



Australian Government
Department of Education and Training

FINANCIAL ASSISTANCE GRANTED TO EACH STATE IN RESPECT OF 2013

Schools Assistance Act 2008

pursuant to Section 172 of the *Schools Assistance Act 2008*



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The document must be attributed as the Schools Assistance Act 2008 Report on Financial Assistance Granted to each State in Respect of 2013.

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INTRODUCTION

The *Schools Assistance Act 2008* (the Act) provided the legislative basis for schools assistance programmes administered by the Department of Education and Training. From 1 January 2009 to 31 December 2013 the Act specifies the funds to be provided and the associated conditions set by the Australian Government for non-government schools.

For the 2013 programme year, the Schools Assistance Regulation 2009 (Select Legislative Instrument No. 132, 2009 as amended), supplemented funding through adjustments to recurrent, capital and targeted expenditure for primary and secondary non-government schools in line with the changes in the Average Government Schools Recurrent Costs.

Section 172 of the Act requires the Minister to cause a report with respect to the financial assistance granted under the Act to be laid before each House of Parliament as soon as practicable after 30 June following a programme year. This report provides a detailed breakdown of expenditure in 2013 from funds appropriated by the Act and a brief description of how funding was allocated in line with the objectives for Australian Government programmes for non-government schools.

Funding is provided by the Australian Government as part of its contribution to the national effort for Australian schooling and the programmes represent an integrated approach by the Government to the funding of primary and secondary education. Not all amounts in this report have been the subject of acquittal certificates at this time. Due to timing, some figures in this report may differ in later financial reports issued by the department. Figures in this report may not add to totals due to rounding or truncating and the amounts shown exclude GST.

The 2013 program year will be the last year of reporting under the Act. The requirement to report to the parliament continues under the *Australian Education Act 2013* for 2014 onwards.

FORMS OF FINANCIAL ASSISTANCE

RECURRENT GRANTS PROGRAMME – Non Government Schools

The objective of the Recurrent Grants Programme was to help non-government schools with the recurrent costs of school education so they can offer students educational programmes directed towards the achievement of the Australian Government's priorities for schooling.

Those priorities are aimed at ensuring all students are able to realise their full potential, so that they leave school with the knowledge, skills and attitudes appropriate to their post-school destinations, and they have a sound foundation for undertaking further education and training, participating successfully in the workforce, and contributing to and benefiting from Australian society.

Those priorities also include support for the principles of access, choice, equity and excellence in schooling by encouraging the provision of a strong, viable and diverse selection of government and non-government schools from which parents can choose.

Under agreements between the Australian Government and non-government school authorities, the authorities were required to meet educational accountability obligations by complying with the requirements set out in the Administrative Guidelines: *Commonwealth Programmes for Non-Government Schools, 2009 to 2013/14*. The agreements required authorities to participate in an annual National Report on Schooling in Australia, including participating in sample studies and programme evaluations as required by the Australian Government.

Socioeconomic Status (SES) Funding

The SES arrangements involve the linking of student residential address data to the 2006 Australian Bureau of Statistics (ABS) national Census data to obtain a measure of the capacity of the school community to support its school. The SES Data Collection of student addresses was undertaken by the department in 2007. For the 2009 to 2013 funding period, all non-government schools are funded by the Australian Government under the SES funding arrangements. These schools are:

- SES-funded and have their funding entitlements assessed according to the SES of their school community; or
- funding maintained and have their funding entitlements preserved in real terms at their year 2000 (in the case of independent schools) or 2004 (in the case of Catholic systemic schools) funding levels, or
- funding guaranteed and have their 2008 per capita funding amounts frozen until the value of this amount is less than the funding associated with their 2009 to 2013 SES score.

Table 1 sets out the SES funding levels for non-government per capita grants in 2013. Table 2 sets out the year 2000 non-government per capita rates for 2013 for independent schools which are funding maintained.

Total funding of \$7 703 264 428 was distributed to non-government schools on a per capita basis. Funds were made available under Sections 39, 41, 44, 48, 50 and 54 of the Act.

Table 1: Non-government per capita rates for 2013 SES funding levels

SES score	SES funding level (% of AGSRC)	Primary rate per student \$	Secondary rate per student \$
130 or above	13.7	1,427	1,786
129	15.0	1,562	1,955
128	16.2	1,687	2,112
127	17.5	1,822	2,281
126	18.7	1,947	2,437
125	20.0	2,083	2,607
124	21.2	2,208	2,763
123	22.5	2,343	2,933
122	23.7	2,468	3,089
121	25.0	2,603	3,258
120	26.2	2,728	3,415
119	27.5	2,864	3,584
118	28.7	2,988	3,741
117	30.0	3,124	3,910
116	31.2	3,249	4,066
115	32.5	3,384	4,236
114	33.7	3,509	4,392
113	35.0	3,644	4,562
112	36.2	3,769	4,718
111	37.5	3,905	4,887
110	38.7	4,030	5,044
109	40.0	4,165	5,213
108	41.2	4,290	5,370
107	42.5	4,425	5,539
106	43.7	4,550	5,695
105	45.0	4,685	5,865
104	46.2	4,810	6,021
103	47.5	4,946	6,191
102	48.7	5,071	6,347
101	50.0	5,206	6,516
100	51.2	5,331	6,673
99	52.5	5,466	6,842
98	53.7	5,591	6,999
97	55.0	5,727	7,168
96	56.2	5,851	7,324
95	57.5	5,987	7,494
94	58.7	6,112	7,650
93	60.0	6,247	7,820
92	61.2	6,372	7,976
91	62.5	6,507	8,145
90	63.7	6,632	8,302
89	65.0	6,768	8,471
88	66.2	6,893	8,628
87	67.5	7,028	8,797
86	68.7	7,153	8,953
85 or less	70.0	7,288	9,123

(AGSRC: Average Government School Recurrent Costs)

Table 2: Non-government per capita rates for 2013 maintained funding

Primary Year 2000 funding Level (% of AGSRC)	Primary rate per student \$	Secondary Year 2000 funding Level (% of AGSRC)	Secondary rate per student \$
11.8	1,229	14.2	1,851
14	1,458	15.6	2,033
15.7	1,635	18.9	2,464
19.6	2,041	21.9	2,855
19.7	2,051	21.9	2,855
23.9	2,489	28.7	3,741
29	3,020	32.2	4,197
32	3,332	35.7	4,653
34.7	3,613	38.8	5,057
35	3,644	39.1	5,096
38.7	4,030	43.2	5,630
43.8	4,561	48.8	6,360
47.5	4,946	53	6,907
51.6	5,373	57.5	7,494
56	5,831	62.4	8,132

(AGSRC: Average Government School Recurrent Costs)

Distance Education

Recurrent Grants were available for Distance Education (DE) students in eligible non-government schools. To be eligible for funding, DE students must reside in the state in which their school is located and not be home education students. A school must have state or territory recognition for the provision of DE at a level of education and location for which the school is already being funded. In states or territories where there is no specific registration or recognition of DE provision, state or territory recurrent funding of these students will be accepted as evidence of recognition by the appropriate authorities.

Once approved, the school or system is able to receive recurrent grants for its DE students at the base rate of 13.7% of the primary or secondary AGSRC amounts on a Full-Time-Equivalent basis. That is, the school authority will receive funding having regard to the nature of the course load those students are undertaking and the time they are actually receiving DE from the school.

In 2013 an amount of \$5 649 520 was distributed to non-government schools in respect of DE students. Funds were made available under Sections 39, 41, 44, 48, 50 and 54 of the Act.

Remoteness Loading

Commencing in 2008, a remoteness loading for non-government schools was provided in recognition of the higher cost of delivering education services in regional and remote areas of Australia.

The remoteness loading is linked to the recurrent funding provided by the Australian Government to non-government schools. Eligibility for the loading is determined according to the level of remoteness of a non-government school or campus. Schools or campuses classified as 'Moderately Accessible', 'Remote' or 'Very Remote' receive an additional 5 per cent, 10 per cent or 20 per cent respectively of the funding entitlement associated with the school's Socioeconomic Status (SES) score.

For 2013, remoteness was classified using the Remoteness Structure for census year 2006, which is part of the Australian Bureau of Statistics' (ABS) Australian Standard Geographical Classification, based on the Census Collection District (CD) in which the school or school campus is located. The loading is provided for each student in the relevant location.

In 2013 non-government schools and systems received \$37 477 149 in Remoteness Loading funding. Funds are made available under Sections 60 and 62 of the Act.

Indigenous Supplementary Assistance

From 1 January 2009, Indigenous Supplementary Assistance (ISA) for approved non-government system and school authorities replaced funding for the following Indigenous education programme elements which were available under the *Indigenous Education (Targeted Assistance) Act 2000*:

- Supplementary Recurrent Assistance (SRA);
- Indigenous Tutorial Assistance Scheme (ITAS);
- In-class tuition (ITAS ICT);
- Years 9, 10, 11 and 12 (ITAS 9 – 12);
- Remote Indigenous Students (ITAS RIS);
- English as a Second Language – Indigenous Language Speaking Students (ESL-ILSS); and
- Whole of School Intervention Strategy – Homework Centres (HWC).

The specific objective of ISA was to support approved non-government systems and school authorities to accelerate educational outcomes for their Indigenous students beyond those which could reasonably be expected from their mainstream and own-source funding alone.

ISA funding was paid to approved non-government systems or school authorities for each Indigenous primary or secondary student enrolled and is in addition to other Recurrent Funding.

In 2013 non-government schools and systems received \$86 305 160 in ISA funding. Funds are made available under Sections 66 and 68 of the Act.

Indigenous Supplementary Assistance Boarding

From 2011, additional ISA funding was made available for non-remote non-government boarding schools with more than 50 Indigenous boarding students from remote Indigenous communities receiving primary or secondary education at the school.

In 2013, non-government schools and systems received \$2 041 641 in additional ISA funding under this programme. Funds are made available under Sections 67 (1A) and 69 (1A) of the Act.

Indigenous Funding Guarantee

As part of the consolidation of funding from the six Indigenous Education Programmes under the Act, the Indigenous Funding Guarantee element ensures non-government schools and systems received total recurrent funding in 2009 to 2013 at least comparable to the total recurrent and Indigenous funding received for the 2008 programme year.

In 2013 non-government schools and systems received \$136 798 in Indigenous Funding Guarantee. Funds are made available under Section 70 of the Act.

CAPITAL GRANTS PROGRAMME – Non Government Schools

Grants for Capital Expenditure

The Capital Grants Programme (CGP) aims to provide and improve non-government school capital infrastructure, with particular emphasis on assisting schools serving the most educationally disadvantaged students. Capital Grants are supplementary to funds provided by non-government school authorities and school communities, which have primary responsibility for providing, maintaining and upgrading their school facilities.

CGP funding is provided to non-government schools through Block Grant Authorities (BGAs). The BGAs recommend projects for Australian Government capital funding in accordance with the guidelines and objectives of the CGP and the priorities of their schools' systems.

The primary eligibility criteria of the programme relate to demonstrated financial and educational need. Applicant schools are assessed, initially by the BGAs, and ranked in accordance with requirements contained in the programme guidelines. Projects recommended for funding by the BGAs are submitted to the Minister for School Education, Early Childhood and Youth, or his delegate for approval.

In 2013 non-government schools and systems received \$129 575 884 in Capital project funding. Funds are made available under Section 84 of the Act.

TARGETED GRANTS PROGRAMMES

Short Term Emergency Assistance

The Australian Government provides funds for Short Term Emergency Assistance (STEA) to aid non-government schools in the event of an unexpected circumstance causing severe, temporary financial difficulty, where the eligible school has exhausted all other sources of assistance.

In 2013 \$866 500 was distributed under this programme. Funds were made available under Section 87 of the Act.

Education in Country Areas

The Country Area Programme (CAP) aims to improve the access of non-government school students in rural and geographically isolated areas to quality education by providing enhanced learning opportunities and additional educational activities. It also assists students in such areas to achieve outcomes and participation rates that match those of students in urban centres and less isolated areas. Parents, administrators, teachers and members of the community are all assisted through the CAP.

CAP funding is paid directly to non-government education authorities in the states and the Northern Territory. Authorities have the flexibility to allocate funds according to their identified priorities based on their assessment of local need provided they comply with CAP guidelines.

CAP funding for government schools was rolled into the National Education Agreement from 1 January 2009. The states and territories were expected to provide sufficient funds for government schools in rural and regional areas in recognition of their specific needs. It is therefore a state responsibility to ensure appropriate funding for rural and isolated schools occurs in a timely fashion.

In 2013 the Australian Government provided \$6 686 328 to non-government systems and schools. The Australian Government currently uses a mechanism based on demographic data from the Australian Bureau of Statistics to allocate the funds. Funds were made available under Section 88 of the Act.

Languages Education

In 2013 School Languages Programme (SLP) funding was paid to Catholic Education Commissions and Associations of Independent Schools to support the learning of languages in schools and in after-hours ethnic/community language schools. The languages funded under the SLP include Asian, European, Australian Indigenous languages and Auslan.

In 2013, the Australian Government provided funding of \$15 097 329 to state and territory Catholic and Independent education sectors under the SLP. A proportion of SLP funding, amounting to \$136 671 was set aside for national projects. Of this amount, \$125 000 has been expended.

SLP funding was made available under Sections 89, 90 and 91 of the Act.

Teaching English to New Arrivals

The English as a Second Language – New Arrivals Programme (ESL-NA) provides funding to state and territory non-government education authorities to assist with the cost of delivering intensive English language tuition for eligible newly-arrived migrant primary and secondary school students.

ESL-NA aims to improve the educational opportunities and outcomes of students who have recently arrived in Australia, whose first language is not English and whose proficiency in the English language will require intensive assistance to enable them to participate fully in mainstream classroom activities.

Under ESL-NA in 2013, eligible students were expected to receive a minimum amount of intensive English language tuition. Non-humanitarian eligible students receive a minimum of six months intensive English language tuition and refugee and humanitarian entrants receive 12 months intensive English language tuition. Intensive English language tuition may be provided in intensive language centres/units or in schools. Where tuition is provided in schools, it is expected that students will be provided with a minimum of ten hours of ESL assistance per week. The amount and duration of assistance to be provided for individual students is a matter for education authorities to determine.

ESL-NA funding is allocated on the basis of enrolments and provides a one-off grant per student in order to support intensive English tuition. In 2013, the Australian Government provided \$5 935 764 to assist non-government school students. Funding of \$2 463 999 was provided under this programme to the Catholic sector and \$3 471 765 to the Independent sector. The per capita grant under the ESL-NA programme for 2013 was \$13 851 for eligible humanitarian students and \$6 927 for eligible non-humanitarian students. Funding is provided under Section 93 of the Act.

Funding support for ESL students in government schools was rolled into the National Education Agreement from 1 January 2009. Under the Agreement states and territories are not obligated to provide targeted ESL support but it is their responsibility to ensure good educational outcomes for the overall cohort of students in their school system.

Literacy, Numeracy and Special Learning Needs (LNSLN)

The Literacy, Numeracy and Special Learning Needs (LNSLN) programme assists non-government education authorities to improve the learning outcomes of educationally disadvantaged students, including students with disabilities, by contributing funding for additional teaching and learning assistance. There is a particular focus on improving the literacy and numeracy learning outcomes. Funding allocations for this element are provided to the non-government education authorities in the states and territories which are responsible for the detailed administration of this programme in their systems and schools.

Education authorities have the flexibility to make decisions on which schools, including special schools, have the greatest need for additional assistance for educationally disadvantaged students and to determine appropriate funding amounts for those schools using the principles of equity, effectiveness and efficiency. Schools have the flexibility to use funding innovatively to meet the needs of their students.

Funding is targeted at school students from Kindergarten (or equivalent) to Year 12 who are educationally disadvantaged in terms of their educational participation and learning outcomes, particularly literacy and numeracy outcomes. This may be associated with a range of factors such as disability, a language background other than English, Aboriginal and Torres Strait Islander backgrounds, low socio economic background, geographical isolation and learning difficulties.

The LNSLN programme funding for the non-government sector in the 2009 to 2013 funding period is provided under the *Schools Assistance Act 2008*. The LNSLN programme consists of two components: the schools grants (recurrent) component and the students with disabilities (per capita) component. Funding for the recurrent component is determined using a composite allocative mechanism. Funding for the students with disability (per capita) component is determined by using a rate per eligible student. In 2013 the rate per student was \$1 023.

In 2013 the Australian Government provided total funding of \$226 228 089 to non-government education authorities for the LNSLN programme.

A total of \$45 275 889 was provided under the students with disability (per capita) component. Funds were made available under Section 96 of the Act.

A total of \$180 952 200 was provided under the schools grants (recurrent) component. Funds were made available under Section 97 of the Act.