region is determined by the distance travelled and the cost of flights averaged over a period of time. In 2021 this grant will be indexed by 0.8% based on 2020 allocations.

Occasional Care

Operational grant

The operational grant contributes to ongoing non-salary costs for the occasional care service such as materials, equipment, utilities and services.

The operational grant has a fixed component per year and a variable component per child session. The occasional care operational grant fixed and variable rates are available in the [Preschool Resource Entitlement Statement \(RES\)](#).

This grant comprises a base grant of \$677.37 with an additional \$50.81 per child place offered. Child places are calculated on 4 places for an under 2 year old session and 8 places for an over 2 year old session. The amount has been increased by the approved index of 0.8% for 2021.

2021 Occasional Care Parent Contributions

The Early Years System (EYS) is used by sites to manage enrolment, booking, receipting and reporting processes. Occasional care fees are banked into the preschool bank account and are recorded occasional care line in the financial records. This money is then recovered centrally via the RES.

At the end of each term (by the end of week 3 of the following term) sites are required to verify and submit their occasional care bookings parent contributions amount via the EYS OC Utilisation page. This data is used to transfer the parent contribution amount deposited into a corporate budget via a negative allocation in the RES. Sites should be aware that bad debts and the waiving of a parent contribution will be compensated for by site resources.

Rural Care Operating Grant

The preschool providing the rural care service is allocated a base operating grant of \$16,605 with an additional allocation of \$744.89 for each additional day that a two worker program is provided, to a maximum of \$20,329.

Rural Care Training and Development Grant

Each rural care site will be allocated \$2,520 to support the training and development for educators employed in the rural care program. Training and development grants are required to be expended, as determined by the Principal on learning priorities identified in the preschools Quality Improvement Plan (QIP) and educators Performance and Development Plan (PDP).

Rural Care Equipment Grant

Each rural care site is allocated \$2,520 to purchase equipment and resources for children attending the rural care program.

Playcentre

Playcentre Operating Grant

The playcentre grant supports the operation of the playcentre. The allocation per site is \$3,193 for 1 playcentre session and \$3,992 for 2 sessions. This operating grant includes funding for general goods and services, equipment and professional learning. In 2021 this grant will be indexed by 0.8% based on 2020 allocations.

Improved Outcomes for Numeracy and Literacy

Early Assistance Grant

The Early Assistance Grant is formula based, utilising the enrolment data and category ranking of the school based preschool to determine the level of funding. The grant is calculated on the average enrolment by the category ranking dollar value plus a base amount of \$457. This has been indexed by 0.8% for 2021.

Category ranking	\$ Value
Ranking 1	\$14.78 per average enrolment
Ranking 2	\$10.76 per average enrolment
Ranking 3	\$5.37 per average enrolment

These allocations include an additional 25% Universal Access loading.

Preschool Early Literacy Learning Strategy

This funding is allocated to support children from birth to preschool in early literacy learning and development. It contributes to preschool based early literacy initiatives and improvement. Preschools will be advised of their allocation by letter in Term 4 of the prior year. Site leaders are accountable to the Education Director and Governing Council for the management of this resource and subsequent outcomes through the Site Annual Report.

Improved Outcomes for Children with an Additional Language or Dialect

Preschool Bilingual Program

On application the Preschool Bilingual Support program provides funding to government preschools to support children from a culturally and linguistically diverse (CALD) backgrounds and Aboriginal children who have little or no English at the time of enrolment.

Site leaders are accountable to the Education Director and Governing Council for the management of this resource and subsequent outcomes through the Site Annual Report.

Appendix 1 – 2021 Standard Salary Rates

The 2021 Standard Salary Rates have been indexed in accordance with the South Australian School and Preschool Education Staff Enterprise Agreement 2020. As a result, all salary based funding components of the Resource Entitlement Statement will be indexed in line with the 2021 Standard Salary Rates.

Changes resulting from the new Enterprise Agreement will be reflected in the 2021 Standard Salary Rates and Funding model.

The *Standard Salary Rates* include leave loading, superannuation, payroll tax, workers compensation and long service leave on-costs.

Standard salary rates utilise an average in/ average out approach to ensure that there is no reason for the school to employ less experienced/costly staff.

2021 STANDARD SALARY RATES - SCHOOLS			
Category of Staff	2021 Standard Salary Rates	2020 Standard Salary Rates	Percentage Increase
Leadership Band A-1	\$ 149,154	\$ 137,201	8.71%
Leadership Band A-2	\$ 158,874	\$ 146,141	8.71%
Leadership Band A-3	\$ 168,601	\$ 155,086	8.71%
Leadership Band A-4	\$ 178,324	\$ 164,029	8.71%
Leadership Band A-5	\$ 188,055	\$ 172,980	8.71%
Leadership Band A-6	\$ 197,774	\$ 181,919	8.72%
Leadership Band A-7	\$ 207,499	\$ 190,864	8.72%
Leadership Band A-8	\$ 217,223	\$ 199,808	8.72%
Leadership Band A-9	\$ 225,943	\$ 207,828	8.72%
Leadership Band B-0	\$ 136,440	\$ 128,763	5.96%
Leadership Band B-1	\$ 142,075	\$ 134,081	5.96%
Leadership Band B-2	\$ 145,380	\$ 137,201	5.96%
Leadership Band B-3	\$ 154,853	\$ 146,141	5.96%
Leadership Band B-4	\$ 164,330	\$ 155,086	5.96%
Leadership Band B-5	\$ 173,806	\$ 164,029	5.96%
Leadership Band B-6	\$ 183,290	\$ 172,980	5.96%
Coordinator Level 1	\$ 130,390	\$ 123,053	5.96%
Teacher	\$ 117,754	\$ 112,259	4.89%
ESL Coordinator	\$ 136,440	\$ 128,763	5.96%
Temporary Relieving Teacher	\$ 569	\$ 542	4.98%
Government Service Employees (GSE's) - Annual	\$ 61,298	\$ 61,298	0.00%
Government Service Employees (GSE's) - Hourly	\$ 31.43	\$ 31.43	0.00%
SSO Level 1 - Annual Rate	\$ 68,502	\$ 64,422	6.33%
SSO Level 1 - With Leave	\$ 35.13	\$ 33.04	6.33%
SSO Level 1 - Without Leave	\$ 43.49	\$ 40.90	6.33%
SSO Level 2 - Annual Rate	\$ 82,015	\$ 77,130	6.33%
SSO Level 2 - With Leave	\$ 42.06	\$ 39.55	6.35%
SSO Level 2 - Without Leave	\$ 52.07	\$ 48.97	6.33%
SSO Level 3 - Annual Rate	\$ 93,890	\$ 88,297	6.33%
SSO Level 3 - With Leave	\$ 48.15	\$ 45.28	6.34%
SSO Level 3 - Without Leave	\$ 59.61	\$ 56.06	6.33%
SSO Level 4 - Annual Rate	\$ 105,653	\$ 99,360	6.33%
SSO Level 4 - With Leave	\$ 54.18	\$ 50.95	6.34%
SSO Level 4 - Without Leave	\$ 67.08	\$ 63.09	6.32%

2021 STANDARD SALARY RATES - SCHOOLS			
Category of Staff	2021 Standard Salary Rates	2020 Standard Salary Rates	Percentage Increase
SSO Level 5 - Annual Rate	\$ 125,540	\$ 118,062	6.33%
SSO Level 5 - With Leave	\$ 64.38	\$ 60.54	6.34%
SSO Level 5 - Without Leave	\$ 79.71	\$ 74.96	6.34%
SSO Level 6 - Annual Rate	\$ 136,223	\$ 128,109	6.33%
SSO Level 6 - With Leave	\$ 69.86	\$ 65.70	6.33%
SSO Level 6 - Without Leave	\$ 86.49	\$ 81.34	6.33%
Storeperson	\$ 35.13	\$ 33.04	6.33%
ASO1	\$ 59,912	\$ 59,912	0.00%
ASO2	\$ 69,665	\$ 69,665	0.00%
ASO3	\$ 80,577	\$ 80,577	0.00%
ASO4	\$ 89,804	\$ 89,804	0.00%
ASO5	\$ 105,617	\$ 105,617	0.00%
ASO6	\$ 116,971	\$ 116,971	0.00%
ASO7	\$ 133,370	\$ 133,370	0.00%
ESL/New Arrivals- Bilingual School Assistant	\$ 52.07	\$ 48.97	6.33%
ACEO (AEW) Level 1 - Annual	\$ 73,007	\$ 68,766	6.17%
ACEO (AEW) Level 1 - Hourly	\$ 40.11	\$ 33.42	6.17%
ACEO (AEW) Level 2 - Annual	\$ 85,294	\$ 81,033	5.26%
ACEO (AEW) Level 2 - Hourly	\$ 46.86	\$ 39.39	5.26%
ACEO (AEW) Level 3 - Annual	\$ 97,444	\$ 92,044	5.87%
ACEO (AEW) Level 3 - Hourly	\$ 53.54	\$ 44.74	5.87%
ACEO (AEW) Level 4 - Annual	\$ 104,934	\$ 99,338	5.63%
ACEO (AEW) Level 4 - Hourly	\$ 57.66	\$ 48.28	5.64%
ACEO (AEW) Level 5 - Annual	\$ 113,817	\$ 107,409	5.97%
ACEO (AEW) Level 5 - Hourly	\$ 62.54	\$ 52.21	5.96%
ACEO (AEW) Level 6 - Annual	\$ 124,835	\$ 121,986	2.34%
ACEO (AEW) Level 6 - Hourly	\$ 68.59	\$ 67.03	2.33%
Operational Services Officer - Annual	\$ 83,591	\$ 83,591	0.00%
Operational Services Officer - Hourly	\$ 42.30	\$ 42.30	0.00%
HPI Class 4	\$ 58.90	\$ 55.57	6.00%
HPI Class 3	\$ 86.78	\$ 81.91	5.95%
HPI Class 2	\$ 105.51	\$ 99.57	5.97%

Appendix 2 – Sample 2021 RES

Resource Entitlement Statement (2020)

Site Name 0000 Sample School

Funding Line	Total
Base Funding	
Staffing Allocation	\$6,247,480.29
School Operating Costs	\$574,426.38
TOTAL Base Funding	\$6,821,906.67
Targeted Funding for Individual Students	
Improved Wellbeing and Engagement	\$618,542.00
Improved Outcomes for Students with and Additional Language or Dialect	\$81,578.40
Inclusive Education Support Program Funding	\$728,353.39
TOTAL Targeted Funding for Individual Students	\$1,428,473.79
Targeted Funding for Groups of Students	
Improved Outcomes for Aboriginal Students	\$240,670.10
Improved Outcomes for Numeracy and Literacy	\$433,873.75
TOTAL Targeted Funding for Groups of Students	\$674,543.85
Program Funding for All Students	
Australian Curriculum	\$87,612.62
TOTAL Program Funding for All Students	\$87,612.62
Other Discretionary Funding	
Targeted Funding based on Curriculum Offerings	\$3,000.00
Improved Outcomes for Students taking Alternative Pathways	\$20,000.00
Miscellaneous	\$140,000.00
TOTAL Other Discretionary Funding	\$163,000.00
TOTAL RESOURCE ENTITLEMENT STATEMENT	\$9,175,536.93

A detailed breakdown of schools' Resource Entitlement Statement is available on a monthly basis utilising the FABSNet's *Resource Entitlement Statement Breakdown* report:

[Menu/Financial Reports/Resource Allocation Reports/Resource Entitlement Statement Breakdown.](#)

Appendix 3 – Schools and Sites Not Funded through the Student Centred Funding Model

1. Adelaide Secondary School of English (site no. 1686)
2. Arbury Park Outdoor School (site no. 1426)
3. Beafield Education Centre (site no. 1863)
4. Bowden Brompton Community School (site no. 1418)
5. Hospital School Services (site no. 1016)
6. Learning Centres/Behaviour Units (multiple sites)
7. Open Access College (site no. 0849)
8. School of Languages (site no. 1802)
9. Thebarton Senior College IELC Program (site no. 1868)
10. Warriappendi Alternative School
11. Wiltja Program (site no. 1551)
12. Youth Education Centre (site no. 0195)
13. Special Schools and Units
14. School Based Preschools
15. Intensive English Language Program (IELP)/ New Arrival Program (NAP) Centres

These sites will continue to be funded according to current Department for Education policy.

Appendix 4 – Student Centred Funding Model

Notation:

- Years R-2 Average Enrolments JP
- Years 3-7 Average Enrolments UP
- Years 8-10 Average Enrolments MS
- Years 11-12 Average Enrolments SS
- Total Average Enrolment E

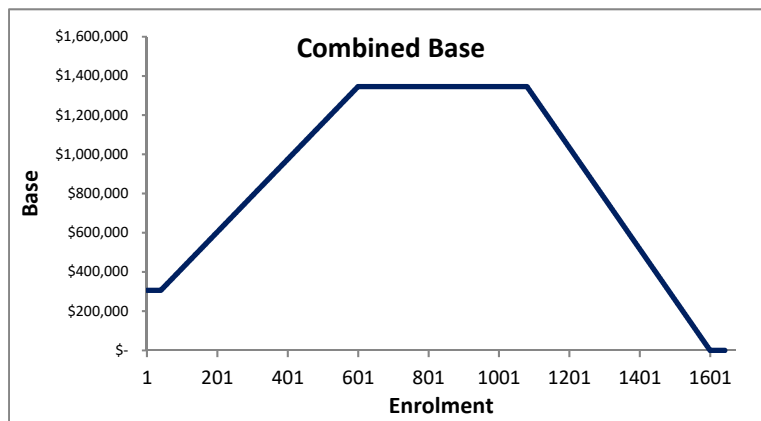
Area/Combined School Formula

Per Capita

$$(JP \times \$6,507) + (UP \times \$5,639) + (MS \times \$9,227) + (SS \times \$9,511)$$

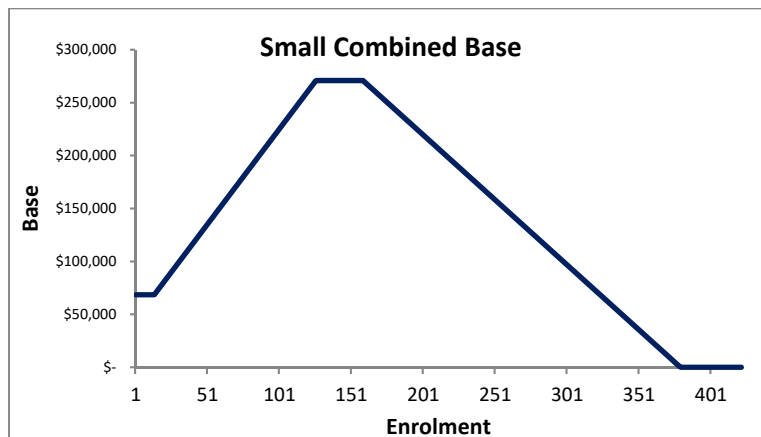
plus Area/Combined Base

Condition	Formula
$E \leq 40$	\$327,832
$40 < E \leq 600$	$((E - 40) \times \$1,965.12) + \$327,832$
$600 < E \leq 1,080$	\$1,428,301
$1,080 < E < 1,600$	$\$1,428,301 - ((E - 1,080) \times \$2,746.73)$
$E \geq 1,600$	\$0



plus Small Area/Combined Base

Condition	Formula
$E \leq 14$	\$71,887
$14 < E \leq 126$	$((E - 14) \times \$1,897.11) + \$71,887$
$126 < E \leq 159$	\$284,363
$159 < E < 380$	$\$284,363 - ((E - 159) \times \$1,286.71)$
$E \geq 380$	\$0



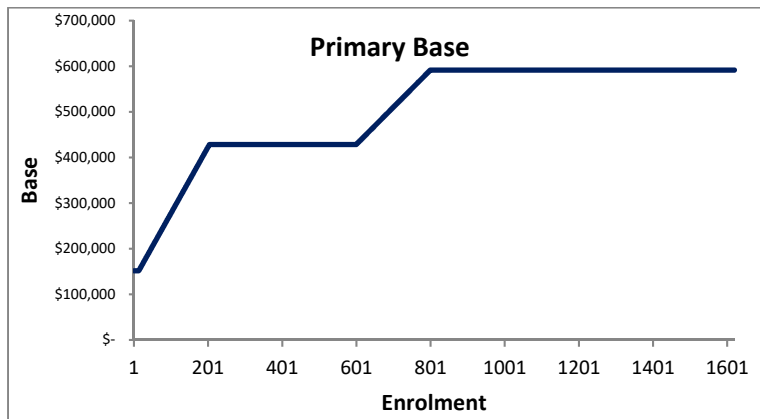
Primary School Formula

Per-Capita

$$(JP \times \$6,507) + (UP \times \$5,639)$$

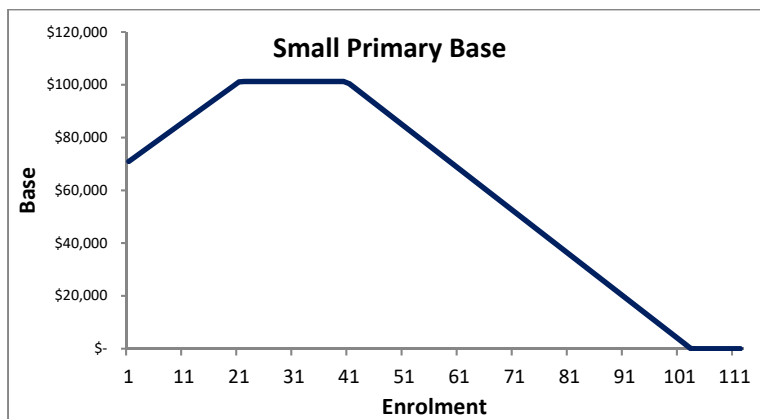
plus Primary Base

Condition	Formula
$E \leq 14$	\$164,285
$14 < E \leq 204$	$((E - 14) \times \$1,540.05) + \$164,285$
$204 < E < 600$	\$456,894
$600 \leq E < 800$	$((E - 600) \times \$853.13) + \$456,894$
$E \geq 800$	\$627,519



plus Small Primary Base

Condition	Formula
$0 < E \leq 21$	$(E \times \$1,589.10) + \$72,925$
$21 < E < 41$	\$106,296
$41 \leq E < 103$	$\$106,296 - ((E - 41) \times \$1,714.45)$
$E \geq 103$	\$0



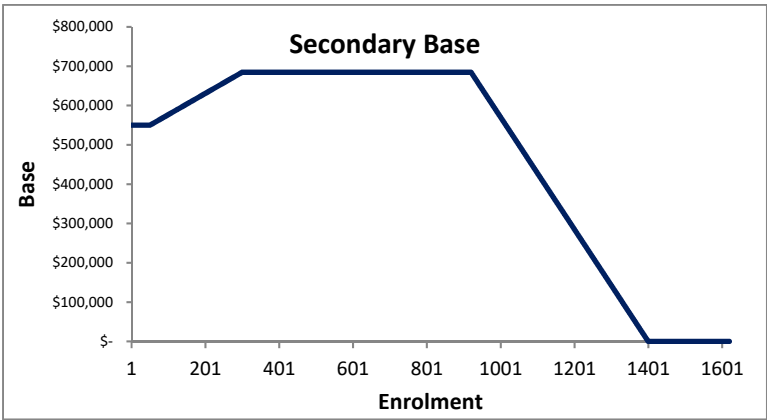
Secondary School Formula

Per-Capita

$$(MS \times \$9,227) + (SS \times \$9,511)$$

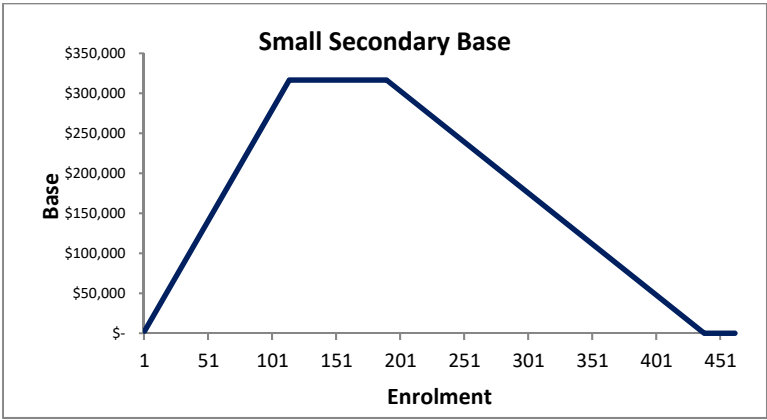
plus Secondary Base

Condition	Formula
$E \leq 50$	\$586,292
$50 < E < 300$	$((E - 50) \times \$570.40) + \$586,292$
$300 \leq E < 920$	\$728,893
$920 \leq E < 1,400$	$\$728,893 - ((E - 920) \times \$1,518.53)$
$E \geq 1,400$	\$0



plus Small Secondary Base

Condition	Formula
$0 < E \leq 114$	$E \times \$2,915.15$
$114 < E < 190$	\$332,327
$190 \leq E < 438$	$\$332,327 - ((E - 190) \times \$1,340.03)$
$E \geq 438$	\$0



Appendix 5 – 2021 SCFM Small Secondary

Enrolment Funding Criteria

This table shows the minimum allocations for secondary enrolments under the SCFM. The first applicable enrolment condition in the list is applied.

Enrolment Condition	2021 SCFM Secondary Allocation
8-12 = 0	\$0
8-12 <= 6	\$159,447
8-10 <6 And 11-12 <=5	\$318,894
8-10 <= 27 And 11-12 =0	\$318,894
8-10 = 0 And 11-12 <= 24.5	\$318,894
8-12 <= 20	\$318,894
8-10 <= 6 And 11-12 <= 24.5	\$478,341
8-10 <= 27 And 11-12 <=5	\$478,341
8-10 <=27 And 11-12 <= 24.5	\$637,788

Appendix 6 – 2021 SCFM Small Primary Enrolments

Funding Criteria (only Primary School)

This table shows the minimum allocations for primary schools under the SCFM.

It should be noted that the following funding criteria only applies to sites with primary enrolments only. Eligible schools with 61 or less enrolments will receive the higher of the Small Primary Enrolment step (as per table below) or the SCFM Small Primary School Base plus the Primary per-capita funding. Schools will receive the standard primary school base under either scenario.

Enrolment Condition	2021 SCFM Primary Allocation
R-7 = 0	\$0
R-7 <= 22	\$148,817
R-7 <= 44	\$297,634
R-7 <= 61	\$446,451

Appendix 7 – EALD Assessment Process

In order to be considered for funding, a current Language and Literacy Level must be reviewed and then entered in EDSAS during either Term 1 or Term 2 every year for each EALD learner.

Assessing SAE proficiency using the Language and Literacy Levels for funding

The Language and Literacy Levels entered into EDSAS are based on evidence of SAE language development from 2 valid student texts. It is recommended that the two texts:

provide evidence of student learning of the curriculum and not solely composed for the purpose of assigning Language and Literacy Levels

include one factual text and one creative or personal text, preferably from different learning areas

result from a scaffolded teaching and learning program where students have sufficient understanding of the topic, structure and key features of the required text.

For internal or external moderation, include any supporting templates required by the student to be considered when a Level is assigned.

It is required that the two texts are:

- 1 oral text and 1 written text for Reception and Year 1 students
- 2 written texts for Years 2 to 12 students
- are composed in the current school year
- in response to tasks that require extended and continuous prose appropriate for the student's curriculum year level (short answer writing, poetry, scripts are not suitable for assigning a Level)

Do not enter Levels into EDSAS, if they are not based on two valid texts. If replacement texts cannot be collected (e.g. long term absence) a Provisional (P) Language and Literacy Level should be entered. Although this means the student will not attract EALD funding for the following year, it allows the student to remain in EDSAS as a student potentially requiring EALD support. As a result it reminds schools to gather a valid set of evidence from the student as soon as practical. Alternatively, the student should be unflagged as "EALD support required" from *EDSAS Student Personal Information, Part 2 screen*.

The only exception to not having two valid texts on which to assign a Level is where the student has transitioned from an IELP/NAP centre at the start of term 3, in which case the Level from the IELP/NAP exit report is valid. The receiving school needs to enter this Level into EDSAS before the term 3 school enrolment census.

Assessment and moderation processes for quality assurance

Students' Language and Literacy Levels are assigned and moderated against the Language and Literacy Levels criteria. For accurate and consistent assessment of EALD students' needs, leaders should enable teachers to:

assess each valid text according to the criteria in the Language and Literacy Levels

identify the Language and Literacy Level where the student has made most of their choices

participate in internal collaborative moderation with an EALD teacher to ensure consistency of judgement

retain sets of evidence, task sheets and Levels record proformas for future reference and external moderation

Review and, if necessary, update the documented assessment and moderation processes.

External Moderation

Forty schools are selected in term 3 to provide the 2 texts used to assign Levels for 10 randomly-selected students. These texts are externally moderated by a team of EALD specialists. Feedback from the external moderation is provided to each participating school.

Further advice and support

A template and models of Primary Whole School Process and Secondary Whole School Process are available at:

<https://edi.sa.edu.au/educating/curriculum/eald/language-and-literacy-levels/identifying-eald-learners>

Professional learning resources on the Language and Literacy Levels for leaders to use with their staff are available from:

<https://edi.sa.edu.au/educating/curriculum/eald/language-and-literacy-levels/professional-learning>

Professional learning for teachers is available on:

New EALD teacher induction

Language and Literacy Levels

Moderation of language and literacy levels.

See details at: <https://edi.sa.edu.au/educating/curriculum/eald/support-for-teachers/professional-learning-and-newsletters>

EALD data in EDSAS

To be considered for funding, the Language and Literacy Level derived from the 2 valid texts is entered in EDSAS during either Term 1 or Term 2, every year for each EALD learner.

If a student has a level which indicates they no longer require EALD support, then the student should be unflagged as "EALD support required" from EDSAS Student Personal Information, Part 2 screen.

Where 2 valid texts are not available for a student, a provisional Language and Literacy Level 'P' is entered. Although this means the student will not attract EALD funding for the following year, it allows the student to remain in EDSAS as a student requiring EALD support. Schools are reminded to

gather a valid set of evidence from the student in the following year. If this is still not possible, then the student should be unflagged as “EALD support required” from EDSAS Student Personal Information, Part 2 screen.

Where a student has transitioned from an IELP/NAP centre at the start of term 3, the Level from the IELP/NAP exit report is valid. The receiving school needs to enter this Level into EDSAS before the term 3 school enrolment census in order to receive funding the following year.

To record Language and Literacy Levels for students who do not already have an entry in EDSAS, refer to:

EDSAS Fact sheet FS60-237 - *entering and editing records* - EALD

<https://edi.sa.edu.au/educating/literacy-and-numeracy/eald/eald-data/edsas>

Language and Literacy Levels can be entered in bulk for multiple data entry. For students who already have a Level recorded in EDSAS. Refer to EDSAS fact sheet: FS60-288_Bulk Entry Language and Literacy available on the Education (Edi) intranet\ICT\EDSAS help\EDSAS student, staff and school factsheets, or from:

https://schoolssaedu.sharepoint.com/sites/ICTPortal/HowTos/FS60-288_bulk_entry_language.pdf

EDSAS Reports

EDSAS reports provide information about which data needs to be updated to ensure accuracy prior to the census collection date to ensure all eligible EALD students are allocated funding in the following year.

EDSAS: Reports>ED Statistics

- *EALD students – Check for out-of-date EALD data (ED_ES06)*
- Language and Literacy Levels data is updated in EDSAS annually. This report lists students whose EALD details are no longer current.
- Check for student Language and Literacy Levels with no NESB code (ED_CH103) This report lists EALD students without an NESB code in Student Personal Information, Part 2.

EDSAS: Reports>Student Reports>EALD

Note:

- Students who are not listed on this report are not funded.
- Students with a Language and Literacy Level too high to attract funding are included in the unnamed Support Category at the beginning of the report. They should be unflagged as “EALD support required” from EDSAS Student Personal Information, Part 2 screen if their Language and Literacy Level is significantly higher than the funded Level. To track student progress for unfunded students, use the Student Assessment of Learning table - Student Personal Information, Part 3\List Box\Option L.
- Level 0 must only be assigned in exceptional circumstances, where a student demonstrates no receptive or expressive use of English

- When a student's Level is unknown, P (provisional) may be assigned until the level is known.

Support Available from the EALD Program

- A template, a model Primary Whole School Process, a model Secondary Whole School Process and a checklist are available at <https://edi.sa.edu.au/educating/curriculum/eald/language-and-literacy-levels/identifying-eald-learners>

Each student's Language and Literacy Level in conjunction with the year level generates an EALD Support Category as shown in Table 1 and Table 2.

Table 2 also shows the Language and Literacy Levels which describe the language and literacy demands of the curriculum at each year level, indicated by an asterisk.

The greater the gap between the student's Language and Literacy Level and the level required to access the curriculum at that year level, the greater the need for support.

Table 1: EALD support categories

Band	Year level	Support category
Early Years	R - 2	E1 to E4
Primary Years	3 - 5	P1 to P5
Middle Years	6 - 9	M1 to M7
Senior Years	10 - 12	S1 to S7

Table 2: EALD support categories based on *Language and Literacy Levels* and year level

<i>Language and Literacy Levels across the Australian Curriculum: EALD Students</i>																
Year Level	0 ¹	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Levels describing demand for curriculum
R	E1	E1	E2	E3	*											1 to 4
1	E1	E1	E2	E3		*										5
2	E1	E1	E2	E3	E4		*									6
3	P1	P1	P2	P3	P4	P5		*								7
4	P1	P1	P1	P2	P3	P4	P5		*							8
5	P1	P1	P1	P2	P3	P3	P4	P5		*						9
6	M1	M1	M1	M2	M3	M4	M5	M6	M7		*					10
7	M1	M1	M1	M2	M2	M3	M4	M5	M6	M7		*				11
8	M1	M1	M1	M2	M2	M3	M4	M5	M6	M7			*			12
9	M1	M1	M1	M1	M2	M2	M3	M4	M5	M6	M7			*		13
10	S1	S1	S1	S1	S2	S2	S3	S3	S4	S5	S6	S7			*	14
11	S1	S1	S1	S1	S2	S2	S3	S3	S4	S5	S6	S7			*	14
12	S1	S1	S1	S1	S2	S2	S3	S3	S4	S5	S6	S7	S7		*	14

¹ **Note** that while the Language and Literacy Levels provides criteria for Levels 1 to 14, Level 0 has been included for learners who are below Level 1. It is anticipated that Level 0 will only be assigned in exceptional circumstances.

Each student’s EALD support category is indicated in EDSAS in the EALD Support Details screen (**Student Personal Information, Part 2**). Allocations to schools will be based on student FTE in each EALD support category, with students with greater need attracting greater relative allocations as shown in Table 3 below.

To estimate the possible funding attracted to the school from the term 3 school enrolment census, use the information from Table 3 below along with the *Summary of funded EALD students by FTE (Stue_ES02)* report to calculate the total allocation units and multiply this with the current value of an EALD allocation unit.

Table 3: Allocation Units by EALD Support Category

Early years	E1	E2	E3	E4			
Allocation units	12.5	10	5	1			
Primary years	P1	P2	P3	P4	P5		
Allocation units	12.5	11.25	10	5	1		
Middle years	M1	M2	M3	M4	M5	M6	M7
Allocation units	12.5	11.5	11	10	5	3	1
Senior years	S1	S2	S3	S4	S5	S6	S7
Allocation units	12.5	11.5	11	10	5	3	1

Appendix 8 – Index of Educational Disadvantage

Purpose

The Index of Educational Disadvantage has been used since 2001 to allocate resources to address the educational needs of students from low socio-economic backgrounds.

Components

The Index of Educational Disadvantage is made up of these measures:

- Parental economic resources
- Parental education and occupation
- Aboriginality
- Student mobility.

Each of the components contributes approximately equally to the overall disadvantage score. These weightings are determined using principle component analysis – a statistical technique that best summarises related variables.

Data

The Index uses a combination of school-based data collected by Department for Education and Australian Bureau of Statistics (ABS) data. ABS data is used to calculate the parental economic resources and parental education and occupation components of the Index.

ABS data is used by mapping the addresses of students attending a school to ABS collection districts. A collection district, the base unit of ABS data, is approximately equivalent to 250 households in urban areas. The weighted average of the data for the collection districts from which a school draws its students is the data used.

A measure of the percentage of Aboriginal students enrolled in a school is calculated, using school mid-year Department for Education census data. Student mobility is measured using Department for Education school based data. It is measured by taking the total students enrolling or leaving in a school between 1 March and 31 October, compared with the school's average enrolment for that year. Both the Aboriginal and student mobility measures are calculated using a weighted average of data over three years.

Cycle of Update

The index was updated in 2019 to reflect the latest available ABS and school based data.

Application of the Index

The Index groups schools into seven distinct categories of relative disadvantage, with all schools within a particular category being given the same rate of allocation. Category 1 schools serve the most disadvantaged families and Category 7 the least.

Other Low Socio-Economic Funding

Additional funding for students from low socio-economic backgrounds is allocated through the following programs:

- School Card Grant – a means-tested scheme that assists low income families to meet the costs of their children’s educational expenses.
- Social Inclusion Supplement – a grant to improve targeted learning outcomes for individual students from low socio-economic backgrounds.

Appeal Process

A principal may appeal against their school’s Index category if they believe that exceptional circumstances place the school outside the method of calculating the Index. The appeal must be in writing, concisely stating the reason for the appeal, be signed by the principal and endorsed by the Education Director.

Appeals should be emailed to the Chairperson, Resource Allocation Adjustment Panel at Education.RAAP@sa.gov.au

Appendix 9 – Accountability Statement for Aboriginal Students

This section sets out the Government’s expectations on how school principals will utilise funds provided for Aboriginal students. Aboriginal students will also have access to other resources allocated in a site RES. The targeted funding for Aboriginal students provided to schools in the Resource Entitlement Statement is conditional on the requirements of this statement being met by schools.

Outcomes

The Department is required to facilitate improvement to close the gap between the education outcomes of Aboriginal students and all other Australian students.

The Department is required to meet the South Australian Strategic Plan target 53 - Increase the participation of Aboriginal people in the South Australian public sector, spread across all classifications and agencies, to 2% by 2014 and maintain or better those levels through to 2020.

The employment of Aboriginal people in schools is critical to improving the engagement and participation of Aboriginal families and community in the education of their children. This is fundamental to improving Aboriginal learner outcomes.

ACEO and ASETO funds provided in the RES can only be used for the employment of Aboriginal people.

AET funds can only be used to employ a registered teacher to the duties identified in the Aboriginal Education teacher role statement.

Inputs


Aboriginal Community Education Officers (ACEO), Aboriginal Secondary Education Transition Officers (ASETO) and Aboriginal Education Teachers (AET) funds are provided to identified sites through the Resource Entitlement Statement to support the education and wellbeing needs of Aboriginal students as indicated in the student’s Individual Learning Plan or One Child One Plan. School leadership is responsible for ensuring that the teaching and learning program supports improved Aboriginal student learning outcomes.

Processes

Schools with Aboriginal students are required to employ an Aboriginal person to the role of an ACEO or ASETO according to the ACEO and ASETO role statements to at least the classification level specified on their Resource Entitlement Statement; and to employ a registered teacher in the role of an AET as per the role statement to at least the level specified in the Resource Entitlement Statement.

Schools with 15 or more Aboriginal student enrolments must employ an ACEO to the allocation as indicated on the Resource Entitlement Statement.

For ACEO and ASETO funding, schools with less than 15 Aboriginal student enrolments will negotiate employment and programs to support Aboriginal community engagement and Aboriginal student learning with the Aboriginal Community Education Manager (ACEM) in the partnership portfolio, and the Aboriginal Education Country/Metropolitan Services Manager. Where there is no ACEM in the partnership portfolio, the principal should consult with the Aboriginal Education Country/Metropolitan Services Manager.



In schools with less than 15 Aboriginal students, ACEO and ASETO funding can be used to:

- employ Aboriginal people to the role of Aboriginal Language and Cultural Instructors (ACLIs) to work with all students to support Aboriginal Cultural Studies implementation in the site, or
- employ Aboriginal people to the role of mentors and tutors to support the teaching and learning program of individual Aboriginal students as identified in the Individual learning Plan or One Child One Plan

Appendix 10 – Resource Allocation Adjustment Panel

The Resource Allocation Adjustment Panel allocates additional funding to sites for expenditure that cannot reasonably be met from other formula-based funding allocations.

The panel members consist of:

- Director, Funding (Chair)
- Director, Conditions for Learning
- Director, Employee Relations
- Assistant Director, Budget Management

Advisors to the Committee are:

- Director, Engagement and Wellbeing
- Director, Disability Policy and Programs

When making a decision the panel members will consider:

- Funding already allocated to the submission from alternative sources such as Special Needs funding and Supplementary Funding.
- The capacity of the school to fund the expenditure from existing resourcing including unspent needs based funding held in school SASIF accounts.
- Funding is only available to schools and preschools. Other administrative or organizational units are not able to apply for RAAP funding.
- Funding requested for a particular purpose is consistent with that provided to other schools or preschools for the same or similar purposes.
- Funding will not create undesirable industrial issues.
- Funding is based on clear evidence of need and evidence that intended use of funds will achieve the intended outcome of the funding application.

Note: RAAP funding is only available to schools and preschools, other administrative or organizational units are not able to apply for this funding.

The panel considers funding for additional staffing in the following categories:

- Statewide services
- Specialist schools
- Shared facilities
- Large primary schools
- Disabilities
- Behaviour management
- Adult re-entry school support
- School closure support
- Amalgamations

- R-12 leadership structure
- Emergency support

In considering applications, the panel investigates current levels of support provided through funding formula allocations, existing policy and any other additional in-kind support provided to sites.

RAAP applications for disabilities, medical needs and behaviour management now form part of the Inclusive Education Support Program online process:

Form: <https://online.forms.sa.edu.au/content/forms/af/department-for-education-forms/disability-funding-application.html>

Guide: <https://edi.sa.edu.au/supporting-children/disability-support/programs-and-services/support-programs/inclusive-education-support-program/iesp-online-application-user-guide.docx>

Requests should include the justification for additional resources, the proposed duration of funding, performance criteria, review process, risk management plans, business plans and a cost/benefit analysis. The school's education director must endorse the principal's funding request.

Applications can be submitted to the panel at any time but funding is not allocated retrospectively.

An appeal process has also been established for schools that are dissatisfied with the panel's decision. In these cases, schools have the opportunity to submit written justification outlining reasons for the department to reconsider its decision.

The panel is also responsible for considering Index of Educational Disadvantage appeals. Refer to *Appendix 8 – Index of Educational Disadvantage* for further information.

Appendix 11 – School Based Preschool

Staffing Allocation Table

The staffing allocation for preschools is determined in reference to their enrolment cap which takes into account the category ranking of sites. Allocations are sufficient to meet teacher industrial requirements (face to face teaching and NIT) and are inclusive of additional allocations for Universal Access to Preschools.

It should be noted that Universal Access funding is subject to an ongoing commitment from the Commonwealth Government and is subject to change in the future.

Enrolment Cap		Teacher FTE		SSO hrs per week	
Category Ranking		Formula	TOTAL with Universal Access	Formula	TOTAL with Universal Access
1	2 and 3				
10	11	0.5	0.67	0	0
20	22	0.5	0.67	18.75	22.5
30	33	1.0	1.33	18.75	22.5
40	44	1.0	1.33	37.5	45
50	55	1.5	2.0	37.5	45
60	66	2.0	2.66	37.5	45
70	77	2.0	2.66	56.25	67.5
80	88	2.0	2.66	75	90
90	99	2.5	3.33	75	90
100	110	3.0	4.0	75	90
110	121	3.0	4.0	93.75	112.5

Note: For small rural school-based preschools the [‘Provision of preschool services in rural communities policy’](#) provides for the following staffing allocation:

- 6 or more enrolments - funding for a teacher to deliver 15 hours of preschool
- 3-5 enrolments and there is no access to an alternative preschool – allocation of 15 hours per week school services officer to support inclusion of preschool children in the first year of school.
- Less than 3 enrolments – no staffing allocation, integration with the first years of school may be considered within the existing resources of the school.

Occasional Care Staffing Allocation

Sessions per week	Primary Worker Over 2 year old session(s) ECW2/ SSO2 hours			Secondary Worker Under 2 year old session(s) ECW1/ SSO1 hours		
	2.75 hour session(s)	3 hour session(s)	4 hour session(s)	2.75 hour session(s)	3 hour session(s)	4 hour session(s)
1	4.75	5	6	3.75	4	5
2	8.25	8.75	9.75	7.25	7.75	8.75
3	11.75	12.5	13.5	10.75	11.5	12.5
4	15.25	16.25	17.25	14.25	15.25	16.25
5	18.75	20	21	17.75	19	20
6	22.25	24	25	21.25	23	24
7	25.75	27.75	28.75	24.75	26.75	27.75
8	29.25	31.5	32.5	28.25	30.5	31.5

Note: to enable the consistent allocation of staffing hours across the program, ECW2/ SSO2 hours are linked to the over 2 year old session(s) and ECW1/ SSO1 hours are linked to the under 2 year old session(s). However, provided that the educator-to-child ratios are met, the ECW2/ SSO2 and/ or ECW1/ SSO1 may be deployed across either session at the site leader’s direction.

Project code 222 is used for all occasional care ECW/ SSO salaries in the RES.

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