# School Resource Entitlement Statement

Supporting Information

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<table>
<thead>
<tr>
<th>Managed by</th>
<th>Funding Directorate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Version</td>
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</tr>
<tr>
<td>Issue date</td>
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The Annual RES Cycle

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

- **Indicative** Resource Entitlement Statement. This funding is based on 2018 enrolments and is issued each month for January – March.

- **Initial** Unreconciled Resource Entitlement Statement. Issued in the April RES (published in May) using enrolment data from the Week 2 Student enrolment survey and Term 1 disability enrolment census data.

- **Revised** Unreconciled Resource Entitlement Statement. Resource Entitlement Statements are issued each month. Note, the RES will however be updated in four “gateways” which coincide with the issuing of the January, April, June and October statements.

- **Reconciled** Updated Resource Entitlement Statement (RES). The Reconciled RES is updated to include supplementations and adjustments that occur after the December RES has closed. Any net increase or decrease in funding will be paid or deducted via the April RES in the following year.

The Resource Entitlement Statement is available on a monthly basis via FABSNet (Menu/Financial Reports/Resource Allocation Reports). In addition, Cashflow reports and site monthly reports are updated monthly following the closure of the ledger and are generally made available by the seventh working day of each month via FABSNet (Menu/Financial Reports/Resource Allocation Reports).

Note: The June RES will be available by the fourteenth working day of July following end of financial year processing.

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

Site Budget Planning Tool

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

Governance

The 2019 funding model has been developed by the Department for Education Funding Policy Working Group.

Department for Education Funding Policy Working Group

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

- Developing funding policy for consideration by the Chief Executive, Senior Executive Group and Minister including financial and budgetary considerations.
- Responding to policy, legislative and other drivers of change and identifying emerging issues that may impact on sites for funding policy reform.
- Developing options and/or changes to funding models.
- Considering Commonwealth and State funding requirements and implications of policy changes.
• Commissioning research, modelling and other pieces of key work as required.
• Providing advice concerning affordability of funding reforms and strategies (within available funds).
• Considering advice from the Stakeholder Advisory Committee regarding the funding needs of sites in relation to maximising the outcomes of children and young people.
• Considering funding issues for non-government schools.

The Funding Policy Working Group’s membership includes:

• Executive Director, Strategic Policy and External Relations (Chair)
• Chief Financial Officer (Deputy Chair)
• Executive Director, System Performance
• Executive Director, People & Culture
• Executive Director, Early Years and Child Development
• Director, Review Improvement and Accountability
• Director, Governmental Relations & Policy
• Director, External Relations
• Director, Employee Relations
• Director, Funding
• Manager, School and Preschool Funding

Department for Education Funding Stakeholder Advisory Committee

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

The Stakeholder Advisory Committee membership includes:

• Director, Funding (Chair)
• Director, External Relations (Deputy Chair)
• Director, Employee Relations
• Director, Operations (as required)
• Director, Business Improvement
• Director, Review, Improvement and Accountability
• SAPPA President or Vice President
• SASPA President or Vice President
• Preschool Directors Association President or nominee
• SA State School Administrative Officers Association President or nominee
• SA Area Schools Leaders Association President or nominee
• SA Special Education Principal and Leaders Association President or nominee
• AEU President or Vice President
• South Australian State School Leaders Association Chief Executive
• Small Schools Association of South Australia President
• Executive Officer (Funding Unit).

Resource Allocation Adjustment Panel (RAAP)

The School Resource Entitlement Statement supporting information document outlines funding entitlements for schools according to approved policy. The Resource Allocation Adjustment Panel (RAAP) provides an avenue for schools to apply for additional staffing above entitlement due to special circumstances. Further details of the RAAP are available in Appendix 10 – Resource Allocation Adjustment Panel.
What’s New in 2019

Student Centred Funding Model Indexation

As the Enterprise Bargaining process is continuing at the time of developing the 2019 funding model the Standard Salary Rates have not been indexed.

Standard Salary Rates Indexation

The 2019 Standard Salary Rates will remain the same as the 2018 rates. As a result, all salary based funding components of the Resource Entitlement Statement will remain unchanged for 2019.

Student Centred Funding Model Indexation

The 2019 Student Centred Funding Model (SCFM) rates will remain the same as 2018 rates, in line with the 2019 Standard Salary Rates.

Better Schools

For 2019 the Better Schools funding allocations will be reported on 3 separate funding lines in the Resource Entitlement Statement, which will provide more transparency.

Better Schools Funding retains its focus on Building Leadership Capacity, Improving Educational Outcomes through additional support for indigenous students and Improving Educational Outcomes through additional support for Low SES Students.

Building Leadership Capacity is based on evidence that improving school leadership will have a positive impact on student outcomes and will be reported under the miscellaneous section of the Resource Entitlement Statement based on the four term average enrolment sourced from the 2019 Week 2 Enrolment Survey.

Better Schools Funding aimed at supporting Indigenous Students will be reported under the Improved Outcomes for Aboriginal Students section of the Resource Entitlement Statement and calculated on a per-capita basis using Term 3 Indigenous Enrolments sourced from the 2018 August Enrolment Census and will not be updated.

Better Schools Funding for low SES students will be reported under the Improved Outcomes for Numeracy and Literacy section of the Resource Entitlement Statement, based on the Measure of Socio-Economic Need (MOSEN) which focuses on parental occupation and education. In 2019 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 2019 are those used in 2018.

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

Schools were advised of their funding allocations during Term 4 2018.
Funding for Students with Disabilities and Behaviour Management

- From 2019 there will be a simpler approach to supporting mainstream preschool and school students with a disability with funded supports being provided via the Department for Education’s Inclusive Education Support Program (IESP).

- Those students requiring additional support to meet their education outcomes will be assessed against a new Level of Adjustment Matrix that will provide additional support based on a student’s individual requirements outlined in their personalised plan.

- The ‘Aims’ in a student’s personalised plan (i.e. One Plan) will align with one of the matrix’s ‘Adjustment Areas’ and the ‘Type of Adjustments’ will articulate how the student’s ‘goals’ will be achieved.

- The nine types of adjustments in the matrix have been aligned to the three NCCD levels of adjustment representing low, medium and high categories. Application for funding will be allocated based on an assessment of this differentiated need.

- The IESP is aimed at reducing red tape and providing funding certainty for preschool and school leaders as well as families.

- The new approach has been co-designed through extensive consultation with parents, disability advocates, and school and preschool representatives.

- The new model, to be phased in over 2019, will see eligibility criteria aligned with national disability standards and legislation. The new criteria will include categories for complex social, emotional, and behaviour needs and complex health care needs.

Preschools

- Funding for preschool children with lower levels of need will be identified at the beginning of the preschool year and provided monthly through the preschool’s Resource Entitlement Statement via an Inclusive Education Support Program Grant rather than on a term by term application and assessment basis. The funding will be allocated via a new formula that was developed in consultation with the Preschool Directors Association.

- There will be no assessments required for preschool children with lower levels of need, which will allow preschool directors to plan and employ staff with funding certainty.

- Assessments will only be required for a small number of high support needs preschool children who will automatically be funded when they commence school, with the intent that each child’s level of adjustment being reviewed during their first year of school.

Schools

- Students with learning difficulties who require only minor levels of adjustment will no longer need to be assessed or apply for this funding.

- This funding, which was formerly known as the Learning Difficulties Grant, will appear in a school’s Resource Entitlement Statement under the title Inclusive Education Support Program Grant. Additional funds representing Mainstream A support will be added to the grant, which is mostly used to meet the needs of students with mild speech and language / literacy learning difficulties, including dyslexia.

- As a transition, all students that were in receipt of Mainstream A funding in 2019 will continue to receive this funding in 2019.
Students with disability and/or complex needs:

- School students who were assessed and receiving level of support funding such as D, I H or V in 2018 as well as supplementary funding via Disability Supplementary Funding, Behaviour Supplementary funding, Challenging Behaviour funding, RAAP Disabilities funding or RAAP Behaviour Support funding, will have this funding translated to a category 1-9 funding as per the new model. To ensure that these students do not receive less than what has been approved, the student will receive a ‘top up’ allocation in the 2019 Resource Entitlement Statement until reassessment of the student’s level of adjustment is undertaken by the centralised panel.

- New applications received, and those for students subject to a review, applications will be assessed pursuant to the new Level of Adjustment Matrix.

- Funding applications and assessment processes will be simplified under the new arrangements. From term 3 2019 there will be a single, online application and assessment process, removing the need to apply for top-up funding from existing multiple funding options. Up to Term 3 2019, as a transition, the Disability Policy and Programs Directorate will assess applications against the new Level of Adjustment Matrix and from Term 3 2019, assessments will be assessed by a centralised specialist panel.

- From Term 3 2019, funding applications will no longer need to be verified or assessed by student support services staff prior to moderation by a centralised panel. Under the new model, highly experienced discipline specific staff will be part of a centralised panel responsible for making eligibility and level of adjustment decisions. This will allow field based student support services staff to work more directly with teachers and students.

Implementation

- An implementation team within the Disability Policy and Programs Directorate will be in place from January 2019 to support preschools and schools with the phased implementation of the reforms. Information will be made available from the intranet for staff and the department’s website for parents/carers.
Resource Entitlement Statement

The 2019 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 2019 RES page 42) 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. As the new Enterprise Agreement is still being negotiated, the SCFM incorporates funding to meet the provision of the 2016 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 2019 SCFM provides funding for the following elements of Tier 1 staffing:

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

The 2019 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 will be:

- Updated to align with the introduction of a new enterprise agreement and incorporate changes in staff mix and where possible, as well as supplementations from previous enterprise agreements
- In between the updates, the SCFM and Standard Salary Rates will be indexed by approved salary increases.

As the Enterprise Bargaining process is continuing at the time of developing the 2019 funding model there has been no change in the Standard Salary Rates. Accordingly, 2019 Student Centred Funding Model rates remain the same as 2018.

A full list of 2019 standard salaries is available in Appendix 1 – 2019 Standard Salary Rates on page 40.

A full list of 2019 SCFM formulas are shown in Appendix 4 – 2019 Student Centred Funding Model on page 44.

Student Centred Funding Model Enrolments

The 2019 SCFM will allocate funding based on actual Term 1 enrolments from the Week 2 Student Enrolment Survey and projections for terms 2, 3 and 4 where applicable.

Note: Community detentions enrolments (e.g. students holding BVE visa types) are not included in the SCFM and are funded through alternative per-capita arrangements.

Per Student Funding

Under the SCFM, schools attract funding on a per student basis that varies upon the student’s year level at school. The varying per-capita allocations predominately cater for staffing costs associated with teaching in the classroom; cost of teacher and school services officer support. The following are the 2019 per-capita allocations, which are the same as 2018 pending the outcome of the enterprise bargaining arrangements:

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Per-Capita Amount</th>
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<tbody>
<tr>
<td>R-2</td>
<td>$6,172</td>
</tr>
<tr>
<td>3-7</td>
<td>$5,349</td>
</tr>
<tr>
<td>8-10</td>
<td>$8,752</td>
</tr>
<tr>
<td>11-12+</td>
<td>$9,023</td>
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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 $151,883. The criteria determining the allocations for small secondary enrolments are shown in Appendix 5 – 2019 SCFM Small Secondary (page 48).

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

Small Primary Enrolments

The funding for primary schools with 61 or less students was modified in 2013, so small primary schools will receive the higher of a primary step model or the Small Primary Base plus Primary Per-Capita Funding. This is required to ensure that there is sufficient funding for small primary schools to establish the required number of classes. The minimum allocations for primary schools under the
SCFM are allocated in steps of $141,757. The criteria determining the allocations for small primary school enrolments are shown in Appendix 6 – 2019 SCFM Small Primary (page 49).

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

All School Bases:

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

- Primary
- Secondary
- Area/ combined

<table>
<thead>
<tr>
<th>School Type</th>
<th>Area/ Combined</th>
<th>Primary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial base</td>
<td>$306,365</td>
<td>$151,545</td>
<td>$549,905</td>
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<td>Increase base with enrolment</td>
<td>40-600</td>
<td>14-204</td>
<td>50-300</td>
</tr>
<tr>
<td>Rate increase to next base</td>
<td>$1,855.84</td>
<td>$1,457.59</td>
<td>$539.05</td>
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Next base enrolment

<table>
<thead>
<tr>
<th>Start</th>
<th>Finish</th>
<th>Next base</th>
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<tbody>
<tr>
<td>600</td>
<td>1,080</td>
<td>$1,345,635</td>
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</table>

Increase base with enrolment

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<th>Start</th>
<th>Finish</th>
<th>Next base</th>
</tr>
</thead>
<tbody>
<tr>
<td>204</td>
<td>600</td>
<td>$428,488</td>
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Rate increase to max base

<table>
<thead>
<tr>
<th>Start</th>
<th>Finish</th>
<th>Next base</th>
</tr>
</thead>
<tbody>
<tr>
<td>600</td>
<td>920</td>
<td>$816.13</td>
</tr>
</tbody>
</table>

Max base

<table>
<thead>
<tr>
<th>Start</th>
<th>Finish</th>
<th>Next base</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>-</td>
<td>$684,668</td>
</tr>
</tbody>
</table>

Tapering to zero at enrolment

<table>
<thead>
<tr>
<th>Start</th>
<th>Finish</th>
<th>Next base</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,600</td>
<td>-</td>
<td>1,400</td>
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</tbody>
</table>

Base tapering rate

<table>
<thead>
<tr>
<th>Start</th>
<th>Finish</th>
<th>Next base</th>
</tr>
</thead>
<tbody>
<tr>
<td>-2,587.76</td>
<td>-</td>
<td>-$1,426.39</td>
</tr>
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</table>

Small School Bases:

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

- Small Primary
- Small Secondary
- Small Area and Combined
### Tier 2 Leadership and Ancillary Funding

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

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

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

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

### 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 2019 SCFM.
Permanent Relieving Teacher (PRT) Allocations

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

Beginning Teacher Support

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

Enterprise Agreement Supplementary Funding

The 2016 Enterprise Agreement stipulated a number of resources that are to be provided to schools and preschools. Funding for these supplementations appear on the RES under the following headings:

Principal Administration Supplementation

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

Primary Principal Supplementation

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

The final 2019 allocation is based on the Week 2 Student Enrolment Survey. The indicative amount for 2019 is $30.48 per student with the actual amount updated based on actual total primary school enrolments based on the Week 2 Student Enrolment Survey data. All R-7 enrolments in the primary school are included in the per-capita allocation. Area and Combined Schools are not eligible for supplementary funding under this funding allocation.

Area/R-12 Principal Supplementation

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

ICT Support Grant

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

The 2019 grant has been determined at:

- A base of $12,687 to every school PLUS
- a per-capita of $46.29 for every student
This is an indicative allocation based on 2018 data with the actual allocation updated based on the confirmed enrolments and projections from the Week 2 Student Enrolment Survey. FLO enrolments, special class enrolments and IELC/NAP enrolments are included in the per-capita allocation.

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

**Student Wellbeing Leader**

Student Wellbeing Leader funding is allocated on weighted primary enrolment, based on the school’s Index of educational disadvantage category. School type parameters also apply.

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


For enquiries relating to operational and HR matters please contact your school’s People and Culture Business Partner.

**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 43) will continue to receive a list of entitlements in the Student Centred Funding section of the RES, including leadership positions, teachers and ancillary staffing.

**Open Access College**

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

**Open Access College Teachers**

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

<table>
<thead>
<tr>
<th>Enrolments</th>
<th>Teacher to Student Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>R-2</td>
<td>1 teacher to 17.73 students</td>
</tr>
<tr>
<td>3-7</td>
<td>1 teacher to 20.45 students</td>
</tr>
<tr>
<td>8-10</td>
<td>1 teacher to 18.43 students</td>
</tr>
<tr>
<td>11</td>
<td>1 teacher to 16.53 students</td>
</tr>
<tr>
<td>12+</td>
<td>1 teacher to 16.25 students</td>
</tr>
<tr>
<td>Prac 8-11</td>
<td>1 teacher to 11.44 students</td>
</tr>
<tr>
<td>Prac 12+</td>
<td>1 teacher to 11.25 students</td>
</tr>
</tbody>
</table>

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

**Open Access College Leadership Positions**

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

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

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

**Open Access College Ancillary Allocations**

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

\[
= 106 \text{ hours (base allocation)} + 4.25 \times \text{total basic teacher allocation} + 5 \times \text{Tier 2 teacher allocation} + 3.5 \times \text{school area (hectares)}
\]

**Flexible Initiative Resourcing and Additional Leadership Administration Time**

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

- **FIR** 0.196 teacher FTE for every 100 primary students enrolled
- **ALA** 0.245 teacher FTE for every 100 secondary students enrolled
- **ALA** 0.117 FTE teacher per 100 primary students
Learning Centres (Behavioural Units)

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

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

There are three learning centres in metropolitan Adelaide:

- **Beafield Education Centre**
  - There are 3 programs located on this site: Middle School, Primary and Secondary.
  - Beafield Education Centre also has 3 off site campuses:
    - Brahma Lodge Learning Centre Junior Primary (co-located at Brahma Lodge Primary School)
    - McKay Avenue Learning Centre Secondary (co-located at Windsor Gardens)
    - Silkes Road Learning Centre Primary (co-located at Paradise Primary School)

- **Cowandilla Learning Centre** (co-located at Cowandilla Primary School)
  - There are 3 Programs: Junior Primary (5 students/ 1 teacher), Primary and Secondary (10 students each with 2 teachers).

- **Southern Learning Centre**
  - There are 3 Programs: Junior Primary (5 students/ 1 teacher), Primary and Secondary (10 students each with 2 teachers).

**School Operating Costs**

Funding lines that relate to general school operations will appear as a single funding line in the 2019 RES under the title “School Operating Costs”. The individual components will continue to be calculated separately according to current policy.

**School Operating Grant**

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

**School Support Grant**

The School Support Grant is paid on both a base and per student capita basis, with the per capita for each school calculated on the current year February full-time equivalent enrolment. In 2019 this grant will be indexed by 2.5% based on 2018 allocations.

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

**Furniture Replacement**

In 2019 this funding will be indexed by 2.5%.

The grants are calculated using a model which takes into account:
• the number of students (plus 20% loading for School Card holders) and number of teachers
• unit costs of student chair and table and teacher chair and table
• estimated economic life of student chairs (seven years), student tables (10 years), teacher chairs (seven years) and teacher desks (15 years). New schools under five years old omitted
• percentage reduction for schools redeveloped/upgraded in the last five years
• a minimum payment to schools of $100

Training and Development

The 2019 Training and Development Index will be indexed by 2.5% and incorporates the use of the previous year’s student enrolment data. The model used to develop the index:

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

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

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

Breakdown Maintenance

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

\[
\text{Base Allowance plus (Enrolment \times Space Entitlement \times Locality Index \times Rate)}
\]

Where:

<table>
<thead>
<tr>
<th>Enrolment</th>
<th>= total enrolment</th>
</tr>
</thead>
</table>
| Space Entitlement | = $7.5m^2$ per primary student  
| | $11m^2$ per secondary student  
| | $11m^2$ per area/Aboriginal school student  
| | $19m^2$ per student in a Special School |
| Rate | = $10.10 /m^2$ based on an analysis of costs |
| Base Allowance | = $6,027$ primary school  
| | $9,029$ area school  
| | $15,012$ special/secondary/R-12 school |

2019 allocations will be made on the basis of averages from the 2018 Week 2 Enrolment Survey.

The space entitlements are multiplied by a locality index (sourced from the DPTI – Locality Dispersion Index, which measures distance from Adelaide) to determine the adjusted space entitlement for each school. The locality index has increments ranging from 1.0 for metropolitan schools to 2.0 for our most remote schools.
Funds for School Based Preschool attendances have been included in the total breakdown maintenance figure for the school. The following formula has been used:

\[
\text{School Based Preschool Attendances} / 2.5 \times 7.5 \text{m}^2 \times \$10.10/\text{m}^2
\]

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

To allow for price increases due to inflation the benchmark allocations include increases of 2.5% in 2019.

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

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

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

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

**Energy**

Energy costs will be funded centrally and invoices will be processed in central office. Schools will however continue to be responsible for the efficient management of their consumption and usage.

**Telephones**

The 2019 allocations for telephones will be based on historical expenditure. The allocation has been increased by the approved 2019 index of 2.5%.

**Water**

Water costs will be funded centrally and invoices will be processed in central office. Schools will however continue to be responsible for the efficient management of their consumption and usage.

**Waste**

The allocations for waste removal are based on the higher of the 2018 allocation and the 2018 actual amounts paid on behalf of each school and have been increased by the approved 2019 index of 2.5%.

**Cleaning**

The allocation in the RES represents the 2019 actual contract cost (GST exclusive) for cleaning. 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.

Double Debting

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

Surplus Teacher

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

Open Access TRT Recovery

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

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

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

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

Ethnic School Funding

Schools hosting ethnic schools meet the normal costs of cleaning and utilities and recharge to ethnic schools only extraordinary costs that may arise. To facilitate this arrangement, the RES includes $36 per ethnic school enrolment. The 2019 allocation has been indexed by 2.5%.

Electrical Compliance Testing

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

Microsoft License Software

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

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


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 pool grants and chemical expenses are allocated as a single grant through the RES. The 2019 swimming pool operating allowance will be indexed by 2.5%.

TRT Rate Supplementation

In 2019 a supplementation of $110.23 per TRT day will be provided for TRTs replacing teachers on long service leave, retention leave or leave without pay of 19.5 or less consecutive days. For longer than 19.5 consecutive days, schools should be appointing a contract teacher and there will be no reimbursement.

Targeted Funding for Individual Students

Improved Wellbeing and Engagement

Flexible Learning Options (FLO)

Eligible students may enrol under Flexible Learning Options (FLO). Students enrolling as FLO will attract a per-capita funding allocation which aligns with the rates in the student-centred funding Model (SCFM). As FLO enrolments are updated term by term, these enrolments will continue to be identified separately in the RES. Consistent with the treatment of FLO to date, FLO enrolments have not been included in the calculation of the SCFM bases, and therefore these enrolments will not count towards SCFM base calculations in 2019.

RAAP funding for Behaviour Management and Disability

For mainstream schools, funding for individual students with challenging behaviours and/or disability approved through the Resource Allocation Adjustment Panel (RAAP) will be included within the Inclusive Education Support Program heading in 2019.

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

Behaviour Supplementary Funding

For mainstream school settings, this funding has been included within the new Inclusive Education Support Program’s (IESP) Categories 1-9 funding. This will not appear as a separate funding line in
2019. Where supplementation is required above the IESP’s Category 9 funding, this will be provided via the Resource Allocation Adjustment Panel (RAAP).

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

**Behaviour Management country in lieu of a learning centre**

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

**Improved Outcomes for Students with English as an Additional Language or Dialect**

**Funding for EALD New Arrivals**

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

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

- **Geographic Isolation funding**
  Country schools without an accessible IELC/NAP centre may apply for Geographic Isolation funding for eligible EALD new arrivals students. These funding allocations are provided through the Resource Entitlement Statement. For further details of Geographic Isolation funding, refer to the Department for Education Intranet [https://edi.sa.edu.au/educating/curriculum/eald/eald-funding/funding](https://edi.sa.edu.au/educating/curriculum/eald/eald-funding/funding)

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

IELP/NAP eligible students are newly arrived residents with minimal or no English and who hold a visa subclass which is determined to be eligible for funding. To be eligible, students must be enrolled in a school or Intensive English Language Centre (IELC)/New Arrivals Program (NAP) centre within 12 months of arrival in Australia, and within 18 months for students entering schooling in Reception or Year 1.

Schools should tick the IELP/NAP eligible tick box under EALD Support Details to indicate students who are eligible for (but may not be attending) an Intensive English Language Centre/New Arrival Program.

Students are no longer IELP/NAP eligible when they have achieved sufficient language skills to successfully exit from an IELC/NAP centre or after a period of 12 months from their first enrolment in a school.

Eligibility may be granted for some students born in Australia including Aboriginal students with minimal English.

Note: All IELP/NAP eligible students should be identified, as this data is used to determine adjustments to the total available EALD funding.
Funding for EALD students in mainstream and Special Schools

EALD funding (except for Occasional BSSO Hours) requires the assessment of a student’s language level at each year level of schooling. The Language and Literacy Levels across the Australian Curriculum: EALD Students, referred to as the Language and Literacy Levels, is the tool for assessing students’ language levels.

- **EALD General Support funding**
  EALD General Support funding is paid to schools at the start of each school year. It is based on the previous year’s school based assessments of Language and Literacy Levels for each EALD student which was entered in EDSAS for the Term 3 Enrolment Census.

- **Supplementary funding**
  EALD supplementary funding is paid to schools in May and October of each year for EALD students who have exited the Intensive English Language Program/New Arrivals Program and have not already attracted EALD General Support funding.

- **BSSO funding**
  Where EALD General Support funding attracts 1.0 FTE or more teacher allocation, an annual BSSO Hours allocation is also generated and is part of the total General Support funding. Where it is less than 1.0 FTE teacher allocation, schools may apply termly for Occasional Hours BSSO funding.

For further details of EALD funding in mainstream schools, refer to the Department for Education Intranet [https://edi.sa.edu.au/educating/curriculum/eald/eald-funding/funding](https://edi.sa.edu.au/educating/curriculum/eald/eald-funding/funding)

EALD General Support funding is provided as part of the Whole-Site Literacy and Numeracy Improvement funding allocation to schools, for targeted intervention to progress EALD student learning outcomes towards the Standard Education Achievement. The other funding allocations are provided as supplementations through their Resource Entitlement Statement.

Refer to Appendix 7 – EALD Assessment Process for detailed EALD assessment procedures (page 50).

Eligibility for EALD funding in mainstream schools and Special Schools

EALD students are defined within EDSAS as having a non-English speaking (NESB) background and as requiring EALD support.

Information about NESB codes (A, T, P1, P2, and P3) is available in the Data Dictionary.

- Before a school seeks EALD funding for a student with a P3 code, it should consider if the student’s maintenance of an identity and family link with a non-English speaking language or culture is a relevant factor in the student’s English language development and curriculum achievement. If not, EALD Support Required should not be ticked in EDSAS and Language and Literacy Levels should not be assigned for the purpose of attracting EALD funding.

- They include Aboriginal or Torres Strait Islander (ATSI) students who speak an ATSI language or dialect, including Aboriginal English, may be eligible for EALD funding. Aboriginal students in Anangu schools do not attract EALD funding.

- Students funded through the Disabilities Support Program may also be eligible for EALD funding.

For advice on identifying Aboriginal students and students in the disability support program as EALD students refer to [https://edi.sa.edu.au/educating/curriculum/eald/eald-funding/funding](https://edi.sa.edu.au/educating/curriculum/eald/eald-funding/funding)
EALD funding allocations are not provided for:

- students without a NESB code in EDSAS
- students whose Language and Literacy Level is too high
- students with a Provisional (P) Language and Literacy Level
- students without a current Language and Literacy Level
- students in Anangu schools
- students in Intensive English Language/New Arrivals Program Centres (Census Year level of ‘PL’ or ‘SL’)
- international full fee paying students (Origin code ‘EFF’)
- exchange students (Origin code ‘EXS’)
- dependent children of short-stay visa holders (Origin code ‘EVS’) 
- students with an external funding source (e.g. Commonwealth Agency funding for asylum seekers: Origin code ‘CDN’ or BVE 050 visa holders).

**Use and accountability for EALD funding**

EALD funding is provided to schools to improve outcomes for the EALD cohort. Where practical EALD funding for BSSO hours and teacher FTE should be used to employ BSSOs and dedicated teachers who are trained or undertake training in EALD practice. The work of these staff members in supporting outcomes for EALD students should be within a whole school response to the EALD cohort.

Schools should be able to demonstrate improved outcomes for their EALD cohort and individual EALD students, primarily through progress in their Language and Literacy Levels.

**Inclusive Education Support Program Funding**

As stated earlier in the *Future Policy Development section*, the department is implementing reforms to funding of students with disabilities in mainstream schools from the beginning of 2019.

The new reforms do not affect special schools, special units or special classes in 2019. Challenging behaviour funding for 2019 for students in special settings will continue to be allocated pursuant to current policy settings (refer section relating to RAAP funding).

All existing funding related to students with disabilities and students with challenging behaviours have been combined into the Inclusive Education Support Program, which will provide funding based on a functional assessment of a student’s needs.

The Inclusive Education Support Program recognises students complex social/emotional/behavioural needs.

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

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

From the beginning of 2019 there will be no new assessments of Mainstream A students in schools. Funding for these students will be included in a new grant line, Inclusive Education Support Program Grant, which includes the former Learnings Difficulties Grant. However for 2019, all existing 2018 students that have been provided with Mainstream A funding will continue to receive this funding in 2019.

The remaining former categories D, I, H, and V as well as other funding supplementations for students in mainstream classrooms (outlined above) will be replaced with 9 categories of support funding (categories 1-9). These categories align with the Nationally Consistent Collection of Data (NCCD) for students with a disability. Refer table below:

<table>
<thead>
<tr>
<th>NCCD Categories</th>
<th>Inclusion Support Program Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support within QDTP</td>
<td>0</td>
</tr>
<tr>
<td>Supplementary</td>
<td>A level of support and IESP Grant</td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Substantial</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Extensive</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

The Inclusive Education Support Program Grant should be used where there is an assessed need at specific times to complement the strategies and resources already available via QDTP (for all students but primarily those with learning and communication difficulties). These adjustments are considered low level Supplementary adjustments for the purpose of the NCCD.

This alignment between funding levels and the NCCD is anticipated to provide sufficient evidence for teachers to complete the annual NCCD collection.
Mainstream Students

From the beginning of 2019 all students with a disability will be assigned one of the 9 new categories of funding. In addition, existing Mainstream A students will continue to be funded in 2019. The following table shows the rates of funding for each category of student and links this to the Nationally Consistent Collection of Data (NCCD) for students with disabilities.

<table>
<thead>
<tr>
<th>NCCD Categories</th>
<th>Previous Categories of Support</th>
<th>Rate</th>
<th>New Categories of Support</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support within QDTP</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td></td>
<td>$2,169</td>
<td>A</td>
<td>$2,169</td>
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<tr>
<td>D</td>
<td></td>
<td>$6,112</td>
<td>1</td>
<td>$6,112</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>$8,320</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3</td>
<td>$11,266</td>
</tr>
<tr>
<td>Supplementary</td>
<td></td>
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</tr>
<tr>
<td>I</td>
<td></td>
<td>$13,605</td>
<td>4</td>
<td>$15,793</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td>$20,183</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>6</td>
<td>$27,873</td>
</tr>
<tr>
<td>Substantial</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H</td>
<td></td>
<td>$30,212</td>
<td>7</td>
<td>$37,378</td>
</tr>
<tr>
<td>V</td>
<td></td>
<td>$48,394</td>
<td>8</td>
<td>$49,750</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>9</td>
<td>$64,970</td>
</tr>
</tbody>
</table>

Special Schools, Disability Units and Centres for Hearing Impaired

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

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

Teacher

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

SSO Metropolitan

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

SSO Country

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

In addition to the above, the following adjustments apply.

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

Special Classes

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

<table>
<thead>
<tr>
<th>Class Type</th>
<th>Teacher</th>
<th>Support Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior Primary special class</td>
<td>1:8</td>
<td>12 SSO hours/week for 8 students</td>
</tr>
<tr>
<td>Primary special class</td>
<td>1:12</td>
<td>10 SSO hours/week for 12 students</td>
</tr>
<tr>
<td>Secondary special class</td>
<td>1:12</td>
<td>10 SSO hours/week for 12 students</td>
</tr>
<tr>
<td>Language and communication class</td>
<td>1:8</td>
<td>15 SSO hours/week for 8 students</td>
</tr>
</tbody>
</table>

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

SSOs in Special Schools, Special Units or Special Classes

The Enterprise Agreement stipulates that a minimum of one school services officer be present while a class in a special school, special unit or special class is being taught. Additional supplementation will be provided above formula entitlements to provide full time classroom support. The amount of class support required will be the number of classes multiplied by 26 hours and 40 minutes (26.67 hours) for each class.

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

- Special schools with an ancillary entitlement of greater than or equal to 150 hours per week have an administrative SSO requirement of 90 hours per week
- Special schools with an ancillary entitlement of less than 150 hours per week have an administrative SSO requirement of 60 hours per week
- Disability units and centres for hearing impaired children (CHICs) have an administrative SSO requirement of 30 hours per week.
The additional support required will be the class support required plus the administrative requirement less the existing formula entitlement. The additional funding is based on the 2019 SSO2 Standard Salary Rate.

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

**Inclusive Education Support Program Grant**

The Inclusive Education Support Program Grant (previously called the Students with Learning Difficulties Grant) is allocated to assist schools to provide programs to improve the learning outcomes of students who have difficulties with reading, limited vocabulary for their age, and significant difficulties in the development of verbal concepts, reasoning or problem solving using words. Students with learning difficulties may or may not be verified with a disability. Principals are encouraged to contact their Student Support Services Special Educator or Speech Pathologist about proposed whole of site/class/individual student responses and interventions for this targeted cohort of students. Schools are required to document the types of adjustments being provided to support the attainment of special communication goals outlined in each student’s personalised plan. In addition, outcomes achieved as a result of this funding need to be documented in the school’s annual report.

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

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

In 2019 the Inclusive Education Support Program Grant has been increased in line with the anticipated reduction in Mainstream A students who will no longer be subject to an application and assessment process. The Inclusion Support Funding Grant will provide preschools, including School Based Preschools with funding for children requiring low and medium levels of support.

**Disability Supplementary Funding**

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

**Behaviour Management - Country in Lieu of a learning centre**

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

**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 bases allocations are provided for smaller student populations which exist predominately in the country schools. The SCFM maintains the proportions of funding to country schools which reflects the country weightings included in previous staffing formulas.
- Small School Administration supplementation – Additional administration allocation to supplement small schools with a primary component (included in the SCFM bases).
- Open Access Staffing Allocations.

**Rural and Isolated Students Index**

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

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

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

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

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

The following locations have been designated as service centres:

<table>
<thead>
<tr>
<th>Barmera</th>
<th>Kadina</th>
<th>Murray Bridge</th>
<th>Port Lincoln</th>
<th>Victor Harbour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berri</td>
<td>Loxton</td>
<td>Nuriootpa</td>
<td>Port Pirie</td>
<td>Waikerie</td>
</tr>
<tr>
<td>Clare</td>
<td>Millicent</td>
<td>Naracoorte</td>
<td>Renmark</td>
<td>Whyalla</td>
</tr>
<tr>
<td>Gawler</td>
<td>Mt Gambier</td>
<td>Port Augusta</td>
<td>Strathalbyn</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

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.

<table>
<thead>
<tr>
<th>8-12 February Enrolment</th>
<th>Allocation (including NIT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-26</td>
<td>0.50</td>
</tr>
<tr>
<td>27-52</td>
<td>0.75</td>
</tr>
</tbody>
</table>

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

Improved Outcomes for Gifted Students

IGNITE (SHIP)

Funding for the IGNITE program will continue to be provided to Glenunga International High School, The Heights School and Aberfoyle Park High School indexed at 2.5% in 2019.

Improved Outcomes for Aboriginal Students

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

Aboriginal and Anangu Schools

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

Aboriginal Education Teachers (AETs) are employed under the South Australian School and Preschool Education Staff Enterprise Agreement 2016 to the role as identified in the Aboriginal Education Teacher role statement.

Non-Aboriginal schools receive 0.2 FTE AET after 10 Aboriginal student FTE enrolments; followed by an additional 0.2 FTE AET after the next 10 Aboriginal student enrolments and 0.008 FTE for every Aboriginal student thereafter. Aboriginal and Anangu schools receive an equivalent entitlement through their staffing formula. The enrolments are based on the Term 3 census in 2018.

Aboriginal Community Education Officers (ACEOs)

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

Schools with R-7 Aboriginal student enrolments will receive 0.7 hours per week of ACEO time for every Aboriginal student FTE enrolment from the Term 3 census in 2018.

Aboriginal Secondary Education Transition Officers (ASETOS)

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

Schools with secondary Aboriginal student enrolments will receive 0.7 hours per week for ASETO time for every Aboriginal student FTE enrolment from the Term 3 census in 2018. This funding will be allocated under the ACEO classification in the Resource Entitlement Statement.

Improved Outcomes for Numeracy and Literacy

Literacy and Numeracy First Grant

For 2019 the allocations are based on the 2018 NAPLAN results for reading and numeracy for years 3 and 5 and the 2018 running records for year 1 students. The additional allocation is based on data from 2018 enrolments and should be considered as an indicative amount only pending finalisation of enrolments in 2019 to ensure funding is assigned to the individual student’s current school in 2019.

The funding allocations have been based on the following criteria and schools will be provided with numbers of students within each category:

- Students in the lowest band of achievement will attract $2,750 in 2019:
  - Year 1 students with a running record of 3 or less
  - A NAPLAN reading and/or numeracy result of band 1 in year 3 or band 3 or less in year 5

- Students with low growth in achievement will attract $2,750 in 2019:
  - Students with a NAPLAN reading or numeracy result that is in a band lower or the same as they achieved when previously tested

- Students in the highest band in literacy and numeracy will attract $550 in 2019:
  - Year 3 students in NAPLAN band 6 or higher in reading and/or numeracy
  - Year 5 students in band 8 or higher in reading and/or numeracy.
Eligible students are placed in only one of the above categories based on their results and will receive funding at the highest applicable rate.

Additional information is available at:  Literacy and Numeracy First - Information for Principals

**Early Literacy Learning Strategy**

This additional funding is allocated to sites to support children from birth to age eight in early literacy learning and development. It contributes to school based early literacy initiatives and improvement. Schools will be advised of their allocation by letter in term 4 2018.

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. Schools will be advised of their allocation by letter in term 4 2018.

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

This is a combination of Australian Government and State funding, directed to the improvement of numeracy and literacy outcomes for students from low socio-economic backgrounds. It is intended that schools use this funding to support children’s development of strong foundations and build children’s capacity to be powerful learners. The effect of this funding on student outcomes is monitored at school and central office level through the analysis of a range of student achievement data. Schools in categories 1 to 4 of the Index of Educational Disadvantage are eligible for funding. The indicative 2019 per-capita rates are:

- Category 1 - $204 per student
- Category 2 - $139 per student
- Category 3 - $112 per student
- Category 4 - $80 per student

In addition, schools with an enrolment of less than 100 have been allocated a base payment of $1,348.

Allocations have been made on the basis of 2018 August census enrolments and appear on the Resource entitlement Statement as “Disadvantaged Schools Program”.

**Early Years Component (DSP)**

The Early Years Component is provided to schools with R-3 enrolment in low socio economic communities (IOED Categories 1-4) for the purpose of improving students’ numeracy and literacy outcomes. Schools will be advised of their allocation by letter in term 4 2018.

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

**Socio-Economic Resource**

Socio-economic resource funding is allocated according to the differentials between Categories 1 to 3 of the Index of Educational Disadvantage. An enrolment parameter of greater than 70 also applies. A fixed number of salaries are allocated across schools according to these criteria.
The funding provided under the *Socio-economic resource* program forms part of a school’s total RES allocation, and is expected to be used in support of improving educational outcomes for students in schools with high educational disadvantage.

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

**Early Years Class Sizes**

**Purpose**

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

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

**Basis of Allocation**

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

### 2019 Per-Capita Funding Rates for Junior Primary and Early Years Schemes

<table>
<thead>
<tr>
<th>IoED</th>
<th>R to 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$1,825</td>
<td>$1,746</td>
</tr>
<tr>
<td>2</td>
<td>$1,825</td>
<td>$1,746</td>
</tr>
<tr>
<td>3</td>
<td>$1,095</td>
<td>$1,164</td>
</tr>
<tr>
<td>4</td>
<td>$1,095</td>
<td>$1,164</td>
</tr>
<tr>
<td>5</td>
<td>$365</td>
<td>$582</td>
</tr>
<tr>
<td>6</td>
<td>$365</td>
<td>$582</td>
</tr>
<tr>
<td>7</td>
<td>$365</td>
<td>$582</td>
</tr>
</tbody>
</table>

**Enrolment Used for Funding**

Funding has been made on the basis of the enrolments from the Week 2 Student enrolment survey. This maintains consistency with the enrolments used in the Student Centred Funding Model. The rates may be increased from the initial 2019 allocations based on the final week 2 enrolment numbers.

**Indexation**

The Early Years Class Size allocations have been maintained at the 2018 levels, in line with Standard Salary Rates.

**Accountability Requirements**

The Government implemented its early years funding initiatives to reduce class sizes in the early years of schooling. Therefore, wherever practicable, schools must use the funding to employ additional teaching staff to improve staff to student ratios for R-3 students.
Only where it is impracticable for schools to use the early years funding to employ additional teachers, schools may use it in other ways, such as engaging extra staff for part of the week or day or using withdrawal strategies to support students with the greatest needs. It must not be used to meet general industrial provisions.

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

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

First Language Maintenance and Development (FLMD)

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

**Category 1:** R-7 students from Culturally and Linguistically Diverse (CaLD) backgrounds who speak a language other than English at home as a normal means of communication on a daily basis.

**Category 2:** Aboriginal students who are supported to learn an Aboriginal (Australian Indigenous) language.

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

Program Funding for All Students

Primary Learning Improvement

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

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

Allocations to schools are determined using February 2018 census enrolment data and are allocated based on R – 7 student enrolment.

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

Targeted Funding based on Curriculum Offerings

Swimming and Aquatics SSO

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

Special Interest Schools - RAAP

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

Special Interest Music Centres - RAAP

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

The additional resources include teacher and ancillary staffing and a grant of $450 per special interest music student (numbers permitting) and a music-focus grant.

SAPSASA / SSSA Convenors and TRT Release Payments

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

Aboriginal Languages Programs Initiatives (ALPI)

This program was established to support Aboriginal language expertise in R‒12 classrooms, and promote involvement of Aboriginal people in the design and delivery of teaching and learning programs for their languages, by providing an annual funding supplementation. The ALPI program is administered by Learning Improvement Division and is a component of the department’s Languages Plan and provides supplementary financial support in the form of grants for the teaching and learning of Aboriginal languages in South Australian government schools in Years R‒12.

School Community Libraries

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

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

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

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

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

<table>
<thead>
<tr>
<th>Effective Enrolment Estimate</th>
<th>Teacher Librarian Supplementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 60</td>
<td>0.4</td>
</tr>
<tr>
<td>61-96</td>
<td>0.3</td>
</tr>
<tr>
<td>97-135</td>
<td>0.2</td>
</tr>
<tr>
<td>136-210</td>
<td>0.1</td>
</tr>
</tbody>
</table>

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

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

**Improved Outcomes for Students taking Alternative Pathways**

**Student Pathways Senior Leader (Band B-3)**

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

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

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

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

**Miscellaneous**

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

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

Preschools

Programs

School-Based Preschools (SBP)

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

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

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

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

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

Refer to Appendix 11 – School Based Preschool (page 61) for a full description of the changes to the structure of the School Based Preschool section of the Resource Entitlement Statement.

Children’s Centres

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

Rural Care

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

Occasional Care

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

Playcentres offer care and education opportunities for children from 0-5 yrs. in rural communities across SA where the number of eligible preschool children are too small to sustain a viable preschool program.

Staffing Allocation

School-Based Preschools (SBP)

School-Based Preschools are resourced in accordance to the National Quality Framework (NQF) educator to child ratios and to meet the conditions specified in the South Australian School and Preschool Education Staff Enterprise Agreement 2016 (2016 Enterprise Agreement).

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

The staffing allocation for preschools is determined in reference to their enrolment cap which takes into account the category ranking of sites. The formulas contain allocations for preschool teachers and preschool School Service Officers. Allocations are inclusive of additional allocations for changes in the 2010 Arbitrated Award and Universal Access for preschools (refer to Appendix 11 – School Based Preschool – Staffing Allocation Table).

Small Rural School-Based Preschools

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

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

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

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

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 included additional resourcing due to the changes in the face-to-face teaching time that first occurred in the 2010 Arbitrated Award and the loading arising from the implementation of Universal Access. The funding and charges are based on Department for Education average teacher costs and include on-costs. The teacher rate is specified in Appendix 1 – 2019 Standard Salary Rates.

SBP Administration Supplementation

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

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

The allocations will be made on the basis of 2019 Term 1 School Based Preschool enrolments. The allocations are calculated using the Standard Salary Rate for teachers.

**SBP School Services Officers (SSOs)**

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

**SBP Flexible Initiative Resourcing and SBP Additional Leadership Administration Time**

Flexible Initiative Resourcing (FIR) and Additional Leadership Administration Time (ALA) are allocated to School Based Preschools based on February child 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**

**Children’s Centres – Leadership Funding**

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

**Children’s Centres – Administration Support**

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

**Rural Care – Leadership Funding**

Schools with a rural care program will be allocated a maximum of 0.2 FTE (Rural Care Band B-2) 0.1 FTE of this allocation is subject to availability of funding.

**Rural Care – ECW**

A single worker program is provided with an allocation of 55 hours per week at an ECW2 rate to cover the contact time (50 hours per week) and thirty minutes hand over time between shifts (5 hours per week).

Additional staffing is allocated for 3 hours per week for planning and programming.

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

Occasional Care

**Occasional Care SSO**

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

- The length of the preschool session and 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).

Preschool Support Program

The Preschool Support Program (PSP) has been renamed Inclusive Education Support Program Funding (Preschools).

From 2019 Low and Medium (Preschool) disability support funding that is currently allocated based on an assessment process will instead be allocated by an Inclusive Education Support Program Grant SBP (School Based Preschools). This grant mirrors the Inclusive Education Support Program Grant that is provided to mainstream school students as it is allocated on a per-capita basis, weighted for the socio-economic status of each site. This funding will be provided from the start of the year in each preschool’s Resource Entitlement Statement, providing certainty of funding to meet the identified needs of children with disability enrolled.

Preschool children requiring high level of adjustments will continue to be funded based on an application and assessment basis.

Preschool children assessed as having extensive needs (formerly known as high support needs children who were allocated, on average between 4-15 hpw during 2018), will automatically be funded at the same level in primary school until an assessment of their needs in their first year is undertaken. Schools that have preschool children with extensive needs transitioning to their sites in 2019 will be notified of all disability allocations for these children.
The following per-capita rates are applicable for 2019:

<table>
<thead>
<tr>
<th>IoED</th>
<th>School-based Preschools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$461</td>
</tr>
<tr>
<td>2</td>
<td>$411</td>
</tr>
<tr>
<td>3</td>
<td>$362</td>
</tr>
<tr>
<td>4</td>
<td>$313</td>
</tr>
<tr>
<td>5</td>
<td>$263</td>
</tr>
<tr>
<td>6</td>
<td>$214</td>
</tr>
<tr>
<td>7</td>
<td>$164</td>
</tr>
</tbody>
</table>

Preschools will be accountable for how disability funding is used through personalised planning and reporting.

**Playcentre**

*Playcentre SSO*

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

**Operating Costs**

**School-Based Preschool (SBP) Operating Grant**

The 2019 school-based preschool operating grant rates have been indexed by 2.5% and are:

- base $410.24 per site
- per capita $39.14 based on actual enrolments
- needs component based on social justice rating and actual enrolments
  - Rating 1 $26.94 x number of actual enrolled children
  - Rating 2 $17.94 x number of actual enrolled children
  - Rating 3 $8.97 x number of actual enrolled children

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

**Children’s Centres**

*Children’s Centres – Community Development Goods and Services*

Funding is provided to support the practical management of the community development programs implemented by the Community Development Coordinator in accordance with the Goods and Services Funding Guidelines – Community Development Coordinators and Family Service Coordinators. Regional sites are allocated additional funding due to travel expenses incurred by attending mandated meetings in Adelaide. The amount for each region is determined by the distance travelled and the cost of flights averaged over a period of time.
Children’s Centres – Family Services Goods and Services (for sites with a Family Services Coordinator)

Funding is provided to support the operational management of family support programs implemented by the Family Services Coordinator in accordance with Goods and Services Funding Guidelines – Community Development Coordinators and Family Service Coordinators. Regional sites are allocated additional funding due to travel expenses incurred by attending mandated meetings in Adelaide. The amount for each region is determined by the distance travelled and the cost of flights averaged over a period of time.

Children’s Centres – Allied Health Goods and Services
(for sites with a Speech Pathologist and/or Occupational Therapist)

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

Occasional Care

Operational grant

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

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

This grant comprises a base grant of $645.82 with an additional $48.48 per child place offered. Child places are calculated on 4 places for an under 2 year old session and 8 places for an over 2 year old session. The amount has been increased by the approved index of 2.5% for 2019.

Establishment grant

An existing preschool commencing the delivery of an occasional care service is eligible to receive a once-off establishment grant. This grant assists a service to purchase basic start up equipment prior to operating. The establishment grant is $1000 to establish a service for children under two years of age and $300 to establish a program for children over two years of age.

Note: an establishment grant is not available to newly established Children’s Centres/Preschools as the establishment grants for these services have already factored in the occasional care component.

2019 Occasional Care Parent Contributions

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

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

The preschool providing the rural care service is allocated a base operating grant of $16,246 with an additional allocation of $728.78 for each additional day that a two worker program is provided, to a maximum of $19,890.

Playcentre

Playcentre Operating Grant

The playcentre grant supports the operation of the playcentre. The allocation per site is $3,124 for 1 playcentre session and $3,905 for 2 sessions. This operating grant includes funding for general goods and services, equipment and professional learning.

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 $447. This has been indexed by 2.5% for 2019.

<table>
<thead>
<tr>
<th>Category ranking</th>
<th>$ Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ranking 1</td>
<td>$14.46 per average enrolment</td>
</tr>
<tr>
<td>Ranking 2</td>
<td>$10.52 per average enrolment</td>
</tr>
<tr>
<td>Ranking 3</td>
<td>$5.26 per average enrolment</td>
</tr>
</tbody>
</table>

These allocations include an additional 25% Universal Access loading.

Preschool Early Literacy Learning Strategy

This funding is allocated to support children from birth to preschool in early literacy learning and development. It contributes to preschool based early literacy initiatives and improvement. Preschool 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 Students with an Additional Language or Dialect

Preschool Bilingual Program

The Preschool Bilingual Support program supports preschools to provide a learning program that fosters the language and literacy development of children from diverse cultural and linguistic backgrounds and Aboriginal children who have little or no English.
Appendix 1 – 2019 Standard Salary Rates

The Standard Salary Rates have been indexed in line with the 2016 Enterprise Agreement and government wages policy. The 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.

<table>
<thead>
<tr>
<th>Category of Staff</th>
<th>2019 Standard Salary Rates</th>
<th>2018 Standard Salary Rates</th>
<th>Percentage Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band A-1</td>
<td>$137,201</td>
<td>$137,201</td>
<td>0%</td>
</tr>
<tr>
<td>Band A-2</td>
<td>$146,141</td>
<td>$146,141</td>
<td>0%</td>
</tr>
<tr>
<td>Band A-3</td>
<td>$155,086</td>
<td>$155,086</td>
<td>0%</td>
</tr>
<tr>
<td>Band A-4</td>
<td>$164,029</td>
<td>$164,029</td>
<td>0%</td>
</tr>
<tr>
<td>Band A-5</td>
<td>$172,980</td>
<td>$172,980</td>
<td>0%</td>
</tr>
<tr>
<td>Band A-6</td>
<td>$181,919</td>
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<tr>
<td>Band A-7</td>
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<tr>
<td>Band A-8</td>
<td>$199,808</td>
<td>$199,808</td>
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</tr>
<tr>
<td>Band A-9</td>
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</tr>
<tr>
<td>Band B-0</td>
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<td>$128,763</td>
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</tr>
<tr>
<td>Band B-1</td>
<td>$134,081</td>
<td>$134,081</td>
<td>0%</td>
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<tr>
<td>Band B-2</td>
<td>$137,201</td>
<td>$137,201</td>
<td>0%</td>
</tr>
<tr>
<td>Band B-3</td>
<td>$146,141</td>
<td>$146,141</td>
<td>0%</td>
</tr>
<tr>
<td>Band B-4</td>
<td>$155,086</td>
<td>$155,086</td>
<td>0%</td>
</tr>
<tr>
<td>Band B-5</td>
<td>$164,029</td>
<td>$164,029</td>
<td>0%</td>
</tr>
<tr>
<td>Band B-6</td>
<td>$172,980</td>
<td>$172,980</td>
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<tr>
<td>Coordinator Level 1</td>
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<tr>
<td>Teacher</td>
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<tr>
<td>ESL Coordinator</td>
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<td>Temporary Relieving Teacher</td>
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<td>Government Service Employees (GSE’s) - Annual</td>
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<td>$61,298</td>
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<td>Government Service Employees (GSE’s) - Hourly</td>
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<tr>
<td>SSO Level 1 - With Leave</td>
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<tr>
<td>SSO Level 1 - Without Leave</td>
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<td>SSO Level 2 - Annual Rate</td>
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<tr>
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</tr>
<tr>
<td>SSO Level 2 - Without Leave</td>
<td>$48.97</td>
<td>$48.97</td>
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</tr>
<tr>
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<td>$88,297</td>
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</tr>
<tr>
<td>SSO Level 3 - With Leave</td>
<td>$45.28</td>
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<tr>
<td>SSO Level 3 - Without Leave</td>
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<tr>
<td>SSO Level 4 - Annual Rate</td>
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<tr>
<td>SSO Level 4 - With Leave</td>
<td>$50.95</td>
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<tr>
<td>SSO Level 4 - Without Leave</td>
<td>$63.09</td>
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<td>0%</td>
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<tr>
<td>SSO Level 5 - Annual Rate</td>
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<tr>
<td>SSO Level 5 - With Leave</td>
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<td>SSO Level 5 - Without Leave</td>
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<td>SSO Level 6 - Annual Rate</td>
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<td>SSO Level 6 - With Leave</td>
<td>$65.70</td>
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<tr>
<td>Category of Staff</td>
<td>2019 Standard Salary Rates</td>
<td>2018 Standard Salary Rates</td>
<td>Percentage Increase</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td>----------------------------</td>
<td>----------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>SSO Level 6 - Without Leave</td>
<td>$81.34</td>
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<tr>
<td>Storeperson</td>
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<tr>
<td>ASO1</td>
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<tr>
<td>ASO2</td>
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<tr>
<td>ASO3</td>
<td>$80,577</td>
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</tr>
<tr>
<td>ASO4</td>
<td>$89,804</td>
<td>$89,804</td>
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</tr>
<tr>
<td>ASO5</td>
<td>$105,617</td>
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<td>ASO6</td>
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<tr>
<td>ESL/New Arrivals- Bilingual School Assistant</td>
<td>$48.97</td>
<td>$48.97</td>
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<td>ACEO (AEW) Level 1 – Annual</td>
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<tr>
<td>ACEO (AEW) Level 1 – Hourly</td>
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<tr>
<td>ACEO (AEW) Level 2 – Annual</td>
<td>$81,033</td>
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<tr>
<td>ACEO (AEW) Level 2 – Hourly</td>
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<td>ACEO (AEW) Level 3 – Annual</td>
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<tr>
<td>ACEO (AEW) Level 3 – Hourly</td>
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<td>ACEO (AEW) Level 4 – Annual</td>
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<td>$99,338</td>
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<tr>
<td>ACEO (AEW) Level 4 – Hourly</td>
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<td>$48.28</td>
<td>0%</td>
</tr>
<tr>
<td>ACEO (AEW) Level 5 – Annual</td>
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<td>$52.21</td>
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</tr>
<tr>
<td>EARLY CHILDHOOD WORKER – Annual</td>
<td>$70,776</td>
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</tr>
<tr>
<td>EARLY CHILDHOOD WORKER</td>
<td>$36.30</td>
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<td>0%</td>
</tr>
<tr>
<td>EARLY CHILDHOOD WORKER – Contract</td>
<td>$44.94</td>
<td>$44.94</td>
<td>0%</td>
</tr>
<tr>
<td>EARLY CHILDHOOD WORKER – Daily</td>
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<td>$337.05</td>
<td>0%</td>
</tr>
<tr>
<td>Operational Services Officer – Annual</td>
<td>$83,591</td>
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</tr>
<tr>
<td>Operational Services Officer – Hourly</td>
<td>$42.30</td>
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</tr>
<tr>
<td>Professional Services Officer</td>
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</tr>
<tr>
<td>HPI Class 4</td>
<td>$55.57</td>
<td>$55.57</td>
<td>0%</td>
</tr>
<tr>
<td>HPI Class 3</td>
<td>$81.91</td>
<td>$81.91</td>
<td>0%</td>
</tr>
<tr>
<td>HPI Class 2</td>
<td>$99.57</td>
<td>$99.57</td>
<td>0%</td>
</tr>
</tbody>
</table>
Appendix 2 – Sample 2019 RES

Resource Entitlement Statement (2019)

Site Name: 0000 Sample School

<table>
<thead>
<tr>
<th>Funding Line</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Base Funding</strong></td>
<td></td>
</tr>
<tr>
<td>Staffing Allocation</td>
<td>$6,247,480.29</td>
</tr>
<tr>
<td>School Operating Costs</td>
<td>$574,426.38</td>
</tr>
<tr>
<td><strong>TOTAL Base Funding</strong></td>
<td><strong>$6,821,906.67</strong></td>
</tr>
<tr>
<td><strong>Targeted Funding for Individual Students</strong></td>
<td></td>
</tr>
<tr>
<td>Improved Wellbeing and Engagement</td>
<td>$618,542.00</td>
</tr>
<tr>
<td>Improved Outcomes for Students with and Additional Language or Dialect</td>
<td>$81,578.40</td>
</tr>
<tr>
<td>Inclusive Education Support Program Funding</td>
<td>$728,353.39</td>
</tr>
<tr>
<td><strong>TOTAL Targeted Funding for Individual Students</strong></td>
<td><strong>$1,428,473.79</strong></td>
</tr>
<tr>
<td><strong>Targeted Funding for Groups of Students</strong></td>
<td></td>
</tr>
<tr>
<td>Improved Outcomes for Aboriginal Students</td>
<td>$240,670.10</td>
</tr>
<tr>
<td>Improved Outcomes for Numeracy and Literacy</td>
<td>$433,873.75</td>
</tr>
<tr>
<td><strong>TOTAL Targeted Funding for Groups of Students</strong></td>
<td><strong>$674,543.85</strong></td>
</tr>
<tr>
<td><strong>Program Funding for All Students</strong></td>
<td></td>
</tr>
<tr>
<td>Australian Curriculum</td>
<td>$87,612.62</td>
</tr>
<tr>
<td><strong>TOTAL Program Funding for All Students</strong></td>
<td><strong>$87,612.62</strong></td>
</tr>
<tr>
<td><strong>Other Discretionary Funding</strong></td>
<td></td>
</tr>
<tr>
<td>Targeted Funding based on Curriculum Offerings</td>
<td>$3,000.00</td>
</tr>
<tr>
<td>Improved Outcomes for Students taking Alternative Pathways</td>
<td>$20,000.00</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>$140,000.00</td>
</tr>
<tr>
<td><strong>TOTAL Other Discretionary Funding</strong></td>
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</tr>
<tr>
<td><strong>TOTAL RESOURCE ENTITLEMENT STATEMENT</strong></td>
<td><strong>$9,175,536.83</strong></td>
</tr>
</tbody>
</table>

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

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

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

These schools will continue to be funded according to current Department for Education policy.
Appendix 4 – Student Centred Funding Model

Notation:

- Years R-2 Average Enrolments JP
- Years 3-7 Average Enrolments UP
- Years 8-10 Average Enrolments MS
- Years 11-12 Average Enrolments SS
- Total Average Enrolment E
Area/Combined School Formula

Per Capita

\((JP \times \$6,172) + (UP \times \$5,349) + (MS \times \$8,752) + (SS \times \$9,023)\)

plus Area/Combined Base

<table>
<thead>
<tr>
<th>Condition</th>
<th>Formula</th>
</tr>
</thead>
<tbody>
<tr>
<td>E &lt;= 40</td>
<td>$306,365</td>
</tr>
<tr>
<td>40 &lt; E &lt;= 600</td>
<td>(((E - 40) \times $1,855.84) + $306,365</td>
</tr>
<tr>
<td>600 &lt; E &lt;= 1,080</td>
<td>$1,345,635</td>
</tr>
<tr>
<td>1,080 &lt; E &lt;= 1,600</td>
<td>$1,345,635 – ((E - 1,080) \times $2,587.76)</td>
</tr>
<tr>
<td>E &gt;= 1,600</td>
<td>$0</td>
</tr>
</tbody>
</table>

plus Small Area/Combined Base

<table>
<thead>
<tr>
<th>Condition</th>
<th>Formula</th>
</tr>
</thead>
<tbody>
<tr>
<td>E &lt;= 14</td>
<td>$68,477</td>
</tr>
<tr>
<td>14 &lt; E &lt;= 126</td>
<td>(((E - 14) \times $1,807.11) + $68,477</td>
</tr>
<tr>
<td>126 &lt; E &lt;= 159</td>
<td>$270,873</td>
</tr>
<tr>
<td>159 &lt; E &lt; 380</td>
<td>$270,873 – ((E - 159) \times $1,225.67)</td>
</tr>
<tr>
<td>E &gt;= 380</td>
<td>$0</td>
</tr>
</tbody>
</table>
Primary School Formula

Per-Capita

\[(JP \times 6,172) + (UP \times 5,349)\]

plus Primary Base

<table>
<thead>
<tr>
<th>Condition</th>
<th>Formula</th>
</tr>
</thead>
<tbody>
<tr>
<td>E \leq 14</td>
<td>151,545</td>
</tr>
<tr>
<td>14 &lt; E \leq 204</td>
<td>((E - 14) \times 1,457.59 + 151,545</td>
</tr>
<tr>
<td>204 &lt; E &lt; 600</td>
<td>428,488</td>
</tr>
<tr>
<td>600 \leq E &lt; 800</td>
<td>((E - 600) \times 816.13 + 428,488</td>
</tr>
<tr>
<td>E \geq 800</td>
<td>591,714</td>
</tr>
</tbody>
</table>

plus Small Primary Base

<table>
<thead>
<tr>
<th>Condition</th>
<th>Formula</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 &lt; E \leq 21</td>
<td>((E \times 1,513.71) + 69,465</td>
</tr>
<tr>
<td>21 &lt; E &lt; 41</td>
<td>101,253</td>
</tr>
<tr>
<td>41 \leq E &lt; 103</td>
<td>101,253- ((E - 41) \times 1,633.11</td>
</tr>
<tr>
<td>E \geq 103</td>
<td>0</td>
</tr>
</tbody>
</table>

![Graph of Primary Base](image)

![Graph of Small Primary Base](image)
Secondary School Formula

Per-Capita

\((MS \times $8,752) + (SS \times $9,023)\)

plus Secondary Base

<table>
<thead>
<tr>
<th>Condition</th>
<th>Formula</th>
</tr>
</thead>
<tbody>
<tr>
<td>(E \leq 50)</td>
<td>$549,905</td>
</tr>
<tr>
<td>(50 &lt; E &lt; 300)</td>
<td>(((E - 50) \times $539.05) + $549,905)</td>
</tr>
<tr>
<td>(300 \leq E &lt; 920)</td>
<td>$684,668</td>
</tr>
<tr>
<td>(920 \leq E &lt; 1,400)</td>
<td>($684,668 - ((E - 920) \times $1,426.39))</td>
</tr>
<tr>
<td>(E \geq 1,400)</td>
<td>$0</td>
</tr>
</tbody>
</table>

plus Small Secondary Base

<table>
<thead>
<tr>
<th>Condition</th>
<th>Formula</th>
</tr>
</thead>
<tbody>
<tr>
<td>(0 &lt; E \leq 114)</td>
<td>(E \times $2,776.85)</td>
</tr>
<tr>
<td>(114 &lt; E \leq 190)</td>
<td>$316,561</td>
</tr>
<tr>
<td>(190 &lt; E &lt; 438)</td>
<td>($316,561 - ((E - 190) \times $1,276.46))</td>
</tr>
<tr>
<td>(E \geq 438)</td>
<td>$0</td>
</tr>
</tbody>
</table>
Appendix 5 – 2019 SCFM Small Secondary

Enrolment Funding Criteria

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

<table>
<thead>
<tr>
<th>Enrolment Condition</th>
<th>2019 SCFM Secondary Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-12 = 0</td>
<td>$0</td>
</tr>
<tr>
<td>8-12 &lt;= 6</td>
<td>$151,883</td>
</tr>
<tr>
<td>8-10 &lt;6 And 11-12 &lt;=5</td>
<td>$303,766</td>
</tr>
<tr>
<td>8-10 &lt;= 27 And 11-12 =0</td>
<td>$303,766</td>
</tr>
<tr>
<td>8-10 = 0 And 11-12 &lt;= 24.5</td>
<td>$303,766</td>
</tr>
<tr>
<td>8-12 &lt;= 20</td>
<td>$303,766</td>
</tr>
<tr>
<td>8-10 &lt;= 6 And 11-12 &lt;= 24.5</td>
<td>$455,649</td>
</tr>
<tr>
<td>8-10 &lt;= 27 And 11-12 &lt;= 5</td>
<td>$455,649</td>
</tr>
<tr>
<td>8-10 &lt;= 27 And 11-12 &lt;= 24.5</td>
<td>$607,532</td>
</tr>
</tbody>
</table>
Appendix 6 – 2019 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 or the SCFM Small Primary School Base plus the Primary per-capita funding.

<table>
<thead>
<tr>
<th>Enrolment Condition</th>
<th>2018 SCFM Primary Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>R-7 = 0</td>
<td>$0</td>
</tr>
<tr>
<td>R-7 &lt;= 22</td>
<td>$141,757</td>
</tr>
<tr>
<td>R-7 &lt;= 44</td>
<td>$283,515</td>
</tr>
<tr>
<td>R-7 &lt;= 61</td>
<td>$425,272</td>
</tr>
</tbody>
</table>
Appendix 7 – EALD Assessment Process

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

Assessment of a student’s Level using the Language and Literacy Levels

Language and Literacy Levels entered into EDSAS must be based upon a set of evidence with two valid student texts.

Selecting valid student texts:

- Texts should primarily provide evidence of student learning of the curriculum and not be composed solely for the purpose of assigning Language and Literacy Levels.
- Select only two texts for each EALD student as the basis of assigning Language and Literacy Levels. For students in Reception and Year 1, base Language and Literacy Levels on one oral and one written text. For students in Years 2 – 12, base Language and Literacy Levels on two written texts.
- Ideally one text should be a factual genre and one a creative or personal genre, preferably from different learning areas or EALD as a subject. Ensure the two texts are in response to tasks that require extended and continuous prose appropriate for the student’s curriculum year level. Tasks like short answer writing, poetry, scripts or copied work are not suitable for assigning a Level.
- Ensure that each student’s texts represent their best independent effort resulting from a scaffolded teaching and learning program so students are provided with sufficient understanding of the topic, structure and key features of the required text. Task requirements and assessment criteria should be made explicit to the student.
- If templates or similar are used by the student, this should be noted on the student work so it can be taken into consideration when a Level is assigned and internally or externally moderated.
- Only select texts from the current school year.

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

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

The process described below will assist in accurate and consistent assessment of EALD students’ need.

- Assess each valid text according to criteria in the Language and Literacy Levels.
- Record the assessment against each criteria on an appropriate Levels record proforma.
- Identify the Level from which the student has made most of their choices in the set of evidence. Students do not need to have made all their choices from a Level to be assigned that Level.
- Integrate internal moderation into the process by having teachers work together with the EALD teacher or by moderating each other’s assessment.
- Retain sets of evidence along with task sheets and Levels record proforma for future reference and ease of access if student work needs to be sent for Language and Literacy Levels external moderation. Sets of evidence can be kept in each student’s Pupil Record Folder ED043 or as a group until the selection of students for external moderation has been completed.
- Review and, if necessary, update the documented assessment and moderation processes.

External Moderation: Following the term 3 school enrolment census, forty selected schools are asked to provide the two texts used to assign Levels for 10 randomly selected students. These texts are externally moderated by a team of EALD specialists. Feedback from the external moderation is provided to each participating school.

Entering EDSAS data

To record Language and Literacy Levels for students who do not already have an entry in EDSAS, refer to: EDSAS Fact sheet FS60-237 - entering and editing records - EALD


To assist schools with multiple data entry, Language and Literacy Levels can be entered in bulk. This function can only be used for students already with a Language and Literacy Level recorded in EDSAS. Refer to EDSAS fact sheet: FS60-288_Bulk Entry Language and Literacy available on the Department for Education intranet\ICT\EDSAS help\EDSAS student, staff and school factsheets, or from https://edi.sa.edu.au/library/document-library/fact-sheets/eald/bulk-entry-language-and-literacy-levels-for-eald-students.pdf

EDSAS Reports

Prior to census collection date, schools should run the following reports and follow up as necessary.

EDSAS: Reports>ED Statistics

- EALD students – Check for out-of-date EALD data (ED_ES06)
  This report lists students with EALD details which have not been updated current year. Language and Literacy Levels data entered into EDSAS prior to the current year must be updated or students will not be included in the EALD funding for the following year.
• Check for student Language and Literacy Levels with no NESB code (ED_CH103)
  This report lists EALD students without a NESB code entered in EDSAS in Student Personal Information, Part 2. Students without a NESB code in EDSAS are not included in EALD funding for the following year.

EDSAS: Reports>Student Reports>EALD

• List of EALD students by Lang & Lit Literacy Level and Support Category (Stue_EL01)
  This report lists all EALD students by EALD support category, roll class, Language and Literacy Level and date Level entered. This can also be used to check updated Language and Literacy Level entries.

  – Students who are not listed on this report will not be considered for funding.

  – Students with a Language and Literacy Level too high to attract funding are included in the unnamed Support Category at the beginning of the report and will not be considered for funding. They should be unflagged as “EALD support required” from EDSAS Student Personal Information, Part 2 screen if their Level is significantly higher than that which attracts funding or it has been too high for two consecutive years. If this entry is being maintained to track student progress, it is preferred that this is done through entry in the Student Assessment of Learning table - Student Personal Information, Part 3

– A provisional (P) Language and Literacy Level may be assigned to a student in EDSAS, subject to the student being assigned a numbered Level. Schools will continue to get regular reminders from DMIS about P Levels until a numbered Level is entered or the student is unflagged as requiring EALD support. Students with a P Level will not be considered for funding as they will not have an EALD support category.

– A zero (0) Level does not substitute for a P level. Level 0 will only be assigned in exceptional circumstances, where a student demonstrates no receptive or expressive use of English.

• Summary of funded EALD students by FTE (Stue_ES02)
  This report should be run on census day, after Language and Literacy Levels for EALD students have been updated. It provides the total student FTE for each EALD support category. This is used as part of the formula for EALD General Support funding for eligible sites.

Support Available from the EALD Program


EALD Funding Mechanism

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

Table 2 also shows the Language and Literacy Level of a competent English language user at each year level of schooling, indicated by an asterisk. The greater the gap between the Language Level and the Level of a competent English language user at the curriculum year level, the greater the need for support.
Table 1: EALD support categories

<table>
<thead>
<tr>
<th>Band</th>
<th>Year level</th>
<th>Support category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Years</td>
<td>R - 2</td>
<td>E1 to E4</td>
</tr>
<tr>
<td>Primary Years</td>
<td>3 - 5</td>
<td>P1 to P5</td>
</tr>
<tr>
<td>Middle Years</td>
<td>6 - 9</td>
<td>M1 to M7</td>
</tr>
<tr>
<td>Senior Years</td>
<td>10 - 12</td>
<td>S1 to S7</td>
</tr>
</tbody>
</table>

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

| Year Level | 0<sup>1</sup> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | Levels describing demand for curriculum |
|------------|--------------|---|---|---|---|---|---|---|---|---|----|----|----|----|-----------------------------------------|
| R          | E1           | E1 | E2 | E3 | *             |   |   |   |   |   |    |    |    |    | 1 to 4                                  |
| 1          | E1           | E1 | E2 | E3 | *             |   |   |   |   |   |    |    |    |    | 5                                          |
| 2          | E1           | E1 | E2 | E3 | E4            | * |   |   |   |   |    |    |    |    | 6                                          |
| 3          | P1           | P1 | P2 | P3 | P4           | P5 | * |   |   |   |    |    |    |    | 7                                          |
| 4          | P1           | P1 | P1 | P2 | P3           | P4 | P5 | * |   |   |    |    |    |    | 8                                          |
| 5          | P1           | P1 | P2 | P2 | P3           | P4 | P4 | P5 | * |   |    |    |    |    | 9                                          |
| 6          | M1           | M1 | M1 | M2 | M3           | M4 | M5 | M6 | M7 | * |    |    |    |    | 10                                         |
| 7          | M1           | M1 | M1 | M2 | M2           | M3 | M4 | M5 | M6 | M7 | *  |    |    | 11                                         |
| 8          | M1           | M1 | M1 | M2 | M2           | M3 | M4 | M5 | M6 | M7 | *  |    |    | 12                                         |
| 9          | M1           | M1 | M1 | M1 | M2           | M2 | M3 | M4 | M5 | M6 | M6 | M7 | *  | 13                                         |
| 10         | S1           | S1 | S1 | S1 | S2           | S2 | S3 | S3 | S4 | S5 | S6 | S7 | *  | 14                                         |
| 11         | S1           | S1 | S1 | S1 | S2           | S2 | S3 | S3 | S4 | S5 | S6 | S6 | S7 | *  | 14                                         |
| 12         | S1           | S1 | S1 | S1 | S2           | S2 | S3 | S3 | S4 | S5 | S5 | S6 | S7 | S7 | *  | 14                                         |

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

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

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

<table>
<thead>
<tr>
<th></th>
<th>E1</th>
<th>E2</th>
<th>E3</th>
<th>E4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early years</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Allocation units</td>
<td>12.5</td>
<td>10</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Primary years</td>
<td>P1</td>
<td>P2</td>
<td>P3</td>
<td>P4</td>
</tr>
<tr>
<td>Allocation units</td>
<td>12.5</td>
<td>11.25</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Middle years</td>
<td>M1</td>
<td>M2</td>
<td>M3</td>
<td>M4</td>
</tr>
<tr>
<td>Allocation units</td>
<td>12.5</td>
<td>11.5</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>Senior years</td>
<td>S1</td>
<td>S2</td>
<td>S3</td>
<td>S4</td>
</tr>
<tr>
<td>Allocation units</td>
<td>12.5</td>
<td>11.5</td>
<td>11</td>
<td>10</td>
</tr>
</tbody>
</table>
Appendix 8 – Index of Educational Disadvantage

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

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

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

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

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

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

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

Cycle of Update
The index was updated for 2012 to reflect the latest available ABS and school based data.

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

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

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

Appeal Process

A principal may appeal against their school’s Index category if they believe that exceptional circumstances place the school outside the method of calculating the Index. The appeal must be in writing, concisely stating the reason for the appeal, be signed by the principal and endorsed by the Education Director.
Appendix 9 – Accountability Statement for Aboriginal Students

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

Outcomes

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

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

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

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

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

Inputs

Aboriginal Community Education Officers (ACEO), Aboriginal Secondary Education Transition Officers (ASET0) 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 AETO according to the ACEO and AETO role statements to at least the classification level specified on their Resource Entitlement Statement; and to employ a registered teacher in the role of an AET as per the role statement to at least the level specified in the Resource Entitlement Statement.

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

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

- employ Aboriginal people to the role of Aboriginal Language and Cultural Instructors (ACLIs) to work with all students to support Aboriginal Cultural Studies implementation in the site, or

- employ Aboriginal people to the role of mentors and tutors to support the teaching and learning program of individual Aboriginal students as identified in the Individual learning Plan or One Child One Plan.
Appendix 10 – Resource Allocation Adjustment Panel

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

The panel members consist of:

- Director, Funding (Chair)
- Director, Review Improvement and Accountability
- Director, Employee Relations
- Assistant Director, Budget Management

Advisors to the Committee are:

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

When making a decision the panel members will consider:

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

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

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

- Statewide services
- Specialist schools
- Shared facilities
- Large primary schools
- Disabilities
- Behaviour management
- Adult re-entry school support
- School closure support
- Amalgamations
- R-12 leadership structure
- Emergency support

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

A RAAP Application Form is available from the intranet:


An information document is also available from:


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 of submitting written justification for the approval of funding.

The panel is also responsible for considering Index of Educational Disadvantage appeals. Refer to Appendix 8 – Index of Educational Disadvantage for further information.
Appendix 11 – School Based Preschool

Staffing Allocation Table

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

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

<table>
<thead>
<tr>
<th>Enrolment Cap</th>
<th>Teacher FTE</th>
<th>SSO hrs per week</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Formula</td>
<td>TOTAL with Universal Access</td>
</tr>
<tr>
<td>Category Ranking</td>
<td>1</td>
<td>2 and 3</td>
</tr>
<tr>
<td>10</td>
<td>11</td>
<td>0.5</td>
</tr>
<tr>
<td>20</td>
<td>22</td>
<td>0.5</td>
</tr>
<tr>
<td>30</td>
<td>33</td>
<td>1.0</td>
</tr>
<tr>
<td>40</td>
<td>44</td>
<td>1.0</td>
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<tr>
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Note: For small rural school-based preschools the ‘Provision of preschool services in rural communities policy’ provides for the following staffing allocation:

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

<table>
<thead>
<tr>
<th>Sessions per week</th>
<th><strong>Primary Worker</strong></th>
<th></th>
<th></th>
<th><strong>Secondary Worker</strong></th>
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<tbody>
<tr>
<td></td>
<td>Over 2 year old session(s)</td>
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<td></td>
<td>Under 2 year old session(s)</td>
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</tr>
<tr>
<td></td>
<td>ECW2/ SSO2 hours</td>
<td></td>
<td></td>
<td>ECW1/ SSO1 hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.75 hour session(s)</td>
<td>3 hour session(s)</td>
<td>4 hour session(s)</td>
<td>2.75 hour session(s)</td>
<td>3 hour session(s)</td>
<td>4 hour session(s)</td>
</tr>
<tr>
<td>1</td>
<td>4.75</td>
<td>5</td>
<td>6</td>
<td>3.75</td>
<td>4</td>
<td>5</td>
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<tr>
<td>2</td>
<td>8.25</td>
<td>8.75</td>
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<td>32.5</td>
<td>28.25</td>
<td>30.5</td>
<td>31.5</td>
</tr>
</tbody>
</table>

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

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