



FUNDING AGREEMENT FOR SCHOOLS 2017

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General

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

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

Funding

- Funding is provided to the school to meet industrial and operational obligations on audited February 2017 student enrolment census data through two main categories (see Schedule A):
 - per student funding based on year levels of students (Kindergarten; Pre-Primary to Year 3; Years 4 to 6; Years 7 to 10; and Years 11 to 12); and
 - student and school characteristics funding (Aboriginality, social disadvantage, English as an additional language and disability allocations; and enrolment-linked base and locality allocations).
- Funding is provided to the school (as applicable) through targeted initiatives for strategic programs and services (see Schedule B), Australian Government funded programs, operational responses and reimbursements, and for resources provided to the school through education regions.
- A minimum of 96% of the school's 2017 funding is spent in 2017 and clearly benefits students enrolled in the school. At the end of 2016, if the closing balance of cash and salaries (including funds in reserve) was 10% or greater than the 2016 funding, 10% of this amount is spent in 2017.
- Some costs are not included in the one line budget (including capital works, scheduled maintenance, staff leave, staff housing and workers' compensation) and are paid for centrally.

Accountability expectations of the principal

Budget planning to achieve outcomes

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

Budget administration

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

Budget monitoring and reporting

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

Budget governance

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

Signatories to the agreement

Schools that are not Independent Public Schools

The Funding Agreement 2017 (with Schedules A and B attached) is endorsed by the principal, noted by the school council chair and provided through the School Resourcing System to the Deputy Director General, Finance and Administration by Friday 26 May 2017.

Endorsed by principal

Noted by school council chair

Schools that are Independent Public Schools

The Funding Agreement 2017 (with Schedules A and B attached) is recognised as an attachment to the Delivery and Performance Agreement, and is noted by the principal and school board chair by Friday 26 May 2017.



Student-Centred Funding Statement

As at 28 March 2017

School: Joondalup Primary School **School Year:** 2017

Region: North Metropolitan Region **Aria:** 0

Student-Centred Funding - 2017

Per Student Funding:	\$	3,260,812.00
Student and School Characteristics:	\$	527,043.74
Disability Adjustments:	\$.00
Targeted Initiatives:	\$	102,139.98
Operational Response Allocation:	\$	43,862.00
Regional Allocation:	\$	5,000.00
Total 2017:	\$	3,938,857.72
Transition Adjustment:	\$.00
Total After Transition Adjustment:	\$	3,938,857.72

Per Student Funding - At Census

	Enrolments	Amount
Per Student		
Kindergarten	78.00	\$368,004.00
Pre-Primary	53.00	\$428,664.00
Year 1	57.00	\$461,016.00
Year 2	52.00	\$420,576.00
Year 3	59.00	\$477,192.00
Year 4	50.00	\$337,000.00
Year 5	64.00	\$431,360.00
Year 6	50.00	\$337,000.00
Total	463.00	\$3,260,812.00

Student and School Characteristics Funding – At Census

	Enrolments	Amount
Student Characteristics		
Aboriginality	26.00	\$51,403.11
Disability	44.42	\$186,644.62
English as an Additional Language	12.00	\$33,216.00
Social Disadvantage	90.99	\$70,161.61
Sub Total		\$341,425.34
School Characteristics		
Enrolment-Linked Base		\$185,618.40
Locality		\$0.00
Sub Total		\$185,618.40
Total		\$527,043.74



Student Characteristics Funding (Detailed) – At Census

	Enrolments	Amount
Aboriginality	26.00	\$51,403.11
Disability		
Disability	8.00	\$151,469.00
Educational Adjustment	36.42	\$35,175.62
Disability - Total	44.42	\$186,644.62
English as an Additional Language		
English as an Additional Language	12.00	\$33,216.00
English as an Additional Language Intensive English Centre	0.00	\$0.00
English as an Additional Language – Total	12.00	\$33,216.00
Social Disadvantage		
Social Disadvantage Decile 1	18.22	\$23,500.53
Social Disadvantage Decile 2	33.37	\$29,056.50
Social Disadvantage Decile 3	39.40	\$17,604.58
Social Disadvantage - Total	90.99	\$70,161.61
Total Student Characteristics		\$341,425.34

Note: Please refer to the appropriate support sheet for further details on the calculations in the table above.

Targeted Initiatives (Detail)

	Amount
Targeted Initiative: Graduate Teacher Induction Program and Graduate Curriculum Materials	\$6,875.98
Targeted Initiative: In School State Funded Chaplaincy Program	\$20,500.00
Targeted Initiative: National Partnership on Universal Access to Early Childhood Education	\$73,632.00
Targeted Initiative: National Quality Standard Implementation	\$1,132.00
Total	\$102,139.98

Operational Response Allocation (Detail)

	Amount
Operational Response: Dental Therapy Clinics	\$5,614.00
Operational Response: IPS Administration Allocation	\$38,248.00
Total	\$43,862.00

Regional Allocation (Detail)

	Amount
Regional Allocation: North Metro Regional Network Resourcing	\$5,000.00
Total	\$5,000.00

TARGETED INITIATIVE REQUIREMENTS 2017

Schedule B

E24 Graduate Teacher Induction Program and Graduate Curriculum Materials

Purpose and Background

Purpose:

Graduate Teacher Induction Program Purpose:

To assist schools with enabling graduate teachers to participate in the Graduate Teacher Induction Program by funding:

- * 10 days Graduate Teacher Release Time over the school year which is expected to be used for planning and preparation, meeting with school based mentors or the Institute's Teaching and Learning Advocates In-Class Coaching Program, and to provide release to participate in professional learning activities.
- * 2 days Teacher Relief Time to support the participation in the Graduate Teacher Professional Learning Program; additionally a goods and services component based on location, for travel, accommodation and associated costs related to a graduate teacher's professional development is provided.

Graduate Curriculum Materials Purpose:

Schools will also receive a funding allowance for Curriculum Materials to enable first year graduate teachers to buy teaching resources. Any resources purchased become the property of the teacher.

Background:

The Graduate Teacher Induction Program consists of three parts:

- * Graduate Teacher Professional Learning Program
- * Graduate Teacher Release Time
- * Graduate Teacher Support.

Participation in the Graduate Teacher Professional Learning Program is a requirement for all graduate teachers employed by the Department of Education WA (the Department). Participation in the In-Class Coaching Program is voluntary and through an application based system.

Outcomes

The intended outcomes of the initiative are to:

- * enable graduates teachers to participate in the Department's preferred pathway to full registration with the Teacher Registration Board WA (TRBWA)
- * build the Graduate's capacity and skills as an effective classroom teacher
- * enhance Graduate's professional practice
- * facilitate development of a deeper understanding of the Australian Professional Standards for Teachers
- * transfer learning from the Graduate Teacher Professional Learning modules to the teaching practice.

Timelines

The initiative is ongoing and in line with the Teachers (Public Sector Primary and Secondary Education) Award 1993 (the Award).

Basis of Allocation

All schools with eligible Graduate Teachers are entitled to funding.

Funding to eligible schools will be provided for the following:

* Graduate Teacher Relief Time:

Additional non-contact time of 0.05 FTE per week for each graduate teacher is also provided to schools. The allocation, half a day a fortnight, equates to 2.5 days a term or 10 days over a school year. It is expected that this time allocation will be available to graduates on a regular basis, however it can be accumulated to accommodate different needs. The release time can be used for planning and preparation, meeting with school based mentors or advocates, and to provide release to participate in professional learning activities.

* Graduate Teacher Professional Learning Program:

Two (2) days teacher relief is available to schools to support the participation of each graduate in the Graduate Teacher Professional Learning Program. There is a goods and services component; based on location, for travel, accommodation and associated costs related to a graduate teacher's professional development.

The Secondary Curriculum Materials Allowance is \$78 and the Primary Curriculum Materials Allowance is \$150 for each eligible graduate.

Expectations of Schools

School funding expectations:

- * Acquit funding according to the Award conditions.

Program delivery expectations of schools:

- * Principals are responsible for ensuring that graduate teachers are provided with release time and relief days as stipulated for graduate teachers to complete the Graduate Teacher Induction Program.
- * Principals are also expected to engage with Graduate Teachers to obtain their feedback on the Program.

Reporting Requirements

Reporting required by the participating schools:

- * Update the employee Graduate Status in HRMIS detailing FTE, Teacher Level and length of contract.
- * Submit an acquittal report advising that funding has been fully expended according to the conditions in the School Education Act Employees' (Teachers and Administrators) General Agreement 2014.

Monitoring and Evaluation

The delivery of the initiative requires ongoing monitoring and evaluation by participating schools and the Schools Resourcing and Support Directorate to ensure that expectations and specific outcomes will be achieved. This includes monitoring:

- * the quality of the Program derived from engagements with Graduate Teachers
- * internal review of program currency and facilitator quality assurance conducted by the Institute of Professional Learning
- * periodic internal and external evaluations conducted by The Institute of Professional Learning and Workforce.

Contact

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TARGETED INITIATIVE REQUIREMENTS 2017

Schedule B

E66 In School State Funded Chaplaincy Program

Purpose and Background

Purpose:

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

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

Background:

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

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

Outcomes

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

Timelines

The Program is ongoing and funding is reviewed annually.

Basis of Allocation

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

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

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

Refer to Fact Sheet 5 for more information on how to apply for future funding and Fact Sheet 6 for more information on how schools are selected. Fact Sheet 5 and 6 are located on the Departments School Chaplaincy website.

Expectations of Schools

Program delivery expectations of schools

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

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

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

School funding expectations

Each school is required to:

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

Each school has the option of purchasing services from contracted service providers or conducting their own procurement process.

Reporting Requirements

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

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

Program reporting requirements by schools include:

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

Funding reporting by schools include:

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

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

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

Monitoring and Evaluation

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

In addition, the Statewide Services will also:

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

Contact

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TARGETED INITIATIVE REQUIREMENTS 2017

Schedule B

E50 National Partnership on Universal Access to Early Childhood Education

Purpose and Background

Purpose:

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

Background:

A series of Commonwealth-funded universal access National Partnerships (NPs) have provided funds to increase Kindergarten hours from 11 to 15 hours per week in public and non-government schools. Programs must be delivered by a degree qualified teacher in accordance with the National Quality Standard (NQS). The most recent extension to this NP was announced in May 2015, and provides continued universal access funding for 2016 and 2017.

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

Outcomes

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

Timelines

The initiative is ongoing and funding is reviewed annually.

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

Basis of Allocation

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

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

The per-student allocation is based on the difference between State-funded 0.5 student FTE for 11 hours per week of Kindergarten and the increase to 0.6 student FTE (which is the estimated student FTE applicable to 15 hours per week of Kindergarten), i.e.:

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

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

Expectations of Schools

School funding expectations:

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

Program delivery expectations of schools:

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

Reporting Requirements

Reporting required by the participating schools annually to the OECDL:

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

Monitoring and Evaluation

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

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

Contact

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TARGETED INITIATIVE REQUIREMENTS 2017

Schedule B

E70 National Quality Standard Implementation

Purpose and Background

Purpose:

To consolidate the implementation of the National Quality Standard (NQS) to enable schools to normalise the NQS into their quality assurance and whole school planning routines before funding ceases at the end of 2017. In parallel, this initiative will also provide the NQS Lead Schools Project to assist surrounding schools' NQS implementation and consolidation.

Background:

Developed in partnership with State, Territory and Commonwealth Governments, the National Quality Framework aims to raise quality and drive continuous improvement in education and care services.

In November 2013, the Minister for Education informed schools that early childhood programs from Kindergarten to Year 2 will be required to implement the NQS by the end of 2015.

The drive for change is based on clear evidence that the early years of childrens lives are very important for their present and future health, development and wellbeing.

Outcomes

An embedded system and culture of using the NQS to monitor program quality across the early years of schooling (K-2) and inform ongoing plans for improvement across the early years of school.

Timelines

Funding to consolidate use of the NQS to inform planning and ongoing improvements will continue until the end of 2017 based on the expectation that NQS operations should be embedded within school processes by this date.

Basis of Allocation

All schools with Kindergarten to Year 2 (K-2) enrolments are eligible for funding to support consolidation of the NQS. In 2016 the total funding for the initiative is \$600 000, reducing to \$300 000 in 2017.

Schools will receive between \$300 and \$900 in both Semester 1 and 2 of 2016 based on the following sliding scale of student enrolments:

- a) Small schools - (1 - 350 enrolments) \$300
- b) Medium schools (351 - 585 enrolments) \$600
- c) Large schools (586 and above enrolments) \$900

Additional funding will be provided to up to ten NQS Lead Schools to support neighbouring schools with the NQS consolidation and to complement support provided by the Early Years Teacher Development Schools.

The NQS Core Schools demonstrated early and innovative incorporation of the NQS into school improvement procedures, and were invited by the Office of Early Childhood Development and Learning (OECDL) to become an NQS Lead School for 2016 and 2017.

Expectations of Schools

School funding expectations in 2016 and 2017:

- * funds are to be used to release early years staff (teachers and education assistants) to engage in reflective processes required to consolidate the implementation of the NQS into school planning routines.

Program delivery expectations of schools in 2016 and 2017:

- * ensure early years staff is actively engaged in the NQS reflective processes and internal audit requirements
- * incorporate NQS improvement planning into ongoing school operations
- * use the information to inform ongoing quality improvements.

Additional program delivery expectations of NQS Lead Schools in 2016 and 2017:

- * support neighbouring schools with the consolidation of the NQS into their school planning routines
- * support the development of NQS resources for distribution across all schools
- * participate in the NQS Connect Community and workshops conducted by the OECDL for NQS Lead Schools.

Reporting Requirements

Reporting required by schools by the end of Term 3 to the Central Office:

- * all schools with K-2 enrolments must complete an internal audit in relation to the NQS to determine whether they are meeting or working towards each quality area, and record their findings on the NQS System (NQSS).

Monitoring and Evaluation

The consolidation of NQS requires ongoing monitoring and evaluation by the participating schools and the Department of Education to ensure that expectations and specific outcomes are being achieved. Schools may use the NQSS to request a verification process from the OECDL to gain feedback on their compliance with the NQS.

Contact

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School Report requirements

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

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

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

Summary of requirements

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

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

<p>1. Progress against identified priorities based on an analysis of data produced through the school's cycle of self-assessment</p>	<p>The principal is required to report annually on progress made against school priorities and targets, and specific outcomes attached to funding for targeted initiatives, and State and nationally agreed priorities.</p>
<p>2. Contextualised information about student achievement, including those student groups experiencing potential educational disadvantage</p>	<p>The report must:</p> <ul style="list-style-type: none"> • identify strengths, weaknesses and priorities using academic and non-academic data including NAPLAN, teacher judgements, Year 12 information, attendance, behaviour and suspensions; and • describe in appropriate ways the strategies for, and performance of, groups of students experiencing potential disadvantage due to social background, Aboriginality, disability and/or English as an additional language for whom the school has been resourced; as well as for students who are the focus of targeted initiatives.
<p>3. Annual budget and accounts</p>	<p>The annual reporting of finances must be explicit about the funding for school and student characteristics provided to the school.</p>
<p>4. Parent, student and teacher satisfaction</p>	<p>The school must report annually on the satisfaction of parents, students and teachers. National School Opinion Surveys (NSOS) must be administered at least every two years. NSOS data may be supplemented with other sources of information such as focus groups, records of interaction and school-based surveys.</p>