



**FEDERATION**  
of Religious Institute  
and Ministerial PJP  
Catholic School Authorities  
in NSW and ACT

# Education Policy Committee

Meeting of Member School  
Principals

8 April 2019



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**WELCOME & APOLOGIES**  
Kitty Guerin

## **AGENDA** (Kitty)

Acknowledgement of Country	(Marea Nicholson)
Prayer	(Anne Wenham)
NCCD Overview	(Samantha Giles – CSNSW)
NSW Catholic BGA Developments	(Kevin Morrison – CSNSW)
Capital Funding – A Principal’s Perspective	(Kate Rayment)
Recurrent Funding – Risks & Issues	(Greg Smith)
Our Place in Catholic Education	(Kitty Guerin)
Other Business and Discussion	
Close – 4pm	

## **ACKNOWLEDGEMENT OF COUNTRY (Marea Nicholson)**

In continuing our commitment to Reconciliation and in line with Aboriginal and Torres Strait Islander tradition, it is customary to acknowledge country as we pass through.

Today we acknowledge and pay our respects to the First Peoples, traditional custodians of the lands and waterways, the Dharug/Dharruk people from Strathfield, and thank them for their continued hospitality.

We acknowledge and celebrate the continuation of a living culture that has a unique role in this region.

We also acknowledge Elders past and present as well as our emerging leaders of tomorrow and thank them for their wisdom and guidance as we walk in their footsteps.

## **PRAYER (Anne Wenham)**

## Disclaimer

Information provided by the Federation, today's presenters and their employers is not professional advice. You should consider seeking independent financial or other advice that relates to your school's unique circumstances.

Data used makes certain assumptions that may not be correct for any particular school, as it is illustrative only.

## **INTRODUCTION OF SPEAKERS (Kitty Guerin)**



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**NCCD OVERVIEW**  
**Samantha Giles**



**Catholic  
Schools**  
NSW



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# 2019 NCCD Overview

## Principals / School Leadership

**Sam Giles**

State Manager Policy and Programs

**Federation Principal's Forum**

Monday 8 April 2019



590+

**schools**



160,000+

**families**



1 in 5

**students in NSW**

# Catholic Schools in NSW

*"... every student to achieve to the best of their ability."*

Each Catholic school provides a stimulating and challenging curriculum that links faith and culture. Our teachers embrace the privilege and challenge of teaching in Catholic schools and expect every student to achieve to the best of his or her ability.

**Catholic Schools NSW** (formerly *Catholic Education Commission*) oversees Catholic schools in the across NSW, each of which is governed either by a Diocese or Religious Institution.

- *Catholic Schools New South Wales (CSNSW)* was established by the 11 diocesan bishops (bishop members of the company) as the overarching entity for the purposes of advancing education and religion in Catholic schools in NSW
- It also exists to ensure that Catholic schools meet their compliance requirements and can measure their activities in such a way as to maximize the education and faith outcomes of students
- CSNSW fulfils several roles, specifically as the:
  - **Approved system authority for the funding of the NSW Catholic schools system under the Australian Education Act and NSW Education Act**
  - **Catholic Block Grant Authority in NSW, and the**
  - **Representative body to governments for NSW Catholic schools**

As part of its quality assurance processes, Catholic Schools NSW needs to provide the capacity for schools and dioceses:

- In their data reporting, the capacity to verify and confirm with the Commonwealth the eligibility and evidence that the National Guidelines for the NCCD stipulates
- In their moderation processes, the capacity to access a credible source of truth for resources and training workshops that maximizes consistency in decision making and minimizes risk in non-compliance and/or outliers



# National School Resourcing Board - review



The Australian Government has established a **National School Resourcing Board (the Board)** to provide greater independent oversight over Commonwealth school funding.



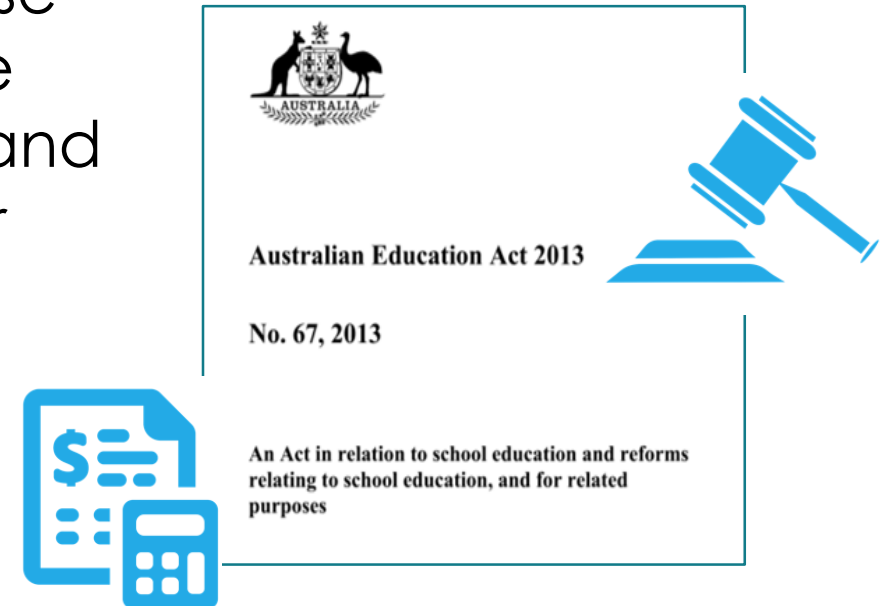
# National School Resourcing Board - review



The Board is responsible for undertaking reviews of different parts of the funding model under the [Australian Education Act 2013](#) (the Act). These reviews help ensure public confidence in the funding model and ensure states, territories and other approved authorities comply with their obligations under the Act



**2017 – Education Act amended so that NCCD determines funding**



Further reviews are:



Socio Economic Status (SES) methodology and capacity to contribute - **review completed**



Loading for students with a disability and system compliance - **under review. Report due December 2019**

## NCCD Model

	Primary	Secondary
QDTP	Nil	Nil
Supplementary	42%	33%
Substantial	46%	116%
Extensive	12%	248%

# How does *SWD Funding* and *NCCD Funding* differ?

THEN (Pre 2018): SWD Funding Model	NOW (from 2018): NCCD Funding Model
Different processes were in every state, territory and educational sector.	Aims to have consistent application nationally for all educational sectors
For NSW CEC included only validated students with a medical diagnosis of a disability	A broad definition of disability based on the Disability Discrimination Act 1992 . Schools are able to impute a disability
Required diagnostic documentation e.g. Pediatricians, Psychologists, Speech Pathologists	Based on professional teacher judgement of adjustment levels (substantiated by evidence in 4 key areas)

# What is the NCCD?



### NCCD and supporting students with disability

The NCCD is an annual collection of information about Australian school students with disability. The NCCD enables schools, education authorities and governments to better understand the needs of students with disability and how they can be best supported at school.

New to the NCCD? Get started here. →

[Done this before and looking to improve processes?](#)



Jump to:

[How does the NCCD fit into your school?](#)

[Case studies](#)

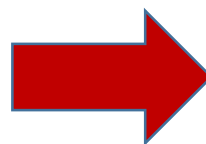
[2019 - need to know](#)

[Sign up for e-learning](#)



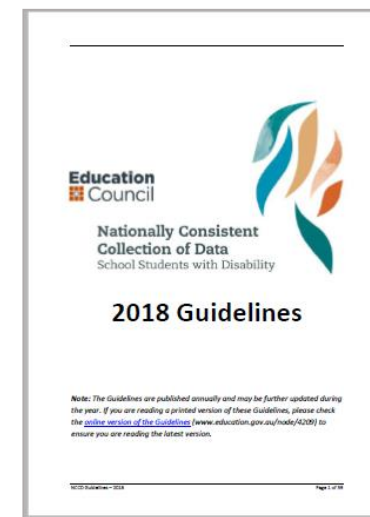
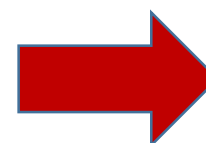
National NCCD portal: [www.nccd.edu.au](http://www.nccd.edu.au)

New National NCCD portal:  
<http://www.nccd.edu.au/>

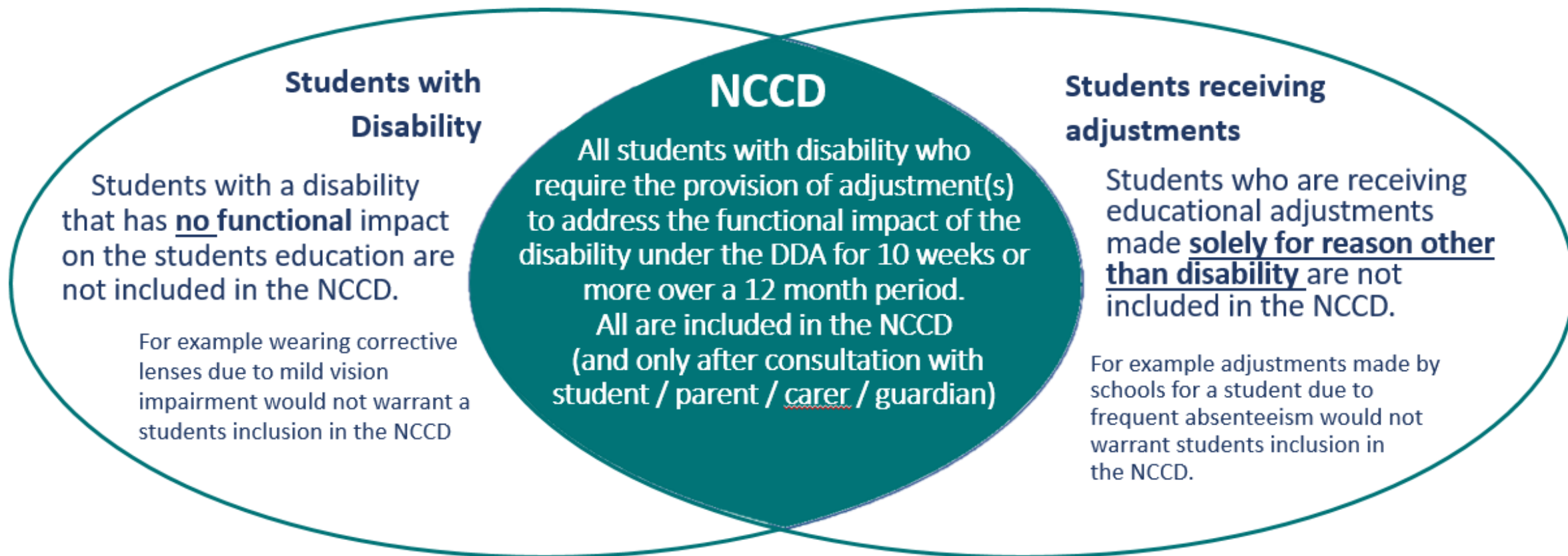


*2019 NCCD Guidelines* available  
shortly via NCCD website

- *2018 NCCD Guidelines* provide interim advice



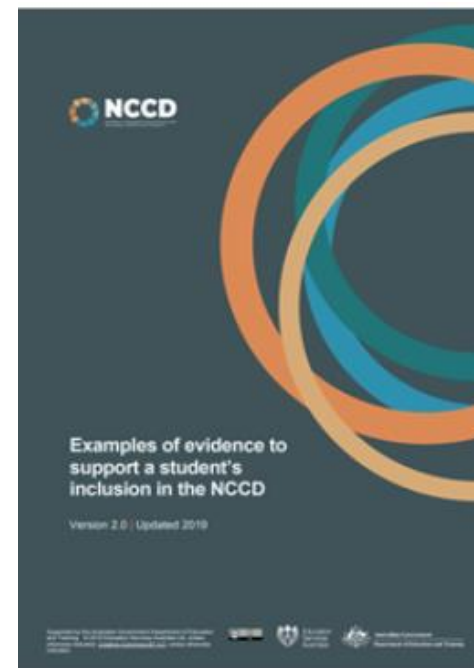
# When is a student eligible to be included?



# Key Areas of Evidence



1. Evidence that adjustments are being provided to the student to address their individual needs **based on their disability**
2. Evidence of **assessed individual need** so the student
3. Evidence that adjustments provided to the student have been **monitored and reviewed**
4. Evidence of **consultation and collaboration** with the student and / or parents / carers / guardians



[Examples of evidence to support a student's inclusion in the NCCD](#)

- All schools and approved authorities must participate in NCCD annually
- Data is to be submitted in conjunction with the census **2 August 2019**
- Approved authorities and their schools must have sufficient and adequate documented written evidence of adjustments having been provided over the minimum 10 week period (Not consecutive) in the **12 months prior**

# Census Post Enumeration Processes



As NCCD is now collected as part of the Non-Government Schools Census in August each year, NCCD is also subject to post enumeration processes.



# Census Post Enumeration Processes



- Each year the Commonwealth will identify non government schools for post enumeration that usually take place in the February after August
- The post enumeration processes will involve looking in detail at each of the four areas of evidence for each student as well as the decision making schools use to decide:
  - ✓ Is there an adjustment due to disability?
  - ✓ What is the level of adjustment?
  - ✓ What is the category of disability?
  - ✓ How is the data recorded and submitted?

# Census Post Enumeration Processes

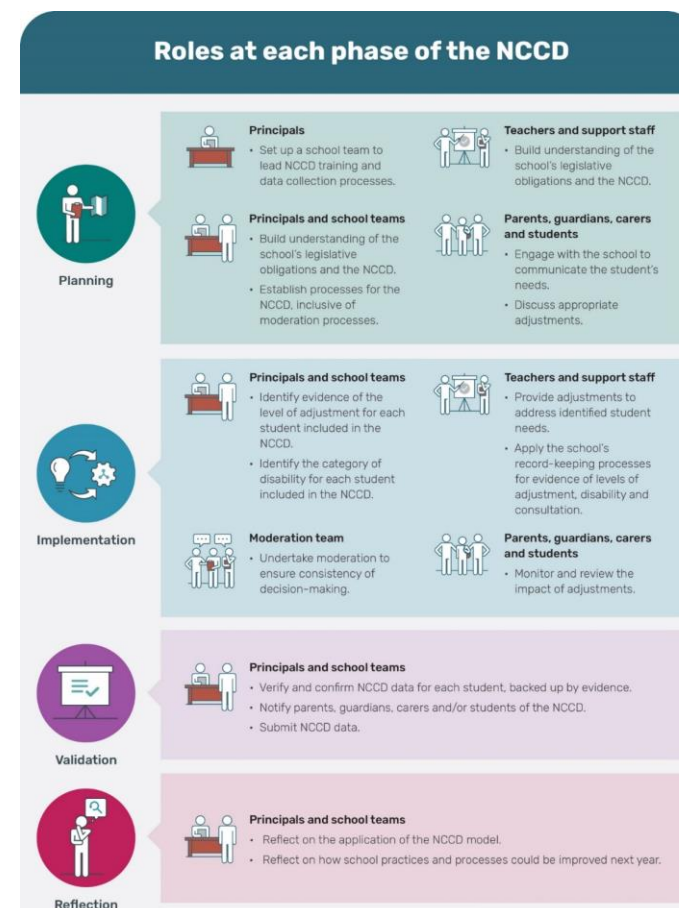


- Evidence and any associated records for the **NCCD must be kept for a minimum of 7 years**, as required by Section 37 of the *Australian Education Regulation 2013*. It is highly recommended that schools develop processes to record, store and maintain evidence
- All relevant documents need to be dated with day, month, year (and signed by relevant parties where appropriate)

# Roles at each phase of the NCCD



The new national NCCD Portal has identified key activities that principals and school NCCD teams are strongly recommended/mandated to complete.

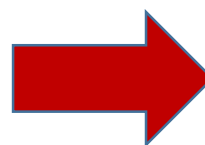


# Roles at each phase of the NCCD



‘The role of principal and school team’ link takes you to key activities that are the responsibility of the principal and school team.

- [The role of principal and school team](#)
- [The role of teachers](#)



### What are my roles and responsibilities?

Learn more about your role in the NCCD

Principal and school team

Teachers

Parents, guardians and carers

Related professional support roles

The school principal is responsible for facilitating the NCCD process and ensuring that all staff understand the NCCD process and the [school's obligations](#) under the [Disability Discrimination Act 1992](#) (DDA) and the [Disability Standards for Education 2005](#).

For most schools, the principal will identify and nominate a school team to drive the NCCD process; for small schools, the NCCD might be facilitated by the principal or by a school leader nominated by the principal. The principal and the school team should communicate broadly with the school community about the NCCD process in terms of its purpose, legislative requirements and disclosure of information.

#### Key activities for the NCCD

These key activities are **strongly recommended** for the NCCD. Mandatory activities are marked.



- ☐ Establish the school team responsible for managing the NCCD process.
- ☐ Build understanding of the school's [legislative obligations](#) and the [NCCD](#).
- ☐ Review the current version of the [NCCD guidelines](#).
- ☐ [Establish processes](#) for the NCCD, including moderation processes.
- ☐ [Communicate](#) with parents, guardians and carers of students included in the NCCD.
- ☐ Identify evidence of the [level of adjustment](#) provided for each student included in the NCCD and of the adjustment/s having been provided for a minimum of 10 weeks. **(Mandatory)**
- ☐ Identify the [category of disability](#) for each student included in the NCCD, informed by evidence that the student has a disability as defined in the DDA. **(Mandatory)**
- ☐ [Conduct a moderation process](#) between teaching staff and between teaching staff and school leaders to ensure accuracy, consistency and reliability of the NCCD.
- ☐ [Verify and confirm NCCD data](#) backed by documented evidence. Finalise data collection and ensure appropriate records of evidence are stored for audit purposes. **(Mandatory)**
- ☐ [Submit NCCD data](#). **(Mandatory)**
- ☐ Complete a [reflection process](#) and use data to inform practices across the school and make adjustments to school programs where necessary.



# School Principal Accountabilities



- The Australian Government through its *Quality Schools* reforms is committed to Commonwealth schools funding that is **needs-based, transparent** and **equitable** so students with the same need in the same sector will attract the same level of support from the Commonwealth
- In order to ensure equity, there are **a number of accountabilities in place for principals and system authorities**





# School Principal Accountabilities



The screenshot shows the NCCD website header with the NCCD logo, the Australian Government crest, and a search bar. The navigation menu includes: Home, Understanding the NCCD, NCCD Phases, Resources and tools, Professional learning (circled in red with a large red arrow pointing to it), and Help and support. Below the navigation bar is a banner for 'WHAT'S NEW 2019' with the text 'Check out what's new this year.' The main content area features the heading 'NCCD and supporting students with disability' followed by a paragraph: 'The NCCD is an annual collection of information about Australian school students with disability. The NCCD enables schools, education authorities and governments to better understand the needs of students with disability and how they can be best supported at school.' To the right of this text is a video player with the title 'What is the NCCD?' and buttons for 'Play video' and 'Transcript' with a download icon.

# School Principal Accountabilities



## Establish a school NCCD team



A School Team might include some of the following staff members:

Some teachers/all teachers in a small school, Level Leaders, Curriculum Leader, Learning Diversity Leader, Literacy and/or Numeracy Leader, Wellbeing leader, School based allied health professionals (Psychologist, Speech pathologist, nurse), Principal, Deputy/Assistant principal



# School Principal Accountabilities



## Establish NCCD team responsibilities






The school's NCCD team will work together to establish how they will engage all school staff in NCCD.



## Update policy documents



Ensure that you have updated your




-  Privacy Policy to include NCCD
-  Standard Collection Notice to include NCCD and information shared via relevant sources
-  School Enrolment form

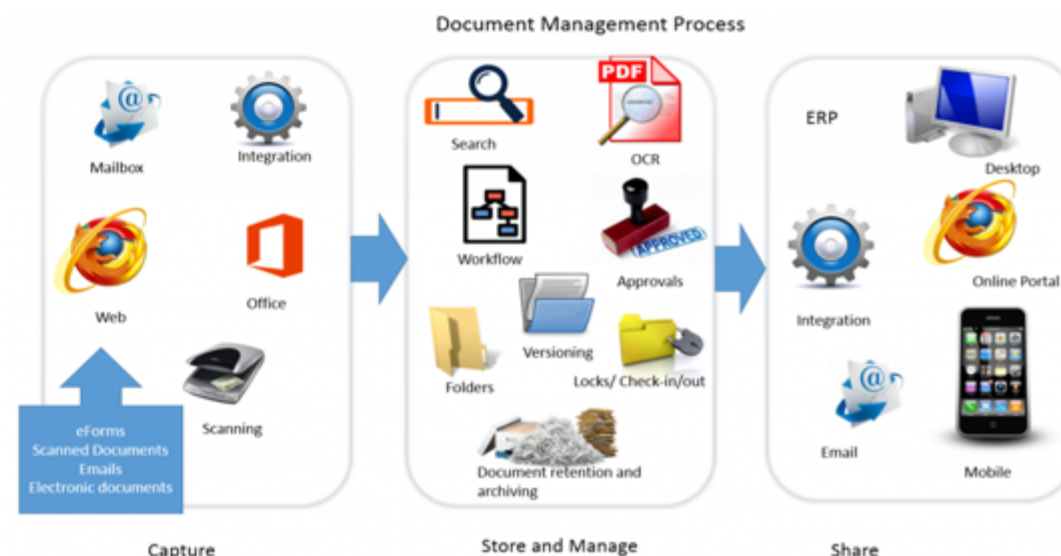


## Establish effective document management processes



The principal in conjunction with the NCCD team will be responsible for determining how to gather relevant information from a range of sources both from:

-  **within the school** (from teachers, Learning Support Officers, psychologists, school nurses and allied health staff)
-  **parents and carer's** (transition documents, health information, medical and allied health reports)
-  **external consultants** (diagnostic reports etc)







## Complete CSNSW Principal Confirmation on NETiD



This confirmation through CSNSW Online Tool in NETiD **can only be completed by the Principal and can not be delegated to any other personnel.** In situations where the Principal is on leave for the three dates the confirmation is available (**July 31, Aug 1 and Aug 2**) then the Acting Principal's name must be forwarded to CSNSW BEFORE the week of census so that permission levels can be reset.

### CSNSW Principal's Confirmation for their school's NCCD

As Principal, I verify that for the school's 2019 data collection that

- ☐ There is evidence for each student demonstrating that the need for adjustments have been identified and arise from a disability as defined by the Disability Discrimination Act (1992) (refer to 2019 NCCD Guidelines)
- ☐ There is evidence demonstrating that the frequency, intensity and duration (minimum 10 weeks) of adjustments being provided for each student addresses their individual needs based on their disability (refer to 2019 NCCD Guidelines)
- ☐ There is evidence demonstrating that the adjustments to meet the functional impact of each student's disability have been monitored and reviewed (refer to 2019 NCCD Guidelines)
- ☐ There is evidence for each student demonstrating that consultation and collaboration with the student and/or with their parent/s and carer/s in the provision of adjustments has taken place since the last census date (refer to 2019 NCCD Guidelines)
-  ☐ All students included in the NCCD are still enrolled in the school – up to and including 2 August 2019 (refer to 2019 Census Guidelines and 2019 NCCD Guidelines)
-  ☐ All students included in the NCCD have been present at school for at least one day in the twenty day census reference period leading up to 2 August 2019 (refer to 2019 Census Guidelines and 2019 NCCD Guidelines)

## Dates for CSNSW NCCD Section within the online tool:



### **Monday 17 June 2019:**

Last date for schools to complete **NCCD Compliance section** within the CSNSW Online tool **before moderation period commences**

### **Wednesday 31<sup>st</sup> July, Thursday 1<sup>st</sup> August and Friday 2 August 2019:**

Dates for Catholic Schools NSW Principals Confirmation to be completed within CSNSW Online tool

# NCCD Compliance Section on the CSNSW Online Tool on NETiD

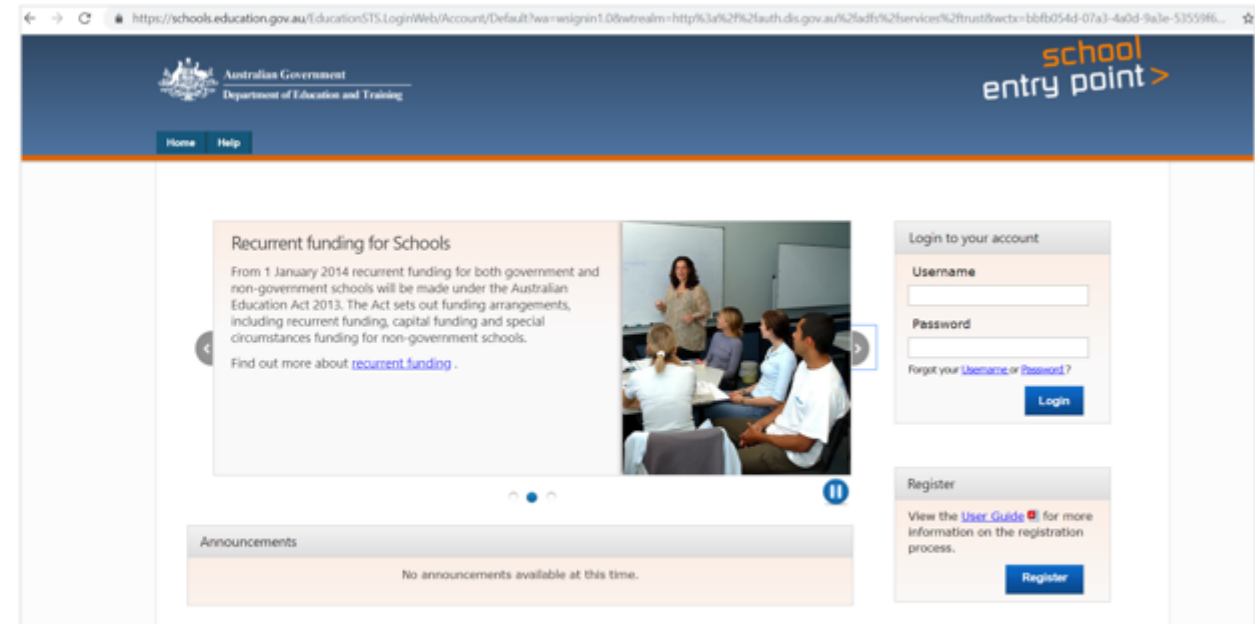




# Complete the Principal's Verification within the Census School Entry Point



Within the Government's Census SCHOOL ENTRY POINT, again only Principal's can complete the verification and this may not be delegated to anyone else.



# Questions? Have we answered them all – any we haven't?

What?

Why?

Who?

How?

When?



[www.nccd.edu.au/faq](http://www.nccd.edu.au/faq)

A person is walking away from the camera on a dirt path that leads into a field. The sun is low on the horizon, creating a strong orange and yellow glow that filters through the trees and grass. The path is flanked by tall grass and some trees. The overall mood is peaceful and contemplative.

CSNSW would like to  
acknowledge the  
partnership with  
*Catholic Education  
Commission Victoria*  
in the development  
of the 2019 NCCD  
Training Modules.



catholic education commission of victoria ltd

ACN 119 459 853



**Catholic  
Schools**  
NSW





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**NSW CATHOLIC BGA**  
**Kevin Morrison**

# Block Grant Authority

# Topics to be covered in this presentation

1. Funds Available for distribution
2. The Historical Allocation of Funds
3. Partial Funding of Requests
4. Publication of Outcomes
5. Current Process and Selection Criteria
6. Educational Disadvantage
7. Timeline for Application, Assessment and Approval
8. Post Approval and Pre-Construction Activities
9. Priorities for New Schools
10. Possible future changes and enhancements

# 1. Funds Available for distribution

- Funds are provided by both the Australian and NSW Governments.
- The Australian Government provides funds over a “rolling” three calendar year cycle that allows us to commit funding to projects. For the 2019 application round the **first** year is **2020**, the **second** is **2021** and the **third** is **2022**; we must allocate all of the funds in the first year and can use up to 50% of the estimated amount for the second and third year.
- The rolling nature of the funds from Australian Government mean that some of the funds have already been allocated for 2020 and 2021.
- The NSW Government provides funds once a year on a fiscal year basis, so for the 2019 application round the funding is provided in the **2019/20** financial year. The NSW Government only allows us to allocate the funds each fiscal year.

## A Worked Example

### Australian Government

- Year 1     2020     \$32,000,000
- Year 2     2021     \$16,000,000
- Year 3     2022     \$16,000,000
- Total                     \$64,000,000

- Less Previously Allocated
- Year 1     2020     \$15,650,256
- Year 2     2021     \$15,451,216
- Total                     \$31,101,472

- New Funds             \$32,898,528

### NSW Government

- Year 1     19/20             \$24,542,234

- New Funds             \$24,542,234

Total New Funds for allocation \$57,440,762

# State Government Announcement



**Gladys Berejiklian**

Premier of NSW

**Dominic Perrottet**

Treasurer and Minister for Industrial Relations

**Rob Stokes**

Minister for Education

## MEDIA RELEASE

Thursday, 7 March 2019

### **RECORD SUPPORT FOR NON-GOVERNMENT SCHOOLS**

The NSW Liberals & Nationals Government will invest a record \$500 million over the next four years into non-government schools to help them build more classrooms and cater for growing enrolments.

Premier Gladys Berejiklian today announced the additional capital funding will be used by non-government schools in NSW so they can build, extend or upgrade their school facilities to provide more student places in growing communities.

"We have provided record funding for the public school system, and we are providing record support for the Catholic and independent school sectors as well," Ms Berejiklian said.

# 2. The Historical Allocation of Funds

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	Total	
	BER, DER, and TTC Programs												
Diocese	Grant Allocations												
Armidale	\$ 256,402	\$ -	\$ -	\$ -	\$ 359,359	\$ 2,845,523	\$ 3,325,889	\$ -	\$ -	\$ 1,836,710	\$ 5,223,146	\$ 13,847,029	3.1%
Bathurst	\$ 3,383,401	\$ -	\$ -	\$ -	\$ -	\$ 2,551,547	\$ 3,622,792	\$ -	\$ -	\$ 1,243,593	\$ -	\$ 10,801,333	2.4%
Broken Bay	\$ -	\$ 873,092	\$ -	\$ -	\$ -	\$ 3,500,000	\$ 1,128,793	\$ 5,994,879	\$ 2,728,198	\$ -	\$ -	\$ 14,224,962	3.2%
Canberra/Goulburn	\$ -	\$ 4,538,718	\$ 1,765,241	\$ 2,562,100	\$ 2,020,272	\$ 1,439,114	\$ 1,338,678	\$ 2,329,993	\$ 2,904,735	\$ 1,514,790	\$ 417,803	\$ 20,831,444	4.6%
Lismore	\$ 3,162,385	\$ 7,981,881	\$ 5,918,860	\$ 3,500,000	\$ 3,891,820	\$ 7,507,927	\$ 2,657,939	\$ 4,612,854	\$ 562,161	\$ 2,930,870	\$ 3,600,000	\$ 46,326,697	10.3%
Maitland/Newcastle	\$ 3,200,000	\$ 10,796,456	\$ 1,583,189	\$ 4,214,347	\$ 2,691,850	\$ 3,015,341	\$ 3,564,268	\$ 7,618,079	\$ 13,291,706	\$ 6,997,915	\$ 6,557,913	\$ 63,531,064	14.1%
Parramatta	\$ 8,024,355	\$ 3,988,334	\$ 5,330,658	\$ 4,212,194	\$ 6,229,732	\$ 1,571,573	\$ 3,391,746	\$ 5,715,236	\$ 10,291,589	\$ 6,778,311	\$ 7,832,880	\$ 63,366,608	14.1%
Sydney	\$ 8,456,082	\$ 7,008,240	\$ 3,026,417	\$ 4,780,309	\$ 7,000,000	\$ 3,690,509	\$ 10,414,347	\$ 10,142,999	\$ 9,885,295	\$ 12,768,295	\$ 13,493,822	\$ 90,666,315	20.2%
Wagga Wagga	\$ -	\$ 1,987,303	\$ 2,592,160	\$ 4,113,375	\$ -	\$ -	\$ -	\$ 4,598,867	\$ 875,139	\$ 478,899	\$ 914,304	\$ 15,560,047	3.5%
Wilcannia/Forbes	\$ -	\$ -	\$ -	\$ 949,432	\$ -	\$ -	\$ -	\$ -	\$ 1,465,485	\$ 685,731	\$ -	\$ 3,100,648	0.7%
Wollongong	\$ 1,155,019	\$ 2,780,532	\$ 3,500,000	\$ 3,381,621	\$ 3,987,012	\$ 5,704,958	\$ 2,076,801	\$ 6,142,491	\$ 4,195,824	\$ 10,335,396	\$ 3,600,000	\$ 46,859,654	10.4%
Congregational	\$ -	\$ 5,209,980	\$ 4,006,103	\$ 8,891,741	\$ 2,833,957	\$ 6,763,595	\$ 5,549,250	\$ 1,547,647	\$ 4,198,656	\$ 4,187,039	\$ 16,705,100	\$ 59,893,068	13.3%
Total	\$ 27,637,644	\$ 45,164,536	\$ 27,722,628	\$ 36,605,119	\$ 29,014,002	\$ 38,590,087	\$ 37,070,503	\$ 48,703,045	\$ 50,398,788	\$ 49,757,549	\$ 58,344,968	\$ 449,008,869	100.0%
Grant Sources													
AG - Base	\$ 27,637,644	\$ 43,799,509	\$ 22,309,439	\$ 28,091,510	\$ 19,141,719	\$ 31,308,899	\$ 29,467,496	\$ 33,805,961	\$ 35,042,385	\$ 31,756,223	\$ 31,833,363	\$ 334,194,148	74.4%
AG - Int	\$ -	\$ 1,311,752	\$ 330,000	\$ -	\$ 2,923,056	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 320,270	\$ 4,885,078	1.1%
AG - Recovery	\$ -	\$ 53,275	\$ -	\$ 493,969	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 8,430	\$ -	\$ 555,674	0.1%
Total AG	\$ 27,637,644	\$ 45,164,536	\$ 22,639,439	\$ 28,585,479	\$ 22,064,775	\$ 31,308,899	\$ 29,467,496	\$ 33,805,961	\$ 35,042,385	\$ 31,764,653	\$ 32,153,633	\$ 339,634,900	
NSWG - Base	\$ -	\$ -	\$ 5,083,189	\$ 7,841,754	\$ 6,860,000	\$ 7,057,127	\$ 7,209,361	\$ 14,897,084	\$ 15,062,555	\$ 17,992,896	\$ 26,191,335	\$ 108,195,301	24.1%
NSWG - Int	\$ -	\$ -	\$ -	\$ 177,886	\$ 89,227	\$ 224,061	\$ 393,646	\$ -	\$ 293,848	\$ -	\$ -	\$ 1,178,668	0.3%
NSWG - Recovery	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%
Total NSG	\$ -	\$ -	\$ 5,083,189	\$ 8,019,640	\$ 6,949,227	\$ 7,281,188	\$ 7,603,007	\$ 14,897,084	\$ 15,356,403	\$ 17,992,896	\$ 26,191,335	\$ 109,373,969	
Total	\$ 27,637,644	\$ 45,164,536	\$ 27,722,628	\$ 36,605,119	\$ 29,014,002	\$ 38,590,087	\$ 37,070,503	\$ 48,703,045	\$ 50,398,788	\$ 49,757,549	\$ 58,344,968	\$ 449,008,869	100.0%
	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	Total	
Application	22	23	34	23	27	35	39	43	37	40	41	364	
Grants	12	23	12	21	13	15	17	31	25	24	23	216	59.34%
Maximum Grants	2	0	2	2	3	1	1	3	3	4	8	29	13.43%
Average Grant	\$ 2,303,137	\$ 1,963,675	\$ 2,310,219	\$ 1,743,101	\$ 2,231,846	\$ 2,572,672	\$ 2,180,618	\$ 1,571,066	\$ 2,015,952	\$ 2,073,231	\$ 2,536,738	\$ 2,078,745	

# 3. Partial Funding of Requests

The level of funding is determined by two main factors:

- The BGA funds projects to the area entitlement as calculated by the NSW School Facilities Standard. This ensures that government money isn't used in excess of government schools. The area entitlement of a school is a function of student enrolments across what is described as "Functional Spaces".
- A maximum grant amount. In 2018, the maximum grant amount was \$3.6m, and in 2019 the maximum grant has been increased to \$3.75m which is consistent with the increased funding.

## 4. Publication of Grant Approval Outcomes

- The Australian Government publish a list of grant funded projects approved each year. As from March this year it requires each Block Grant Authority to have a link to this list available to it's member schools on it's web-site.
- The process of notification for NSW Government funded projects is different from the process adopted by the Australian Government. While schools informed once the Minister approves the project list schools are not allowed to inform the school community until the Minister or the local member has made an announcement. Therefore, the publication of approved State funded projects cannot occur until they have all been announced.

# 5. Current Process and Selection Criteria

When did the current process commence and what is it?

- The current process of assessment commenced in the 2017 application round and requires the same information that was provided in previous years **EXCEPT** the BGA undertakes the review.

The differences are:

- Applications come directly to the BGA and not prioritised by the Diocesan Priority Committee and not reviewed by the now defunct State Priority Committee.
- SES is no longer the primary selection criteria, Educational Disadvantage caused by the lack of facilities due to increased enrolments, or the condition, functionality or location/relationship that makes the existing facilities not “fit for purpose” is the central theme.
- Applications are seen in the context of the school’s master plan and it is expected that the facilities will have a “educational life” of at least 15 years.

# 6. Evaluating Educational Disadvantage

Block Grant Authority

# Main Considerations

## Student Enrolment Demand and Supply

- Student population demographics – do they support a new school, extension of existing school , or does the school have a stable or declining enrolment?
- Current capacity – how many can the school hold, is there a school with capacity nearby?
- Density – How many more buildings can we fit onto a site?

## Asset Condition

- How long will the facility last?
- Is the facility well maintained?
- Impacting environmental factors (light, temperature, air quality, noise)

## Asset Functionality

- Does the facility meet the educational demands of the curriculum?

## Asset Relationship

- Is the facility in the right place compared to other facilities on site?

# Influencing Factors

- Educational Rationale
- Student Population Characteristics
- Location Impacts
- Educational Outcome Indicators

# Educational Rationale

## Design Solution

- Is the educational rationale of the school and the proposed design solution address the disadvantage identified by the applicant and is that evident from the site characteristics presented in the application?

## Teaching and Learning Model

- Does the facility enhance the model of the school's stated pedagogy?

## Curriculum choice

- Does the proposed design allow flexibility or does it inhibit the introduction/change to latest curriculum choice?

## Technological enhancement

- Does the facility integrate current technologies and provide for future change?

# Student Population Characteristics

- ATSI
  - Percentage of the student population and impact on learning outcomes.
- SWD
  - Percentage of the student population and impact on learning outcomes.
- ESL
  - Percentage of the student population and impact on learning outcomes.
- SES
  - What is the socio-economic profile of the student population.

# Location

- Remoteness
  - Does remoteness impact delivery of contemporary facilities?
- Density
  - Is there a maximum density for a school?
- Teacher Housing
  - Does the locality of school impact Teacher quality?
- Transport
  - Does adequate transport exist to support school?

# Educational Outcome Indicators

- Attendance
  - Has attendance rates increased or decreased?
- Retention
  - Has the retention rate increased or decreased?
- NAPLAN
  - Have NAPLAN scores improved, worsened or remain steady?
- Vocational Education and Training (Secondary Only)
  - Is there a need to provide specialist facilities?
- Higher School Certificate (Secondary Only)

# 7. Application, Assessment and Approvals

- The time-line for applications is structured to make the Australian and NSW Government's deadline for submission of recommended projects by **30 September** each year.
- This year the BGA has requested that full applications are submitted by **29 April, 2019**.
- To try to understand the number of applications we are likely to receive the BGA has requested applicants to submit a Notice of Intention – this is required to be submitted by **8 April 2019**.
- The Assessment process involves a review of many things and commences as soon as applications are received.

# 7. Application, Assessment and Approvals (cont.)

The assessment process involves a number of inter-related process;

- Desk-top Assessment by Expert Panel
- On-Site Assessment of Existing Facilities by Condition professionals
- Interview with School Executive and Project Architect by Expert Panel
- Written Assessment of each Application provided to applicant prior to rating and ranking of applications
- Rating of Applications by Expert Panel
- Ranking of Applications by BGA
- Review and Acceptance of BGA recommendations by Capital Planning Evaluation Panel (CPEP)
- “Indicative Offer” to applicants for acceptance of Local Contribution
- Submission of recommended projects to Governments

## 8. Post Approval and Pre-Construction

- Projects approved by either the Commonwealth or State Education Minister will receive formal advice (**Initial Offer**) from the BGA following the approval of the Minister. This happens at different times with the Commonwealth Minister announcing grants through Local Members in early December of the year of application. The NSW Minister makes a determination in February of the year following application.
- While no work can commence prior to the approval of the relevant Minister other tasks associated with the approval of Development consents, finalisation of design and pre-tendering work can commence once the schedule of projects are submitted.
- THE MAIN CONTRACTOR TO A PROJECT CANNOT COMMENCE PRIOR TO THE APPROVAL OF THE MINISTER AND MUST BE APPROVED BY THE BGA (**FINAL OFFER**).

## 9. Priorities for New Schools

- While the additional funding was based on the increase in student enrolments most of this increase will likely to occur in existing schools.
- Historically the Australian Government guidelines have imposed a limit directing funding in the development and upgrading of existing facilities as well as taking into consideration the increased enrolments and providing for them. Total funding (both Australian and NSW Government) is split between “New” and “Existing” Places
- Where a existing school is increasing its enrolments by introducing another “stream” of students or increasing the range of grades they are considered in the same way as a new school.

# 10. Possible future changes and enhancements

- A policy and process that helps the BGA to determine the Capacity to Contribute (“PIT” Score).
- Cluster Planning for Capital works with SINSW and the Catholic “system”.
- Removal of the Funding limit.
- Changes to the on-line application system too make it easier to use.
- How we might approach multi-stage and multi-year approvals.
- Revised Tendering protocols.

# Concept Design to Project Completion

# Stages in a “typical” project

- |   |                                 |
|---|---------------------------------|
| • Concept design and costing                        | Month 1 to 3                    |
| • DA design   | Month 1 to 6                    |
| • Development Consent                               | Month 6 to 12 (Consent Pathway) |
| • Tender Documentation and pre-Tender cost estimate | Month 9 to 15                   |
| • Tender Period, Selection and Contract Execution   | Month 12 to 15                  |
| • Construction Commencement                         | Month 15 to 16                  |
| • Construction Completion                           | Month 15 to 27                  |
| • Defect Liability Period                           | Month 27 to 39                  |

# Project Stages alignment to Grant Process

• Concept design and costing	Application Submission and Assessment
• DA design	Application Approval (Minister)
• Development Consent	BGA Initial Offer
• Tender Documentation and pre-Tender cost estimate	
• Tender Period, Selection and Contract Execution	Results of Tender and Final Offer
• Construction Commencement	
• Construction Completion	Architect Certificate (Completion) and Blessing and Opening
• Defect Liability Period	Financial Acquittal

# Example – Science Classrooms



# Example – Tree growing in-between classes





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**CAPITAL FUNDING**  
**A PRINCIPAL'S PERSPECTIVE**  
**Kate Rayment**



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**RECURRENT FUNDING**  
**Greg Smith**

## **RECURRENT FUNDING 101**

Education Act 2013 – This is a Commonwealth Act but it determines all public funding for schools, not just Commonwealth funding.

Each school in Australia has a base (per student) funding entitlement regardless of who runs the school

## **RECURRENT FUNDING 101**

Base Funding for 2019 (indexed each year)

Primary Students                      \$ 11,343 per student

Secondary Students                      \$ 14,254 per student

## **RECURRENT FUNDING 101**

But, in non-government schools, families are expected to contribute

## **RECURRENT FUNDING 101**

Families are expected to pay a share based upon the school's capacity to contribute (CTC)

Governments pay the rest of the base amount

## RECURRENT FUNDING 101

Loadings are added for certain characteristics of the school and/or its students

- For students with disabilities (refer Samantha's comments)
- For ATSI students
- For students with socio-educational disadvantage (ICSEA)
- For students with low English proficiency
- For schools in remote locations
- For small schools

Loadings are totally funded by governments  
(with no contribution by families)

## **RECURRENT FUNDING 101**

So, for a non-government school,

Base Funding LESS % Capacity to Contribute PLUS Loadings = SRS

(Schooling Resource Standard)

This is different for each school AND different each year

## **RECURRENT FUNDING 101**

States & Territories have each agreed to contribute 20% of SRS

The Commonwealth will pay the remaining 80%

## **RECURRENT FUNDING 101**

Most schools are currently NOT receiving their SRS entitlement for historic reasons:

### Commonwealth Measures

- ERI to 2000
- SES from 2001
- Funding Maintenance from 2001
- Promises that no school would lose funding & that minimum 3% indexation would apply (2014 – 2017)
- Low growth supplement (2018 – 2019)

## **RECURRENT FUNDING 101**

Most schools are currently NOT receiving their SRS entitlement for historic reasons:

### NSW Measures

- Have broadly continued funding categories that applied to the Commonwealth ERI
- And indexation has not necessarily been consistent with the Commonwealth

## **RECURRENT FUNDING 101**

While it is technically possible for a school to currently be receiving 80% of SRS from the Commonwealth & 20% from their state or territory, most are NOT

Those receiving less than 80% from the Commonwealth are transitioning up to 80% from 2018 to 2023.

Those receiving more than 80% from the Commonwealth are transitioning down to 80% from 2020 to 2029.

Most RI/PJP schools are transitioning DOWN

## **RECURRENT FUNDING 101**

It is assumed that the NSW Government will follow a similar approach in transitioning its funding, but it should be noted that the extent of the transition for a school may be different, in percentage terms, for Commonwealth and State Territory.

Analysis of MySchool 2016 data indicates that NSW RI/PJP schools (excluding special schools) received between 20.9% and 37.2% of public funding from NSW, with an un-weighted average of 27.8%. This suggests that NSW funding your schools has further to fall than Commonwealth funding (in percentage terms).

## **RECURRENT FUNDING – CAPACITY TO CONTRIBUTE**

Capacity to contribute (as a percentage) is drawn from the table included in the Education Act 2013

# RECURRENT FUNDING & ITS RISKS

Capacity to contribute percentage			
Item	Column 1 SES score	Column 2 Primary school	Column 3 Secondary school
1	93 or lower	10.00	10.00
2	94	10.86	12.19
3	95	11.71	14.38
4	96	12.57	16.56
5	97	13.43	18.75
6	98	14.29	20.94
7	99	15.14	23.13
8	100	16.00	25.31
9	101	17.90	27.50
10	102	19.80	29.69
11	103	21.70	31.88
12	104	23.60	34.06
13	105	25.50	36.25
14	106	27.40	38.44
15	107	29.30	40.63
16	108	31.20	42.81
17	109	33.10	45.00
18	110	35.00	47.19
19	111	37.62	49.38
20	112	40.23	51.56
21	113	42.85	53.75
22	114	45.46	55.94
23	115	48.08	58.13
24	116	50.69	60.31
25	117	53.31	62.50
26	118	55.92	64.69
27	119	58.54	66.88
28	120	61.15	69.06
29	121	64.92	71.25
30	122	68.69	73.44
31	123	72.46	75.63
32	124	76.23	77.81
33	125 or higher	80.00	80.00

## **RECURRENT FUNDING – CAPACITY TO CONTRIBUTE**

Special schools are excluded, with governments funding 100%

Majority ATSI schools are also excluded

Schools at SES of 125 or above are deemed to have a CTC of 80%

Schools at SES of 93 or below are deemed to have a CTC of 10%

The table is different for Primary and Secondary levels to the benefit of Primary schools (I'll leave to you to work out why).

For example, parents of a primary school with SES of 109 have CTC of 33.1% - Secondary 45%

## **RECURRENT FUNDING – CAPACITY TO CONTRIBUTE**

A typical RI/PJP school may be secondary, with an enrolment of 1000 students and an SES of 107.

Base funding would be \$ 14,254 x 1000 less 40.63% CTC  
= \$ 8,462,600 (Commonwealth & State/Territory)

Loadings would also apply and would be unaffected by CTC

## RECURRENT FUNDING – CAPACITY TO CONTRIBUTE

Let's assume that this school's SES rises to 109.

Base funding would be \$ 14,254 x 1000 less 45.00% CTC  
= \$ 7,839,700, **a loss of \$622,900 annually**

Loadings would also apply and would be unaffected by CTC

## **RECURRENT FUNDING – SES**

So, its all about SES

## **RECURRENT FUNDING – SES**

SES historically determined by “census collection districts” (CCD)

2011 census applied for 2012-2016

2016 census (intended to apply for 2017-2021)

NSRB – Review of SES during 2018

PIT scores will take account of parents’ or carers’ personal income tax (& other factors)

## **RECURRENT FUNDING – SES (PIT SCORES)**

We know that parental education levels and occupation categories are to be removed from calculations.

We understand that some sort of rolling average is to be used.

We understand that family size and remote/regional nature of schools may be factors.

We understand that the Government has had some difficulties matching the data

We await the PIT scores for your schools to be advised later this year.

## **RECURRENT FUNDING – SES (PIT SCORES)**

2011 (CCD Based)                  2016 (CCD Based)                  2020 (PIT Based)

Schools may stay with 2011 SES until 2021 if beneficial

Schools may move to 2016 SES from 2020\* until 2021 if beneficial

Schools may move to 2020 SES from 2020 if beneficial

From 2022 ALL schools must move to 2020 (PIT Based) SES

## **RECURRENT FUNDING – SES (2016 CCD Scores)**

Published for each non-government school in Australia

Noted as current as at 15 November 2018

Note (4) – “How 2019 SES scores are determined  
All schools – 2018 determined scores continue to be applied” i.e. 2011 scores.

So if beneficial for a school to move to 2016 score, this didn't happen?

## **RECURRENT FUNDING – SES (2016 CCD Scores)**

2016 SES for 2 RI/PJP schools in NSW/ACT fell from 2011  
2016 SES for 11 RI/PJP schools in NSW/ACT unchanged from 2011  
2016 SES for 23\* RI/PJP schools in NSW/ACT rose over 2011 (64%)

Catholic Systemic schools in NSW/ACT (44%)

Other non-government schools in NSW/ACT (45%)

\* includes 4 increased by 3 points & 8 by 2 points

## **RECURRENT FUNDING – SES (2016 CCD Scores)**

How does a change in SES from 2011 to 2016 come about, assuming no changes in the methodology?

There have been changes in the CCD drawing areas for the school?

or

There have been changes in the socioeconomics of these CCDs?

or

Both

## **RECURRENT FUNDING – SES (2016 CCD Scores)**

What does an increase in the 2016 score over the 2011 score mean for a school?

None directly, as schools may retain 2011 scores for 2020 & 2021 if they wish, after which 2020 PIT scores will apply.

But, is an increase in 2016 score an indicator of what might happen for the school's 2020 (PIT determined) SES?

## **RECURRENT FUNDING – SES (2020 PIT Scores)**

At this stage we know that the negotiations of last year led to additional funding overall.

We also know that overall, Catholic systemic schools will be major beneficiaries.

The long-held notion that RI/PJP schools educate the children of “lower income” families in higher SES areas is to be tested!

## **RECURRENT FUNDING – SES (2020 PIT Scores)**

If a school's 2020 PIT shows an increase over its 2011 score, when will the funding loss be felt?

School may maintain its 2011 or 2016 score until 2021

Loss will commence from 2022 & will be felt progressively over the remaining funding transition period, but MOSTLY from 2022.

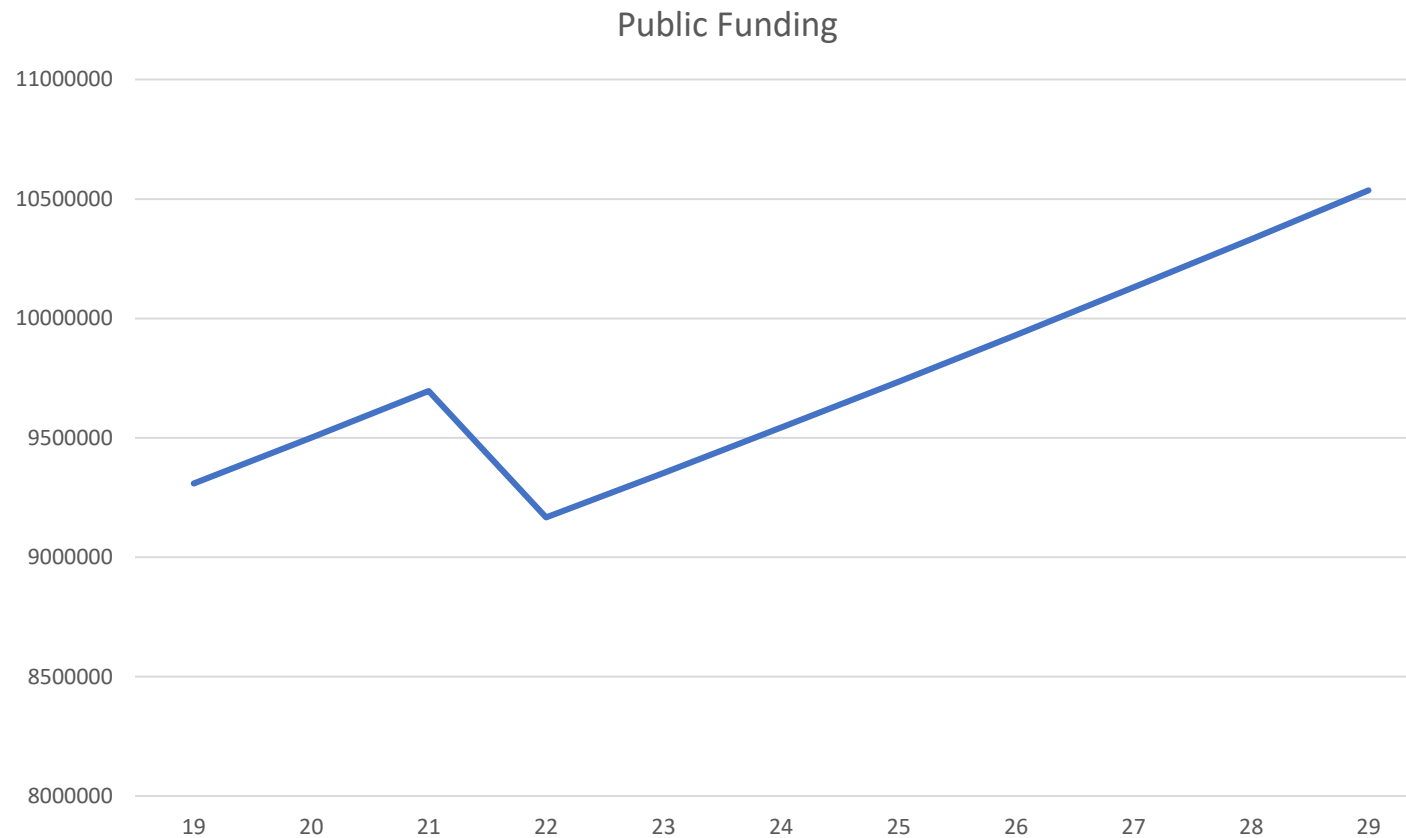
Earlier example – assuming that the school is currently funded at 110% of SRS (C/W & S/T), transitioning to 100% by 2029.

## RECURRENT FUNDING – SES (2020 PIT Scores)

(assume SRS increases by 3% each year & no change in school's SES after 2020)

2019 Base funding (110% of SRS on 2011 SES)	\$ 9,308,860
2020 Base funding (109% of SRS on 2011 SES)	\$ 9,500,961
2021 Base funding (108% of SRS on 2011 SES)	\$ 9,696,210
2022 Base funding (107% of SRS on 2020 SES)	\$ 9,166,318
2023 Base funding (106% of SRS on 2020 SES)	\$ 9,353,071
2024 Base funding (105% of SRS on 2020 SES)	\$ 9,542,780
2025 Base funding (104% of SRS on 2020 SES)	\$ 9,735,453
2026 Base funding (103% of SRS on 2020 SES)	\$ 9,931,098
2027 Base funding (102% of SRS on 2020 SES)	\$ 10,129,720
2028 Base funding (101% of SRS on 2020 SES)	\$ 10,331,321
2029 Base funding (100% of SRS on 2020 SES)	\$ 10,535,902

## RECURRENT FUNDING – SES (2020 PIT Scores)



## **RECURRENT FUNDING – SES (2020 PIT Scores)**

**We anxiously await the release of the 2020 PIT based SES scores & SRS**



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**OUR PLACE IN  
CATHOLIC EDUCATION**  
Kitty Guerin

## **OUR PLACE IN CATHOLIC EDUCATION**

We have systemic schools operated by CEOs/CSOs as part of each Diocese and under the Canonical authority of their Bishop.

We have what we used to call Congregational schools governed mostly by boards or councils. Now, RI & PJP schools; your schools.

Now we have Catholic Schools NSW which has replaced the Catholic Education Commission as a representative body in NSW, that runs the Catholic BGA, receives recurrent funding and re-distributes it to CEOs/CSOs on behalf of their schools.

But with some key differences.

## OUR PLACE IN CATHOLIC EDUCATION

1. The membership of CEC NSW was comprised of senior people from within the Dioceses as well as from the RIs/PJPs, but now, the directors of CSNSW are appointed by the Bishops of NSW for their expertise.

2. CSNSW is a company whose constitution bestows certain rights and obligations upon its directors in relation to Catholic systemic schools and CEOs/CSOs, but not RIs or PJPs or their schools.

So, what is the place of our schools in Catholic education?

What are our rights?

Where is our voice?



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## **OUR PLACE IN CATHOLIC EDUCATION**

Some may refer to our schools as Catholic Independent schools, as we share similar governance and funding arrangements as schools established by other denominations, or no denomination.

Both CSNSW and AIS NSW would claim our schools in their cohorts, and the majority also are members of AIS NSW.

Member schools of AIS NSW are a part of the governance of independent education through their voting rights, whereas RI & PJP schools are not part of the overall governance of Catholic education

## OUR PLACE IN CATHOLIC EDUCATION

The Federation sees an important starting point in defining our place in Catholic education and establishing a positive and mutually respectful relationship with CSNSW as being a memorandum of understanding, perhaps in the form of a Canonical agreement between the Bishops of NSW and each RI or PJP as Canonical entities. This would define the high-level principles amongst members of the Catholic “family” of schools.

This would underpin our work with CSNSW being much more than would exist with a “service agreement”.

It would serve to cement the relationship between CSNSW and your schools as one involving participation and advocacy, not just the provision of services.

## **OUR PLACE IN CATHOLIC EDUCATION**

Brother Paul Oakley cfc, Chair of the Federation has had an initial meeting with Bishop Anthony Randazzo, the representative of the Bishops on the board of CSNSW in progressing the MOU.

In parallel the Federation has had a number of discussions with Dallas McInerney and his senior people about the relationship between CSNSW and your schools.

## **OUR PLACE IN CATHOLIC EDUCATION**

Catholic Schools NSW has sought input from Diocesan Directors and the Federation in the form of a services delivery survey. The Federation has responded with a communication that doesn't simply respond to questions, but attempts to differentiate RI/PJP schools from the perspectives of characteristics and needs.

A copy of this survey and the Federation's response was sent to you during last week so that today's forum may be used as a vehicle for your feedback.

So rather than attempting to work through the survey, your thoughts on these important issues would be appreciated.

# **OUR PLACE IN CATHOLIC EDUCATION**

So, who would like to start?



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**OTHER BUSINESS**  
**Kitty Guerin**