

Measurement of Educational Disadvantage

Objectives of the CGP	Educational Outcomes	Informed and Measured
Provide and improve school capital infrastructure, particularly for the most educationally disadvantaged students	Providing better learning environments <ul style="list-style-type: none"> • condition of the facility • functionality of the facility (fit-for-purpose) • relationship of facilities 	Assessment of <i>current</i> versus <i>proposed</i> design of facilities and the disadvantage it causes by its condition, functionality and/or relationship .
	Addressing an area of educational disadvantage: <ul style="list-style-type: none"> • students with a disability (SWD) • Indigenous students (ATSI) • disadvantaged language background other than English (DLBOTE) • location • low socio-economic status (SES) schools • size 	Assessment of <i>current</i> versus <i>proposed</i> design of the facilities and its ability to address identified disadvantage .
Socio-economic status of students	Lift in educational performance	<ul style="list-style-type: none"> • <i>NAPLAN</i> results • higher <i>participation</i> rate (attendance) • Vocational Education Training (VET) • higher <i>retention</i> rates (Year 11 and 12) • <i>higher school certificate</i> results

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Ensure attention to <i>refurbishment</i> and <i>upgrading</i> of capital infrastructure for <i>existing</i> students, while making provision for needs arising from new <i>demographics</i> and student <i>enrolment</i> trends	Responding to new demographics or student enrolment trends	<ul style="list-style-type: none"> • <i>enrolment</i> trends of present schools and their capacity • impacts of projected <i>growth</i> (projected demand - sector, diocese, region, school levels) • functional area entitlement
Pursue the Commonwealth's priorities and objectives for schooling	Supporting quality teaching, curriculum, safety for the school community and parental and community engagement	<ul style="list-style-type: none"> • <i>functional</i> area entitlement • assessment of <i>current</i> versus <i>proposed</i> design
Sound educational planning		<ul style="list-style-type: none"> • is there a <i>school master plan</i>? • is the <i>master plan</i> being followed? • does the <i>master plan</i> address potential or existing areas of educational disadvantage? • <i>functional</i> area entitlement • assessment of <i>current</i> versus <i>proposed</i> design