

# SUNNYHILLS SCHOOL PRECINCT PROGRAM BUDGET PROCEDURES & GUIDELINES

Procedures, guidelines and accountabilities for the  
implementation of the Sunnyhills School Precinct Program  
Budget approach to resource provision and management (Greg  
Flattley – Head of Schools)

*2016-17*

## Table of Contents

Program budgeting – a component of self-managed mini-schools .....	3
Programs .....	3
Budget determination.....	3
Global budgets.....	3
Program budgets.....	3
Global Budgets for 2016-17.....	4
Available funds .....	4
Funding per student.....	4
Student weightings.....	4
Precinct-wide programs.....	4
Activities program.....	4
Funding per mini-school.....	5
Student allocations to Grades and mini-schools .....	5
Global budgets - total funding .....	5
Global budget allocations.....	5
Allocating resources to programs .....	6
Optimising student learning - a needs based approach.....	6
The need for detail .....	6
Budget leaders.....	6
Determining costs.....	7
Budget flexibility.....	7
Budget adjustments .....	7
Implementing and tracking budget expenditure .....	8
Timeframes .....	8
Ordering.....	8
Purchasing freeze period.....	8
The impact of cash flow.....	8
Internal control .....	8
Approval of program budgets .....	9
Ordering resources .....	9
Reimbursements .....	9
Appendix 1: Chart of Programs for the mini-schools .....	10
Appendix 2: Allocation of Students to Grade Levels for 2016-17 .....	11

Appendix 3: Funding per mini-school..... 12

Appendix 4: Determining need ..... 13

Appendix 5: Example of a Program Budget ..... 16

Appendix 6: Procedures for Ordering Resources..... 17

## Program budgeting – a component of self-managed mini-schools

Program budgeting is a necessary component of a management model that consists of self-managed mini-schools. It places the responsibility on the mini-school Principal or Manager for determining annual priorities, resource needs and budgets for each program operating within the mini-school.

### Programs

A program is a component or aspect of a mini-school. For example, the curriculum area of Mathematics is one program in the 'Learning' section of the overall framework of programs.

Each program consists of a policy, procedures, resources and budget; each driving the other in terms of quality of effectiveness.

### Budget determination

To allocate a budget to each program, a process is followed according to guidelines and parameters provided by the senior leadership team of the school precinct. Basically, a global budget allocation is provided to each mini-school and is based on weighted student enrolment numbers. The Principal then leads budget teams to identify their program needs and negotiate each program's funding allocation within that global budget.

### Global budgets

A global budget is the overall budget allocation for a mini-school. Each global budget is determined from the expected annual revenue and cost for a given year. This is calculated using a formula that takes into consideration the student enrolment numbers, historical spending, floor space, and programs particular to the mini-school. The formula is determined in the light of best international practice and data gained from extensive international research.

### Program budgets

A Chart of Programs provides Principals with the range of programs that need to be funded from their global budgets. All of these programs are directly or closely associated with education programs and the funding must be exclusively allocated to the programs in the chart that are offered within the mini-school.

The Chart of Programs is **Appendix 1** of this document.

## Global Budgets for 2016-17

### Available funds

Funding for education programs is calculated by deducting contractual commitments, fixed administrative costs, and direct and indirect costs from total revenue. For the 2016-17 academic year, the total projected funds available for education programs is \$4,386,234.

### Funding per student

The funding for each student has been calculated using the following two considerations.

- A weighting assigned to students in each mini-school
- The historical cost of education materials and other expenses

### Student weightings

The weightings for each student in each mini-school were sourced from current international data and take into consideration the unique resource requirements for educating students of different age groups. For example, High School mini-schools need special consideration for expensive Science and Technology equipment; early childhood programs need special consideration for intensive literacy and numeracy enrichment resources; adolescents need special consideration for appropriate activities.

The relative weightings are as follows, with Kindergarten students assigned a rating of 1.0.

School Stage	Student Weighting
Kindergarten	1.0
Elementary	0.85
Intermediate	0.99
High	0.99

### Precinct-wide programs

Three education programs are considered as being a precinct-wide provision and are funded as such

Program	Calculation	Funding (\$)
Activities	1% of available funds	87,600
External professional development	1% of available funds	87,600
Physical Education & Sport	0.5% of available funds	21,900

### Activities program

Because the Activities program is campus-based, the funding for that program is further allocated according to student numbers on each campus.

Campus	Student Numbers	Percentage	Pro-rata Funding (\$)
East	944	38%	33,170
West	1549	62%	54,430

The funds available for funding education programs in each mini-school is calculated after deducting the funding for these two programs from the total available (\$4,386,234).

## Funding per mini-school

### Student allocations to Grades and mini-schools

For 2016-17, the projections have been determined for the allocation of students to grade levels within the mini-schools. These projections are included as **Appendix 2** of this document.

### Global budgets - total funding

#### For 2016-17, the funds available for mini-schools is \$4,189,134

From this, the global budget for each mini-school has been determined by a simple formula that multiplies the number of students in the mini-school by the funding for each student attending that mini-school.

$$\text{Global Budget} = \text{funding per student} \times \text{number of students}$$

For the 2016-17 academic year, the resulting funding allocations for each mini-school are as indicated on the following page. The table is also included as **Appendix 3** of this document.

### Global budget allocations

<b>Available school budget</b>	<b>\$4,189,134</b>
<b>Total precinct enrolments</b>	<b>2,493</b>

Mini-school	Campus	Student Numbers	Weighting	Student # Equivalent	Budget Percentage	Funding per Student	Global Budget
KG	East	220	1.00	220	8.82%	1240	369482
Elementary	East	300	0.85	255	10.23%	1054	428548
	West	793	0.85	674	27.04%	1054	1132742
Intermediate	East	219	0.99	216.81	8.70%	1227	364455
High	East	315	0.99	311.85	12.51%	1227	524061
	West	646	0.99	631.54	25.33%	1227	106111

#### Notes:

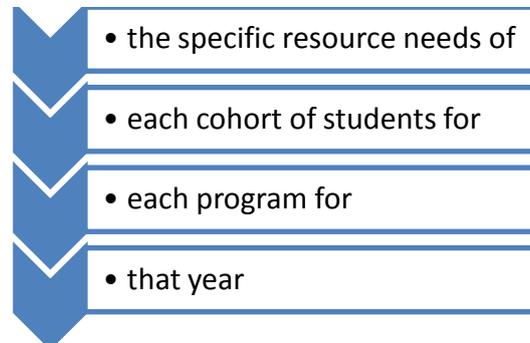
1. The West High Stage is inclusive of Intermediate and High school students, Grade 7 to 12

This funding is notionally assigned to each mini-school Principal as a credit. Each Principal is then responsible for ensuring that it is properly allocated to programs, used as intended, and that expenditure is fully accounted for in compliance with school policies, procedures and systems.

## Allocating resources to programs

### Optimising student learning - a needs based approach

The fundamental premise of the Program Budget approach is that the funding of student learning for a particular academic year should be determined by



Program needs may vary from year to year depending on such determining factors as

1. Student abilities
2. Student numbers
3. Course and curriculum offerings
4. The lifespan of resources
5. New technologies
6. Approaches to learning and teaching
7. The learning foci of the annual improvement plan
8. The staff professional development plan
9. The unique characteristics of planned activities
10. Unique opportunities

A more detailed description of these determining factors and their impact on budget determination is included as **Appendix 4** of this document and is essential reading.

### The need for detail

Each budget that is submitted to the Principal in each mini-school needs to show as much detail as possible. To save budget leaders time and the duress of having to resubmit, the general rule is that the more detailed a budget is, the better.

An example of a program budget for the Visual Arts is **Appendix 5** of this document.

### Budget leaders

To resource the Chart of Programs in Appendix 1, it is most important that budget leaders are those people responsible for implementing the programs. They are the people who best understand resource needs, know what already exists, know what is relevant and appropriate, balance quality and cost, and manage their proper care and use.

Consequently,

- teachers and leading teachers develop the budgets for learning programs
- coordinators develop the budgets for learning support
- Vice Principals and Principals develop the budgets for quality assurance, administration, environment and human resources

## Determining costs

To determine the cost of each program within the global budget of a mini-school, each Principal leads the staff members through the following process.

When	What
Early February	Receive the global budget and guidelines for the mini-school from the precinct Chief Financial Officer (CFO)
Early February	Review the historical expenditure for the current year
Mid February	Determine the formation of budget teams
Mid February	Assign a team leader to each program budget
Late February	Provide guidelines to each budget team leader
Late February	Set a timeline for the submission of draft resource needs for each program
Mid March	Receive submissions of draft resource needs for each program
Mid March	Ensure that each program offered has adequate resources identified that are relevant and appropriate
Late March	Submit the draft program resources to the precinct Stores department for costing
Mid April	Receive costed resource lists for each program from the Stores department and distribute to budget leaders
Mid April	Finalise the costing of items not available through the Stores department
Late April	Receive draft program budgets from each budget leader
Late April	Conduct a whole staff meeting at which each budget leader presents their budget for justification, discussion and refinement
Early May	Collaboratively and by negotiation, ensure that the budgets do not exceed the global budget allocation for the mini-school
Early May	Submit the draft budgets to the Head of Schools
Mid May	Await approval and guidelines for implementing the budgets
Late May	Initiate budget expenditure according to the guidelines

## Budget flexibility

Once each program budget is determined and approved, the total funding allocation for that program is fixed. It cannot be increased or decreased without approval from the Head of Schools in consultation with the Principal.

However, the allocation of funds to resources **within** each program budget is fluid and interchangeable according to the changing needs of the program over time. Each budget leader, in consultation with colleagues affected by that budget, may reallocate the funds within the budget as they deem necessary. This is conditional upon the reallocation being relevant and appropriate to the needs of the program.

## Budget adjustments

If projected revenue is not matched by actual revenue, the CFO will adjust the global budgets for each mini-school accordingly. This will usually happen at the beginning of each academic year when it becomes apparent if more or fewer students have attended school than originally projected.

When a global budget is adjusted by the CFO, the affected Principal of that mini-school will need to negotiate adjustments to the program budgets within the mini-school. This is done in consultation with budget leaders and the senior leadership team of the mini-school.

## Implementing and tracking budget expenditure

### Timeframes

#### Ordering

The timeframe for ordering resources is as follows.

##### ***International orders***

February for August availability

##### ***Student and staff requisites (stationery, consumables, etc.)***

May for June availability

##### ***Education materials (Art, PE, Science & Activities supplies, etc.)***

May for June availability

##### ***Other resources***

As required

#### Purchasing freeze period

Except for the purchase of minimal essentials, such as everyday consumables, the purchasing of significant resources ceases at a time that allows the precinct's Finance department to complete an end-of-year reconciliation and report. The reconciliation and report are needed for the precinct's governing body and for the school's financial auditors during the following August to September period.

The freeze on purchasing significant items usually occurs in mid to late April of each year and continues through to the end of the academic year.

#### The impact of cash flow

The ability to spend funds is dependent upon the existence of funds and there are two peak periods when revenue flows into the precinct coffers. These periods are between August and January, and between February and May. Approximately half the total school revenue is raised during each period.

It is therefore necessary to limit the ordering of resources to match the availability of funds and it is usually safe to allow half the allocated funds to be committed at the beginning of the school year and the other half after February. This is flexible depending on guidance from the Chief Financial Officer (CFO).

For this reason, it is useful for Principals and their teams to prioritise purchase needs and target major spending for the peak periods of August and February.

#### Internal control

Internal control procedures ensure a separation of those responsibilities or duties which, if combined, would enable one person to record and process a complete transaction. If duties of responsibilities are separated, the scope for errors and oversights, deliberate manipulation or abuse is significantly reduced.

For this reason, the school has internal control and quality control procedures in place. Broadly, they are as follows.

### Approval of program budgets

The Principal of each mini-school is responsible for ensuring that the list of resource needs for each program is relevant to the program and appropriate to the developmental needs of the students participating in the program. The Principal signs a hard copy of each budget with the budget leader.

The Principal collates and publishes the annual program budgets and submits a hard copy of the collated document to the Head of Schools for further appraisal and approval.

The Head of Schools consults the CFO to ensure that the budgets are correct and comply with global budget funding, as well as the school policy, procedures and guidelines. The Head of School and CFO sign and date the collated document from each mini-school and submit them to the governing body for final approval. The governing body check for relevance and appropriateness, sign and date each collated document and hand the collection to the CFO for safe storage and future reference by the financial auditors.

The CFO informs each Principal of the final approval and grants permission to proceed with ordering resources in accordance with approved procedures and guidelines.

### Ordering resources

#### *Precinct Stores department*

All ordering from the precinct Stores department is done using the online digital process. This process has an inbuilt approval and tracking system using digital signatures and dedicated passwords. The procedure is illustrated in **Appendix 6** of this document.

#### *External providers*

Ordering resources that are not stocked in the precinct's Stores department is done through the precinct's Purchasing Officer using the process illustrated in **Appendix 6** of this document.

### Reimbursements

Budget leaders may personally purchase items within their budget if the purchase is less than \$500. To receive a reimbursement for the purchase, the item and receipt must be presented to the relevant Principal for signing. The Principal will first check the item against the program budget.

The budget leader then takes the item and signed receipt to the Purchasing Officer who also signs the receipt and enters the purchase into the finance system. The budget leader then proceeds to the cashier and receives the reimbursement.

## Appendix 1: Chart of Programs for the mini-schools

Learning 21					Administration		Human Resources		
Education Materials		Support		Quality Assurance		22		23	
211		212		213		22		23	
21101	Bengali	21201	Awards	21301	Assessment & Reporting	2201	Communications	2301	Induction
21102	Biology	21202	Careers & College	21302	Professional Development	2202	Office Administration	2302	Staff Association
21103	Chemistry	21203	Community Service	21303	Improvement Plans	2203	Student Requisites		
21104	English	21204	First Aid			2204	Teacher Requisites		
21105	Environmental Studies	21205	Gifted Education						
21106	Information Communication Technology (ICT)	21206	Graduation						
21107	Religious Studies	21207	Rescue & Intervention						
21108	Library	21208	Special Learning Needs						
21109	Mathematics	21209	Student Association						
21110	Performing Arts	21210	Transition						
21111	Physical Development & Health (PE)								
21112	Physics								
21113	Science								
21114	Social Studies - Arabic								
21115	Social Studies - English								
21116	Technology								
21117	Visual Arts								

## Appendix 2: Allocation of Students to Grade Levels for 2016-17

### Kindergarten mini-school (220 students)

Boys			Girls		
Nursery	KG1	KG2	Nursery	KG1	KG2
10	40	60	10	40	60

### Boys elementary mini-school (300 students)

Gr.3	Gr.4	Gr.5	Gr.6
22	89	92	97

### Girls elementary mini-school (793 students)

Boys			Girls					
Gr.1	Gr.2	Gr.3	Gr.1	Gr.2	Gr.3	Gr.4	Gr.5	Gr.6
91	88	95	92	72	90	82	81	102

### Boys intermediate mini-school (246 students)

Gr.7	Gr.8	Gr.9
72	89	58

### Girls intermediate mini-school (292 students)

Gr.7	Gr.8	Gr.9
104	99	89

### Boys high mini-school (288 students)

Gr. 9	Gr.10	Gr.11	Gr.12
27	78	92	118

### Girls high mini-school (354 students)

Gr.10	Gr.11	Gr.12
109	120	125

### Appendix 3: Funding per mini-school

Available school budget \$4,189,134  
 Total precinct enrolments 2,493

Mini-school	Campus	Student Numbers	Weighting	Student # Equivalent	Budget Percentage	Funding per Student	Global Budget
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**Notes:**

1. The West High Stage is inclusive of Intermediate and High school students, Grade 7 to 12

## Appendix 4: Determining need

### 1. Student abilities

There is an approximate 'normal curve' that illustrates the expected range of academic abilities in a cohort of students. It can be assumed that approximately 24% of students will need atypical individual intervention and support to ensure optimal success; 12% requiring bridging support to help close an achievement gap (low ability), and 12% requiring extension support to challenge high intellectual capacity and/or a specific talent (high ability).

Students have different aptitudes and interest levels for different programs and, for the same group of students, such levels represented for one program may be quite different to the levels represented for another. It can be assumed then that each learning program will probably have different resource needs each year to match the different aptitudes and interests.

Those resource needs are best identified by the teachers delivering the learning programs. It is the teachers who gather and interpret data on student aptitudes, interest levels and achievement and tailor their learning arrangements to address improvement. It is therefore the teachers who can best identify the resource needs of a program that will optimise its effectiveness.

### 2. Student numbers

The obvious effect of how many students are attending a particular class is on the quantity of resources needed for that class, and therefore the budget.

### 3. Courses and curriculum offerings

#### *Courses*

Especially in high school mini-schools, what is offered can depend on how many students elect to study a particular program. For example, a Grade 11-12 Science stream may offer Biology, Chemistry and Physics with more Chemistry classes being offered than the other two. More students may elect to attend General Mathematics than Pure or Applied Mathematics. Resource provision is affected by such choices.

#### *Curriculum offerings*

The content covered in a learning program can affect resource provision. For example, one novel may be offered in English for one year and another for the next. This can be governed externally as well as internally and be beyond the control of the mini-school. Budget provision needs to be made for this contingency.

### 4. The lifespan of resources

The lifespan of resources can be considered in three categories; consumables, short term use and long term use. The consumables are such resources as paper, printer cartridges and pens. Items of short term use are resources such as art construction materials, or items that quickly deteriorate or become obsolete. The long term resources include items on the asset register, such as printers, computers, photocopiers and furniture.

Towards the end of each academic year, judgements need to be made about resource replenishment and replacement, and factored into budget projections.

## **5. New Technologies**

Obsolescence has increasingly become more of a day to day issue in education. In particular, the advances in learning technologies are accelerating and it is difficult for schools to keep up to date with what students can readily access elsewhere. Informed and careful decisions need to be made so that resource provision can be flexible enough to accommodate innovation and generic enough to provide multiple functions.

Currently, this is impacting on how students access text. The advent of e-books and digital libraries is revolutionising education delivery and budget considerations need to be made to accommodate this.

## **6. Approaches to learning and teaching**

Modern, internationally lauded approaches to learning and teaching are increasingly adopting the social constructivist model and this is also apparent with many school accreditation providers. They require substantial elements of social constructivism to underpin learning programs.

This model comes under several different names, such as project based learning, inquiry based learning, and student centred learning. To resource this approach, teachers need to be able to readily access consumable resources and information communication technology resources. High speed, high traffic reliable internet, intranet and ultranet provision are now a fundamental resource for education delivery and are a major budget component.

## **7. The learning foci of the annual improvement plan**

Each year, data is gathered to inform the improvement of programs and the two main data sources that provide insights into the quality of learning programs are student achievement and stakeholder perception. For a particular mini-school, the data may indicate that students are underperforming relative to the expected performance standards of a particular learning program.

In response to such information, action plans are devised and resourced to improve student performance and these need budgetary support.

## **8. The staff professional development plan**

Arising from the outcomes of staff performance appraisal, professional development plans are created to support the professional needs of staff, identified by:

- The performance appraisal process
- The introduction of new programs
- The introduction of new approaches to learning and teaching
- The adoption of new, innovative technologies
- Expressed need

Towards the end of each academic year, the resource needs of the plan are identified and costed for budget inclusion.

## **9. The unique characteristics of planned activities**

Good teaching is responsive to the abilities, interests and current understanding of students. It also engages students through activities and by providing stimulating experiences in real

contexts. Planned excursions, field trips, use of multi-media and imported expertise through guest speakers all require funding that needs to be catered for in annual budgets.

### **10. Unique opportunities**

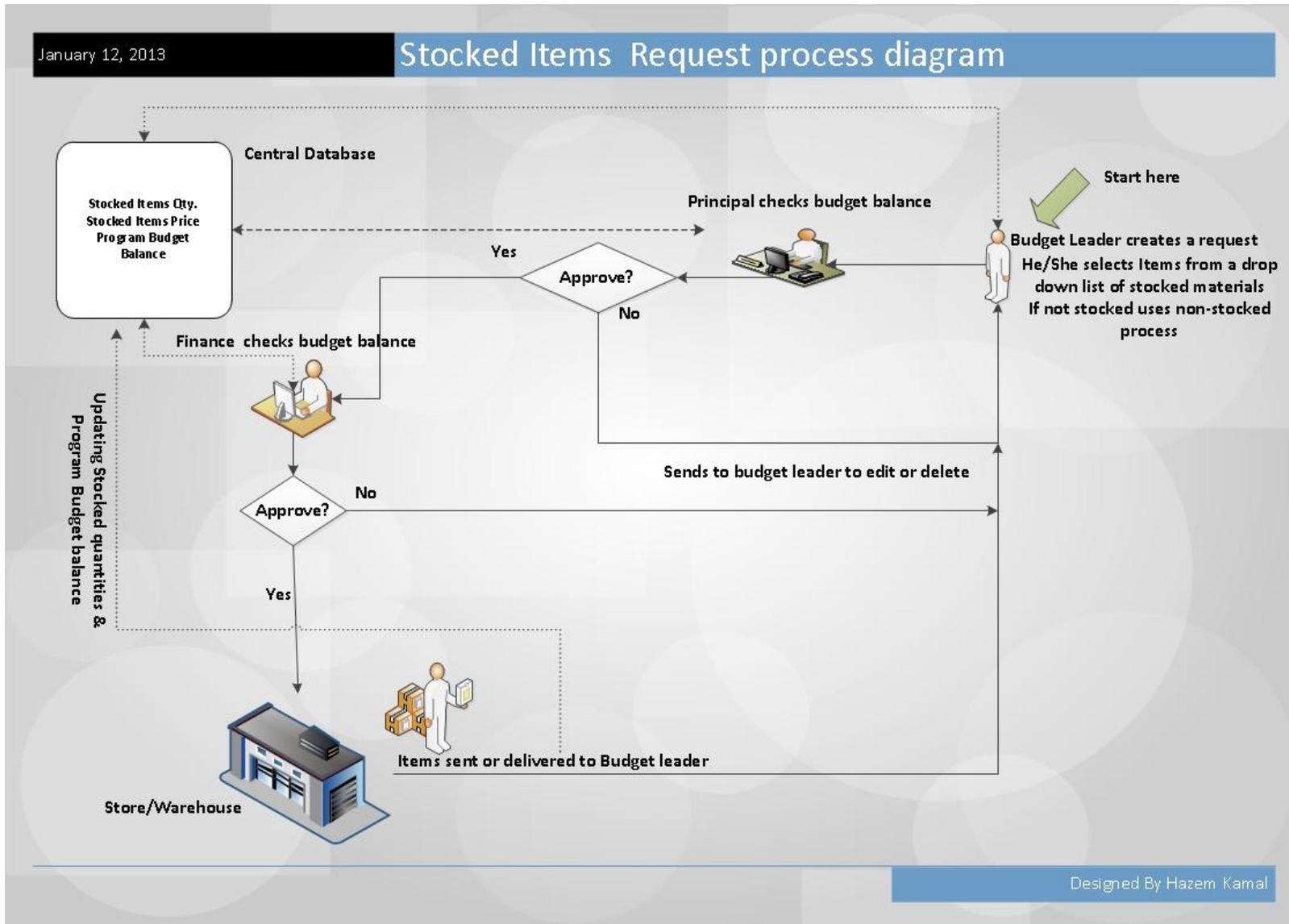
It is wise to include a funding contingency in the program budgets to allow for unexpected learning opportunities to be resourced. These may include visits by notable, distinguished or famous people, or unplanned events, such as a robotics competition.

## Appendix 5: Example of a Program Budget

**Program Area:** The Visual Arts  
**Program Leader:** Aysa  
**Date:** February 2016

			<b>TOTAL</b>
Teacher Materials, Aids & References		240	
Photocopying		120	
Equipment Maintenance or Replacement		<u>420</u>	880
Drawing	Clip Boards	60	
	Paper	250	
	6B Pencils	210	
	Charcoal	210	
	Crayons	<u>240</u>	970
Painting	Paint	1500	
	Easels	90	
	Brushes	180	
	Spatulas	<u>180</u>	1950
Printing	Ink	600	
	Paper	250	
	Linoleum	<u>120</u>	970
Sculpture	Clay	1200	
	Wood	600	
	Tools	<u>600</u>	2400
Textiles	Materials	1200	
	Tools	<u>120</u>	<u>1320</u> 8390

## Appendix 6: Procedures for Ordering Resources



January 12, 2013

# Non-Stocked Items Request process diagram

