

STUDENT-CENTRED FUNDING MODEL

Per student funding					
Funding for all students in all schools	<ul style="list-style-type: none"> • This is how the majority of funding is distributed to schools. • An amount of funding is provided for each enrolled student in a school at the February student census. • There are five different amounts depending on the year level of the student: Kindergarten, Pre-primary to Year 3, Year 4 to 6, Year 7 to 10, and Year 11 and 12. 				
School characteristics funding					
Funding for eligible schools	<table border="1"> <tr> <td> Enrolment-linked base allocation <ul style="list-style-type: none"> • This allocation is provided to ensure schools are able to meet general operating costs. • There are different amounts to reflect differences in schools. • The allocation reduces to zero once the per student funding generates sufficient funds to cover general operating costs. </td> <td> Locality allocation <ul style="list-style-type: none"> • This allocation is provided to eligible schools in remote and outer regional areas of the State to meet additional costs unique to their localities. • Isolation and remoteness is defined by distance from key services as measured by the Accessibility/Remoteness Index of Australia (ARIA+), and in addition there is a loading based on distance to Perth. </td> </tr> </table>	Enrolment-linked base allocation <ul style="list-style-type: none"> • This allocation is provided to ensure schools are able to meet general operating costs. • There are different amounts to reflect differences in schools. • The allocation reduces to zero once the per student funding generates sufficient funds to cover general operating costs. 	Locality allocation <ul style="list-style-type: none"> • This allocation is provided to eligible schools in remote and outer regional areas of the State to meet additional costs unique to their localities. • Isolation and remoteness is defined by distance from key services as measured by the Accessibility/Remoteness Index of Australia (ARIA+), and in addition there is a loading based on distance to Perth. 		
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<p>The per student funding in conjunction with the school characteristic funding, if applicable, are intended to fund a quality education for the vast majority of students in the vast majority of schools, including a range of different schools with students with different student characteristics.</p>					
Student characteristics funding					
Funding for eligible students	<table border="1"> <tr> <td> Aboriginality allocation <ul style="list-style-type: none"> • This allocation is provided for eligible students to help the school address the learning needs of Aboriginal students and close the education achievement gap between Aboriginal and non-Aboriginal students. • Funding is provided for each Aboriginal student in the school at the February student census. • Funding increases progressively as the proportion of Aboriginal students in the school exceeds five per cent. • Aboriginal students are identified from information provided by parents on student enrolment records. </td> <td> English as an additional language or dialect allocation <ul style="list-style-type: none"> • This allocation is provided to help the school address the learning needs of eligible students with English as an additional language or dialect. • Funding is provided for each eligible student at the February student census. • Funding increases progressively as the proportion of eligible students in the school exceeds five percent. </td> </tr> <tr> <td> Social disadvantage allocation <ul style="list-style-type: none"> • This allocation is provided for eligible students to help the school address the higher and additional learning needs of students from the most disadvantaged backgrounds. • A measure of social disadvantage has been developed in collaboration with the Australian Curriculum, Assessment and Reporting Authority based on parent occupation and education. • Funding is provided for each student in the three most socially disadvantaged deciles. • The highest amount of funding is for students in the first decile as they represent the most disadvantaged students. • Where the number of students in the three deciles is less than five per cent of total enrolments in the school, funding is at the lowest amount in each decile. • While schools are encouraged to collect parent education and occupation data, parents are not required to provide this information. In these cases, a statistical methodology has been developed to generate values for students. </td> <td> Disability allocation <ul style="list-style-type: none"> • The disability allocation has two components. <ul style="list-style-type: none"> • The individual disability allocation is provided to schools to address the learning needs of students with eligible disability. • There are seven levels in the allocation, with each level generating a different amount of funding. • The level of funding is based on disability type, school type, degree of disability and level of teaching and learning adjustment. • Some students with exceptionally high needs are provided with additional funding to supplement this allocation. • The educational adjustment allocation is provided to support schools to implement programs and learning supports for students with additional learning needs, such as dyspraxia, asthma, foetal alcohol spectrum disorder (FASD), dyslexia and attention deficit hyperactivity disorder (ADHD). <ul style="list-style-type: none"> • The allocation means more students will be able to access support without the need for diagnosis of disability. • The educational adjustment allocation is a flexible allocation provided to mainstream schools based on the proportion of students in the lowest 10% of NAPLAN results. </td> </tr> </table>	Aboriginality allocation <ul style="list-style-type: none"> • This allocation is provided for eligible students to help the school address the learning needs of Aboriginal students and close the education achievement gap between Aboriginal and non-Aboriginal students. • Funding is provided for each Aboriginal student in the school at the February student census. • Funding increases progressively as the proportion of Aboriginal students in the school exceeds five per cent. • Aboriginal students are identified from information provided by parents on student enrolment records. 	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Targeted initiatives					
Targeted initiatives	<ul style="list-style-type: none"> • Funding through targeted initiatives is provided to specified schools for strategic programs and services, Commonwealth funded programs, operational responses, and for resources provided to schools through education regions. • A small number of distinctive and unique schools receive all their funding through targeted initiatives commensurate with their specific services and based on funding arrangements. 				