INDEPENDENT PUBLIC SCHOOLS
DELIVERY AND PERFORMANCE
AGREEMENT

Independent Public Schools
UNLOCK
YOUR SCHOOL'S
FUTURE
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INDEPENDENT PUBLIC SCHOOLS
DELIVERY AND PERFORMANCE AGREEMENT

INTRODUCTION

1. The parties to this Delivery and Performance Agreement recognise that the
Independent Public School initiative provides schools with the policy settings and
freedom to tailor high quality learning opportunities for every child; opportunities that
will raise their performance – whatever their ability, wherever they live, whatever their
background.

2. Independent Public Schools remain part of the public school system of Western
Australia and as such are expected to meet the obligations required of all public
schools.

3. The Independent Public School Delivery and Performance Agreement (The
Agreement) is between the Department of Education, represented by the Director
General; the school, represented by the Principal; and the School Board, represented
by the Chair of the Board.

4. The School Board of an Independent Public School replaces the School Council as
defined in the School Education Act 1999.

5. The Agreement sets out the performance and accountability expectations of the
school; and the resources and support supplied by the Department of Education.

6. The Agreement builds on the Director General’s Classroom First strategy and the
Strategic Plan for WA Public Schools 2012-2015.

7. The Parties to this Agreement are committed to being socially inclusive and
addressing disadvantage, including for: students who are Aboriginal or Torres Strait
Islander, have disability, come from non-English language background or
disadvantage. All parties understand the urgent need to work to ‘Close the Gap’ in
education outcomes between Aboriginal and Torres Strait Islander students and
non-indigenous students.
PART 1 - PARTIES AND OPERATION

Parties

8. The Parties to this Agreement (the Parties) are:
   a. the Department of Education, represented by the Director General;
   b. Bannister Creek Primary School, represented by the Principal; and
   c. the School Board, represented by the School Board Chair.

Term

9. This Agreement will operate for three years from 1 January 2014 until 31 December 2016.

Variation

10. This Agreement may be amended at anytime with the agreement (in writing) of the Department of Education and the Independent Public School. Amendments may include a new Schedule that identifies a unique arrangement or program for the school. Such a variation will not alter the three year tenure of this Agreement.

PART 2 – ROLES AND RESPONSIBILITIES

Shared responsibilities of the Department of Education and Bannister Creek Primary School

Teaching and Learning

11. The Department of Education will ensure:

   a. a range of professional support is available in such areas as curriculum, student services and employee performance.

The Principal will ensure:

   a. teachers monitor student learning for purposes of making evidence-based, instructional decisions and provide relevant and timely feedback to students on their progress;

   b. student performance is lifted, including those students who require teaching and learning adjustments;

   c. high expectations of all students are embodied in academic and non-academic improvement targets that reflect these high expectations;
Independent Public Schools Delivery and Performance Agreement

d. pathways exist for students to engage in learning programs that lead to meaningful and externally recognised outcomes beyond school;

e. collaboration between teachers occurs and opportunities exist for teachers to engage in quality evidence-based practice that helps develop high quality teaching and learning;

f. employees participate in an annual performance management process where they receive feedback and support to help improve the quality of the school's teaching and learning environment; and

g. relevant and specific data and research inform classroom pedagogy.

Student Performance Monitoring

12. The Department of Education will ensure that:

a. the school has access to required national and state assessments such as National Assessment Program – Literacy and Numeracy (NAPLAN);

b. the school has access to academic and non-academic achievement data through the Department's School Performance Monitoring System;

c. in the event that the school's performance is of concern, the Director General may respond in a variety of ways, including initiating an internal review or bringing forward the independent review. A school will be given up to three months to address review findings; and

d. workforce and financial support are available to ensure the school has every opportunity to focus on student performance and the targets and priorities detailed in their Business Plan.

The Principal will ensure:

a. students participate in national and state assessments such as National Assessment Program – Literacy and Numeracy (NAPLAN);

b. school performance and student improvement targets, as detailed in the school's Business Plan, are assessed and reviewed annually;

c. teachers use a variety of monitoring functions to inform their classroom practices and to provide relevant student performance feedback;

d. continuous and rigorous self assessment processes are used to verify the performance of the school;

e. a publicly available annual report details the performance and achievements of the school including consideration of the priorities and targets described in the school's Business Plan; and

f. the school participates in the independent review process with the Department of Education Services (DES) in the final year of this Delivery and Performance Agreement with the resulting report being placed on the school or Department's website.
Resourcing and Support

13. The Department of Education will provide support to the school that includes but is not limited to:

   a. a one-line budget calculated in accordance with the Department's allocative mechanism (attach as Schedule A);
   b. student support services including attendance, participation, student exclusions and managing student behaviour;
   c. support for the management of critical incidents;
   d. curriculum support, including access to professional learning for system initiatives and programs;
   e. information and communication technology programs and support for system approved programs and software;
   f. buildings, maintenance and infrastructure, including provision of transportable classrooms in growth area;
   g. financial services;
   h. workforce management, including graduate teacher support and induction;
   i. legal services;
   j. employee support services;
   k. central reporting and management of allegations of misconduct; and
   l. representation in industrial negotiations and legal and industrial matters.

The Principal will ensure:

   a. financial and human resources are used to deliver education programs that provide all students with the very best opportunities to achieve high levels of proficiency;
   b. a workforce plan is developed encompassing future needs and including strategies to support the achievement of Equal Employment Opportunity (EEO) targets, including increasing the number of women in leadership positions and employment of people from culturally diverse backgrounds, Indigenous Australians and people with disabilities;
   c. students with special needs allocation is used to provide teaching and learning adjustments for eligible students;
   d. the school's budget is managed in an efficient and effective manner with the concept of 'value for money' a focus for budgetary decisions; and
   e. a copy of the school's one-line budget initial allocation statement is attached to this Agreement (attach as Schedule A).
Program Delivery

14. The Department of Education will ensure:

a. Bannister Creek Primary School receives designated State and Commonwealth funds for specific programs assigned to the school; and

b. existing agreements between the Department of Education and Bannister Creek Primary School specifying program delivery remain in place. This includes Shared Facility Use Agreements made between the Department and other organisations and/or government departments.

The Principal will ensure:

a. education programs are designed and delivered to meet the needs of students and are in accordance with requirements of the School Education Act (1999), School Education Regulations 2000 and the School Curriculum and Standards Authority Act (1997);

b. ensure the safety and welfare of students on school premises, and away from school premises but on school activities, so far as can be done reasonably;

c. funding for or endorsement to deliver additional programs is implemented effectively, in a timely manner and detailed in the school’s Business Plan;

d. all associated reporting requirements for funded programs are met; and

e. funded programs and/or specialist programs are listed in Schedule B of this Agreement (page 12).

Compliance

15. The Department of Education will ensure:

a. Bannister Creek Primary School has access to relevant Department and whole of government legislation.

The Principal will ensure:

Independent Public Schools Delivery and Performance Agreement

System Requirements

16. The Department of Education will ensure:

   a. Bannister Creek Primary School has access to Department policies and
guidelines;

   b. access to departmental support for the school to meet their accountability and
   compliance requirements including access to professional learning opportunities;
   and

   c. support and advice when considering modifying, relaxing or opting out of
   Department policy and procedures.

The Principal will ensure:

   a. the school meets its obligations as a public school, particularly the School
   Education Act (1999) and the School Education Regulation (2000) requirements
   regarding the enrolment of students;

   b. compliance with whole of Government policies and initiatives that apply to all
   public schools such as the Accountable and Ethical and Decision Making
   program;

   c. compliance with all agreements between the Australian and Western Australian
   Governments;

   d. provision of relevant data to enable the Department to meet state-wide reporting
   obligations;

   e. compliance with the Department's school audit and formal approval processes
   such as travel and leave approval;

   f. compliance with all registration, screening and working with children
   requirements;

   g. compliance with departmental Media Liaison Guidelines including contacting
   Corporate Communications and Marketing prior to making contact with the media;
   and

   h. participation in the Principals' Professional Review process including response to
   feedback with appropriate strategies and actions.

   i. staff leave is regularly monitored and strategies are in place to encourage staff to
   take their accrued leave entitlements in a timely manner.

School Boards

17. The Department of Education will ensure that:

   a. information is available to support Principals and Board members to be able to
   understand their roles and responsibilities and operate effectively;

   b. in the event that the Principal and School Board are unable to reach agreement
   on areas of significance, the School Board and/or Principal may call on the
   Director General to make a decision. The Director General will consult with the
   School Board and the Principal before making a ruling. The decision of the
   Director General is final; and
c. when a new Principal of Bannister Creek Primary School needs to be recruited, selected and appointed, a suitable delegate will be chosen by the Director General to oversee the process and be a part of the selection panel.

The Principal will ensure:

a. as the responsible officer for the educational leadership, operations and management of the school, an effective School Board will be in place;

b. the School Board includes community and industry/business representation;

c. the School Board participates in:
   i. endorsing the Delivery and Performance Agreement;
   ii. endorsing and reviewing annually the school budget and Business Plan;
   iii. processes to review school performance;
   iv. processes to determine satisfaction levels of parents, staff and students, with results reported in the school’s annual report;
   v. endorsing the school’s annual report;
   vi. the process for selecting the principal;
   vii. the Department of Education Services (DES) independent review of the school in the final year of the Delivery and Performance Agreement (with the report made public);
   viii. communicating with the broader school community regarding the Board’s function and activities; and

d. progress against the school’s Business Plan is reported regularly to the School Board.

Business Plan

18. The Department of Education will ensure:

a. data and information are available to support the principal develop an effective Business Plan.

The Principal will ensure:

a. there is an effective Business Plan that outlines the long-term strategic approach required to achieve the student improvement targets;

b. the Business Plan will describe key focus areas and strategies intended to have maximum impact on overall school performance;

c. the school Business Plan should be no less than a three-year plan;

d. consideration will be given to the recommendations of the Department of Education Services (DES) review report of Bannister Creek Primary School in the business planning cycle; and

e. the Business Plan is endorsed by the School Board, signed by the School Board Chair and is available to the school community.
Independent Public Schools Delivery and Performance Agreement

Signatories to the Agreement

Signed on behalf of the Department of Education

[Signature]
SHARYN O'NEILL
DIRECTOR GENERAL
DATE 24/7/14

Signed on behalf of Bannister Creek Primary School

[Signature]
Lynnette Macauley
PRINCIPAL
DATE 15/05/2014

Signed on behalf of Bannister Creek Primary School Board

[Signature]
Tanja Pope
SCHOOL BOARD CHAIR
DATE 15/05/2014
SCHEDULE A -- BANNISTER CREEK PRIMARY SCHOOL'S
ONE-LINE BUDGET INITIAL ALLOCATION STATEMENT

See Attachment
Initial Allocation Statement

Calendar Year: 2014
School: Bannister Creek Primary School

This is the initial SFSA and RFSA and anticipated Salary Pool and Contingencies allocations, prior to any budget adjustments being made.

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
<th>Amount</th>
</tr>
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<tbody>
<tr>
<td>01 Jan</td>
<td>SFSA - Carried Forward</td>
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<tr>
<td>01 Jan</td>
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<td>Initial School Flexible Salary Allocation</td>
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School Contingencies

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<td>Mar</td>
<td>Special Purpose Allocations</td>
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School Salary Pool

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<th>Date</th>
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</thead>
<tbody>
<tr>
<td>01 Jan</td>
<td>School Salary Pool Allocation</td>
<td>$5,814.90</td>
</tr>
</tbody>
</table>
Funding Agreement for Schools 2016

General

The Funding Agreement outlines the accountability expectations of the principal in relation to the management of funding to the school through the student-centred funding model and the operation of the one line budget.

Resources (including staff time, expertise, funding, facilities and materials) should be applied in a targeted manner to meet the learning and wellbeing needs of all students in the school. School-wide policies, practices and programs should be in place to assist in identifying and addressing the needs of students. The application of resources should enable the school to respond appropriately to the needs of individual students.

Funding to schools

- Funding is provided to the school to meet industrial and operational obligations on audited February student enrolment census data through two main categories (see Schedule A):
  - per student funding based on year levels of students (Kindergarten, Pre-Primary to Year 3; Years 4 to 6; Years 7 to 10; and Years 11 to 12); and
  - student and school characteristics funding (Aboriginality, social disadvantage, English as an additional language and disability allocations; and enrolment-linked base and locality allocations).

- Funding is provided to the school (as applicable) through targeted initiatives for strategic programs and services (see Schedule B), Australian Government funded programs, operational responses and reimbursements, and for resources provided to the school through education regions.

- Some costs are not included in the one line budget (including capital works, scheduled maintenance, staff leave, staff housing and workers’ compensation) and are paid for centrally.
Accountability expectations of the principal

Budget planning to achieve outcomes
- There is a clear and defensible link between the school budgeting and its plans for raising standards and attainment for all its students.
- Student characteristics funding is used to implement appropriate teaching and learning adjustments to support improved outcomes for groups of students facing potential disadvantage due to social background, Aboriginality, disability and/or English as an additional language for whom the school is funded.
- Funding for primary students (where applicable) is focused on the early years of schooling as reflected in the per student funding amounts.
- Targeted initiatives deliver outcomes specified in the requirements for that funding.
- Accurate and timely student enrolment census data is provided so the school receives the correct funding. Funding is adjusted where necessary following the census audit process.
- A well-informed and balanced budget is set each year and includes short and longer term planning for workforce and reserves to ensure expenditure does not exceed budget.
- The school council/board receives timely and detailed information about budget planning including timelines for using funding planned to hold in balances at the end of each year.

Budget administration
- Funding is used for students in the year it is provided. This is reflected in the school bank balance and carry forward amounts.
- Locally raised funds and sponsorships are managed in accordance with legislation and policy.
- All funding is administered to ensure effectiveness and efficiency; compliance with legislation and policy; and consistency with the purpose for which it is provided.
- Risk management processes are embedded in financial and workforce planning and management.
- Decisions about funding for specific school programs and interventions are evidence-based.
- All moneys received are identified correctly, recorded properly and banked appropriately.
- All purchases are authorised properly, classified and recorded accurately, and represent best value for money.
- All staff are recruited and paid appropriately, staff attendances and absences are recorded properly, and all certification reports are monitored in accordance with policy requirements.
- Employment of casual relief staff is consistent with industrial instruments.

Budget monitoring and reporting
- The School Report is published on the Department website (Schools Online) and provides an explanation of the school performance. It is based on rigorous self-assessment and meets all requirements specified in Schedule C.
- All School Report requirements in Schedule C are met by the specified date.
- The school council/board is provided with a copy of the school self-assessment and results of any audits, reviews and financial improvement plans.
- The one line budget is monitored regularly to ensure it does not operate in either deficit or significant surplus.
• The school budget and business/development plan are available on request.
• There is clear and timely reporting of the school budget position to the school council/board and school finance committee.
• The school council/board is informed in a timely manner of any significant variations from budget projections arising from planned changes or unforeseeable circumstances.
• An application is made to the School Budget Review Committee where school actions are insufficient to balance the budget.

Budget governance
• Financial skills of staff are of the standard necessary to ensure sound budget management.
• The school finance committee operates effectively and complies with relevant legislation and policies.
• Actual or perceived conflicts of interest for school council/board members and staff are managed and documented appropriately.
• Outstanding matters from audit reports and financial improvement plans are acted on promptly.
• Appropriate approvals are in place for community and private use of school facilities and equipment.
• There is robust oversight of the gift register and hospitality expenditure.
• The school council/board notes the Funding Agreement as part of its endorsement of the school budget and business/development plan.
• The school council/board endorses the School Report on performance before it is published online.
• Where the principal does not meet the expectations of this Funding Agreement, the line manager may require an audit or specific activities to be undertaken for the purpose of compliance.

Signatories to the agreement

Schools that are not Independent Public Schools
The Funding Agreement 2016 (with Schedules A and B attached) is endorsed by the principal, noted by the school council chair and provided through the School Resourcing System to the Deputy Director General, Finance and Administration by 27 May 2016.

Endorsed by Principal Noted by School Council Chair

Schools that are Independent Public Schools
The Funding Agreement 2016 (with Schedules A and B attached) is recognised as an attachment to the Delivery and Performance Agreement and noted by the principal and school board chair. This needs to be completed by 27 May 2016.
Student-Centred Funding Statement

As at 22 March 2016

<table>
<thead>
<tr>
<th>School:</th>
<th>Bannister Creek Primary School</th>
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<tbody>
<tr>
<td>Region:</td>
<td>South Metropolitan Region</td>
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<td>Region: Aria:</td>
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<table>
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<tr>
<th>Student-Centred Funding - 2016</th>
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<tbody>
<tr>
<td>Per Student Funding:</td>
</tr>
<tr>
<td>Student and School Characteristics:</td>
</tr>
<tr>
<td>Disability Adjustments:</td>
</tr>
<tr>
<td>Targeted Initiatives:</td>
</tr>
<tr>
<td>Operational Response Allocation:</td>
</tr>
<tr>
<td>Regional Allocation:</td>
</tr>
<tr>
<td>Total 2016:</td>
</tr>
<tr>
<td>Transition Adjustment:</td>
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<tr>
<td>Total After Transition Adjustment:</td>
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</table>

<table>
<thead>
<tr>
<th>Per Student Funding - At Census</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolments</td>
</tr>
<tr>
<td>------------</td>
</tr>
<tr>
<td>Per Student</td>
</tr>
<tr>
<td>Kindergarten</td>
</tr>
<tr>
<td>Pre-Primary</td>
</tr>
<tr>
<td>Year 1</td>
</tr>
<tr>
<td>Year 2</td>
</tr>
<tr>
<td>Year 3</td>
</tr>
<tr>
<td>Year 4</td>
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<tr>
<td>Year 5</td>
</tr>
<tr>
<td>Year 6</td>
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<tr>
<td>Total</td>
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</table>

<table>
<thead>
<tr>
<th>Student and School Characteristics Funding – At Census</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolments</td>
</tr>
<tr>
<td>------------</td>
</tr>
<tr>
<td>Student Characteristics</td>
</tr>
<tr>
<td>Aboriginality</td>
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<tr>
<td>Disability</td>
</tr>
<tr>
<td>English as an Additional Language</td>
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<tr>
<td>Social Disadvantage</td>
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<tr>
<td>Sub Total</td>
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<tr>
<td>School Characteristics</td>
</tr>
<tr>
<td>Enrolment-Linked Base</td>
</tr>
<tr>
<td>Locality</td>
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<tr>
<td>Sub Total</td>
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<tr>
<td>Total</td>
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</table>
## Student Characteristics Funding (Detailed) – At Census

<table>
<thead>
<tr>
<th>Enrolments</th>
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<tbody>
<tr>
<td>Aboriginality</td>
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<td>Disability</td>
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<td>Educational Adjustment</td>
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<td>Disability - Total</td>
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<td>English as an Additional Language</td>
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<td>English as an Additional Language – Total</td>
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<td>Social Disadvantage</td>
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<td>Social Disadvantage Decile 1</td>
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<td>Social Disadvantage Decile 2</td>
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<td>Social Disadvantage Decile 3</td>
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<td>Social Disadvantage - Total</td>
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<td>Total Student Characteristics</td>
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**Note:** Please refer to the appropriate support sheet for further details on the calculations in the table above.

### Targeted Initiatives (Detail)

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<th>Amount</th>
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<tbody>
<tr>
<td>Targeted Initiative: In School State Funded Chaplaincy Program</td>
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<tr>
<td>Targeted Initiative: National Partnership on Universal Access to Early Childhood Education</td>
</tr>
<tr>
<td>Targeted Initiative: School Psychologists - IPS Flexibility</td>
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<td><strong>Total</strong></td>
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</tbody>
</table>

### Operational Response Allocation (Detail)

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<tr>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Operational Response: Host School Psychologists</td>
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<tr>
<td>Operational Response: IPS Administration Allocation</td>
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<tr>
<td>Operational Response: Primary School Device Program</td>
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<td><strong>Total</strong></td>
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</table>
Independent Public Schools Delivery and Performance Agreement

**SCHEDULE B – BANNISTER CREEK PRIMARY SCHOOL’S PROGRAM DELIVERY**

**Gifted and Talented PEAC Program** - To provide excellence in learning programs leading to outstanding attainment for selected students in the Gifted and Talented Program.

**Aboriginal Tutorial Assistance Scheme (ATAS)** – To improve the educational attainment of Aboriginal students who participate in the Aboriginal Tutorial Assistance Scheme.
TARGETED INITIATIVE REQUIREMENTS 2016

Schedule B
E66 In School State Funded Chaplaincy Program

Purpose and Background

Purpose:
The In School Funded Chaplaincy Program (the “Program”) provides funding to enable schools to purchase in school chaplaincy services from external providers to support the emotional wellbeing of students through:

- pastoral care services
- strategies that support the emotional wellbeing of the broader school community.

Background:
Operational details about how these services can be procured and used are outlined in the User Guide for Purchasing In School Chaplaincy Services at Western Australian Public Schools (click on the User Guide link for further information), located on the Department of Education (“the Department”) School Chaplaincy website and available with Single Sign On.

The broader school community can access information via Fact Sheets published on the Department’s School Chaplaincy website with Fact Sheets 1, 2 and 3 containing funding information specific to this Program.

Outcomes

Through the provision of pastoral care services and targeted strategies, the Program seeks to promote and support the health and wellbeing of students, staff and the broader community.

Timelines

The Program is ongoing and funding is reviewed annually.

Basis of Allocation

The allocation of funding for schools was determined by the 2014 application process for the Program, which was initially named the National School Chaplaincy Programme (“NSCP”). Funding received by the school is determined by the following considerations:

- Index of Community Socio-Educational Advantage (“ICSEA”) – where available
- geolocation (based on the 2011 version of Accessibility/Remoteness Index of Australia Plus)
- student numbers
- percentage of regular student attendees
- transiency data
- current pastoral care support strategies and/or personnel.

All schools that initially applied for the NSCP were allocated funding for the Program.

Refer to Fact Sheet 5 for more information on how to apply for future funding and Fact Sheet 6 for more information on how schools are selected. Fact Sheet 5 and 6 are located on the Department’s School Chaplaincy website.
Expectations of Schools

Program delivery expectations of schools
School principals are required to attest to the following conditions being met for the duration of the Program:

- School and Student participation is voluntary.
- Chaplains are recognised and/or endorsed by a recognised religious authority.
- Chaplains must:
  - not proselytise
  - respect, accept and be sensitive to other people’s view, values and beliefs
  - comply with State laws and policies in relation to child protection matters
  - meet identified minimum qualification requirements as outlined in the request for service. The request for services is documented in the Local Agreement, which is a formal document signed by the school and external provider of chaplaincy services to the school.

Each school principal, on appointment of an In School Chaplain, is required to develop, monitor and evaluate a Local Agreement that outlines the provision of In School Chaplaincy Services in the school.

School funding expectations
Each school is required to:

- develop, monitor and evaluate their Local Agreement
- use funds for the purchase of In School Chaplaincy services purposes only. Refer to Fact Sheet 7 for more information on the use of funds
- return funds that are not spent within the funding period to the Statewide Services.

Each school has the option of purchasing services from contracted service providers or conducting their own procurement process. Click on the User Guide link for more information.

Annual reporting required by the schools to the Statewide Services should include at a minimum:

- attendance of the In School Chaplain
- financial expenditure and adherence to their Local Agreement of the Program in the Annual Report.

Program reporting requirements by schools include:

- participating in random sample review groups as facilitated by the Statewide Services throughout the year
- completing an online Annual In School Chaplaincy Service Review as facilitated by the Statewide Services.

Funding reporting by schools include:

- providing a financial acquittal of funding to the Statewide Services on request
- maintain documentation to support expenditure and ensure it is available on request.

Additional reporting requirements of schools are currently being negotiated. Acquittal of funding will be part of the reporting processes. Schools will be notified as soon as the additional reporting requirements are finalised.

Refer to Fact Sheet 4, User Guide and the Department’s Online Reporting Requirements to Schools (’RRS’) system for more information on reporting requirements.
Monitoring and Evaluation

The delivery of the Program requires ongoing monitoring and evaluation by the school to ensure that expectations and specific outcomes will be achieved. Schools are expected to assess the performance and provision of services of appointed In School Chaplain against the Local Agreement to ensure students receive the best pastoral care support available.

In addition, the Statewide Services will also:
- undertake random sampling of schools throughout the year to monitor school satisfaction with chaplain induction, training, performance and service provider/s support
- monitor attendance of the In School Chaplain
- develop appropriate processes and resources to ensure schools can comply with reporting requirements
- monitor and evaluate compliance by schools and service providers.

Contact

Business Area: Behaviour and Attendance
Name: Laura-Celeste Armstrong
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## Purpose and Background

**Purpose:**

To enable participating schools to deliver a total of 600 hours per year (an average of 15 hours per week, 40 weeks per year) of Kindergarten for children in their year before full-time school.

**Background:**

A series of Commonwealth-funded 'universal access' National Partnerships (NPs) have provided funds to increase Kindergarten hours from 11 to 15 hours per week in public and non-government schools. Programs must be delivered by a degree qualified teacher in accordance with the National Quality Standard (NQS). The most recent extension to this NP was announced in May 2016, and provides continued universal access funding for 2016 and 2017.

In addition to high levels of Kindergarten participation among all four year olds, the initiative requires a focus on Aboriginal, vulnerable and disadvantaged children, plus supports children's transition to school.

## Outcomes

All children have access to, and participate in, an affordable, quality early childhood education programme for a minimum of 600 hours (15 hours per week, 40 weeks per year) in their year before full-time school.

## Timelines

The initiative is ongoing and funding is reviewed annually.

Payments are made in two instalments: March and July gateways.

## Basis of Allocation

All schools with four year old student enrolments in Kindergarten are eligible to receive funding.

The Commonwealth Universal Access funds pay for four hours per week of Kindergarten, supplementing the 11 hours per week that are funded by the State.

The per-student allocation is based on the difference between State-funded 0.5 student FTE for 11 hours per week of Kindergarten and the increase to 0.8 student FTE (which is the estimated student FTE applicable to 15 hours per week of Kindergarten), i.e.:

\[
0.1 \, \text{(FTE difference)} \times 1.4 \, \text{(K student weighting)} \times \$ \, \text{(per student amount in 2016 or 2017)}
\]

Funding allocation is based on the current year's February census figures.
Expectations of Schools

School funding expectations:
- schools will receive funding based on four year old Kindergarten enrolments at the February census.

Program delivery expectations of schools:
- deliver Kindergarten for (on average across the school year) a minimum of 15 hours per week
- ensure Kindergarten is delivered by a degree-qualified early childhood teacher
- deliver in accordance with the National Quality Standard ("NQS")
- optimise Kindergarten enrolments and strive for regular attendance.

Reporting Requirements

Reporting required by the participating schools annually to the OECDL:
- complete the August Kindergarten Provision Survey as part of the August School Census to confirm the hours of Kindergarten provision and the qualification of Kindergarten staff
- School Attendance Management to record the attendance of Kindergarten students
- conduct an NQS internal audit and record audit findings on the National Quality Standard System.

Monitoring and Evaluation

The delivery of Kindergarten requires ongoing monitoring and evaluation by the participating schools to ensure that expectations, specific program outcomes and program quality in relation to the NQS will be achieved.

Each year, the Department reports data to the Commonwealth about Kindergarten participation (including Aboriginal, vulnerable and disadvantaged subgroups), program duration and teacher qualifications. Commonwealth payments under the NP are contingent upon the State meeting prescribed performance targets relating to these data fields. Failing to meet the performance targets may result in financial penalty to the State.

Contact

**Business Area:** Office of Early Childhood  
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TARGETED INITIATIVE REQUIREMENTS 2016

Schedule B
E25 School Psychologists IPS Specific

Purpose and Background

Purpose:
This initiative is aimed at funding psychological services for Independent Public Schools ("IPS") in Western Australia where the IPS decides to appoint and manage their own school psychologist.

If an IPS principal decides not to appoint and manage their own school psychologist then this initiative is not applicable. The IPS principal can continue to access a school psychologist through regional arrangements available to all WA schools.

Outcomes

This initiative aims to ensure that the resource recruited into the school psychologist role provides the best service to enhance the learning, mental health and behaviour of students in the school.

Timelines

Funding for this initiative is ongoing.

Basis of Allocation

In Term 3, IPS principals are advised of their school psychologist FTE allocation for the following year by the School Psychology Service. Principals will then have the opportunity to consider whether the school will:
- appoint and manage their own school psychologist in the following year
- access a school psychologist through existing regional, managed arrangements.

Note: IPS Principals are not able to change options during the school year.

When an IPS decides to appoint and manage their own school psychologist, their funding is determined by the School Psychology Service Allocative Mechanism and considers the following:
- school psychologist FTE is allocated and converted into a dollar amount using the Notional Salary Rates of the current calendar year
- additional school psychologist FTE may be purchased by schools using their own funds from their school budgets
- the Regional Executive Director may also augment the school psychologist FTE utilising their discretionary FTE.

Expectations of Schools

Schools are expected to:
- ensure that all funds provided by this initiative must be expended and used only to employ a school psychologist
- prepare and implement a distinct service plan that captures agreed outcomes that have been negotiated with the appointed school psychologist. The service plan should outline the identified needs of the school and include a resource plan that outlines the skillsets required of the school psychologist to meet these needs.

Each school psychologist is expected to comply with the following guidelines:
- obtain and maintain registration with the Psychology Board of Australia and abide by their professional obligations and practice guidelines
- accountability is to both the Principal of the school and the region’s lead school psychologist
• meet with the lead regional school psychologist regularly to maintain regional connectivity and professional support
• Graduate school psychologists are required to participate in the Graduate Induction Program for provisionally registered psychologists. Further information about the support of graduate school psychologists is available on the Department’s Careers website.

The regional lead school psychologist is expected to:
• provide adequate support to the school psychologist within their region.

**Reporting Requirements.**

**Reporting required by the IPS principals:**
• complete a survey of the School Psychology Service provided to school once every two years. The survey is an important tool which informs the School Psychology Service on the satisfaction level of school psychologist services delivered to the schools. The next survey will be conducted in 2017.

**Reporting by the recruited school psychologist to the lead school psychologist:**
• upload records to the SPS RMU – service plan is to be uploaded by the end of Term 1
• ensure documented records are compliant with the Department’s record management standards.
• maintain professional development on an ongoing basis
• obtain and maintain provisional or general registration with the Psychology Board of Australia, whichever is applicable
• assess if the identified needs of the school are being met.

**Monitoring and Evaluation**

Both the lead school psychologist and IPS Principal are expected to monitor the school psychologists’ performance against the documented service plan to ensure a high quality of psychological services is provided to students on an ongoing basis.

The School Psychologist Services is responsible for monitoring the school psychologist FTE and will alert IPS principals where it appears that the allocated full time employee resource is not being expended.

**Contact**

**Business Area:** School Psychology Service  
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**Position:** Manager, School Psychology Service  
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School Report requirements

The principal is required to develop and share the School Report of their school performance, reflecting a focus on specific student and school characteristics as represented in the student-centred funding model.

While protecting the identity of individual students, the School Report must account directly and explicitly for the school self-assessment of the achievements of all students funded through the student-centred funding model (Schedule A), including those students facing potential disadvantage due to social background, Aboriginality, disability and/or English as an additional language; and students participating in programs and services provided for in any targeted initiatives.

The School Report must comply with all legislative requirements and any formal agreements between governments.

Summary of requirements

The School Report for each school year must be published on the Department of Education website (Schools Online) by the end of Term 1 of the following year.

The School Report must meet at least the four requirements below and be presented succinctly with a public audience in mind:

<table>
<thead>
<tr>
<th>1. Progress against identified priorities based on an analysis of data produced through the school’s cycle of self-assessment</th>
<th>The principal is required to report annually on progress made against school priorities and targets, and specific outcomes attached to funding for targeted initiatives, and State and nationally agreed priorities.</th>
</tr>
</thead>
</table>
| 2. Contextualised information about student achievement, including those student groups experiencing potential educational disadvantage | The report must:  
  - identify strengths, weaknesses and priorities using academic and non-academic data including NAPLAN, teacher judgements, Year 12 information, attendance, behaviour and suspensions; and  
  - describe in appropriate ways the strategies for, and performance of, groups of students experiencing potential disadvantage due to social background, Aboriginality, disability and/or English as an additional language for whom the school has been resourced; as well as for students who are the focus of targeted initiatives. |
| 3. Annual budget and accounts | The annual reporting of finances must be explicit about the funding for school and student characteristics provided to the school. |
| 4. Parent, student and teacher satisfaction | The school must report annually on the satisfaction of parents, students and teachers. National School Opinion Surveys (NSOS) must be administered at least every two years. NSOS data may be supplemented with other sources of information such as focus groups, records of interaction and school-based surveys. |