



# GUIDELINES

## Primary Recurrent Funding

October 2023

### 1. Vision

The vision for Catholic Education Sandhurst Limited (CES Limited) is to provide, in partnership with our families and parishes, stimulating, enriching, liberating, sacramental and nurturing learning environments drawn from the Catholic tradition in each of the diocesan school communities. At the heart of this vision is our commitment to the ongoing duty of care that we have for the safety, wellbeing, and inclusion of all children and young people, a pursuit of excellence in all levels of learning and creating communities of welcome, hospitality and inclusion.

We believe:

- that the values of the Gospel are central to who we are, what we do, and how we act
- that we have a vital role in the mission of the Catholic Church to imagine and seek new horizons while respecting our Tradition
- that a strong sense of community is dependent on the quality of our collegial relationships
- that each person's potential is fostered through the dedicated ministry of Catholic Education
- in leadership encompassing vision, innovation and empowerment.

### 2. Introduction

The Sandhurst Primary Recurrent Funding Guidelines aims to provide Principals, School Leaders and Administration Staff detailed information relating to Grants Allocation Committee (Primary) recurrent funding priorities and the specific funding allocations provided to Sandhurst Primary Schools.

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## 4. Background

Catholic Education Sandhurst Limited (CES Limited) is registered as an incorporated entity and as the owner and employer of 42 Catholic Primary Schools, 8 Secondary Colleges, and 2 Specialist Settings.

As members of the Catholic Education Commission of Victoria (CECV), each primary school agrees to 'block funding' arrangements whereby government grant entitlements for schools are provided to CECV and made available to each diocese for distribution according to internal processes and needs-based funding models.

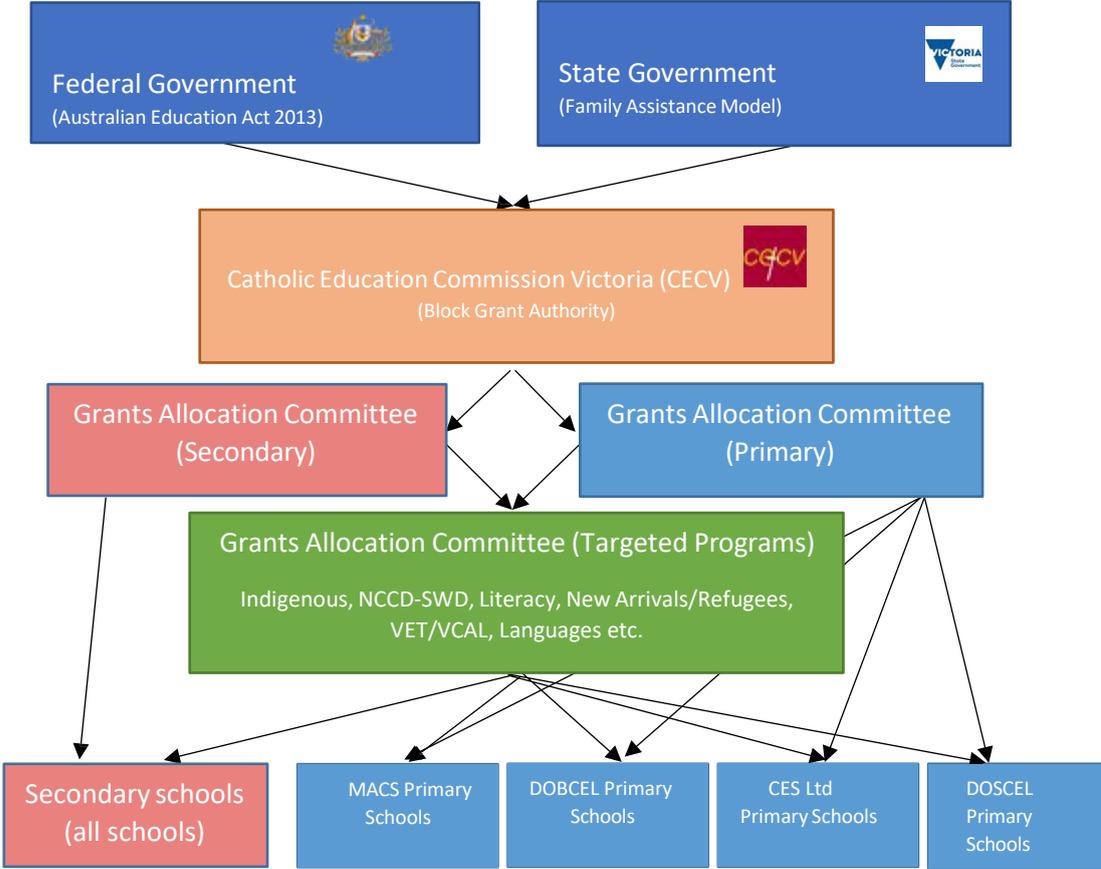
These arrangements enable the Catholic system to use their deeper knowledge of school/system costs and student needs, to better target government grants to students and schools, consequently improving equity and efficiency. They also enable Catholic system authorities to guarantee the financial viability of systemically funded schools.

Government grants fall into two categories – grants for ongoing school operations (recurrent grants), and grants for capital works (capital grants). This guide explains how various factors that form the overall funding to Sandhurst Catholic Primary schools are established, calculated and distributed based on recurrent grants only. These include -

- Funding decisions that are based on collaboration and consensus between a wide range of representatives and governance structures within Catholic education, with full access to all relevant information including the funding that schools attract from governments.
- Funding models that are heavily needs-based, drawing on student 'need' elements of the school funding models used by both the Victorian and Australian governments, plus additional factors that go above and beyond those models.
- Funding models that are continually reviewed and refined to ensure they remain aligned to Catholic education and government priorities, and emerging student and school needs.
- Funding models that are governed by the Catholic principle of subsidiarity, with key allocation decisions delegated to schools and local-level (rather than state-level) authorities, where appropriate.
- Funding models and processes that fully comply with government requirements.

Further information on the structure and processes of Catholic education in Victoria and the role of the CECV as the 'Block Grant Authority' can be viewed in the publicly funded document "[Allocating government grants to Catholic schools in Victoria](#)".

# 5. Victorian Catholic Systemic Recurrent Funding Flowchart



### 6. Sandhurst Primary Recurrent Grant Budget 2023

Income		Expenditure	
GAC(P)*	\$ 102,222,855	GRG(AB)	\$ 72,452,731
		POL	\$ 979,885
		GRG(S)	\$ 2,668,023
		GRG(C)	\$ 4,604,195
		Interest Factor	\$ 736,253
		ORC & Levies	\$ 15,533,820
		Health Care Card Factor	\$ 3,459,390
		Technology Factor	\$ 1,650,800
		SFO	\$ 1,249,013
		Location Loading	\$ 1,653,098
		Low SES Loading	\$ 8,023,410
		ELP Loading	\$ 60,814
		Professional Learning	\$ 1,285,164
		Arts & Other Initiatives	\$ 600,800
		Principal & DP Maintained <sup>2</sup>	\$ 278,197
		Capacity to Contribute (CtC)	-\$ 11,704,767
		Commit to Spend 2022 <sup>1</sup>	-\$ 3,433,251
		Special Needs <sup>3</sup>	\$ 2,125,281
		Commit to Spend 2022 <sup>2</sup>	\$ -
<b>Total</b>	<b>\$ 102,222,855</b>	<b>Total</b>	<b>\$ 102,222,855</b>
<p>* 2023 total available will change depending on CECV requirements and August census.</p> <p>1. Includes ICON Commit to Spend</p> <p>2. Notional figure</p> <p>3. Balancing item</p>			

## 7. GAC(P) Income

### 3.1 State Recurrent Grant (SRG)

The State Government determines funding to CECV through their Family Assistance Model (FAM). The total amount of SRG to be paid to Sandhurst schools is approximately 20%. There are also some State targeted program grants received separately from the recurrent funding.

### 3.2 Australian Government General Recurrent Grant (GRG)

Recurrent grants from the Australian Government are calculated using the funding model specified in the Australian Education Act 2013 and regulations. This is also referred to as the Schooling Resource Standard (SRS) model. The amount of GRG to be paid to Sandhurst schools is approximately 80% of total recurrent grant income.

## 8. Recurrent Grant Distributions

The CECV distributes recurrent grants in three tranches in January, July and October, within five days of their receipt from governments. Total recurrent funding to CECV is not finalised until the October payment, after school enrolments are confirmed in August in the Australian Government's school census (this follows an earlier Victorian Government census in February). Initial payments from governments (in January and July) are based on school enrolment data from the previous year.

GAC(P) addresses this need by providing a funding guarantee. Each year, schools are guaranteed a minimum funding allocation, which is calculated from their enrolments in August (in the Australian Government census) of the prior year. If school enrolments grow then schools receive a higher allocation calculated from their higher enrolments. In practice this means that schools cannot receive less funding than is calculated using their enrolments the year prior (this funding guarantee does not apply if school enrolments fall by 20 or more).

However, this creates funding risks for the Catholic system. With this guarantee, if enrolments decline, then final CECV grant funding receipts may not be sufficient to meet the CECV's funding commitments. GAC(P) therefore includes a 'risk reserve' in its funding model in calculating January and July payments to schools/dioceses. The risk reserve is fully distributed in December, after August enrolments and final CECV grant funding is confirmed. In the first instance, the risk reserve is used to fund the cost of the 'commit to spend' payment to schools. Thereafter, if further residual funds are available, they will be distributed to schools based on a base amount and additional low-SES loading.

Schools receive the following payments:

- Advance payment January
- Adjusting payment April (\*not applicable to all schools, see below)
- Advance payment July
- Adjusting payment October
- Final payment December (incl. Commit to spend)

All payments incorporate each school's circumstances via the needs-based funding formula and global budgeting schedule. Please refer to the 2023 Budget Spreadsheet to determine your school's entitlement for 2023.

\*All schools with enrolment increases of twenty (20) or more pupils at February 2023 will receive an additional adjustment payment in April 2023.

## 9. Central Costs (Recurrent School Costs Administered Centrally)

An amount is allocated to each of the diocese from the GAC(P) prior to the school allocations listed above to assist in meeting the following costs incurred on behalf of Sandhurst Catholic Primary Schools:

- a) Principal consultants and education officers
- b) Finance officers
- c) Leadership and teacher professional development
- d) Recurrent needs in technology
- e) Student services
- f) Student wellbeing
- g) Digital transition support

## 10. Global Budgeting Schedule (Salaries)

The Global Budgeting Schedule estimates 'base' funding costs for each school. Smaller schools receive higher per student funding than larger schools, recognising that larger schools have greater economies of scale.

The school funding entitlements have been set according to the Catholic Education Sandhurst Global Budgeting Schedule 2023. Percentage increases are in line with the increases set out in the Catholic Education Multi-Enterprise Agreement (CEMEA) for teaching staff for 2023, details of which were provided to schools at the annual Budget Workshops.

When using the Global Budgeting Schedule to estimate your school's entitlements, enrolments do not include full-fee paying overseas students.

The following allowances make up the **Global Budgeting Schedule** –

### 10.1 GRG(AB) – Total Primary Principal, DP, Teachers and Teacher Support

Funding for teachers and teacher support. Also includes Principals and Deputy Principals (i.e. enrolment  $\geq$  150 pupils), based on the highest level in the enrolment bracket. Allowance for professional learning and replacement costs for staff is expected to be funded within the Global Budgeting Schedule entitlement. This should be considered when setting budgets for the year.

## 10.2 GRG(C) – Finance and Administration Staff

Funding for Finance and Administration Staff only.

## 10.3 GRG(S) – Educational Disadvantage, Students-at-risk

Additional support for students who are not funded through the Students with Disabilities program. Support may include education support officers.

## 10.4 Positions of Leadership (POL)

Based on the per pupil amounts provided in the MEA for 2020 being –

- <150 enrolments - \$136
- >150 enrolments - \$97

## 10.5 Position Allowance

Based on 1% of total GRG(AB), GRG(C) and POL amounts, funding is provided to assist with the provision of the Annual Positional Allowance as per the CEMEA.

# 11. Capacity to Contribute (CtC)

Catholic schools receive income sources aside from government grants. These include private income (school fees and charges, interest earned, donations, etc.) that may be used for recurrent and capital purposes and repayment of borrowings.

The Sandhurst Primary funding model includes a CtC component, which represents the amount of private income schools are expected to raise for recurrent purposes. The government recurrent funding allocated to schools decreases as their capacity to contribute increases.

CtC is calculated based on either the Socio-Economic Status (SES) or the Direct Measure of Income (DMI) score of schools. In 2020 and 2021, the Australian Government will fund schools based on the lowest of their SES score from the 2011 Census, their SES score from the 2016 Census, and their new DMI score. All schools will be funded based on their DMI score from 2022. DMI scores will be updated each year, using a 3-year rolling average value for each school. This is different from school SES scores, which were only updated every 4–5 years.

The table applied by Sandhurst matches the GAC(P) model, however varies compared to the SRS model, to better reflect the capacity of Catholic primary schools to charge fees, while also ensuring they remain accessible to all families.

The amount of school fees to charge families is a school decision based on local factors. The **CES Limited Guidelines - School Fee Development** assist schools in developing a fee policy, which emphasises the importance of accessibility.

The CtC amount per pupil in 2023 can be found in Appendix 1. To calculate your school's notional CtC for 2023, multiply the relevant per pupil CtC by your school's 2022 Funded Enrolment Level.

These figures are for recurrent grant calculation purposes only and may vary from the fees and private income collected by schools. When setting fee levels, schools should ensure they have included an allowance for fees that are unlikely to be collected. That is, the fee budget should be based upon fees likely to be received rather than fees charged.

## 12. Other Recurrent Costs (ORC) & Levies

From the start of 2022 the funding formula was modified to combine several prior factors into a new Other Recurrent Costs (ORC) & Levies factor.

This factor combines the following previous factors:

- **Other Recurrent Costs (ORC)**

This funding is provided to assist with the general running costs of the school. The figures used in the funding model are notional figures used for recurrent grant calculation purposes only and may vary from a school's actual ORC per pupil amount. Where a school's actual ORC per pupil exceeds its notional figure, the excess expenditure will not be accounted for in its grant calculation and remains the responsibility of the school.

- **Curriculum ORC Factor**

This funding is provided to support classroom resources and budgets.

- **Levies**

Primary schools are charged a CES and CECV levy to CES Ltd which is reimbursed to primary schools through the recurrent grant allocation. This includes the CES and CECV General Levy (per student), Technology Levy (per school), Supplementary Capital Fund Levy (per student), and the CompliSpace Annual Fee (per staff). Please note there is no reimbursement for the CES Limited Land Fund Levy.

These are notional figures used for recurrent grant calculation purposes only and may vary from a school's actual ORC per pupil. Where a school's actual ORC per pupil exceeds its notional figure, the excess expenditure will not be accounted for in its grant calculation and remains the responsibility of the school.

## 13. Professional Learning

From the start of 2022 the funding formula was modified to combine several prior factors into a new Professional Learning factor.

This factor combines the following previous factors:

- **Principal Wellbeing**

Schools are encouraged to allocate a separate principal wellbeing budget line item to the value of \$3,000. Funding is provided through the recurrent grants to the total of \$1,500 (50%) of the total budget. Funding should be used to cover the costs of professional supervision, executive coaching or psychologists.

- **Cluster Funding**

This is used for your school's geographically based clusters and must be used for school purposes which may include principal network days, cluster run professional learning, travel, and accommodation.

- **PD Allowance**

Schools are provided with a PD allowance to assist schools in providing meaningful professional learning opportunities for staff.

## 14. Technology Factor

Provided to assist with ICT costs, including the support for the cost of IT maintenance. These funds are not to be used to support computer leases.

- **\$28,000 per school**
- **\$50 per pupil**

## 15. Interest Factor

Financial assistance is provided to schools on a needs basis to meet their interest expenses on borrowings to fund eligible capital works. Eligibility and funding terms and conditions are governed by the [Sandhurst Primary School Interest Factor Policy](#). The allocation is based on the previous year's actual interest expense as indicated on each school's AFS. Additional interest factor may be calculated for Bridging Loan interest incurred in the current year.

## 16. Health Care Card (HCC) Factor

An allocation to schools for each student whose parent holds a HCC. The intent of this payment is to support enrolments of students from disadvantaged backgrounds by enabling schools to provide fee relief to eligible students. The funding can be used for any family requiring assistance to meet their fee commitment, not just those who hold an eligible HCC.

Schools are allocated \$1,906 in 2023 for each student whose parent holds an eligible HCC that attracts the Camps, Sports Excursion Fund (CSEF) allocation. To smooth funding changes, this is calculated based on a 3-year rolling average.

## 17. Student Family Occupation (SFO) - Educational Disadvantage

Additional recurrent funding is allocated to schools based on their relative enrolments of students from a disadvantaged family background (measured by SFO). It is intended to be used to improve learning outcomes for students and can be used for staffing or other student focused initiatives.

The agreed funding pool for this item is allocated across schools, based on the SFO index score they are assigned in the FAM by the Victorian Government. This index is constructed from family occupation data collected by schools.

## **18. Low English Language Proficiency (ELP) Loading**

Additional recurrent funding is allocated to schools based on their relative enrolments of students expected to have low English language proficiency, which is likely to add to school resource requirements. The calculation for the loading for students with low ELP is calculated based on students that comes from a language background other than English, and at least one of the student's parents has completed school education only to Year 9 (or equivalent) or below. The agreed funding pool for this item is allocated across schools based on the (pure) loading the school attracts for low ELP students in the SRS model.

## **19. Low SES Loading**

Additional recurrent funding is allocated to schools based on their relative enrolments of students from low SES backgrounds, which is likely to add to school resource requirements. The measure used to determine the Low SES Loading is the percentage of students in the lowest two quartiles of Socio-educational Advantage (SEA), which is derived from the Index of Community Socio-Educational Advantage (ICSEA). The SEA scale measures the occupational and educational status of parents and guardians of school students. The agreed funding pool for this item is allocated across schools, based on the (pure) loading the school attracts for low SES students in the SRS model.

## **20. Size Loading**

Additional recurrent funding is allocated to schools based on school size, recognising that 'small schools' have higher costs than other schools on a per-student basis. Schools attract a size loading as per the SRS model. Note, the size loading is included in the global budgeting schedule.

## **21. Location Loading**

Additional recurrent funding is allocated to schools in regional and remote areas, due to the extra costs they incur in service provision. Location loading is based on a school's Accessibility/ Remoteness Index of Australia (ARIA) score, which is a measure of service accessibility and remoteness derived from road distances between populated localities. The agreed funding pool for this item is allocated across schools, based on the (pure) loading the school attracts for school location in the SRS model.

## **22. The Arts & Other Initiatives**

\$3,000 per school plus \$50 per student. These funds are made available for use in supporting Visual

and Performing Arts in your school and to enable you to participate in Diocesan events with an Arts Focus, including Professional Learning opportunities, MacKillop Arts Exhibition, Sandhurst Arts on Show, Artist in Residence and Festivals of the Sacred (every alternate year). Participation with A3 Arts Alive to support diocesan events is provided to schools in addition to these funds.

## 23. Principal & DP Maintained

Schools may receive additional funding based on Primary Principal or DP salary levels that have been maintained above the current enrolment band as per *the Catholic Education Multi Enterprise Agreement 2022*.

## 24. Commit to Spend

This amount will vary according to the enrolments of the school. As this payment is a prepayment for the following year's grants, it must be considered when finalising recurrent grant budgets for the following year. The Commit to Spend may also be provided for Targeted Programs such as the NCCD-SWD.

## 25. Assistance to New Schools

New schools will be provided with additional assistance, based on Funded Enrolment Level. Assistance to new schools only relates to newly established schools for the first 5 years of operation and does not apply to schools that are relocating.

## 26. Graduate Teacher Payments

A payment is made to schools based on the number of graduate teachers in their first and second year of employment. The amount is \$2,000 per year for the first two years that a graduate is employed and is provided to allow the school to provide appropriate levels of professional learning to the graduate as they begin their teaching career. The support may also be used for CRT release to enable graduates to participate in the CEO professional learning provided through the graduate induction program.

## 27. Special Factor

A form is provided to schools before the October grants to allow schools to claim any additional special needs that have been incurred in excess of budgeted amounts and that have been unforeseen. These may relate to such items as paid paternity leave, extended personal (sick) leave, and any additional recurrent special factors.

### **27.1 Paid Parental Leave**

All paid parental leave payments that have been made throughout the year are reimbursed to the school. If the payments have not yet been made, an estimate of the costs is provided.

### **27.2 Personal (Sick/Carers) Leave Replacement & Worksafe 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 provide 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 the 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.

### **27.3 Additional Recurrent Special Factors**

An application form for additional special factors must contain details of the need and actual cost for it to be considered. Special factor funding does not relate to any type of capital costs, however interest incurred on bridging loans may be included.

The eligibility to receive the above special factors will only be considered if the schools prior end of year cash balance (less commit to spend) is below 20% of their prior year Total Recurrent Income. This information will be calculated from the school's prior year Annual Financial Statement (AFS).

## **28. Full Fee-Paying Overseas Students (FFPOS)**

As full fee-paying overseas students do not attract government grants, Grant Allocation Committee (GAC(P)) does not include these students in the funding formula nor the global budgeting schedule.

Full fee-paying overseas students must not be subsidised from the funds raised by the school for the education of other students.

The Department of Education (State (DE)) recommends the fee payable in respect of each full fee-paying overseas student at government schools is equivalent to \$12,628 per pupil plus normal fees and charges for recurrent and capital purposes. This will vary according to each student's circumstances and the relative need of the school. Catholic schools should also set fees at this level to align with Government schools.

Source: 2023 Standard International Student Tuition and Non-Tuition Fees.

## 29. Budget Spreadsheets

The primary school Budget Spreadsheet is provided to schools prior to the October Budget Workshops. The aim of the Budget Spreadsheet is to provide a cash flow projection to the end of the year and also an accurate budget that is imported into the schools Accounting Software and used for the AFS budget and Financial Board Report Template.

## 30. Targeted Programs administered by GAC(TP)

The targeted programs administered by GAC(TP) are:

### 30.1 Aboriginal and Torres Strait Islander (ATSI)

GAC(P) provided funding to support ATSI students. The funding may be used to improve student learning outcomes, increase retention and attendance rates, participate in Koorie Education initiatives and develop teaching and learning strategies for ATSI students. Funding is provided to schools on a per-capita basis, based on advice from each diocese on the number of ATSI students enrolled in Victorian Catholic schools.

### 30.2 English as an Additional Language/New Arrivals, and Refugee Support Strategy

Funding is allocated to English as an Additional Language (EAL)/New Arrivals (NA) students, to employ qualified teachers to support students to develop proficiency with the English language through the settlement phase, and to provide support with trauma recovery and professional learning. Funding is provided to schools based on per-capita basis for eligible students. Student eligibility is based on the students who attract the English Language Proficiency (ELP) loading under the Australian Government's funding model.

Under the Refugee Support Strategy, funding is provided to refugee students in schools for a maximum of 3 years following enrolment. This funding is provided to enable schools to support students through the settlement phase and employ specialist teachers and other advisory staff.

### 30.3 Languages

Funding is provided to schools to support languages education programs for students, to provide professional learning opportunities in languages education and to establish languages networks and partnerships within school communities and with other schools.

### 30.4 Literacy and Numeracy

Funding is provided for system, diocesan or school strategies to improve literacy and numeracy learning outcomes. The calculation of the funding is based on a combination of

Enrolments, Health Care Card (HCC) students, Disadvantaged Language Background Other the English (DLBOTE) students, and the DMI of your school.

### **30.5 National School Chaplaincy Programme**

The Victorian Government provides funding to the CECV for this program under the terms of the NSCP Project Agreement between the Australian and Victorian governments. Funding is provided to support the emotional wellbeing of students through the provision of chaplains in schools. Eligible schools will receive grants of \$20,280 per annum for 2023.

### **30.6 National Consistent Collection of Data for Students with Disabilities (NCCD-SWD)**

NCCD-SWD funding is to be allocated to projects or initiatives that target students with a major disability or impairment to enhance their educational outcomes and/or innovatively meet the needs of these students. Student eligibility is defined according to CECV guidelines. Students are ranked into four categories according to their disability, with different funding rates attached to each category.

## 31. Appendix 1

### Capacity to Contribute per pupil amounts for 2023

DMI	Amount	DMI	Amount
72	\$1,225	107	\$1,909
73	\$1,225	108	\$1,930
74	\$1,225	109	\$2,028
75	\$1,225	110	\$2,049
76	\$1,225	111	\$2,056
77	\$1,225	112	\$2,062
78	\$1,225	113	\$2,209
79	\$1,225	114	\$2,215
80	\$1,225	115	\$2,219
81	\$1,225	116	\$2,223
82	\$1,225	117	\$2,386
83	\$1,225	118	\$2,390
84	\$1,225	119	\$2,395
85	\$1,225	120	\$2,406
86	\$1,225	121	\$2,408
87	\$1,225	122	\$2,418
88	\$1,225	123	\$2,428
89	\$1,225	124	\$2,438
90	\$1,225	125	\$2,448
91	\$1,225	126	\$2,448
92	\$1,225	127	\$2,448
93	\$1,225	128	\$2,448
94	\$1,225	129	\$2,448
95	\$1,225	130	\$2,448
96	\$1,240	131	\$2,448
97	\$1,353	132	\$2,448
98	\$1,370	133	\$2,448
99	\$1,391	134	\$2,448
100	\$1,396	135	\$2,448
101	\$1,595	136	\$2,448
102	\$1,640	137	\$2,448
103	\$1,656	138	\$2,448
104	\$1,666	139	\$2,448
105	\$1,829	140	\$2,448
106	\$1,888		