



# Primary Schools General Recurrent Grant Distribution Policy

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Next Review: 2024

## Rationale

The Commonwealth and State Governments provide recurrent grants to the Catholic Education Commission of Victoria for distribution to schools.

All children who attend a Catholic Primary School are entitled to appropriate resources of a non-capital nature regardless of their family financial circumstances from the recurrent funds provided by Governments.

## Policy Statement

All Diocesan Catholic Primary Schools are entitled to an equitable, fair and just distribution of Government allocated funds, regardless of the size and location of the school.

The Catholic Education Commission of Victoria distributes to the Diocese after allowing for central costs, the Ballarat Diocesan Share. DOBCEL provides to the Catholic Education Commission of Victoria a distribution schedule for General Recurrent Grants for primary schools.

The components for the distribution of General Recurrent Grants are documented in the Primary Schools General Recurrent Grants Distribution - Calculation Procedures.

## Principles

**Transparency and accountability** in stewardship of resources

Transparency demands timely and accurate disclosure/reporting concerning the performance, decision making and financial health of DOBCEL to all stakeholders.

Accountability refers to the obligation of DOBCEL to accept responsibility for its activities and to disclose the results. It also includes responsibility for money or other entrusted property.

These two principles converge in the social responsibility to care for persons, resources and our planet as precious and vital to life. **Responsible stewardship** is integral to the mission of the Church and is a fundamental tenet of the Church's spirituality. It entails a responsibility for service that aims to nurture a gift from another. Frequently understood in relation to care for our common home, the ideas fundamental to stewardship apply more broadly, involving the just and proper use of human and material resources through prudent management, wise investment and usage.<sup>1</sup>

## References

- CECV Grants Allocation Committee Primary (GAC(P)) Budget

<sup>1</sup> See *The Light from the Southern Cross*, *op.cit.*, 3.2.4 p.28.

## Related Policies and Procedures

DOBCEL Primary School General Recurrent Grants Distribution - Calculation Procedures



## Primary School General Recurrent Grant Distribution Calculation Procedures

Reviewed: September 2020

Next Review: 2021

### Funding Overview

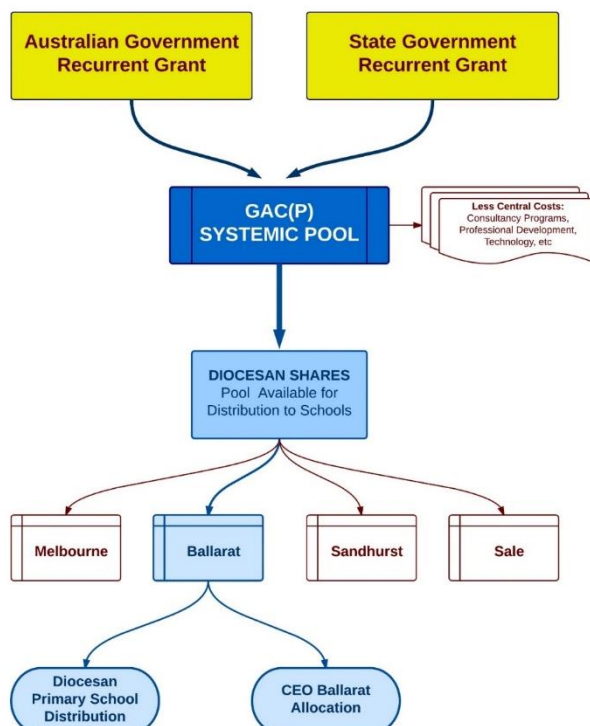
The first year of recurrent State Government funding was 1967 and 1969 was the first year of Australian Government recurrent funding. Catholic schools are now funded by the Australian Government using a Student Resource Standard (SRS) and by the State Government using the Financial Assistance Model (FAM).

In 1974, systemic funding was introduced for Australian Government Recurrent Grants. All grant monies are paid to the Catholic Education Commission of Victoria (CECV) and distributed as needs-based funding to schools by the Grants Allocation Committee, Primary - GAC(P).

From the systemic pool, GAC(P) allocates funds to each of the Diocese for their Consultancy Programs. Other programs funded by GAC(P) include: Long Service Leave, Copyright, Recurrent Needs in Technology, Literacy, Numeracy, Special Learning Needs / Students with Disabilities and Professional Development.

The balance of the pool is then available for distribution to schools. Each Diocese in Victoria is allocated a Diocesan Share based primarily on enrolment share and loadings.

The following flowchart illustrates the Grants Distribution:





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## 1. School Distribution

### Schedule of Payments

Both the Commonwealth and State grants will be paid as a proportion of assessed need after deduction of expected capacity to contribute (local contribution).

### Commonwealth Government General Recurrent Grant (GRG)

It is expected that schools will receive four GRG payments as follows:

When	% Total Allocation	Timing	Basis
January	40%	Advance	Enrolment Projection
April	5%	Discretionary	Cash Flow Assistance
July	20%	Advance	Diocesan Percentage
October	25%	Adjustment	February Census + Loadings
December	10%	Adjustment / Advance	Balance of Pool + Special Factors + Commit to Spend

### State Government Recurrent Grant (SRG)

SRG payment structure as follows:

When	% Total Allocation	Timing	Basis
January	25%	Advance	Enrolment Projection
April	5%	Discretionary	Cash Flow Assistance
July	40%	Advance	Enrolment Projection
October	30%	Adjustment	February Census

### Full Fee-Paying Overseas Students (FFPOS)

FFPOS do not attract GRG nor SRG and hence FFPOS education costs should not be subsidised from grants nor locally raised funds.

## 2. Salaries

### 2.1 Teacher / Learning Support Officers

The staffing allocation is based on **February Census figures** and will be funded as a dollar amount. The number of teaching and learning support officer staff is determined at school level at the principal's discretion. The school should ensure that the staffing allocation meets the salary and on-costs of the appointed staff members. The estimate of salary costs includes:

- Salary level increments
- Employer Superannuation Guarantee contributions
- WorkSafe Premiums
- Annual Leave / Loading Payments.

### Teaching Staff including Learning Support Officers Allocation

The following formula approach is to be used for all schools:

Enrolment (Feb Census) / 20.5 x Notional Salary

The minimum allocation will be 1.15 + Principal

The following procedures apply regarding enrolment increases between February and August Census figures. The variation is to be rounded down to the nearest whole number. The variation range is:

School Size (Student Numbers)	Variation (Student Numbers)
< 100	5
101 - 200	5%
> 201	10

The additional enrolment numbers are funded for six months of grants.

### Teaching Staff (including Learning Support Officers) Funding Ratio (TSFR)

The number of teaching staff allocated in the funding formula:

- For years prep to 6 classes, an TSFR of 1:20.5 with a minimum allocation of 1.15 (excluding Principal)
- For years 7 to 8 classes, an TSFR of 1:15.5 with a minimum allocation of 3.0

### Salary Factors for Teaching Staff

The notional salary for teaching staff has been set at the T2-6 salary plus on-costs.

### 2.2 Principal

A principal allocation of one FTE set at the highest salary level of the applicable enrolment band is provided additional to the teaching allocation.

### 2.3 Deputy Allowance

A Deputy Allowance factor is included for schools with enrolments of 150 students or more. This amount is equivalent to the highest salary level of the relevant Deputy Principal salary level band as per the Multi-Enterprise Agreement less the teacher notional salary. Schools with an enrolment of fewer than 150 students receive a POL 2 allocation to fund a First Assistant to Principal position, in addition to their POL pool.

### 2.4 Positions of Leadership (POL)

A POL Allowance will also be allocated to schools as part of their salary allocation. This calculation is based on August census figures, based on enrolments of < 150 and > 149.

### 2.5 Administrative Staff

Administrative roles include:

- Reception
- Finance Officer
- Compliance Officer
- Business Manager



School Administrative Support										
Enrolment Range	Reception/Admin Support Level 2-6B			Finance Officer/Compliance Support Level 3-11B			Business Manager Level 4-6B			
	Days	Hours	Total Hours	Days	Hours	Total Hours	Days	Hours	Total Hours	
0 49	4	6.5	26	2	7.5	15	NA	NA	NA	
50 149	5	6.5	32.5	2	7.5	15	NA	NA	NA	
150 274	5	6.5	32.5	3.5	7.5	26.25	NA	NA	NA	
275 399	5	6.5	32.5	5	7.5	37.5	NA	NA	NA	
400 549	5	6.5	32.5	1	7.5	7.5	5	7.5	37.5	
550 699	5	6.5	32.5	2.5	7.5	18.75	5	7.5	37.5	

## 2.6 Leadership Replacement, Professional Learning, Performance and Development Release

Each school will be allocated 20 days at the current Casual Relief Teacher (CRT) daily rate to assist with replacement costs for Leadership staff (Principals, Deputy Principals) to attend meetings and one day release per allocated staff member to support professional development and coaching strategies.

## 3. Student Intervention

### 3.1 Chaplaincy / School Wellbeing Allocation

Chaplaincy allocation aims to assist schools in providing wellbeing programs:

Chaplaincy/Wellbeing		
Enrolment Range		Hours per week
0	250	6.0
251	400	9.0
401	750	12.0

Schools receiving funding through the Australian Government Chaplaincy Program will have this amount deducted from the above allocation. Schools will be required to report annually on their use of chaplaincy/school wellbeing funds by providing information about specific projects and initiatives relating to school wellbeing.

### 3.2 Students at Risk Allocation

This per student allocation is calculated on February Census enrolment and the overall objective of this allocation is to:

- improve the learning outcomes of educationally disadvantaged students (i.e. students who are not meeting designated benchmarks / standards)
- assist students with special learning needs
- implement proactive intervention strategies and protocols.

## 4. Loadings

### 4.1 Student Family Occupation Allocation (SFO)

Schools will also receive the GAC(P) SFO allocation. The parental occupation group to be reported to the Government is that of the parent/guardian whose occupation falls into the highest category. It is important that all schools collect and continually update this student background data to avoid the potential of being financially disadvantaged. This allocation also aims to improve the learning outcomes of educationally disadvantaged students and to enhance student and staff wellbeing.

### 4.2 Low Socioeconomic Status Student (SES) Loading

The loading for Low SES school communities provides funding for a range of reform activities that endeavour to improve educational outcomes for disadvantaged students and develop strategies for overcoming educational disadvantage. The aim of the Low-SES Loading is to enhance:

- family/community engagement in student learning
- learning outcomes
- student wellbeing.

### 4.3 Low English Proficiency Student (ELP) Loading

The calculation for the loading for students with (ELP) involves two key concepts relating to language and to disadvantage. A student is identified as having a disadvantaged language background other than English if:

- the student originates from a language background other than English
- at least one of the student's parents completed school education only to Year 9 (or equivalent) or below.

### 4.4 Location Loading

Location Loading recognises the higher cost of delivering schooling in regional and remote regions in Australia and the negative impact that this can have on student achievement levels. The Location Loading aims to enhance the opportunities of students who are educationally disadvantaged because of their geographical isolation.

The Location Loading funding may be used for projects to:

- enhance curriculum for students who are geographically isolated
- enable geographically isolated students to be confident users of new technologies
- improve teacher access to professional development
- attract quality teachers and increase staff retention (in accordance with DOBCEL Small and Remote Schools Staff Incentive Scheme Policy)
- recognise the additional costs (travel/accommodation) to facilitate staff attending professional development
- provide additional learning resources.

This distribution will be based on the percentage share that the school attracts for this loading to the diocese.

## 5. Other Recurrent Costs (ORC)

ORC Factor is a monetary allocation to assist schools in meeting non-teaching and learning costs relating broadly to administration, external audits, property, maintenance and other recurrent costs. Under this factor, each school will receive a base allocation in recognition of fixed costs associated with the conduct of a school and will also receive an allocation on a per student basis.

## 6. Family Fee Assistance (FFA) Allocation

DOBCEL Vision - excerpt “ensuring quality learning that promotes excellence and fosters the authentic human development of all”

The FFA scheme aims to ensure affordability to Catholic education for all. The inability to pay school fees should not exclude any family from access to Catholic education.

Schools will receive a grant allocation of per student eligible for the Camps, Sports and Excursion Fund (CSEF). Under the FFA scheme families who hold a Centrelink Pensioner Concession Card or Veteran Affairs Pensioner Card automatically qualify for a fee concession.

## 7. Capacity to Contribute (CTC) Deduction Factor

All independent schools have an expectation to have CTC by the Australian Government. Schools have the capacity to generate private income through:

- school fees
- bank interest
- local fundraising activities
- other private income.

Schools’ CTC deduction factor is determined by the Direct Measure of Income (DMI) score. The DMI is based on the median income of parents / guardians of the schools’ students.

The measured DMI is then applied to the applicable median recommended fee, with that fee then multiplied by the number of students.

Typically the calculated CTC deduction factor will be an approximate representation of the total value of locally raised income through the aforementioned income streams.

## 8. Reimbursement Factors

Schools should complete the appropriate claim form that can be downloaded from the CEVN website – CEVN / Finance & Legal/Ballarat Documents.

### 8.1 Paid Parental Leave Reimbursement

The Catholic Education Commission of Victoria (CECV) has provided details on eligibility and administration of the maternity leave provision as set out under the Victorian Catholic Education Multi Enterprise Agreement (VCMEA) 2018.

### 8.2 Personal (Sick /Carers) Leave Replacement and WorkCover Accident Make-Up Pay Costs

To limit the cost to Primary Schools of personal leave replacement costs in any one school year, Primary Schools are required to provision a maximum of 2% of their salary allocation towards the cost of replacing staff on personal leave. Funding for personal leave special factors is based on amounts over 2% of total funding allocation (Teacher/Learning Support Officers, POL Allowance and Administrative Staff) for salaries and will include the superannuation guarantee contribution. In instances where WorkSafe payments are being made to employees of Primary Schools, the shortfall between payment and actual salary is to be paid by the school according to current regulations. This factor aims to remove from Primary Schools the cost of meeting the margin between WorkSafe payments and actual salary.

### 8.3 Reportable Conduct Investigations Cost

The Victorian Reportable Conduct Scheme has been designed to ensure that the Commission for Children and Young People will be aware of every allegation of certain types of employee misconduct involving children in relevant organisations that exercise care, supervision and authority over children. The Reportable Conduct Scheme imposes new obligations on principals.

This includes requirements to have in place systems to prevent child abuse, and if child abuse is alleged, to ensure allegations can be brought to the attention of appropriate persons for investigation and response. This factor aims to support Primary Schools with the cost of conducting investigations into reportable conduct.

### 8.4 Principal Relocation Costs

Relocation assistance is available to Principals moving into the Diocese or between Primary schools within the Diocese. The reimbursement claim form is to be completed and submitted together with substantiating documents e.g. invoices, receipts.

### 8.5 Portable Classroom Maintenance

The cost of initial relocation and setup for primary schools will be paid for through the General Recurrent Grant process. Ongoing maintenance will be the responsibility of the school. Requests for portable transport, relocation and installation expenditure should be made using the Portable Classroom Maintenance Request form.

### 8.6 Interest Factor Subsidy

Provision of subsidy allows schools to borrow long term, resulting in an increased capacity by schools to provide building facilities and equipment to a higher standard than could otherwise be provided. Subsidy on Bridging Finance allows for projects to be undertaken prior to receipt of Government Capital Grants.

To qualify for Interest Subsidy Factor, the School's capacity to fund the project will be assessed by Catholic Education Ballarat to determine eligibility. In the case of loans re-negotiated or consolidated, the portion outside the ten- or four-year limit will not be eligible for subsidy. Loans for Bridging Finance should not exceed one year. **NO APPLICATION IS REQUIRED.**

## 9. Contingency Factors

**In order to ensure equity and sound stewardship of Diocesan funds, the following contingency factor funding applications are subject to means-testing through school financial needs assessment (FNA). The FNA will be based on the prior year Annual Financial Statement (AFS) data and will determine the school's capacity to self-fund the initiative/program. Only those schools with cash reserves less than 20% of recurrent income, based on the recurrent income recorded in the prior year Annual Financial Statement (AFS) will be supported. If the FNA, determination is that the school has the capacity to self-fund, the school will be deemed ineligible for the following contingency factor funding. Applications will be endorsed by the System Leadership Directorate and notification of approval to the school will be in writing from the Executive Director. Applications could include the following:**

### 9.1 Students with Special Learning Needs

This allocation may be applied for to assist schools to meet unforeseen circumstances or extreme difficulties in relation to students with special learning needs. This will ensure that additional financial support is made available to support those students most at risk within our schools. Applications for assistance should contain full details outlining the student's needs and the amount of support required. The Educational Consultant should have a sound knowledge of the student's needs and approve the application.

## 9.2 Exceptional Circumstances

The emphasis should be about improving the quality of learning of children as a result of a natural disaster (not covered by insurance), pandemic, or other extreme event. Applications for assistance should contain full details of the exceptional circumstances and have the endorsement of the education consultant and the business manager.

## 9.3 Portable Classroom Rent Reimbursement

Reimbursement will be on a per module basis and will be paid for rental payments paid to Catholic Education Ballarat.

# 10. Targeted Programs

**All Targeted Programs will be subject to an annual acquittal.**

## 10.1 Indigenous Education: Aboriginal and Torres Strait Islander (ATSI)

The Aboriginal and Torres Strait Islander funding is provided for Aboriginal and Torres Strait Islander students at Victorian Catholic schools where the student is receiving primary or secondary education and is reported in the annual school census as being of Aboriginal and/or Torres Strait Islander descent. The funding is distributed via application for school-based programs/projects as well as a per capita allocation.

- i. The program/project grants are allocated according to the National Aboriginal and Torres Strait Islander Education Strategy, focussing on the following key domains:
  - School and child readiness
  - Literacy and numeracy
  - Attendance
  - Transition points including pathways to post-school options.

These four prioritised under the following areas: 'Aboriginal and Torres Strait Islander Literacy and Numeracy School Programs', 'Aboriginal and Torres Strait Islander Wellbeing Programs' and the employment of 'Koorie Education Workers'.

Applications need to be completed by the due date and returned to the Team Leader: Learning and Teaching.

- ii. In order to ensure that all Diocesan Aboriginal and Torres Strait Islander students receive support, a per capita allocation per student will be made available based on February Aboriginal and Torres Strait Islander enrolment census figures.

## 10.2 Literacy and Numeracy

The Literacy program assists Victorian Catholic schools to improve the literacy and numeracy learning outcomes of educationally disadvantaged students. Each diocese allocates a proportion of the Literacy funding to Numeracy according to local need.

School literacy funding is not based on the needs of a specific cohort; hence eligibility is not applicable. However, for literacy provision each diocese designs distribution criteria to reflect principles of equity, efficiency and effectiveness. The Diocesan allocation is based on a base amount, per student amount and per CSEF student amount.

The funding must be used for school strategies which directly contribute to improving the literacy and numeracy learning outcomes for students. It is expected that schools, will take account of relevant national initiatives and agreements and areas of importance to the Commonwealth.

### **10.3 National School Chaplaincy Programme (NSCP)**

There has been a commitment that the Commonwealth funded project: The National School Chaplaincy Programme (NSCP) has been extended. The programme aims to support the emotional wellbeing of students through:

- pastoral care services
- strategies developed that support the wellbeing of the broader community, for example: coordinating volunteering activities and support, breakfast clubs, lunchtime activities, excursions, school incursions, and parent/carer workshops.

### **10.5 Nationally Consistent Collection of Data - Students with Disability (NCCD-SWD)**

The NCCD - Student with Disabilities (NCCD-SWD) targeted program supports Victorian Catholic Schools to improve the learning outcomes of students with disabilities by providing the necessary adjustments that will enable them to access education on the same basis as a student without a disability.

Eligibility for SWD financial support is determined by the guidelines that underpin the National Consistent Collection of Data for Students with Disability. This collection of data takes place in August of each year and determines the level of funding that each school will receive in the following year. The funding is retrospective and is determined by two key principles:

- i. That the student has a disability as defined by the Disability Discrimination Act (1992) diagnosed disability or imputed disability
- ii. That the school can demonstrate that they have provided the student with the required adjustments for a period of at least 10 weeks during the last year. It is also an expectation that parents have been informed of the adjustments that the school is making and that this information is well documented.

Therapy services are available for students who meet the NCCD substantial or extensive level of adjustment criteria within the categories of physical disability or chronic health impairment and who require physiotherapy and/or occupational therapy support as an integral component of the submitted program.

## Glossary of Terms

AFS	Annual Financial Statement
CCI	Catholic Church Insurances
CDF	Catholic Development Fund
CECV	Catholic Education Commission of Victoria
CEVN	Catholic Education Victoria Network
CRT	Casual Relieving Teacher
CSEF	Camps Sports and Excursions Fund
CtC	Capacity to Contribute
DMI	Direct Measure of Income
DOBCEL	Diocese of Ballarat Catholic Education Limited
ELP	Low English Proficiency
FAM	Financial Assistance Model
FFA	Family Fee Assistance
FFPOS	Full Fee-Paying Overseas Students
GAC(P)	Grants Allocation Committee (Primary)
GRG	Commonwealth Government General Recurrent Grant
ORC	Other Recurrent Costs
POL	Positions of Leadership
SES	Socio-Economic Status
SFO	Student Family Occupation
SRG	State Government Recurrent Grant
SRS	Student Resource Standard



