



# Catholic Schools Parramatta Diocese Limited Needs Based Funding Arrangements

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## 1. Purpose

This document provides a general overview of the Needs Based Funding Arrangements (NBFA) for Catholic Schools Parramatta Diocese Limited (CSPDL). The purpose of these arrangements is to ensure that CSPDL discharges its stewardship responsibilities by directing funding to students with identified needs, so that resources are used equitably and effectively to support student achievement across the Parramatta Diocese. Our model is designed to ensure every student, especially those with identified needs, receives the resources they require to succeed.

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## 2. Background

Catholic Schools NSW (CSNSW) is the Approved System Authority for the 11 Catholic Dioceses of NSW/ACT. CSPDL is one of 11 Diocesan School Authorities, and it oversees 83 systemic schools within the Diocese of Parramatta.

Under the **Australian Education Act 2013**, CSPDL is required to distribute all government funding in accordance with a needs-based funding model, ensuring resources are allocated to students and schools based on their specific needs.

### **A Needs Based Funding Arrangement must:**

- (a) Provide an amount per student that:
  - (i) represents the recurrent resources required to support a student with minimal education disadvantage to achieve expected educational outcomes; and
  - (ii) takes account of efficiencies that can be realised while improving educational outcomes.
- (b) Provide additional funding, or loading to students and schools with additional needs. This includes support for:
  - (i) Students with disability;
  - (ii) Aboriginal and Torres Strait Islander students;
  - (iii) Students with a low socio-educational disadvantage;
  - (iv) Students who have low English proficiency;
  - (v) Schools based on location; and
  - (vi) Schools based on size.

(c) Be publicly available and transparent.

CSNSW as the Approved System Authority, consolidates and publishes the needs based funding model on behalf of all 11 Dioceses. CSNSW's needs based funding arrangements can be accessed on their website at [NSW Catholic Schools System Needs Based Funding Arrangement | Catholic Schools NSW](#)

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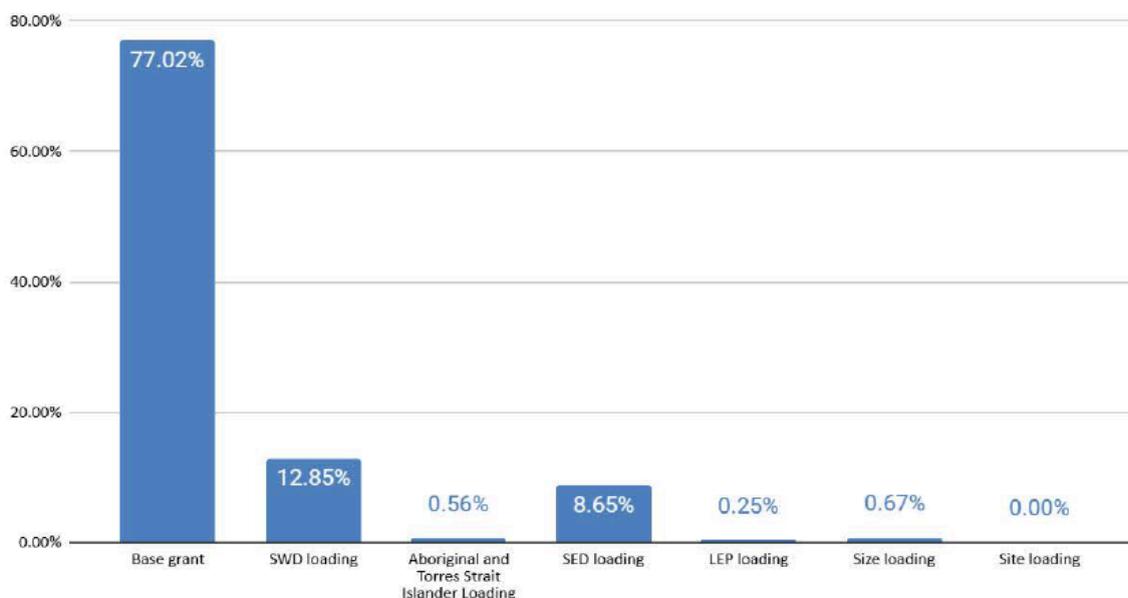
### 3. CSPDL Funding Allocation Model

In adhering to the Australian Education Act 2013, CSPDL deploys government recurrent funding from both Commonwealth and State sources. This funding is distributed to CSPDL by Catholic Schools NSW (CSNSW) in accordance with Commonwealth and State funding legislation.

CSPDL centrally manages this funding and allocates it to schools on a needs-based approach. Allocation decisions consider the unique circumstances of each school community, including student enrolments, individual student characteristics, and location, all of which are determined from annual school census data. This ensures that funds are used to support students in achieving strong educational outcomes.

In addition to government funding, diocesan school fees and a building levy - approved by the Board each year - also contribute to the funding model. These fees are incorporated into our needs-based approach, helping to provide each student with a reliable and equitable level of support.

A breakdown of the base grant and loading received is as follows:



## 4. Loadings

The majority of government recurrent funding is allocated to cover staff salaries within our schools. Our staffing allocations are determined by the specific needs of each school.

In primary schools, staffing levels are based on the number of class groups, while in secondary schools, staffing is based on student enrolments. CSPDL also considers specific student needs, such as literacy and numeracy support for students from a Language Background Other than English (LBOTE) and those with Special Learning Needs (SLN) to determine the staffing requirements of each school.

In addition to school-based staffing, CSPDL provides a range of centralised programs across the system to assist students with Special Learning Needs, students from Aboriginal or Torres Strait Islander backgrounds, and initiatives focused on improving educational outcomes, particularly literacy and numeracy.

Dedicated student support services are provided for system schools through the Student Support and Learning Outcomes Directorates. These directorates provide specialised support for students with physical, behavioural, language, or other identified learning needs. The expenditure incurred for these Programs are additional to the regular staffing expenses, reflecting CSPDL's commitment to inclusive education and tailored student support.

### **CSPDL Loadings have been determined as follows:**

#### **(i) Students with disability (SWD)**

To support students with disability, and in accordance with the National Collection Consistent Data (NCCD) requirements, individual learning plans are prepared for students who require reasonable adjustments to achieve their learning goals. These plans help guide the use of additional teaching resources and support within each school.

CSPDL also employs specialist teachers who work across multiple schools, providing targeted expertise and tailored strategies to both teachers and students. This collaborative approach ensures that students with disabilities receive the personalised support they need to participate fully in school life and reach their potential.

Through these initiatives, funding is used effectively and efficiently to provide the greatest possible support, helping every student achieve their educational outcomes.

#### **(ii) For schools based on size (Size)**

CSPDL determines the staffing needs based on the size of the schools.

For Primary Schools, staffing is allocated based on the number of class groups. The number of classes is determined by several factors including:

- The number of students enrolled in each grade
- The number of potential future enrolments for each grade
- The specific needs of the children
- The school site and accommodation resources
- Other factors considered relevant by the Principal

CSPDL uses an optimal class size of 30 students as a benchmark when planning staff needs. This allows us to identify and address any additional teaching support that may be required if actual class sizes at one of our schools are higher or lower than this standard.

In secondary schools, Teacher allocation is based on student enrolments. This approach ensures that staffing levels are flexible and responsive to enrolment changes, support diverse student needs, and maximise the use of available resources to enhance educational outcomes across all our schools.

### **(iii) Aboriginal and Torres Strait Islander students:**

CSPDL is committed to ensuring that Aboriginal and Torres Strait Islander students have equitable access to quality education and the support needed to achieve their full potential.

In schools with a high proportion of Aboriginal and Torres Strait Islander students, additional staff are allocated to provide targeted teaching and learning support.

CSPDL provides a specialist service, the Jarara Cultural Centre, who support students, teachers, and the broader school community. The Jarara Cultural Centre team works collaboratively to:

- Promote culturally responsive teaching practices
- Strengthen engagement between schools, families, and local communities
- Provide tailored resources and programs that reflect Aboriginal and Torres Strait Islander histories, cultures, and perspectives
- Support students in developing a strong sense of identity, cultural pride, and connection to community
- Offer guidance and professional development to teachers to enhance their capacity to meet the needs of Aboriginal and Torres Strait Islander students

Through these initiatives, CSPDL aims to close the gap in educational outcomes, foster inclusive learning environments, and empower Aboriginal and Torres Strait Islander students to thrive academically, socially, and culturally.

### **(iv) Students with a socio-educational disadvantage (SED)**

In schools with a high proportion of socioeconomically disadvantaged students, CSPDL provides direct support through additional staffing and specialised programs tailored to identified educational needs in the form of Literacy and Numeracy Intervention to help students strengthen skills essential for learning. These measures help ensure that students can fully participate in the classroom, build confidence, and achieve positive educational outcomes.

### **(v) Students who have low English proficiency (LEP)**

When determining the staffing needs, CSPDL takes into account students from Language Backgrounds Other Than English who have low English proficiency. Additional teaching staff and targeted programs are provided to support these students in developing the language skills necessary for success across all learning areas. This approach not only improves academic outcomes but also supports students' social inclusion and engagement within the school community.

**(vi) CSPDL site loading (Site)**

CSPDL provides additional support to schools with unique site conditions, such as dual campuses. This additional resourcing helps manage the operational and logistical challenges of running multiple sites, ensuring consistent access to staff, resources, and programs across all locations. It enables schools to maintain a consistent learning environment and deliver high quality education regardless of site configuration.

**(vii) Schools based on location (Location)**

CSPDL schools are not eligible for a location loading. No additional funding is provided based on the geographical location of a school.