

2025 School Resource Entitlement Statement

Supporting information

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The annual Resource Entitlement Statement (RES) cycle

For 2025, schools will receive their Resource Entitlement Statement across the year according to the following cycle:

- **Indicative Resource Entitlement Statement (RES).** For 2025, this funding is automatically populated from 2024 enrolments and is issued each month for January-March. Please note:
 - The Indicative RES is used for initial funding purposes only. For budgeting purposes, schools should enter into the SBPT their expected enrolments for 2025 where this information is considered more representative for the school than 2024 enrolment data.
- **Initial 2025 RES.** Issued in the April RES (published in May). This updates the indicative RES using enrolment data from the 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. 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 mid-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 budgeting purposes. This is particularly important during the period before the RES is updated to reflect 2025 enrolments via the Student Enrolment Survey.

What's New in 2025

Teacher Workload Reduction

The School and Preschool Education Staff Enterprise Agreement 2024 (enterprise agreement) includes provision for a reduction in maximum face-to-face teaching time of one hour per week for school-based teachers as per clause 5.2.12 (a).

This is being phased in over six years, dependent on the site's Index of Educational Disadvantage (IoED). In 2025, the change applies to Category 2 schools on top of IoED Category 1 and designated special schools that received funding in 2024.

Please see the section on Teacher Workload Reduction for further details.

Student-Centred Funding Model indexation

Standard salary rates indexation

The 2025 Standard Salary rates have been updated to reflect current salary rates and conditions at the time of approval. (see Appendix 1). The 2025 Standard Salary Rates incorporate all salary changes from the 2024 Enterprise Agreement.

Student-Centred Funding Model indexation

The 2025 Student-Centred Funding Model (SCFM) rates have been updated providing consistency with the 2025 Standard Salary Rates.

Goods and services indexation

Funding lines linked to the purchase of goods and services have been indexed by 2.5%.

Resource Entitlement Statement

The 2025 *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 2025 RES* page 57) 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 2024 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 2025 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 store person.

The 2025 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, incorporate changes in staff mix, and where agreed, are updated for supplementations from previous enterprise agreements.

A list of 2025 standard salary rates is available in *Appendix 1* on page 53.

The 2025 SCFM formulas are shown in *Appendix 4 –Student Centred Funding Model* on page 59.

Student-Centred Funding Model enrolments

For SCFM funding purposes, an **actual eligible Term 1 enrolment** excludes the following:

1. Intensive English Language Program (IELP) enrolment
2. Community detentions enrolments (e.g. students holding BVE visa types who have no previous substantive visa)
3. Special Classes
4. Flexible Learning Options (FLO) program, and

5. international full-fee paying students (origin code 'EFF').

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 2025 per-capita allocations that continue to be based on the 2025 Standard Salary Rates:

R-2	\$ 7,371
3-6	\$ 6,388
7-10	\$ 10,455
11-12+	\$ 10,774

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 \$180,523. The criteria determining the allocations for small secondary enrolments are shown in Appendix 5 – 2025 SCFM Small Secondary (page 65). Schools will continue to receive the higher of the small secondary enrolment funding or standard per capita funding based on 8-12 enrolments plus the additional per capita funding for year 7 students based on the 7-10 per capita rate (above).

This allocation, including the year 7 per capita contribution, will appear on the Resource Entitlement Statement (RES) as "Very Small Secondary Enrolments".

Small primary enrolments

The funding for primary schools with 61 or fewer 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 \$168,488. The criteria determining the allocations for small primary school enrolments are shown in Appendix 6 – 2025 SCFM Small Primary (page 66).

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 59) shows the graphical representation of these bases plus the formulae for calculating base entitlements in detail.

All School Base

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

- Area/combined
- Primary
- Secondary

School type	Area/combined	Primary	Secondary
Initial base	\$376,232	\$191,366	\$668,385
Increase base with enrolment	40-600	14-204	50-300
Rate increase to next base	\$2,221.28	\$1,745.58	\$646.92
Next base enrolment			
<i>Start</i>	600	204	300
<i>Finish</i>	1,080	600	920
Next base	\$1,620,150	\$523,027	\$830,115
Increase base with enrolment	-	600-800	-
Rate increase to max base	-	\$966.88	-
Max base	\$1,620,150	\$716,402	\$830,115
Tapering to zero at enrolment	1,600	-	1,400
Base tapering rate	-\$3,115.67	-	-\$1,729.41

Small School Base

The *Small School Base* provides funding to specific school groups and compensates 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	\$81,390	\$82,566	-
Increase base with enrolment	14-126	0-21	0-114
Rate increase to max base	\$2,147.88	\$1,799.10	\$3,300.51
Maximum base enrolment			
<i>Start</i>	126	21	114
<i>Finish</i>	159	41	190
Maximum base	\$321,953	\$120,347	\$376,258
Taper to zero at enrolment	380	103	438
Base tapering rate	-\$1,456.80	-\$1,941.08	-\$1,517.17

Mid-Year Intake funding

Schools are provided with a full year of funding, from the beginning of each year for mid-year reception intake, which is calculated on a per student basis (based on the SCFM R to 2 Per-Capita Rate).

Tier 2 funding for mid-year reception students occurs in the year the student commences their full year of reception.

This strategy enables schools to continue their staffing for their 2024 mid-year intake reception students and consider any additional staffing requirements for their 2025 mid-year intake students from the start of the school year. How schools use any additional resourcing is a local decision based on their context and proactive approaches. Approaches to be considered include:

- smaller reception classes in terms 1 and 2
- teacher release for planning, curriculum and pedagogy
- increase planning for any additional needs of individual students
- develop transitional programs with local preschools to support continuity of learning
- an alternative to temporary relief teacher (TRT).

The data collection mechanism to enable funding allocations to be calculated on mid-year reception enrolments is currently under development. This will include looking at all available data sources to ensure students are accurately recorded.

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'.

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 Teacher equivalent funding within the Aboriginal Student Flexible Grant	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
Relevant component of the IESP Supplementary Level Grant relating to NCCD supplementary students and Inclusive Education Support Program – Level 4 to 6	Yes	Yes
Inclusive Education Support Program – Level 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 2025 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 teacher under a Special Authority and 0.2 for a full time beginning Aboriginal or Torres Strait Islander (ATSI) teacher.

Surplus teacher

On occasions, it is necessary for permanent teachers to be placed in supernumerary appointments (Temporary Placed Teachers - 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.

School Sport SA convenors and TRT release payments

Payments are made to schools who host School Sport SA Convenors who organise school sporting teams and competition/programs for schools within identified primary district or secondary zones. Payments are also made to schools to support schools to release teachers to act as district team officials, key convenors or officials at state/interstate championships and statewide competitions. Payments are made to meet the cost of teacher replacement (TRTs).

Enterprise Agreement supplementary funding

The 2016, 2020 and 2024 Enterprise Agreements gave rise to a number of resources being provided to schools and preschools. Funding for these supplementations continue where applicable and will appear on the RES under the following headings:

Teacher Workload Reduction

The School and Preschool Education Staff Enterprise Agreement 2024 (enterprise agreement) includes provision for a reduction in maximum face-to-face teaching time of one hour per week for school-based teachers as per clause 5.2.12 (a).

This will be phased in over six years, dependent on the site's Index of Educational Disadvantage (IoED) according to the following table:

Index of Educational Disadvantage (IoED)	Commencement date of 60 minute per week reduction in face-to-face teaching (school year)
Teaching in Category 1 schools (and designated special schools)	2024
Teaching in Category 2 schools	2025
Teaching in Category 3 schools	2026
Teaching in Category 4 schools	2027
Teaching in Category 5 schools	2028
Teaching in Category 6 schools	2029
Teaching in Category 7 schools	2029

As per the table above, in 2025 the change applies to IoED Category 1 and Category 2 schools and designated special schools when sufficient suitable teachers are available.

Eligible schools will receive a Teacher Workload Reduction allocation in the Staffing Allocation section of the RES to facilitate the 60 minute reduction in maximum face-to-face teaching time.

Please refer to [60 Minute Reduction in Face-to-Face Teaching: Implementation Guidance \(PDF 271KB\)](#) document for detailed information.

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 amount for 2025 is \$43.89 per R-6 student and as part of the Bringing Funding Lines Forward Initiative is based on 2024 total primary school enrolments as confirmed from the *Term 1 Student Enrolment Survey* data.

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.

Additional ICT support grant

Additional annual allocations to schools to support ICT costs are being provided by way of this grant. 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 2025 final grant is:

- A base of \$15,042 to every school **PLUS**
- a per-capita of \$56.95 for every student

As part of the Bringing Funding Lines Forward process, this is the final 2025 allocation which has been updated based on the confirmed enrolments and projections from the 2024 Term 1 Student Enrolment Survey. Flexible Learning Options (FLO) enrolments, special class enrolments and Intensive English Language Centre (IELC)/New Arrivals Program (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 2024 Term 1 Enrolment Survey.

Further to the base funding, Better Schools funding includes an additional funding component detailed in the appropriate section of the RES notably, “Better Schools Funding – Low SES” (Targeted Funding for Individual Students). Note that from 2024, the Better Schools Funding – Aboriginal component has been captured within the Aboriginal Student Flexible Grant allocation.

Better Schools funding payments are paid in two instalments each year. As part of the Bringing Funding Lines Forward initiative, the payments are based on the previous year’s Term 1 enrolments and no longer updated for in-year enrolments changes. For each payment, schools will receive the greater of: the formula allocation based on enrolment data, or \$1,000.

Reduced principal face-to-face teaching

The 2020 Enterprise Agreement introduced an allocation to provide for a reduction in maximum face-to-face teaching time per week for Band A Leaders in schools.

The reduction equated to 2 hours and 15 minutes per week. Principals in schools with a weighted enrolment of 160 students or more will be funded so as not to 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.

Weighted enrolment (primary plus twice secondary)	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 weighted enrolments of 174 or fewer 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”.

Funding will be provided as two equal payments during the year.

Special class leadership administration support

The 2020 Enterprise Agreement introduced an 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.

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

Funding will be provided as two equal payments during the year.

Complexity funding allocations

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

The Complexity Funding Model provides funding that is allocated 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.

Students are counted as “complex” if they meet one or more of the following criteria:

1. Students recorded on the Term 1 Census as having a disability.
2. Students identifying as Aboriginal or Torres Strait Islanders
3. Students in care (previously described as being under the guardianship of the Minister)

Following the introduction of the IESP Supplementary Level Grant in 2024, students that were formerly recorded with IESP Category 1 -3 are now not identified in the data categories identified above. In order to maintain consistency with previous years, the 2023 IESP Category 1-3 enrolments have been included in the 2025 Complexity calculations.

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

Funding will be provided as two equal payments during the year.

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 58*) 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

Open Access College (OAC) 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 student enrolments to cater for the unique role undertaken within OAC.

Open Access College Teachers

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

Enrolment	Teacher to student ratio
R-2	1 teacher to 17.73 students
3-6	1 teacher to 20.45 students

7-10	1 teacher to 18.43 students
11	1 teacher to 16.53 students
12+	1 teacher to 16.25 students
Prac 7-11	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

OAC is allocated 1 principal and 3 heads of school with 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.

OAC's coordinator positions are determined according to the following table, which is based on its 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 (ALA) time are allocated to OAC 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 services to primary and secondary schools for students up to the age of 16 years in the metropolitan area.

All learning centre programs are allocated teachers on a “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 has 3 programs located on site: Primary, Middle School and Secondary. The Centre also has one off-site campuses for junior primary students at Brahma Lodge Learning Centre Junior Primary (co-located at Brahma Lodge Primary School).
- Cowandilla Learning Centre (co-located at Cowandilla Primary School) has 3 Programs: Junior Primary (5 students/ 1 teacher), Primary and Secondary (10 students each with 2 teachers).
- Southern Learning Centre has 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 2025 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 capita basis. As part of the Bringing Funding Lines Forward initiative the per capita amount for each school is calculated on the previous year Term 1 full-time equivalent enrolment census. In 2025, this grant will be indexed by 2.5%.

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 2025, this grant has been indexed by 2.5%. The grant is calculated using a model which takes into account:

- the number of students (plus 20% loading for School Card holders)
- the number of teachers
- unit costs of student chairs and tables and teacher chairs and tables
- estimated economic life of student chairs (7 years), student tables (10 years), teacher chairs (7 years) and teacher desks (15 years).
- percentage reduction for schools redeveloped/upgraded in the last five years
- a minimum payment to schools of \$100
- New schools under five years old are not provided with this funding

As part of the Bringing Funding Lines Forward initiative, this funding allocation is based on previous year term 1 2024 Census enrolment data. Allocations will not be adjusted for 2025 actual enrolments.

Training and development

In 2025, this grant will be indexed by 2.5%. As part of the Bringing Funding Lines forward initiative, this allocation incorporates the use of the previous year’s term 1 Census 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 'normal' classroom training requirements:

R-2	13%
3-6	19%
7-10	15%
11-12	10%
School-Based Preschools	0.5%
- 9.5% allocated to special needs classroom training requirements (i.e., Aboriginal students, students with disabilities, English as an Additional Language or Dialect, low socio-economic background)
- 14% allocated to provide a base allocation to all rural school sites
- 19% allocated to address distance

This funding allocation is based on previous year term 1 Census enrolment data. Allocations will not be adjusted for actual 2025 enrolments.

Breakdown maintenance

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

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	=	\$11.24 /m ² based on an analysis of costs
Base Allowance	=	\$ 6714 primary school \$ 10,056 area school \$ 16,722 special/secondary/R-12 school

2025 allocations will be made on the basis of the/ 2024 Enrolment Survey.

In 2025, breakdown maintenance funding for primary schools will be determined by the greater of their 2024 funding (with indexation) or their 2025 funding allocation where calculated using the standard funding formula above. This notes that 2024 breakdown maintenance funding allocations included support for primary schools affected by the loss of year 7 students and rolling over this amount, where applicable, will provide continued support to those applicable sites where the formula allocation is not otherwise greater.

The space entitlements are multiplied by a locality index (sourced from the DIT – 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 the 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:

$$\text{School-Based Preschool Attendances} \div 2.5 \times 7.5\text{m}^2 \times \$11.24/\text{m}^2$$

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

The benchmark allocations include increases of 2.5% in 2025.

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 Asset and Facility Services 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 2025 allocations for telephones will be based on historical expenditure. Resourcing has been increased by the approved 2025 indexation rate of 2.5%.

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 2024 allocation and the 2024 actual amounts paid on behalf of each school. Resourcing has been increased by the approved 2025 indexation rate of 2.5%.

Cleaning

Cleaning allocations in the RES will represent the 2025 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 2025, this allocation has been indexed by 2.5%.

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.

Open Access TRT recovery

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

- R-6 – 0.3 TRT days per subject per semester
- 7-12 – 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.

Community Language School Funding

Schools hosting Community Language Schools meet the normal costs of cleaning and utilities. To facilitate this arrangement, the RES includes \$40 per community language school student. In 2025, this allocation has been indexed by 2.5%.

The Department for the Premier and Cabinet has also provided supplementary funding to schools hosting a community language school. This supplementary funding is a proportional amount based on the student numbers of community language schools, and is provided up to and including the 2026 school year.

Facilities Adjustment - 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 Contribution

The Microsoft license contribution is a one-off annual cost for schools and preschools for software licenses provided through the department's Microsoft Enterprise Agreement.

SWiFT Contribution

The SWiFT portal is an online tool to manage and monitor student online access as part of the department high speed internet access program for school and preschools.

Schools are charged an annual contribution which appears on the RES as an “ICT Adjustment”

School Type	Annual Contribution
60 students or less	\$1,000
Primary/Special	\$3,000
Secondary/Area	\$5,000
1000 students or more	\$8,000

It should be noted that there will be a RES adjustment applied for any schools that have elected to opt out of implementing SWIFT. This will reflect the increasing cost of maintaining the legacy environment (eduCONNECT) for the small number of remaining opt-out schools.

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.

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. In 2025, this allocation will be indexed by 2.5%.

Prior Year Reconciliation

At times, adjustments are required to the annual RES after the final statement has been issued in December, and these changes will appear in the Reconciled RES report. A reconciliation process is undertaken annually which calculates the difference between the Reconciled RES and the December RES, and the net adjustment will be made in the current year as a "Prior Year Reconciliation".

Targeted funding for individual students

Improved wellbeing and engagement

Flexible Learning Options (FLO) Redesign

The Flexible Learning Options (FLO) program has been reviewed and a new model is pending approval. Details of 2025 arrangements will be provided to schools in Term 4, 2024.

Behaviour management – country in lieu of a learning centre

This funding is provided to country areas where students are 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.

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 had a three-year allocation outlook where the allocations determined funding from 2020 through to 2022. A rollover of the 2022 entitlement has occurred for 2023 and 2024, and will continue in 2025 to promote certainty of funding. 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 Term 1 Enrolment Survey enrolment numbers which are weighted according to the Index of Educational Disadvantage.

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.

Autism Inclusion Teacher

Autism Inclusion Teacher funding is allocated at the prevailing Teacher Standard Salary Rate.

Eligible sites will be allocated funding equivalent to 0.1 or 0.2 FTE Teacher. Autism Inclusion Teacher allocations were determined in 2022 with its four-year allocation outlook. Funding is allocated on the basis of 2022 Term 1 Enrolment Survey enrolment numbers which are weighted according to the Index of Educational Disadvantage. Funding will not be adjusted for any movement in actual enrolments over the life of the four-year allocation.

Improved outcomes for students learning English as an Additional Language or Dialect (EALD)

Funding for EALD students in mainstream and special schools

[EALD funding](#) is provided to schools to improve learning outcomes for students learning English as an additional language or dialect, and comprises 3 types of funding:

- An [EALD general support funding](#) allocation provided at the start of the school year. Schools are advised of their annual allocation in term 4 the year prior.
- [EALD Supplementary Funding](#) is for students transitioning to mainstream schooling from an Intensive English Language or New Arrivals Program (or who previously attracted Geographic Isolation funding). Supplementary Funding is allocated in May and October for eligible enrolments.
- [Bilingual School Services Officer](#) hours.

Students [eligible](#) for EALD funding use a first (or home) language or dialect other than Standard Australian English and require additional support to develop proficiency in Standard Australian English. This may include Aboriginal students who use Aboriginal English at home. As a gap-based funding model, EALD funding is allocated based on an EALD [student's EALD support category](#), which takes account of their year level and proficiency in Standard Australian English, as assessed using the [Learning English: Achievement and Proficiency Levels](#) (LEAP levels).

EALD students in Anangu schools are supported with Aboriginal Education funding through the RES.

For EALD students to be included in funding allocations, it is important that they are [correctly identified in EDSAS](#) and a current [LEAP Level is entered into EDSAS](#) by the Term 3 census for every year for each EALD learner.

Funding for EALD new arrivals

- *Intensive English Language Program/New Arrival Program*
The EALD [Intensive English Language Program/New Arrivals Program](#) (IELP/NAP) is 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 to 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 online for Geographic Isolation funding for eligible new arrival EALD students requiring intensive English support.

- *Targeted Refugee Intervention Funding*

The Targeted Refugee Intervention (TRIF) funding is allocated annually into the RES to support the

delivery of wellbeing, engagement and learning interventions for refugee new arrival students in Intensive English Language Programs (IELPs) and those receiving Geographic Isolation (GI) funding.

Inclusive Education Support Program funding

The Inclusive Education Support Program (IESP) is a functional needs-based funding model for mainstream preschools and schools.

Funding related to students with disabilities and students with behaviours that pose a significant risk to self and others is included in the Inclusive Education Support Program, which provides resourcing based on a student's functional needs and the adjustments they require.

Where Special Options (special schools, disability units or special classes) are seeking additional resourcing, the site will submit an online application via [Eduportal](#) which will be received and considered by the IESP Panel as per mainstream IESP applications with a further assessment by the Resource Allocation Adjustment Panel (RAAP).

The [eligibility criteria](#) for the Inclusive Education Support Program recognises student's social/emotional/behaviour needs and acute health care requirements. Eligibility criteria reflect national definitions and guidelines.

IESP Supplementary Level Grant

From 2024, IESP categories 1-3 were replaced by the IESP Supplementary Level Grant. In 2025, schools are automatically provided annual grant funding based on their 2024 NCCD reporting, removing the need for individualised applications.

The individual reporting of the school based IESP Grant no longer occurs, instead the allocations are reported within the IESP Supplementary Level Grant total which is combined with the funding utilising NCCD levels.

The IESP Supplementary Level Grant supports whole school approaches and a more flexible use of funding to achieve improved learning outcomes for students with disability, as well as better forward planning for workforce recruitment and development.

The IESP Supplementary Level Grant supports the school's total cohort of students requiring supplementary level support and will not be adjusted during the year for individual student movements. Where students exit the school throughout the year, the funding is not transferred to the new setting or removed from the IESP Supplementary Level Grant.

Any new students at a school that require support are to be captured in the 2025 NCCD process, with the funding amount from the grant flowing through in 2026.

Students who are in receipt of funding from the IESP Supplementary Level Grant should be coded as 'Supplementary Grant' (formerly IESP Grant) in the 'Disabilities' section of EDSAS or EMS. 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.

Additional IESP funding for behaviour management and disability

For mainstream schools, funding for individual students with behaviours that pose a significant risk to self and others and/or disability above level 9 funding will require endorsement by the IESP Panel via existing application processes and then approval by the Resource Allocation Adjustment Panel (RAAP). Approved outcomes will be included within the Inclusive Education Support Program heading in the 2025 Resource Entitlement Statement.

For students enrolled within special options (special settings such as special schools, disability units or special classes), funding will continue to be assessed on a case-by-case basis pursuant to current policy (applications to the IESP Panel requiring IESP Panel endorsement and RAAP approval) and will appear under the Inclusive Education Support Program heading in the Resource Entitlement Statement. Applications for this resourcing are to be submitted online via Eduportal as per the IESP application process.

Mainstream students

In 2025, schools that have targeted funding approved to support students with a disability, will be funded. The 2025 rates are as follows:

2025 Categories of Support	Rate
1	Included in the <i>IESP Supplementary Level Grant</i>
2	
3	
4	\$18,975
5	\$24,301
6	\$33,559
7	\$45,003
8	\$59,898
9	\$78,224

All students who are allocated a level of funding via the IESP’s centralised panel will be assigned a review date for both eligibility and the resourcing provided.

If resourcing is required to continue beyond the current allocation date, an application needs to be submitted to the IESP centralised panel before the conclusion of the allocation. Schools can check resourcing levels and review dates using their Power BI report.

Special schools, disability units and centres for deaf education

For special schools, schools with disability units or centres for deaf education, the funding 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 centres for deaf education will be provided with a total resource and staffing allocation for teaching and ancillary staffing in accordance with the following processes.

Category	Teacher	SSO Metropolitan	SSO Country
Identified disabled students	1 teacher to 8 students	12 hours/week per teacher	20 hours/week per teacher
Very high sustained (formerly SMD)	1 teacher to 8 students	160 hrs/week SSO time per 8 children	160 hrs/week SSO time per 8 children
High sustained (formerly sensory impaired)	1 teacher to 4 students	6 hours/week per teacher	6 hours/week per teacher

In addition to the above, the following adjustments apply:

- Special schools, disability units, centres for deaf education, and other special education units that have a student enrolment have a base ancillary staff allocation of 28 SSO hours per week.
- 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 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 disability 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, including speech and language 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:Student ratio	Support Staff
Junior primary special class	1:8	12 SSO1 hours/week for 8 students
Primary special class	1:12	10 SSO1 hours/week for 12 students
Secondary special class	1:12	10 SSO1 hours/week for 12 students
Speech and language class	1:8	15 SSO1 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 options (special schools, disability units or special classes)

The Enterprise Agreement stipulates that a minimum of one school services officer be present while a class in a special option (special school, disability 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 options 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 will be based on the 2025 SSO2 *Standard Salary Rate*.

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

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.

Funding for children in care

Transition funding for children in care

Funding is provided for children in care, where they are not receiving individualised IESP funding at key transition points of their education to support learning outcomes. This includes starting preschool, preschool to primary school transition, primary school to high school transition and changing school or preschool.

Schools receive \$3,679 when a child in care transitions to their school. This additional funding will help manage the transition period and enable the child to settle into their new school or preschool. It is provided to enable the school to develop a sound understanding of the functional needs of the student or child.

Targeted funding for groups of students

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 base allocations are provided for smaller student populations which exist predominately at country schools. The SCFM maintains the proportions of funding to country schools which reflects country weightings included in previous staffing formulas.
- Small school administration supplementation – Additional administration allocation to supplement small schools with a primary component (included in 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 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 Term 1 Enrolment Survey data.

8-10 February Enrolments	11-12 February Enrolments	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 Enrolments	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”.

The Open Access grant will continue to exclude year 7 students.

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. In 2025, this allocation will be indexed by the approved goods and services indexation rate of 2.5%.

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 8 – 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 2024 to the role as identified in the Aboriginal Education Teacher role statement.

Aboriginal and Anangu schools receive a fixed 0.4 FTE Aboriginal Education school based allocation.

From 2024, AET allocations for non-Aboriginal schools have been combined with other historical lines to form an “Aboriginal Student Flexible Grant” allocation. See the section on Flexible Grant for Aboriginal Students below for information about AETs in non-Aboriginal schools.

Aboriginal Community Education Officers (ACEOs)

Aboriginal Community Education Officers (ACEOs) are employed under the Aboriginal Education Workers 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.

From 2024, schools with R-6 Aboriginal student enrolments receive 0.4 FTE once their Aboriginal student FTE enrolments reach 10 FTE and a further 0.2 FTE of ACEO time for every 10 additional Aboriginal student FTE enrolments. The enrolment levels that will determine a school's allocation are based on the average Term 1 Census Aboriginal FTE enrolments of prior years. Funding has been allocated for a 3-year period covering 2024 to 2026.

Aboriginal Secondary Education Transition Officers (ASETOS)

Aboriginal Secondary Education Transition Officers (ASETOS) are employed under the Aboriginal Education Workers 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.

From 2024, schools with secondary Aboriginal student enrolments receive 0.4 FTE once their Aboriginal student FTE enrolments reach 10 FTE and a further 0.2 FTE of ASETO time for every 10 additional Aboriginal student FTE enrolments. The enrolment levels that will determine a school's allocation are based on the average Term 1 Census Aboriginal FTE enrolments of prior years. This funding has been allocated under the ACEO classification in the Resource Entitlement Statement for a 3-year period covering 2024 to 2026.

Aboriginal Student Flexible Grant

A per capita funding line for Aboriginal students was created in 2024, giving schools the ability to make decisions on where to direct funding to best meet the needs of Aboriginal students. This funding line has been allocated for a 3-year period covering 2024 to 2026, providing certainty and predictability to schools.

The funding line combines non-Aboriginal schools AET allocation, the Aboriginal component of Better Schools Funding, and Aboriginal Programs Assistance Scheme (APAS) and is based on an average of Term 1 census data from prior years.

Schools can make individual decisions on how these funds are to be used, for example, employing an AET, increasing ACEO or ASETO hours, implementing programs that focus on literacy and numeracy or attendance of Aboriginal students and more. The flexible funding can be combined with other schools in order to implement programs not solely feasible by the individual school.

Improved outcomes for numeracy and literacy

Quality Teaching and Learning (formerly Literacy and Numeracy First)

The Quality Teaching and Learning Grant (formerly Literacy and Numeracy First Grant) is based on a school's Measure of Socio-Economic Need (MOSEN) score and total primary enrolments (excluding IELCs, Special Units / Schools / Classes and schools with unique funding arrangements). The 2025 allocation uses a per-capita rate of \$77.48 which is allocated to eligible schools on an increasing basis as the MOSEN score decreases.

Early literacy learning strategy

This additional funding is allocated to sites to support children in early literacy learning and development. It contributes to school-based early literacy initiatives and improvement. Schools will be advised of their 2025 allocation in term 3 2024.

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 their capacity for lifelong learning. 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 2025 per-capita rates are:

Category 1	\$226
Category 2	\$153
Category 3	\$123
Category 4	\$86

In addition, schools with enrolments of less than 100 have been allocated a base payment of \$1,503.

As part of the Bringing Funding Lines Forward initiative, this funding allocation is based on term 1 2024 enrolment data. The 2025 grant has been indexed by 2.5% with advice to schools of allocations provided in term 3 2024. Allocations will not be adjusted for actual enrolments.

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 2025 allocation in term 3 2024.

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.

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

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

As part of the Bringing Funding Lines Forward initiative, this funding allocation is based on term 1 2024 enrolment data. Advice to schools of 2025 allocations will be provided in term 3 2024. Allocations will not be adjusted for actual enrolments.

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 class sizes 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 differential per capita basis relative to different Index of Educational Disadvantage (IoED) categories.

2025 final per-capita funding rates for junior primary and early years schemes

IoED	R to 2	Year 3
1	\$2,206	\$2,113
2	\$2,206	\$2,113
3	\$1,323	\$1,409
4	\$1,323	\$1,409
5	\$441	\$704
6	\$441	\$704
7	\$441	\$704

Enrolments used for funding

Funding will be made on the basis of the Term 1 Student Enrolment Survey. This maintains consistency with data used in the Student-Centred Funding Model.

2025 Early Years Class Size allocations have been indexed in line with 2025 Standard Salary Rates.

Accountability requirements

Early years funding initiatives were implemented 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 their 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 2025, 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 2025 have been updated to reflect the average of 2023 and 2024 parental occupation and education data.

This funding allocation is based on previous year Term 1 enrolment data.

First Language Maintenance and Development (FLMD)

The First Language Maintenance and Development program provides first language-learning support for two broad categories of students as follows:

Category 1: R-6 students from Culturally and Linguistically Diverse (CaLD) backgrounds who **speak a language other than English at home as the primary means of communication..**

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-6 enrolments since 1986. These are administered by the Curriculum and Learning division, distributed to schools through the RES and drawn from State Appropriation funding.

Program funding for all students

Primary learning improvement

Curriculum and Learning provide support to sites to enable engagement with the SA Curriculum. This resource comprises allocations to schools with primary enrolments to support:

- exploring the SA Curriculum learning area prototypes
- undertaking professional learning related to the SA Curriculum and Areas of Impact
- integrating dispositions and capabilities into the teaching of curriculum
- considering how the curriculum might serve your site learning plan.

Curriculum and Learning Primary Allocations to schools are determined using February 2024 census enrolment data and are allocated based on R-6 student enrolment.

From the 2025 school year, total funding will continue to target primary school students.

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.

These additional resources include teacher and ancillary staffing and a grant per special interest music student will be provided (numbers permitting) and along with a music-focus grant.

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 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-focused 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 at 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 800.

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 schools with a school community library and less than 211 Term 1 enrolments.

The following table shows the supplementation provided to primary, secondary and area schools with a school community library:

Enrolments	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, secondary and area schools to provide a minimum of 0.5 FTE teacher librarian time as specified in the School Community Library Agreements and Operational Guidelines (pending release).

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

Improved outcomes for students taking alternative pathways

Vocational Education and Training in Schools

Under the Vocational Education and Training (VET) policy, there are two options for school students wishing to undertake quality VET courses as part of their secondary education:

- VET qualifications in a Flexible Industry Pathway (FIP)
- stackable VET (which includes Skills Clusters)

To be eligible, VET courses must be provided by a preferred Registered Training Organisation (RTO) that has a Head Agreement with the Department for Education and is on the preferred provider register.

The student's home school will receive funding through the Resource Entitlement Statement (RES) where the VET course is delivered by a preferred RTO, as outlined below:

- \$323 per student participating in a VET qualification (certificate II or III level) within a FIP in each year 11, 12 and 13 (if applicable) and
- An additional \$646 per School Card recipient student participating in a VET qualification (certificate II or III level) within a FIP in each year 11, 12 and 13 (if applicable) or
- \$323 per School Card recipient student enrolled in a pre-vocational VET course (certificate I) or skills cluster which is part of stackable VET in each year 10, 11, 12 and 13 (if applicable) – one payment per annum for stackable VET

Schools will access the additional funding by completing fields in EDSAS or EMS by determined dates.

The additional funding provided to government schools must be used for the purposes of supporting VET activities in the school. The funding top-up for eligible school card recipients must go towards covering the course fees charged by RTOs.

This funding does not apply to schools sending their students to the new technical colleges at Findon and Port Augusta.

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
- Commonwealth national partnership payments.
- Sanitary Products Funding

Preschools

Programs

The Department for Education is responsible for providing preschool education programs in a range of government funded centres. These centres provide preschool for eligible children, and where possible, supported programs to further the development, education, care and welfare of young children in the community.

Preschool

Preschool is a play-based, early childhood education program delivered by a four-year degree-qualified early years teacher using the Early Years Learning framework. The South Australian Government in partnership with the Commonwealth Government and all state and territory governments have committed to the Preschool Reform Agreement ensuring that all children have access to 600 hours of preschool in the year before full-time schooling. It should be noted that Preschool Reform Agreement funding is subject to an ongoing commitment from the Commonwealth Government and could be subject to change in the future.

School-based preschools (SBP)

School-based preschools 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

Children’s Centres for Early Childhood Development and Parenting

Children’s Centres work alongside children, families and the community to achieve the best possible learning, health, development and wellbeing outcomes.

Rural Care

The Department for Education Rural Care Program provides childcare for children from 0-12 years of age and operates in preschool sites in rural and remote communities where the traditional model of a stand-alone

centre-based childcare has not been viable.

For further information refer to the Rural Care Program Procedure.

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 childcare options noting that the overarching priority is for children who are not accessing other early childhood education and care programs.

For further information refer to the Occasional Care Program Procedure.

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 South Australia where the number of eligible preschool children is too small to sustain a viable preschool program.

For further information refer to the Playcentre Program Procedure.

Staffing allocation

School-based Preschools (SBP)

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 at Category 2 and 3 sites and 1 educator for every 10 children at Category 1 sites.

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 Preschool Reform Agreement funding for preschools (refer to *Appendix 10 – School-based Preschool– Staffing Allocation Table*). Preschool Reform Agreement 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:

- 4 or more enrolments – funding for a teacher (0.67 FTE) to deliver 15 hours of preschool per week.
- 1-3 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.

When enrolments reach 10 or above, the standard resourcing for school-based preschools applies.

Resourcing of small rural school-based preschools may be subject to unique considerations applied on a case-by-case basis to support workforce retention and continuity of service provision.

Aboriginal-focused school-based preschools

Aboriginal-focused school-based preschools (Kooniba, Maree, Oodnadatta, Raukkan and Point Pierce) with a minimum of 1 enrolment will be allocated a teacher (0.67 FTE). When enrolments reach 10 or above, the standard resourcing for school-based preschools applies.

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 face-to-face teaching time that first occurred in the 2010 Arbitrated Award and the loading arising from the implementation of the Preschool Reform Agreement. 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–Standard Salary Rates*.

SBP administration supplementation

Additional supplementation is allocated 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 but fewer 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 2025 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 educator to child ratios. SSO allocations are specified in *Appendix 10 – 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 calculated at 18.75 hours (0.5 FTE) School Service Officer (SSO2) is provided to support a range of reception and administration duties.

Rural Care

Rural Care – leadership funding

Schools with a rural care program will be allocated additional funding of 0.1 FTE 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 – Early Childhood Worker (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 is approved to operate with additional worker/s, an additional 11 hours of ECW time is provided for each approved worker.

Project code 320 is used for all rural care early childhood worker salaries related to relief staffing for:

- sick leave
- annual leave
- relief staff for special needs children (ISS).

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).

Project code 222 is used for all occasional care early childhood worker salaries related to relief staffing for sick leave.

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 are allocated funds from the site Inclusive Education Support Program (IESP) grant. This grant is allocated on a per capita basis and weighted for the socio-economic status of each site.

If a preschool believes it has exceptional circumstances which requires an adjustment to their IESP site grant allocation in a calendar year, a site grant review can be requested.

The following per capita rates will apply for 2025. The 2025 per capita rates have been indexed in line with changes in Standard Salary Rates.

IoED	School-based preschools per capita rate
1	\$602
2	\$538
3	\$474
4	\$409
5	\$345
6	\$278
7	\$215

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.

Children who received extensive adjustment funding in preschool will automatically be allocated transition funding for up to their first year at school. Schools that have preschool children with extensive adjustments

transitioning into the site in 2025 should confirm with preschools the supports in place for these children. This 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.

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 SSO2. The allocation will be shown as Playcentre SSO in the school's RES.

Operating Costs

School-based Preschool (SBP) operating grant

The 2025 school-based preschool operating grant rates have been indexed by 2.5% and are:

- base \$457 per site
- per capita \$43.60 based on actual enrolments
- needs component based on sites' category rankings and actual enrolments
 - Ranking 1 \$30.00 x number of actual enrolled children
 - Ranking 2 \$20.00 x number of actual enrolled children
 - Ranking 3 \$10.00 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 – Family and Community Programs Goods and Services

This grant is provided to support the management and delivery of family and community programs implemented by the children's centre. The allocation per children's centre is \$4,002.

Children's Centres – Allied Health goods and services (for sites with a speech pathologist and/or occupational therapist)

This grant is provided to support the practical management of programs implemented by the speech pathologist and/or occupational therapist in accordance with Goods and Services Funding Guidelines.

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.

This grant comprises a base grant of \$738.22 with an additional \$55.38 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 indexation rate of 2.5% for 2025.

2025 Occasional Care parent contributions

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

At the end of each term sites are required to verify their occasional care bookings parent contributions amount and submit this data via the EYS OC Utilisation page by the end of week 3 the following term. 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 \$18,096 with an additional allocation of \$812 for each additional day that a two-worker program is provided, to a maximum of \$22,155. The allocations have been increased by the approved indexation rate of 2.5% for 2025.

Rural care training and development grant

Each rural care site will be allocated \$2,746 to support the training and development for educators employed in the rural care program. The allocations have been increased by the approved indexation rate of 2.5% for 2025.

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 \$2,746 to purchase equipment and resources for children attending the rural care program. The allocations have been increased by the approved indexation rate of 2.5% for 2025.

Playcentre operating grant

The playcentre grant supports the operation of the playcentre. The allocation per site is \$3,479.43 for 1 playcentre session and \$4,351 for 2 sessions. This operating grant includes funding for general goods and services, equipment and professional learning indexed at the approved rate of 2.5% for 2025.

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 \$498. This has been indexed by 2.5% for 2025.

Category Ranking	Value per average enrolment
Ranking 1	\$16.10
Ranking 2	\$11.73
Ranking 3	\$5.85

These allocations include an additional 25% Preschool Reform Agreement loading.

Preschool early literacy learning strategy

This funding is allocated to support children 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 support children from 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.

Funding for children in care

Transition funding for children in care

Preschools will receive \$1,034 funding per child in care not already receiving individualised IESP funding. This will be provided at the point when a child is coming into care and/or at key transition points in their education to support learning outcomes.

Appendix 1 – 2025 standard salary rates

The 2025 standard salary rates have been indexed in accordance with relevant enterprise agreements as they apply to the 2025 calendar year. All salary-based funding components of the Resource Entitlement Statement have been indexed in line with the 2025 standard salary rates.

Changes resulting from the new Enterprise Agreement will be reflected in future 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.

STANDARD SALARY RATES - SCHOOLS

Category of staff	2025 standard salary rates	2024 standard salary rates	Percentage Increase
Leadership Band A-1	\$ 174,815	\$ 155,996	12.06%
Leadership Band A-2	\$ 186,205	\$ 166,162	12.06%
Leadership Band A-3	\$ 197,604	\$ 176,335	12.06%
Leadership Band A-4	\$ 208,997	\$ 186,503	12.06%
Leadership Band A-5	\$ 220,400	\$ 196,681	12.06%
Leadership Band A-6	\$ 231,789	\$ 206,846	12.06%
Leadership Band A-7	\$ 243,186	\$ 217,016	12.06%
Leadership Band A-8	\$ 254,581	\$ 227,186	12.06%
Leadership Band A-9	\$ 264,799	\$ 236,306	12.06%
Leadership Band A-9+	\$ 274,947	\$ 246,195	11.68%
Leadership Band B-0	\$ 153,879	\$ 140,843	9.26%
Leadership Band B-1	\$ 160,231	\$ 146,659	9.25%
Leadership Band B-2	\$ 163,957	\$ 150,070	9.25%
Leadership Band B-3	\$ 174,634	\$ 159,847	9.25%
Leadership Band B-4	\$ 185,318	\$ 169,630	9.25%

Category of staff	2025 standard salary rates	2024 standard salary rates	Percentage Increase
Leadership Band B-5	\$ 195,998	\$ 179,408	9.25%
Leadership Band B-6	\$ 206,690	\$ 189,198	9.25%
Coordinator Level 1	\$ 147,056	\$ 134,598	9.26%
Teacher	\$ 133,371	\$ 121,556	9.72%
ESL Coordinator	\$ 153,879	\$ 140,843	9.26%
Temporary Relieving Teacher	\$ 644	\$ 587	9.71%
Government Service Employees (GSE's) - Annual	\$ 70,852	\$ 70,137	1.02%
Government Service Employees (GSE's) - Hourly	\$ 35.86	\$ 35.49	1.04%
SSO Level 1 - Annual Rate	\$ 77,152	\$ 70,721	9.09%
SSO Level 1 - With Leave	\$ 39.57	\$ 36.27	9.10%
SSO Level 1 - Without Leave	\$ 48.99	\$ 44.90	9.11%
SSO Level 2 - Annual Rate	\$ 92,371	\$ 84,672	9.09%
SSO Level 2 - With Leave	\$ 47.37	\$ 43.42	9.10%
SSO Level 2 - Without Leave	\$ 58.65	\$ 53.76	9.10%
SSO Level 3 - Annual Rate	\$ 105,746	\$ 96,932	9.09%
SSO Level 3 - With Leave	\$ 54.23	\$ 49.71	9.09%
SSO Level 3 - Without Leave	\$ 67.14	\$ 61.54	9.10%
SSO Level 4 - Annual Rate	\$ 118,993	\$ 109,075	9.09%
SSO Level 4 - With Leave	\$ 61.02	\$ 55.94	9.08%
SSO Level 4 - Without Leave	\$ 75.55	\$ 69.25	9.10%
SSO Level 5 - Annual Rate	\$ 141,391	\$ 129,606	9.09%
SSO Level 5 - With Leave	\$ 72.51	\$ 66.46	9.10%
SSO Level 5 - Without Leave	\$ 89.77	\$ 82.29	9.09%
SSO Level 6 - Annual Rate	\$ 153,424	\$ 140,636	9.09%
SSO Level 6 - With Leave	\$ 78.68	\$ 72.12	9.10%

Category of staff	2025 standard salary rates	2024 standard salary rates	Percentage Increase
SSO Level 6 - Without Leave	\$ 97.41	\$ 89.29	9.09%
Storeperson	\$ 39.57	\$ 36.27	9.10%
ASO1	\$ 69,534	\$ 68,783	1.09%
ASO2	\$ 78,364	\$ 77,538	1.07%
ASO3	\$ 88,890	\$ 87,972	1.04%
ASO4	\$ 98,394	\$ 97,396	1.02%
ASO5	\$ 114,237	\$ 113,102	1.00%
ASO6	\$ 128,536	\$ 127,279	0.99%
ASO7	\$ 142,626	\$ 141,247	0.98%
ASO8	\$ 155,356	\$ 153,868	0.97%
ESL/New Arrivals- Bilingual School Assistant	\$ 58.65	\$ 53.76	9.10%
ACEO (AEW) Level 1 - Annual	\$ 82,489	\$ 75,372	9.44%
ACEO (AEW) Level 1 - Hourly	\$ 45.32	\$ 41.41	9.44%
ACEO (AEW) Level 2 - Annual	\$ 96,311	\$ 88,053	9.38%
ACEO (AEW) Level 2 - Hourly	\$ 52.92	\$ 48.38	9.38%
ACEO (AEW) Level 3 - Annual	\$ 109,841	\$ 100,594	9.19%
ACEO (AEW) Level 3 - Hourly	\$ 60.35	\$ 55.27	9.19%
ACEO (AEW) Level 4 - Annual	\$ 118,265	\$ 108,323	9.18%
ACEO (AEW) Level 4 - Hourly	\$ 64.98	\$ 59.52	9.17%
ACEO (AEW) Level 5 - Annual	\$ 129,071	\$ 117,492	9.86%
ACEO (AEW) Level 5 - Hourly	\$ 70.92	\$ 64.56	9.85%
Operational Services Officer - Annual	\$ 95,607	\$ 94,632	1.03%
Operational Services Officer - Hourly	\$ 48.38	\$ 47.89	1.02%
HPI Class 4	\$ 66.41	\$ 60.77	9.28%
HPI Class 3	\$ 97.86	\$ 89.58	9.24%

Category of staff	2025 standard salary rates	2024 standard salary rates	Percentage Increase
HPI Class 2	\$ 118.92	\$ 108.90	9.20%
ACEO (AEW) Level 6 - Annual	\$ 140,796	\$ 128,865.00	9.26%
ACEO (AEW) Level 6 - Hourly	\$ 77.36	\$ 70.80	9.27%
ESB01 (101B)	\$ 161,247	\$ 147,590.00	9.25%
Professional Service Officer	\$ 125,824	\$ 124,584.00	1.00%

Appendix 2 – Sample 2025 RES

Resource Entitlement Statement (Reconciled RES 2025) Sample School (0000)

Funding Line / Item	Total
Base Funding	
Staffing Allocation	\$11,996,386.04
School Operating Costs	\$1,415,974.15
TOTAL Base Funding	\$13,412,360.19
Targeted Funding for Individual Students	
Improved Wellbeing and Engagement	\$1,038,405.75
Improved Outcomes for Students with Additional Language or Dialect	\$433,593.11
Inclusive Education Support Program	\$1,795,758.93
TOTAL Targeted Funding for Individual Students	\$3,267,757.79
Targeted Funding for Groups of Students	
Improved Outcomes for Aboriginal Students	\$471,137.44
Improved Outcomes for Numeracy and Literacy	\$1,711,357.59
First Language Maintenance & Development	\$50,516.55
TOTAL Targeted Funding for Groups of Students	\$2,233,011.58
Program Funding for All Students	
Australian Curriculum	\$33,092.40
TOTAL Program Funding for All Students	\$33,092.40
Other Discretionary Funding	
Targeted Funding based on Curriculum Offerings	\$1,000.00
Miscellaneous	\$379,912.67
TOTAL Other Discretionary Funding	\$380,912.67
TOTAL RESOURCE ENTITLEMENT STATEMENT	\$19,327,134.63

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. Hospital School Services (site no. 1016)
4. Learning centres/behaviour units (multiple sites)
5. Open Access College (site no. 0849)
6. School of Languages (site no. 1802)
7. Thebarton Senior College IELC Program (site no. 1868)
8. Wiltja Program (site no. 1551)
9. Youth Education Centre (site no. 0195)
10. Special schools and disability units
11. School-based preschools
12. 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 3-6 Average Enrolments UP
- Years 7-10 Average Enrolments MS
- Years 11-12 Average Enrolments SS
- Total Average Enrolment E

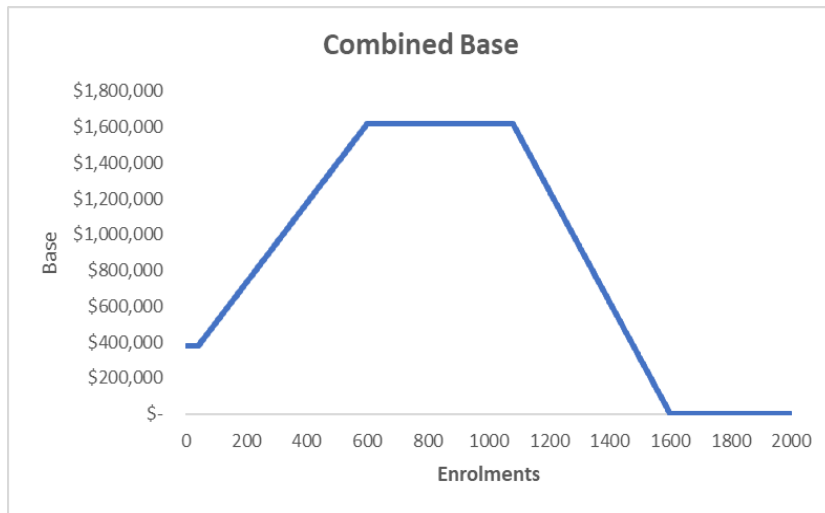
Area/combined school formula

Per capita

$$(JP \times \$7,371) + (UP \times \$6,388) + (MS \times \$10,455) + (SS \times \$10,774)$$

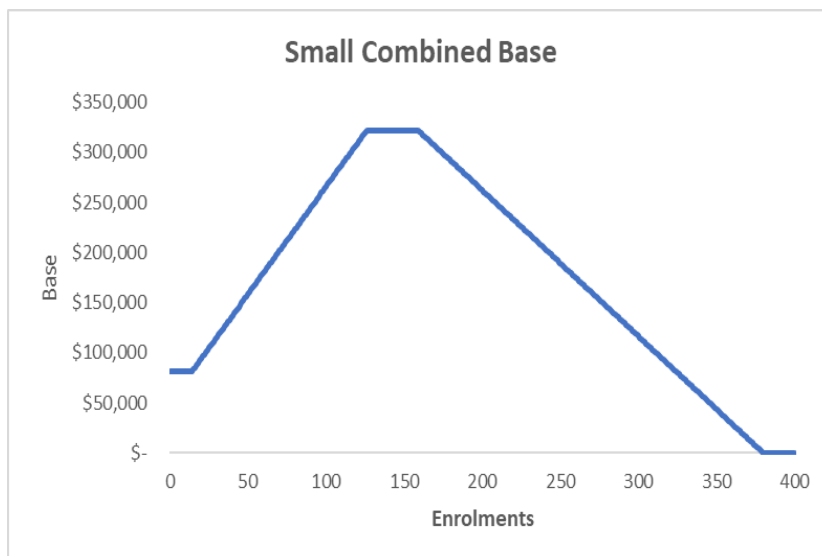
plus Area/combined base

Condition	Formula
$E \leq 40$	\$376,232
$40 < E \leq 600$	$((E - 40) \times \$2,221.28) + \$376,232$
$600 < E \leq 1,080$	\$1,620,150
$1,080 < E < 1,600$	$\$1,620,150 - ((E - 1,080) \times \$3,115.67)$
$E \geq 1,600$	\$0



plus Small area/combined base

Condition	Formula
$E \leq 14$	\$81,390
$14 < E \leq 126$	$((E - 14) \times \$2,147.88) + \$81,390$
$126 < E \leq 159$	\$321,953
$159 < E < 380$	$\$321,953 - ((E - 159) \times \$1,456.80)$
$E \geq 380$	\$0



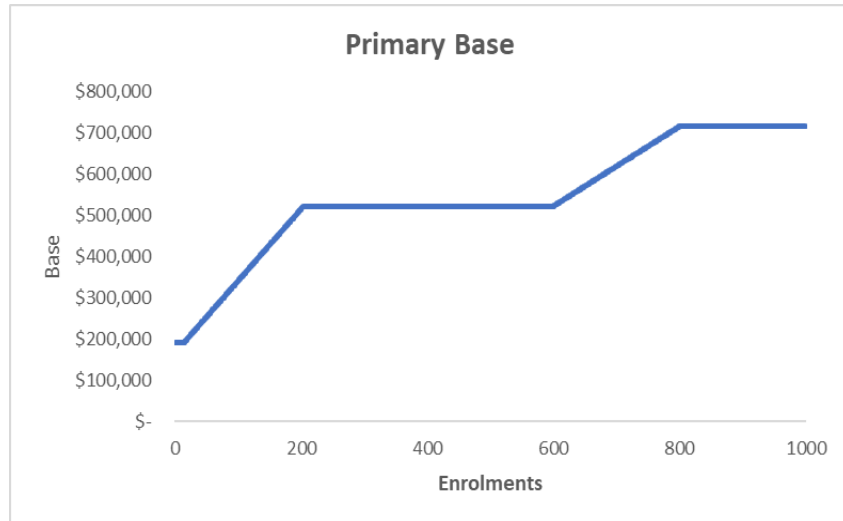
Primary school formula

Per capita

$$(JP \times \$7,371) + (UP \times \$6,388)$$

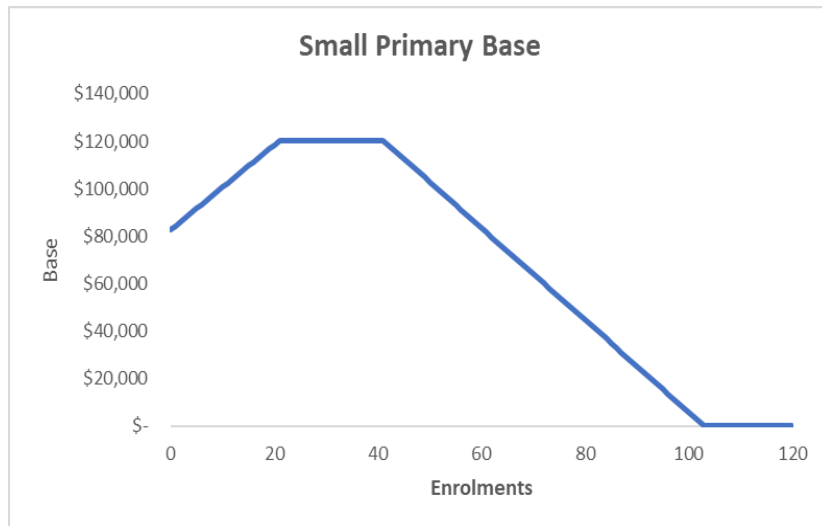
plus Primary base

Condition	Formula
$E \leq 14$	\$191,366
$14 < E \leq 204$	$((E - 14) \times \$1,745.58) + \$191,366$
$204 < E < 600$	\$523,027
$600 \leq E < 800$	$((E - 600) \times \$966.88) + \$523,027$
$E \geq 800$	\$716,402



plus Small primary base

Condition	Formula
$0 < E \leq 21$	$(E \times \$1,799.10) + \$82,566$
$21 < E < 41$	\$120,347
$41 \leq E < 103$	$\$120,347 - ((E - 41) \times \$1,941.08)$
$E \geq 103$	\$0



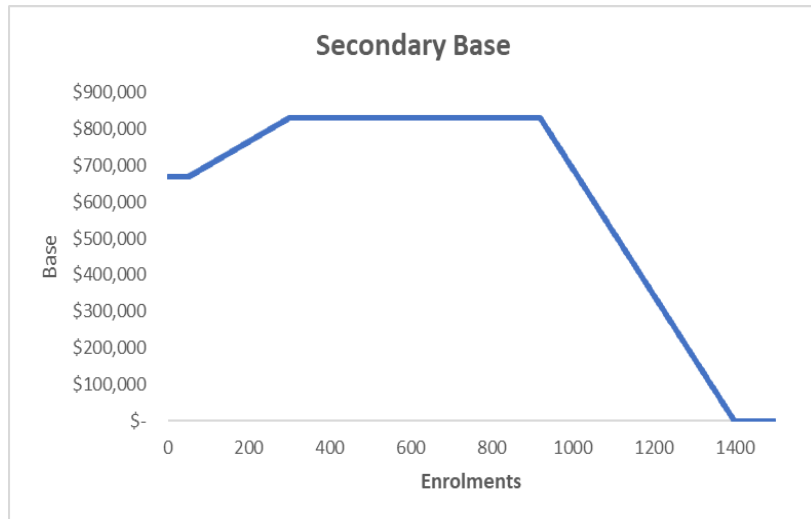
Secondary school formula

Per capita

$$(MS \times \$10,455) + (SS \times \$10,774)$$

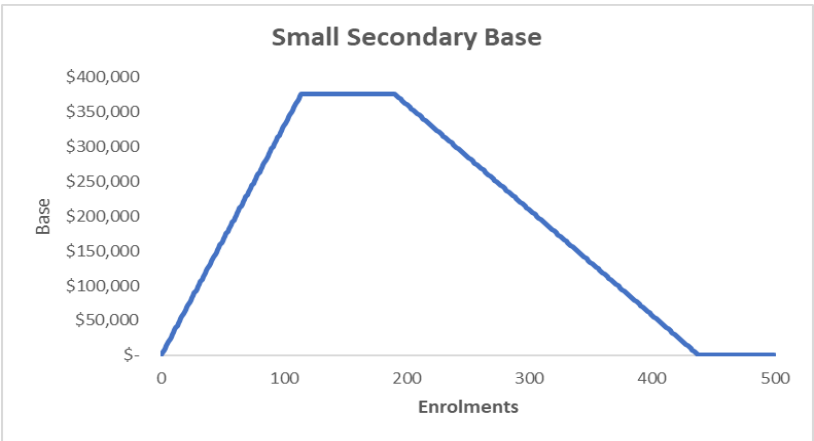
plus Secondary Base

Condition	Formula
$E \leq 50$	\$668,385
$50 < E < 300$	$((E - 50) \times \$646.92) + \$668,385$
$300 \leq E < 920$	\$830,115
$920 \leq E < 1,400$	$\$830,115 - ((E - 920) \times \$1,729.41)$
$E \geq 1,400$	\$0



plus Small secondary base

Condition	Formula
$0 < E \leq 114$	$E \times \$3,300.51$
$114 < E < 190$	\$376,258
$190 \leq E < 438$	$\$376,258 - ((E - 190) \times \$1,517.17)$
$E \geq 438$	\$0



Appendix 5 – 2025 SCFM small secondary

Enrolment funding criteria

This table provides the minimum allocation for schools with small secondary enrolments under the SCFM.

The total amount payable is the addition of the applicable 'enrolment condition' (refer to table below) plus year 7 enrolments multiplied by the 7-10 per capita rate.

Enrolment condition	2025 SCFM secondary allocation
8-12 = 0	\$0
8-12 <= 6	\$180,523
8-10 <6 And 11-12 <=5	\$361,046
8-10 <= 27 And 11-12 =0	\$361,046
8-10 = 0 And 11-12 <= 24.5	\$361,046
8-12 <= 20	\$361,046
8-10 <= 6 And 11-12 <= 24.5	\$541,569
8-10 <= 27 And 11-12 <=5	\$541,569
8-10 <=27 And 11-12 <= 24.5	\$722,092

Appendix 6 – 2025 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	2025 SCFM primary allocation
R-6 = 0	\$0
R-6 <= 22	\$168,488
R-6 <= 44	\$336,976
R-6 <= 61	\$505,464

Appendix 7 – 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 principal 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.

A school will still be eligible to apply for a review if its IoED is substantially impacted by a non-year 7 to high school issue.

Application of the IoED

The IoED 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 – School Card

Additional funding for students from low socio-economic backgrounds is allocated through the School Card Grant which is a means-tested scheme that assists low-income families to meet the costs of their children's educational expenses.

Appeal process

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

Appendix 8 – 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.

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 (recognising that for non-Aboriginal schools from 2024, AET funding is now combined with other historical lines to form an “Aboriginal Student Flexible Grant” allocation) 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 approved for the site ; and to employ a registered teacher in the role of an AET as per the AET role statement, where applicable.

Schools with 10 or more Aboriginal student enrolments must employ ACEOs or ASETOs to the minimum allocation indicated on the Resource Entitlement Statement.

In schools with less than 10 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 9 – Resource Allocation Adjustment Panel

The Resource Allocation Adjustment Panel (RAAP) 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, Inclusive Teaching and Learning

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 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:

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 7 – Index of Educational Disadvantage* for further information.

Appendix 10 – 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 Preschool Reform Agreement funding to Preschools.

It should be noted that Preschool Reform Agreement 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 Preschool Reform Agreement Funding	Formula	TOTAL with Preschool Reform Agreement Funding
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 staffing allocations for small rural school-based preschools, see under heading ‘Small rural school-based preschools’ (on p. 50).

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
2	8.25	8.75	10.75	7.25	7.75	9.75
3	11.75	12.5	15.50	10.75	11.5	14.5
4	15.25	16.25	20.25	14.25	15.25	19.25
5	18.75	20	25	17.75	19	24
6	22.25	24	30	21.25	23	29
7	25.75	27.75	34.75	24.75	26.75	33.75
8	29.25	31.5	39.5	28.25	30.5	38.5

Site leaders must ensure that staff contracts accurately match the occasional care session allocation for each year and that ECW or SSO hours are charged to the occasional care project code 222.

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

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