



Australian Government

Department of Education, Science and Training

# Indigenous Education Programmes Provider Guidelines

2005–2008

Part A



Overview of Indigenous  
Education Programmes

Supplementary Recurrent Assistance

English as a Second Language –  
Indigenous Language Speaking Students

Indigenous Education Projects –  
Capital and Non-capital

Short Term Special Assistance

Indigenous Tutorial Assistance  
Scheme In-class Tuition

Year 10, 11 & 12 Tuition –  
Departmental & Provider administered

Parent School Partnerships Initiative

Homework Centres

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## Glossary

ABS	Australian Bureau of Statistics.
ABSTUDY	The Aboriginal and Torres Strait Islander Study Grants Scheme. This scheme, administered by Centrelink, provides means-tested living allowance and other supplementary benefits to eligible Indigenous secondary and tertiary students.
ABSTUDY AFB	ABSTUDY Away-from-base. The non 'mixed-mode' Element of the Away-from-base programme that is administered by Centrelink.
AEP	National Aboriginal and Torres Strait Islander Education Policy. The AEP guides all Australian Government Indigenous education programmes.
AFB	Away-from-base. A programme which meets travel and other costs to assist Indigenous students to attend education. DEST administers the 'mixed-mode' Element of the programme; Centrelink administers ABSTUDY Element.
AIEW	Aboriginal and Torres Strait Islander Education Workers.
AIS	Association of Independent Schools. State based associations which provide various levels of support to independent schools.
AQF	Australian Qualifications Framework.
AQTF	The Australian Quality Training Framework.
ARIA	Accessibility/Remoteness Index of Australia. ARIA measures the remoteness of a point based on the physical road distance to the nearest Urban Centre (ASGC 1996) in each of five size classes.
ASGC	Australian Government Geographical Classification. The ASGC was developed by the ABS for the collection and dissemination of geographic statistics. It is a hierarchically structured classification with a number of spatial units to satisfy different statistical purposes. It is updated annually.
ASSPA	Aboriginal Student Support and Parent Awareness Programme. The ASSPA scheme ceased at the end of 2004. PSPI projects perform some of the functions previously undertaken by ASSPA Committees.
ATAS	Aboriginal Tutorial Assistance Scheme. ATAS was refocussed from 2005 as ITAS.
AVETMISS	Australian Vocational Education and Training Management Information Statistical Standard.
CD	Collection District. The census Collection District is the smallest geographic area defined in the ASGC. CDs are the basic building block in the ASGC and are used for the aggregation of statistics to larger census geographic areas. It has been designed for use in the Census of Population and Housing as the smallest unit for collection, processing and output of data. CDs are defined for each census and are current only at census time.
Centrelink	The Australian Government service delivery agency. Centrelink delivers the Department's ABSTUDY programme, among other programmes.
CEO	Chief Executive Officer.
COAG	Council of Australian Governments.
CPI	Consumer Price Index.
CPM	Collector of Public Monies.
DEST	Department of Education, Science and Training.
DEWR	Department of Employment and Workplace Relations.
DIMIA	Department of Immigration and Multicultural and Indigenous Affairs.

## Glossary (continued)

EFTSL	Equivalent Full-time Student Load .
EPUC	Education Provider Unit Cost. The base funding unit of the ‘mixed-mode’ Away-from-base programme.
ESL – ILSS	English as a Second Language – Indigenous Language Speaking Students. An IEP Element.
‘Family’	For the purposes of Indigenous Education Programmes, “family” includes people who: <ul style="list-style-type: none"><li>• are related by blood or marriage; or</li><li>• have a strong affinity; or</li><li>• are in a bona fide domestic or household relationship; or</li><li>• have a parent/caregiver and child or adopted child relationship.</li></ul>
FTE	Full Time Equivalent.
Geolocation	A geographical location described as metropolitan, provincial, remote or very remote, as specified from time to time by the Ministerial Council on Education, Employment, Training and Youth Affairs
GST	Goods and Services Tax.
Higher education	The tertiary education sector provided by universities but excluding other tertiary education providers such as TAFEs.
ICC	Indigenous Coordination Centre. One of a network of offices delivering the Australian Government’s Indigenous programmes.
Homework Centre	A form of WoSI which provides a supervised environment in which Indigenous students can complete homework and seek additional assistance with study.
IEA	Indigenous Education Agreement. A contractual agreement between the Australian Government and an education provider or other service provider for the delivery of one or more Indigenous Education Programmes initiatives.
IEP	Indigenous Education Programmes, summarised in these Guidelines (including Part B of these Guidelines)
IEP Element	One of the several Elements of the Indigenous Education Programme, which are defined in section 1.3.
IECB	Indigenous Education Consultative Bodies (previously AECG - Aboriginal Education Consultative Group).
IEU	Indigenous Education Unit. One of a network of offices administering DEST’s Indigenous Education Programmes.
Indigenous person	A member of the Aboriginal race of Australia or a descendent of the Indigenous inhabitants of the Torres Strait Islands.
ISF	Indigenous Support Fund. ISF was replaced by ISP from 2005.
ISP	Indigenous Support Programme. A DEST programme providing funding for Higher Education institutions to assist Indigenous students achieve successful outcomes during 2005 - 2008.
ITAS	Indigenous Tutorial Assistance Scheme. An IEP Element.
Major provider	An education system (Government, Catholic or other) institution.
Minor provider	A school or other education institution which does not belong to a large education system. Includes minor systems such as Lutheran schools systems or Christian School Associations.

## Glossary (continued)

'Mixed-mode'	A mode of study where a student studies externally and travels to the institution for residential study periods.
'Mixed-mode' AFB	Away-from-base for mixed-mode delivery, the Element of Away-from-base that is administered by DEST. An IEP element.
MCEETYA	Ministerial Council on Education, Employment, Training and Youth Affairs.
NCVER	The National Centre for Vocational Education Research.
NIELNS	National Indigenous English Literacy and Numeracy Strategy.
NPC	National Preschool Census.
NTIS	National Training Information System.
Objects of the Act	The objects of the Targeted Assistance Act, which are specified in sections 5 to 9 of the Act and summarised in section 4.5 of these Guidelines.
OIPC	Office of Indigenous Policy Coordination.
Preschool	Establishments mainly engaged in providing pre-primary school education.
Primary school	Establishments providing schooling from the first year of compulsory schooling to the last year of primary schooling.
PSPI	Parent School Partnerships Initiative. A form of WoSI which funds projects to improve education outcomes.
RCTAN	Recipient Created Tax Adjustment Notice. A notice from DEST to providers about funding and taxation adjustments, where required under a provider's agreement, and more fully described in the A New Tax System (Goods And Services Tax) Act 1999.
RCTI	Recipient Created Tax Invoice. A notice from DEST to providers about payments made and corresponding taxation, where required under a provider's agreement, and more fully described in the A New Tax System (Goods And Services Tax) Act 1999.
SCH	Student Contact Hours. The total nominal supervised hours for the modules of study undertaken by VET students.
S Dist	Statistical District. An ASGC defined area which bounds a large predominantly urban area outside the Capital City Statistical Divisions (SDs). A S Dist consists of one or more urban centres in close proximity to each other, with a total population of 25,000 or more. The boundaries of S Dists are defined to contain the anticipated urban spread of the area for a period of at least twenty years.
SD	Statistical Division. Capital City Statistical Divisions (Capital City SDs) are predominantly urban in character and represent the State/Territory capital cities in the wider sense. A Capital City SD is defined to contain the anticipated urban development of a capital city (and its associated urban centres) for a period of at least twenty years. It delimits an area which is stable for general statistical purposes.
Secondary school	Establishments providing schooling from the first year of secondary schooling to the last year of secondary schooling.
SEN	Student Entitlement Notice. Notification to students about ABSTUDY benefits to which they are entitled. DEST uses these notices as evidence of student eligibility for the 'mixed-mode' AFB programme.
SRA	Supplementary Recurrent Assistance. An IEP Element.
STA	State Training Authority.
STSA	Short Term Special Assistance. An IEP Element.

## Glossary (continued)

TAFE	Technical And Further Education. A VET institution providing secondary and tertiary education.
Targeted Assistance Act	The <i>Indigenous Education (Targeted Assistance) Act 2000</i> (as amended by the <i>Indigenous Education (Targeted Assistance) Amendment Act 2004</i> ). This Act governs the IEP Elements.
TOPs	Targeted Outcomes Projects. An IEP Element.
VEGAS	Vocational and Educational Guidance for Aboriginals Scheme. VEGAS ceased at the end of 2004. PSPI projects perform some of the functions previously undertaken by VEGAS sponsors.
VET	Vocational Education and Training. An educational sector which prepares people for work or improves knowledge and skills of people who are already working.
WCI 1	Wage Cost Index no. 1 - an index maintained by the Department of the Treasury, used as a basis for annual indexing of certain Indigenous Education Programmes funding rates.
WoSI	Whole of School Intervention strategy. An IEP Element.



# 1 Introduction

**1.1 Introduction** These *Indigenous Education Programmes Provider Guidelines 2005-2008* ('the Guidelines') outline for clients and service providers the Indigenous Education Programmes ('IEP') administered by the Australian Government Department of Education, Science and Training ('the Department' or 'DEST') for the period 2005-2008. The *Guidelines* set out IEP objectives, administrative requirements and funding arrangements.

This is Part A of the *Guidelines*. Part B contains information on tertiary IEP Elements.

**1.2 Clients and Service Providers** The *Guidelines* are for use by the following clients and service providers:

- Indigenous students;
- parents of Indigenous students (see section 6.4) and Indigenous community members;
- education providers (pre-schools, schools, VET and higher education institutions);
- tutors, coaching colleges and other service delivery agencies and individuals; and
- Indigenous, community, government and business groups which are interested in being involved in initiatives to improve educational opportunities for Indigenous people.

The *Guidelines* describe the Indigenous Education Programmes listed at section 1.3, explain how to apply for assistance or funding under the programmes and set out clients and service providers' responsibilities in return for receiving assistance or funding.

**1.3 Indigenous Education Programmes covered by these Guidelines** The *Guidelines* (including Part B as indicated below) describe the IEP Elements in single-page summaries and in detailed appendices, as set out below:

Indigenous Education Programmes Element ('IEP Element')	Summary	Appendix
• Supplementary Recurrent Assistance ('SRA');	p. 11	A1: p. 21
• English as a Second Language – Indigenous Language Speaking Students ('ESL-ILSS');	p. 12	A2: p. 35
• Indigenous Education Projects (capital and Non-Capital);	p. 13	A3: p. 38
• Short Term Special Assistance ('STSA');	p. 14	A4: p. 41
• 'Mixed-mode' Away-from-base ('AFB');	p. 15	Part B
• the Indigenous Tutorial Assistance Scheme ('ITAS'), including:		
• <b>In-Class Tuition</b> ;	p. 16	A6: p. 46
• <b>Year 10, 11 and 12 Tuition</b> , administered by DEST or by funded education providers; and	p. 17	A7: p. 53 & A8: p. 58
• <b>Tertiary Tuition</b>	p. 18	Part B
• Whole of School Intervention Strategy, including:		
• Parent School Partnerships Initiative ('PSPI'), and;	p. 19	A10: p. 65
• Homework Centres ('HWCs').	p. 20	A11: p. 72

**1.4 Other Indigenous Education Programmes** Other DEST Indigenous Education Programmes not covered by these *Guidelines* include:

- **ABSTUDY**, which provides student income support and supplementary benefits for eligible Indigenous students; and
- Indigenous Support Programme ('ISP'), paid as part of operating grants to eligible Higher Education institutions to assist them to meet the special needs of Indigenous Australian students and advance the goals of the AEP.

**1.5 2005–2008 Funding Quadrennium** In 2005-2008 the Australian Government will provide around \$2.1 billion in funding for Indigenous Education Programmes. This funding is supplementary to the \$31.3 billion which will be spent on 'mainstream' funding for school education during the same quadrennium.

**1.6 Indigenous Education Programmes offices** The Department's Indigenous and Transitions Group administers the IEP Elements outlined in these *Guidelines* through its National Office in Canberra and an extensive national network of State and District Offices. DEST also works collaboratively with other Australian Government agencies to deliver services through a national regional network of Indigenous Coordination Centres. Address and contact details of the various offices are listed at Appendix 12



## 2 Australian Government Priorities 2005–2008

**2.1 The AEP** The National Aboriginal and Torres Strait Islander Education Policy (AEP) is Australia's national policy on Indigenous education. The policy features 21 national goals for Indigenous education and training which were endorsed by all Australian governments when the policy was launched in 1989. Its overarching objective is to bring about equity in education and training outcomes for Indigenous Australians.

The 21 long term goals of the AEP are listed at Appendix 13.

**2.2 MCEETYA priority areas** The 21 goals of the AEP form the basis of the Ministerial Council on Education, Employment and Training (MCEETYA) 8 priority areas for Indigenous education and training:

- i. improving Indigenous literacy;
- ii. improving Indigenous numeracy;
- iii. increasing the employment of Indigenous Australians in education and training;
- iv. improving educational outcomes for Indigenous students;
- v. increasing Indigenous enrolments;
- vi. increasing the involvement of Indigenous parents/community members in educational decision making;
- vii. increasing professional development for staff involved in Indigenous education; and
- viii. expanding culturally inclusive curricula.

**2.3 Improvements under the AEP** Since 2001 the Department has produced an annual National Report to Parliament on Indigenous Education and Training which shows that significant progress has been made over the fifteen years of the AEP. For example, Years 3 and 5 reading and numeracy benchmark data indicate a slow, steady improvement in outcomes. Indigenous students are also being retained to Year 12 at a greater rate, and are increasingly going on to participate in Vocational Education and Training and Higher Education afterwards.

Section 17A of the Targeted Assistance Act requires the Minister to table the National Report to Parliament.

**2.4 Priorities 2005-2008** Despite improvement, unacceptable disadvantage remains. Gaps persist between Indigenous and non-Indigenous student outcomes across the education and training sectors. The Australian Government's Indigenous education and training programmes are supplementary to mainstream funding, and are intended for strategic interventions that will accelerate improvement in Indigenous student learning outcomes. Accordingly in 2005-2008 the Australian Government will focus its activities more closely on:

- i. requiring education and training providers to report on how their responsibilities for Indigenous education and training are being met through funding sources other than the Act - including funding from the *Schools Assistance (Learning Together – Achievement Through Choice and Opportunity) Act 2004* and other Acts having similar purposes;
- ii. directing Australian Government resources toward those areas that have the greatest need, particularly remote Australia where gaps between Indigenous and non-Indigenous student outcomes are at their widest; and
- iii. directing Australian Government resources toward programmes and projects which have demonstrated their effectiveness in the past.

**2.5 Performance Monitoring Framework** The 8 MCEETYA priority areas are at the heart of the Indigenous Education Performance Monitoring and Reporting Framework which, along with several national data collections, allows quantitative tracking of national progress towards the goals of the AEP.

## 3 COAG Whole-of-Government Indigenous Initiative

### 3.1 COAG

The Council of Australian Governments (COAG) is the peak intergovernmental forum in Australia. It comprises the Prime Minister, State Premiers, Territory Chief Ministers and the President of the Australian Local Government Association (ALGA).

The role of COAG is to initiate, develop and monitor the implementation of policy reforms that are of national significance and which require cooperative action by Australian governments.

### 3.2 COAG Whole-of-Government Indigenous Initiative

In April 2002 COAG agreed to trial a new approach to working with Indigenous communities to better coordinate the delivery of services and provide a more effective government response to community needs. Under this new approach governments and communities will work together to address key issues and share responsibility for getting better outcomes.

COAG's Whole-of-Government initiative is a model for joined-up Indigenous education services in the next quadrennium. For more information see [www.coag.gov.au](http://www.coag.gov.au).

### 3.3 COAG Trial Sites

The day to day accountability for progress at each trial site has been given to the heads of Australian and State Government lead agencies (Secretaries and CEOs). The COAG Trials are being conducted in each State and Territory at the following locations:

State	Region	Lead agency	State sponsor
NT	Wadeye	Dept of Family and Community Services	NT Dept of Chief Minister (Office of Indigenous Policy)
Qld	Cape York	Dept of Employment and Workplace Relations	Qld Dept of Aboriginal and Torres Strait Islander Policy
NSW	Murdi Paaki	Dept of Education, Science and Training	NSW Dept of Education and Training
Vic	Shepparton	Dept of Employment and Workplace Relations	Vic. Dept of Premier and Cabinet & Dept of Victorian Communities and Aboriginal Affairs
WA	East Kimberley	Dept of Transport and Regional Services	WA Dept of the Premier and Cabinet & WA Dept of Indigenous Affairs
SA	Anangu Pitjantjatjara (AP) Lands	Dept of Health and Ageing	SA Dept of Aboriginal Affairs and Reconciliation
Tas	Tasmania	Dept of Immigration and Multicultural and Indigenous Affairs	Tasmanian Dept of Premier and Cabinet
ACT	ACT	Dept of Environment and Heritage	ACT Chief Minister's Department

It is expected that the lessons learned from the trial sites will be applied more broadly in future.

### 3.4 A National Framework of Principles

In June 2004, COAG reaffirmed its strong commitment to the Whole-of-Government Indigenous Initiative, and agreed to a National Framework of Principles for Delivering Services to Indigenous Australians. The Framework is based around the following six principles:

- i. sharing responsibility;
- ii. harnessing the mainstream;
- iii. streamlining service delivery;
- iv. establishing transparency and accountability;
- v. developing a learning framework; and
- vi. focusing on priority areas.

These principles are detailed at <http://www.coag.gov.au/meetings/250604/index.htm>.

## 4 Indigenous Education Agreements

### 4.1 Indigenous Education (Targeted Assistance) Act 2000

The *Indigenous Education (Targeted Assistance) Act, 2000* ('the Act'), as amended by the *Indigenous Education (Targeted Assistance) Amendment Act, 2004*, provides the legislative framework for the Indigenous Education Programmes described in these *Guidelines*.

Sections 10 and 11 of the Act are the cornerstones of Indigenous Education Agreements (IEAs).

### 4.2 Coordinated Indigenous Education Programmes Delivery

From 2005, all the IEP Elements described in these *Guidelines* (including Part B) have been brought under the Act. This will streamline programme management, align programmes with the academic calendar year, and enable consistent accountability arrangements across those programmes. It is also intended to encourage more strategically coordinated use of programme resources by providers.

### 4.3 'Section 10' Agreements

Under Section 10 of the Act, the Minister can make an agreement with an education provider to advance the Objects of the Act, which authorises payments for:

- recurrent expenditure - section 10(1)(a);
- ABSTUDY approved courses - section 10(1)(b); and
- specific projects section 10(1)(c).

The accountability requirements set out at section 4.5 of these *Guidelines* apply to all 'Section 10' IEAs, reflecting the requirements of Division 2 of the Act.

### 4.4 'Section 11' Agreements

Under Section 11 of the Act, the Minister can make an agreement with a person or body (including an education provider) that authorises payments for specific projects to advance the Indigenous education objectives of the Act. In making the agreement, the Minister can impose any accountability requirements that are negotiated as part of the agreement.

### 4.5 Accountability for 'Section 10' agreements

The Act imposes specific conditions on all 'Section 10' agreements with education providers and other persons or bodies for recurrent funding and projects. These conditions include:

- i. **Commitment to advance the objects of the Act**, which are:
  - equitable and appropriate educational outcomes for Indigenous people;
  - equal access to education by Indigenous people;
  - equity of participation by Indigenous people in education;
  - increasing involvement of Indigenous people in educational decisions; and
  - develop culturally appropriate education services for Indigenous people.
- ii. **Commitment to achieve performance targets** set out in the agreement.
- iii. **Certifying that payments were duly spent or committed** to be spent in the funding year for the purposes set out in the agreement.
- iv. **Reporting on the use of funds to advance the objects of the Act** for the funding year, and how resources will be used to advance the objects of the Act in the following year.
- v. **Reporting on performance**, including indicators and performance targets set out in the agreement. Education providers may also be required to report in such a way as to provide educational outcomes data against different geographical regions.
- vi. **Minister may intervene on under-performance** including giving directions to an education provider where the Minister thinks a provider is not making its best endeavours to achieve its performance targets.
- vii. **Participation in evaluation and data validation exercises**, and in evaluation of projects as specified in the agreement.
- viii. **Recovery of payments** by repayment of funds or by off-setting other payments where one or more of the conditions specified in the agreement are breached.

Note that agreements will specify the relevant performance indicators and performance targets, and may contain commitments, funding adjustment and recovery provisions and accountability provisions over and above those stipulated in the Act.

## 4 Indigenous Education Agreements (continued)

### 4.6 Indigenous Education Agreements

Providers seeking funding under the Act must negotiate an IEA with the Department on behalf of the Australian Government under section 10 or section 11 of the Act (see 4.3 and 4.4).

Some IEAs are based on the Department's standard funding agreements or services contracts (for services such as tuition). Others are based on standard agreements that have been custom-designed to address the specific requirements of sections 10 and 11 of the Act.

### 4.7 Conditions of Agreements

IEAs set out the general terms and conditions with which an education provider must comply in order to receive funding under Australian Government programmes.

One or more Schedules are part of each IEA. A Schedule sets out the details of the funding available and the relevant conditions for a particular IEP Element. Section 10 IEAs may contain a series of Schedules. Section 11 IEAs may also contain more than one schedule where more than one project is funded with the same provider or other person or body.

### 4.8 Offering a funding agreement

The Department offers funding or services agreements based on information collected from education providers and/or other clients and stakeholders.

For some IEP Elements, funding is provided based on census data and an applicable funding formula. For project-type IEP Elements, the Department and the provider must negotiate the scope of the project, which will be set out in the IEA.

Where the provider has already signed an IEA, the Department may, by means of a contract variation, offer a new Schedule covering a new IEP Element to attach to the existing IEA.

Funding agreements must always be between the Department and another legal entity. For instance, funding agreements for State schools must be between DEST and the relevant State, as represented by its Education Department or Minister (or some other legal entity designated by the Department or Minister, such as a school council), as appropriate. However, for reasons of practicality, an agreement may also be designed such that the legal entity with whom the Department is contracting allows the Department to deal directly with the school (in this example) for day-to-day administration and carrying out the project.

### 4.9 Accepting the funding agreement

The Department issues providers with two copies of an offered funding agreement. The recipient accepts the Department's offer in an agreement by signing both copies of the agreement, counter-initialing all pages on both copies and returning them to the Department. The Department then forms the agreement by counter-signing both copies and returning one to the recipient.

### 4.10 Payment

The amount or amounts payable under an agreement must be specified in the agreement or be worked out in accordance with the agreement. Unless otherwise provided in the IEA, a first payment will usually be made within 28 days of receipt in the Department of a correctly completed agreement.

## 4 Indigenous Education Agreements (continued)

### 4.11 Reporting conditions

Educational performance and financial reporting are conditions of all IEAs except services contracts. The particular reporting requirements of each IEA vary depending on the IEP Elements covered by the IEA. The IEA Schedules describe any reporting which must occur in order to fulfil the terms of the IEA.

Reporting requirements ensure that the funding is being administered effectively. Most IEP Elements include the following reporting requirements:

- **Progress Report** - one or more reports during the conduct of the funded activities to ensure that the IEP objectives are being met. The return of a satisfactory Progress Report may be a condition for a second or subsequent payment.
- **Performance Report** - a Performance Report is required at the end of the agreement period, and for each year of longer IEAs, to assess educational outcomes against performance targets and measures described in the IEA Schedules.
- **Financial Acquittal** - a financial statement and acquittal is required at the end of the agreement period, and for each year of longer IEAs, to ensure that provided funding is being used effectively to achieve the outcomes for which the funding was provided.

### 4.12 Non-fulfilment of conditions

The Department may impose sanctions on providers which fail to deliver a required Performance Report and Financial Acquittal within two months of the due date (ie, by 1 August for reports due by 31 May). Sanctions may also be applied if the provider submits a report or acquittal which remains incomplete, inaccurate or otherwise unacceptable to the Department two months after the due date.

The following sanctions may be imposed:

- two months after the required action date - a four percentage point reduction of the administration allocation (ie, a 10% administration allocation becomes a 6% allocation); and
- four months after the required action date - a further four percentage point reduction of the administration allocation (ie, a 10% administration allocation becomes a 2% allocation).

The penalty will be applied at the second payment in the funding year, based on the funding received for the previous year covered by the report and acquittal.

These sanctions will be applied unless the provider successfully applies to the Department for an exemption from reporting requirements. Exemptions will be granted only in the most exceptional and extenuating circumstances.

## 5 Eligibility

### 5.1 Eligibility for Funding or Assistance

The Indigenous Education Programmes described in these *Guidelines* aim to improve the educational outcomes of Indigenous students.

To receive assistance under these schemes, students must be:

- an Indigenous person; and
- enrolled in a formal education or training course with a recognised education provider.

Students in remote areas may be eligible for additional assistance.

Other eligibility criteria applicable to particular IEP Elements are set out in the description of that IEP Element.

### 5.2 Definition of Indigenous

To qualify for assistance as an Indigenous student, a person must be a member of the Aboriginal race of Australia or a descendent of the Indigenous inhabitants of the Torres Strait Islands.

In determining whether a person is to be considered as an Indigenous person for the purposes of IEP programmes, the Department tests whether the person:

- is of Australian Aboriginal or Torres Strait Islander descent, and
- identifies as an Australian Aboriginal or Torres Strait Islander, and
- is accepted as an Australian Aboriginal or Torres Strait Islander in the community in which he/she lives or has lived.

The Department may require students, or parents/caregivers or providers on their behalf, to make a statutory declaration that the students are Aboriginal or Torres Strait Islander persons. In some instances where a person's Indigenous status is challenged, DEST may require the person to demonstrate their descent and/or acceptance by an Indigenous community.

### 5.3 Role of parents and caregivers

Parents or caregivers are responsible for undertaking certain responsibilities on behalf of students who are minors. These responsibilities are described in the *Guidelines* for particular IEP Elements.

A caregiver is not necessarily a legal guardian, but may be a family member or any other person who has primary day-to-day responsibility for a child.

Students who are 16 years or older, or who are considered an adult because of traditional Indigenous initiation, are responsible for undertaking any required tasks on their own behalf.

## 6 Funding Categories

- 6.1 Remoteness** The Commonwealth Grants Commission Report on Indigenous Funding 2001 recognised the variations between remote and non-remote school education costs and identified remoteness as a factor in better targeting funding to need. Additional resources are provided in recognition of the higher cost of delivering services in remote locations and the reduced access to public resources.
- Accordingly, for some IEP Elements, the funding is provided based on the geographic location category of the students or education providers. There are four funding categories which are used to determine Indigenous Education Programmes funding levels.
- The Australian Government will review aspects of the geographical classification system from time to time and will notify any providers whose status is affected.
- 
- 6.2 Category 1** Category 1 clients and service providers are those which are considered remote because of:
- **Geographic location** - in a location from which one of the following is required in order to reach the boundary of a city with a population of 50,000 or more (as defined by the *2001 ABS Census of Population and Housing - Urban Centre/Locality Structure*):
    - i. a journey by road of more than 300 kilometres; or
    - ii. a journey by air; or
    - iii. a journey by water; or
  - **Indigenous community** - Aboriginal or Torres Strait Islander communities which are culturally or socially isolated (eg. old reserves or missions, outstations or homeland communities), or on Indigenous or reserve land characterised by their distinct separateness. Communities which are part of larger non-Indigenous centres are not included;
  - **Islands** - all islands are considered remote except: Tasmania, North and South Stradbroke Island, Fraser Island, Kangaroo Island, Rottne Island, Phillip Island, French Island, Macleay Island, Russell Island, Magnetic Island, Bruny Island, Moreton Island, or any island connected by bridge to mainland Australia or Tasmania.
- 
- 6.3 Category 2** Category 2 clients and service providers are those which are not remote and not in capital cities other than Darwin (that is, in areas which are not defined by Categories 1, 3 or 4).
- 
- 6.4 Category 3** Category 3 clients and service providers are those which are located in capitals, excluding Darwin. Category 3 providers have their SRA funding maintained at the 2004 Non-Remote rate, except for preschools and independent Indigenous controlled schools and VET providers.
- 
- 6.5 Category 4** Category 4 service providers are preschool, school and VET institutions in Category 2 locations which were previously funded at the 2004 Remote rate and have had their rate of SRA funding maintained.
- 
- 6.6 A note on determining appropriate rates** For the SRA Element, the Category is determined by the location in which the delivery actually takes place, not the home location of the student. For example, a Darwin based provider delivering training in Darwin to a student from Maningrida in remote NT will be funded under SRA at the Category 2 rate, because Darwin is a Category 2 location and that is where the training was delivered.



## 7 MCEETYA Reporting by Geolocations

### 7.1 Performance reporting by geolocation

At the July 2001 meeting of MCEETYA, Ministers agreed to a number of proposals to improve national reporting by geographical location, including incorporating the Accessibility/Remoteness Index of Australia (ARIA), as supported by the ABS, into the MCEETYA classification of geographical location.

Ministers agreed that the definition of geographic location should be based on the home address of the students, but that for primary school students, the location of the school would be used as a surrogate for home location.

The structure for classifying geographic location adopted by Ministers divides Australia into three broad zones, Metropolitan, Provincial and Remote. The classification system enables these zones to be subdivided further with the main classification comprising 5 categories: two Metropolitan categories, two Provincial categories and one Remote category. A Very Remote Zone is also available when data permit reporting at this detailed level.

Jurisdictions have agreed to report by MCEETYA Geographic Location Classification from 2005 at metropolitan, provincial, remote and very remote levels. As part of the performance reporting framework, a number of performance indicators specified in IEAs will contain a geolocation element. Where specified, it will be mandatory for reporting to be done by geographic location classification.

### 7.2 Geolocation zones and funding categories

The MCEETYA Geographic Location Classification is NOT the same as the geographic categories used to allocate IESIP SRA funding.

### 7.3 Determining geolocation

For some IEP Elements, systems whose jurisdictions include more than one zone may be required to report data disaggregated by geolocation.

For other providers, the geolocation may be automatically determined according to the details supplied by the provider as part of the IEA. Providers may be asked to confirm their details periodically to ensure there has been no change in geolocation status.

### 7.4 Metropolitan Zone

The metropolitan zone constitutes the Mainland State Capital City regions (ABS Statistical Divisions) and major urban Statistical Districts (those with populations of  $\geq 100,000$ ).

This includes Sydney, Melbourne, Brisbane, Adelaide, Perth, ACT-Queanbeyan, Cairns, Gold Coast-Tweed, Geelong, Hobart, Newcastle, Sunshine Coast, Townsville and Wollongong.

### 7.5 Provincial Zone

The provincial zone includes provincial city Statistical Districts the plus Darwin Statistical Division and other provincial areas (ABS Collection District ARIA Plus score  $\leq 5.92$ ).

This includes Albury-Wodonga, Ballarat, Bathurst-Orange, Burnie-Devonport, Bundaberg, Bendigo, Darwin, Launceston, La Trobe Valley, Mackay, Rockhampton, Toowoomba, Wagga Wagga unbury, Coffs Harbour, Dubbo, Geraldton, Gladstone, Shepparton, Hervey Bay, Kalgoorlie-Boulder, Lismore, Mandurah, Mildura, Nowra-Bomaderry, Port Macquarie, Tamworth and Warnambool.

### 7.6 Remote Zone

The remote zone consists of those areas with a CD ARIA Plus score of  $>5.92$  and  $\leq 10.53$ .

### 7.7 Very Remote Zone

The very remote zone consists of areas which have a CD ARIA Plus score of  $>10.53$ .

### 7.8 Definition of terms

Excluding ARIA, all terms in this chapter are based on the Glossary of Statistical Geography Terminology. It can be found at:

<http://www.abs.gov.au/Ausstats/abs@.nsf/0/33C538BDC3EF4F33CA256E5C001CDEDo?Open>

## 8 Privacy and Freedom of Information

**8.1 The Privacy Act 1988** In administering the Indigenous-specific education funding, the Department is bound by the provisions of the *Privacy Act 1988* ('**Privacy Act**'). Section 14 of the Privacy Act contains the Information Privacy Principles ('**IPPs**'), which prescribe the rules for handling personal information. Persons, bodies and organisations involved in the administration of funding arrangements must abide by the IPPs and the Privacy Act when handling personal information collected for the purposes of that scheme/ programme.

In brief, persons, bodies and organisations must ensure that:

- personal information is collected in accordance with IPPs 1-3;
- suitable storage arrangements, including appropriate filing procedures are in place;
- suitable security arrangements exist for all records containing personal information;
- access to a person's own personal information held by the organisation is made available to the person at no charge;
- records are accurate, up-to-date, complete and not misleading;
- where a record is found to be inaccurate, the correction is made;
- where a person requests that a record be amended because it is inaccurate but the record is found to be accurate, the details of the request for amendment are noted on the record;
- the personal information is only to be used for the purposes for which it was collected, or for other purposes where expressly allowed by IPP 10; and
- personal information is only disclosed in accordance with IPP 11.

**8.2 Privacy complaints and advice** Complaints about breaches of privacy and requests for advice about privacy should be referred to the Department's Litigation and External Review Section in Procurement, Assurance and Legal Group. Privacy complaints can be made directly to the Federal Privacy Commissioner. However the Federal Privacy Commissioner prefers that the Department be given an opportunity to deal with the complaint in the first instance..

**8.3 Privacy requirements in funding agreements** Agreements will include a requirement that the funding recipient comply with the IPPs for the purposes of the agreement.

Where providers form a Cluster to receive Supplementary Recurrent Assistance (Appendix 1), one provider is designated as the Cluster Coordinator and is responsible for Cluster reporting. Where this reporting involves the release of personal information from one provider to another, this must be done only in accordance with the IPPs. All Clustered providers must obtain written consent from all persons concerned, allowing the disclosure of their personal information to the Cluster Coordinator and to the Department.

**8.4 Freedom of Information** All documents created or held by the Department with regard to Indigenous-specific education funding are subject to the *Freedom of Information Act 1982* ('**FOI Act**'). Unless a document falls under an exemption provision, it will be made available to the general public if requested under the FOI Act.

All FOI requests must be referred to the Department's Principal Government Lawyer, Litigation and External Review Section, Procurement, Assurance and Legal Group. Decisions regarding requests for access will be made by the authorised FOI decision-maker in accordance with the requirements of the FOI Act.

## 9.1 Supplementary Recurrent Assistance (SRA)

<b>Description:</b>	SRA provides supplementary per capita funding to education providers across the pre-school, school and Vocational Education and Training (VET) sectors.
<b>Policy Objectives:</b>	SRA aims to accelerate educational outcomes for Indigenous Australians beyond those which could reasonably be expected from mainstream and own-source funding alone, by focussing provider effort on the 8 MCEETYA priority areas for Indigenous education (see 2.2).
<b>Eligibility:</b>	SRA is available to all pre-school, school and VET providers delivering education and accredited training to Indigenous students which meet the specific eligibility conditions set out in Appendix 1. Funding is provided to education systems rather than individual institutions, except for independent providers.
<b>How to Apply:</b>	Interested organisations should contact their local DEST Office (listed at Appendix 12).
<b>Criteria/Conditions:</b>	Entitlement will be calculated according to whether the provider is a government or non-government entity, the education sector of the provider and the provider's funding category based on location.
<b>Payments Process:</b>	Annual funding will usually be paid in three instalments – 50% in January, 25% in July and the balance on finalisation of enrolment data. Payments are subject to provider compliance with programme monitoring and reporting obligations.
<b>Financial Accountability:</b>	Providers must acquit all funds received and expended in the funding year by 31 May of the year following the funding year.
<b>Educational Accountability:</b>	Providers are required to report annually by 31 May of the year following the funding year, on their performance against agreed targets and indicators for the funding year.
<b>Targets:</b>	Providers must negotiate performance targets with DEST against the 8 MCEETYA priority areas based on current performance.

See **Appendix 1: Supplementary Recurrent Assistance** (page 21) for more details about SRA.

## 9.2

# English as a Second Language – Indigenous Language Speaking Students (ESL-ILSS)

<b>Description:</b>	ESL-ILSS makes funding available to providers who are educating Indigenous students from a non-English speaking background undertaking their first year of formal instruction in English. Funding is a once only per capita entitlement based on eligible student numbers.
<b>Policy Objectives:</b>	ESL-ILSS aims to facilitate the entry of eligible Indigenous students into education by providing intensive English language tuition to each eligible student.
<b>Eligibility:</b>	<p>Funding is available to education providers for enrolled Indigenous students who:</p> <ul style="list-style-type: none"> <li>• are assessed as having a ‘pre-level 1’ rating in English which is a barrier to their participation in the classroom; and</li> <li>• have a home language that is an Indigenous language, Kriol or Torres Strait Creole; and</li> <li>• are commencing formal schooling in English for the first time; and</li> <li>• have not previously attracted an ESL-ILSS payment</li> </ul> <p>Funding is provided to education systems rather than individual institutions, except for independent institutions.</p>
<b>How to Apply:</b>	Individual schools should contact their State or Territory education authority, the Catholic Education Commission or relevant school system in their State or Territory or their local Independent Schools Association depending on their status.
<b>Criteria/Conditions:</b>	Eligible students must receive intensive English language tuition over a funding year (school year). The amount and duration of assistance to be provided for individual students is a matter for education authorities to determine.
<b>Payments Process:</b>	Annual funding is usually paid in two instalments in January and July. If necessary a third adjusting instalment may be paid in November. Payments are subject to provider compliance with programme monitoring and reporting obligations.
<b>Financial Accountability:</b>	Providers must acquit all funds received and expended in the funding year by 31 May of the year following the funding year.
<b>Educational Accountability:</b>	Providers are required to supply an annual performance report by 31 May of the year following the funding year. Providers are required to report against the standard national performance indicators for the ESL-ILSS programme.
<b>Targets:</b>	Providers must set performance targets for students receiving ESL-ILSS programme support.

See **Appendix 2: English as a Second Language - Indigenous Language Speaking Students** (page 35) for more details about ESL-ILSS.

## 9.3 Indigenous Education Projects (Capital and Non-Capital)

<b>Description:</b>	Project funding may be approved for capital and non-capital projects which clearly demonstrate that they will advance the objects of the Act and thereby the goals of the AEP (listed at Appendix 13).
<b>Policy Objectives:</b>	Indigenous Education Projects aim to improve education and training outcomes for the specific cohort of Indigenous students identified by the project sponsor.
<b>Eligibility:</b>	Funding is available to preschool, school and VET providers, or any other person or body that can demonstrate the capacity to implement projects which address strategic priorities. Funding is provided to education systems rather than individual institutions, except for independent institutions. Funding for Indigenous Education Projects is limited and applicants are not guaranteed that any application will be approved.
<b>How to Apply:</b>	Interested organisations should contact the appropriate DEST State Office as set out in Appendix 12.
<b>Criteria/Conditions:</b>	Project submissions will be assessed and approved on an individual basis. The strategic priorities for Indigenous Education Projects are: <ul style="list-style-type: none"> <li>• the early childhood years;</li> <li>• improving literacy and numeracy achievements, especially in primary school;</li> <li>• improving school attendance;</li> <li>• improving retention of students to Year 12 or its vocational equivalent; and</li> <li>• improving transitions at critical points in education.</li> </ul>
<b>Payments Process:</b>	Funding shall be paid on an agreed schedule of payments which will be detailed in the IEA.
<b>Financial Accountability:</b>	Providers must acquit all funds received and expended in the funding year by 31 May of the year following the funding year for projects of longer duration.
<b>Performance Accountability:</b>	Recipients of funding for specified projects will be required to monitor progress regularly, and report project outcomes to DEST as agreed in their IEA.
<b>Targets:</b>	Project targets and milestones will be negotiated on an individual case basis.

See **Appendix 3: Indigenous Education Projects (Capital and Non-Capital)** (page 38) for more details about Indigenous Education Projects.

## 9.4 Short Term Special Assistance (STSA)

<b>Description:</b>	Short Term Special Assistance (STSA) provides assistance to providers in short-term emergency situations which cause severe temporary financial difficulty.
<b>Policy Objectives:</b>	STSA aims to assist providers to overcome short term unforeseeable financial difficulties that threaten their continued viability.
<b>Eligibility:</b>	<p>Funding may be available to non-systemic preschool, school and VET providers who have a current IEA with the Australian Government.</p> <p>STSA is not usually available to Government providers or non-Government systemic providers. The Australian Government believes that such providers have enough resources of their own to help when one part of their organisation suffers short term financial distress.</p>
<b>How to Apply:</b>	Providers seeking STSA should contact their local DEST State office set out at Appendix 12.
<b>Criteria/Conditions:</b>	Applications for assistance will be assessed on an individual need basis.
<b>Payments Process:</b>	Funding is paid on an agreed schedule of payments which is detailed in the IEA.
<b>Financial Accountability:</b>	Providers must acquit funding at the conclusion of the assistance period.
<b>Performance Accountability:</b>	The reporting requirements for each case of STSA are determined during negotiations and differ according to the specific circumstances of each application. Customised performance indicators may be devised in some circumstances.
<b>Targets:</b>	Targets and milestones will be negotiated on an individual case basis.

See **Appendix 4: Short Term Special Assistance** (page 41) for more details of the STSA programme.

## 9.5 'Mixed-mode' Away-from-base (AFB)

<b>Description:</b>	<p>Away-from-base (AFB) assistance provides funding for travel, meals and accommodation while a student (or staff member) is away from their normal place of residence as part of a 'mixed-mode' course of study.</p> <p>A 'mixed-mode' course is a nationally accredited course that is delivered through a combination of distance education and face-to-face teaching for students who are based in their home communities and undertake occasional intensive study periods on campus.</p>
<b>Policy Objectives:</b>	'Mixed-mode' AFB aims to facilitate the access and participation of Indigenous students in Higher Education and Vocational Education and Training.
<b>Eligibility:</b>	Funding is available to providers which deliver 'mixed-mode' courses for enrolled ABSTUDY-approved students, to assist with meeting certain costs in attending residential study periods.
<b>How to Apply:</b>	Interested organisations should contact the Department's local state or district office (see Appendix 12) for referral to the national Away-from-base contact officer.
<b>Criteria/Conditions:</b>	Funding is available for providers to arrange travel, accommodation and meals for Indigenous students undertaking study by mixed-mode course delivery. The students must have determined that they are eligible for ABSTUDY assistance via Centrelink.
<b>Payments Process:</b>	Annual funding is paid in two instalments – 50% is paid during 1st semester and 50% paid during 2nd semester subject to provider compliance with programme monitoring and reporting obligations.
<b>Financial Accountability:</b>	All providers must supply an audited detailed statement of income and expenditure for the funding year by 31 May of the year following the funding year.
<b>Educational Accountability:</b>	Providers are required to report annually by 31 May of the year following the funding year, on their performance against agreed targets and indicators for the funding year.
<b>Targets:</b>	Providers must negotiate performance targets with the Department.

See **Appendix 5: 'Mixed-mode' Away-from-base Assistance** in Part B of the Guidelines for more details of the AFB programme.



## 9.6 ITAS In-Class Tuition

<b>Description:</b>	<p>In-Class tuition is literacy and/or numeracy tuition which is arranged by a funded education provider (a school or school system) targeted to achieving improved literacy and numeracy skills for Indigenous students at key points of schooling.</p> <p>Tutors normally provide tuition in the students' usual classroom, although students may also receive tutorial support outside their classroom.</p>
<b>Policy Objectives:</b>	In-Class tuition aims to improve English literacy and numeracy attainment of Indigenous school students.
<b>Eligibility:</b>	School systems and non-systemic schools are eligible to apply for funding to deliver an In-Class tuition programme to Indigenous school students, excluding students in schools in State capital cities and Canberra with a total Indigenous enrolment of less than 20.
<b>How to Apply:</b>	To commence the programme for 2005, the provider will make a submission to DEST. At the end of each year, the provider must advise DEST of the numbers of Year 3, 5 and 7 Indigenous students who did not meet (including exemptions) the literacy and numeracy benchmarks and the number of absentees/withdrawals by MCEETYA geolocation.
<b>Criteria/Conditions:</b>	<p>The maximum amount of tuition a student may receive is 2.5 hours of tuition per week, for up to 32 weeks.</p> <p>In-class Tuition is only available to improve literacy and numeracy outcomes.</p>
<b>Selection Process:</b>	Education providers must make a submission for funding of an In-Class tuition programme that makes tuition available for eligible students. The Department assesses the submission and offers an IEA to providers. Funding is provided to education systems rather than individual providers, except for independent providers.
<b>Payments Process:</b>	Funding payments to education providers will be made in advance of tuition, in accordance with the funding agreement, based on the number of students who did not meet the literacy or numeracy benchmarks in the previous year. Subsequent payments are conditional on compliance with performance and financial reporting requirements.
<b>Financial Accountability:</b>	<p>The provider must:</p> <ul style="list-style-type: none"> <li>• manage funding in a transparent and accountable manner;</li> <li>• retain appropriate financial records relating to the administration of funding;</li> <li>• provide an audited financial statement each year to report on the use of funds; and</li> <li>• cooperate with audit or financial monitoring activity which the Department may require.</li> </ul>
<b>Educational Accountability:</b>	The provider must report on progress in implementing the in-class tuition programme in a Progress Report provided mid-year and more comprehensively in an End of Year Report on student learning outcomes, detailing the number of students assisted, students' learning growth and the impact of the tuition.
<b>Targets:</b>	The provider will be required to determine and report on performance targets for performance indicators.

See **Appendix 6: In-Class Tuition** (page 46) for more details of the In-Class Tuition programme.

## 9.7 & 9.8 ITAS Year 10, 11 and 12 Tuition

<b>Description:</b>	Year 10, 11 and 12 Tuition provides supplementary tuition for Indigenous students enrolled in Year 10, 11 or 12. Tuition may be provided outside normal hours of schooling or during “study” periods. There are two ways ITAS Year 10, 11 and 12 tuition can be implemented: <ul style="list-style-type: none"> <li>• DEST Administered; and</li> <li>• Provider Administered.</li> </ul>
<b>Policy Objectives:</b>	Year 10, 11 and 12 Tuition aims to improve learning outcomes of Indigenous students in Years 10, 11 and 12 and to increase retention to and completion of Year 12 by Indigenous students.
<b>Eligibility:</b>	Year 10, 11 and 12 Tuition may be approved for Indigenous students who are studying subjects leading to completion of Year 10, 11 or 12.
<b>How to Apply:</b>	<p>For tuition administered by the Department, an applicant (the student, parent/ caregiver of students under 16 years of age, or school where DEST Administered Institutional tuition is to occur), submits an application for assistance to the local Indigenous education office.</p> <p>The Department may also enter a funding agreement for education providers to deliver tuition to eligible enrolled students. Providers should discuss this option with their local DEST office.</p>
<b>Criteria/Conditions:</b>	Eligible students may receive tuition of up to 4 hours per week up to a maximum of 35 weeks per year. ITAS assistance is not available for subjects outside the student’s Year 10, 11 or 12 study.
<b>Selection Process:</b>	Assistance is based on an assessment of students’ need for tuition and the availability of funding. Students in remote locations are a priority in providing tuition.
<b>Payments Process:</b>	<p>Payments to tutors and coaching colleges for tutorial services are paid in arrears upon receipt of a claim for payment at any time after commencement of a contract.</p> <p>Funding payments to education providers are made in instalments. The first payment is made in advance to enable the programme to commence. Subsequent payments are conditional on compliance with performance and financial reporting requirements.</p>
<b>Financial Accountability:</b>	<p>Tutors must maintain a register of each student’s attendance at tutorial sessions, counter-signed by students, parents/caregivers or teachers as appropriate.</p> <p>Coaching colleges must submit a tax invoice showing details of student(s) tutored and dates, times and hours of tuition.</p> <p>Education providers must maintain appropriate financial records relating to ITAS funding and must report on expenditure at the end of each year.</p> <p>Tutors, coaching colleges and funded providers must cooperate with any monitoring or audit requirements.</p>
<b>Educational Accountability:</b>	<p>For tuition administered by the Department, students, parents/caregivers or teachers must assess tuition effectiveness at the end of each year, and midway through longer contracts.</p> <p>For tuition administered by education providers, the provider must detail the number and outcomes of tutored students at the beginning, mid-point and end of each year.</p>

See **Appendix 7: Directly Administered Year 10, 11 and 12 Tuition** (page 53)

and **Appendix 8: Provider Administered Year 10, 11 and 12 Tuition** (page 58) for more details

## 9.9 ITAS Tertiary Tuition

<b>Description:</b>	Tertiary tuition is arranged by funded education providers and provides supplementary tuition to eligible students studying university award level courses and Australian Qualifications Framework accredited vocational education and training courses at ITAS funded institutions. Tuition is available only for subjects in a student's formal education programme and is not usually available for basic literacy, numeracy, enabling and bridging courses.
<b>Policy Objectives:</b>	Tertiary tuition aims to improve the educational outcomes of Indigenous tertiary students.
<b>Eligibility:</b>	Tertiary tuition is available for Indigenous students enrolled in approved award level tertiary or Australian Qualifications Framework accredited vocational education and training courses at funded institutions. See Part B for further details.
<b>How to Apply:</b>	<p>The Department will contact eligible institutions to offer a funding contract for the delivery of tuition.</p> <p>Students may be able to access tutorial assistance by contacting the Indigenous Student Support Unit or Indigenous Education Centre of funded institutions.</p>
<b>Criteria/Conditions:</b>	<p>Funded institutions can determine tuition delivery arrangements for eligible students, up to a limit of 2 hours per student per subject per week; and up to 5 hours in total during examination preparation breaks. Hours cannot be 'saved up' or grouped together for tuition in one subject.</p> <p>Tuition is only available to improve outcomes in students' accredited subjects of study.</p>
<b>Selection Process:</b>	Annual funding is based on the institution's Indigenous Equivalent Full Time Student Load (EFTSL) numbers for the previous year of study and is dependent on satisfactory acquittal of previous funding.
<b>Payments Process:</b>	Funding payments to education providers will be made in advance of tuition, as set out in the funding contract, based on the EFTSL numbers for the previous year of study. Payments are usually made twice per year, with 50 per cent of the payment in the first semester and the remaining funds paid in the second semester. Subsequent payments are conditional on compliance with performance and financial reporting requirements.
<b>Financial Accountability:</b>	<p>The provider must:</p> <ul style="list-style-type: none"> <li>• manage funding in a transparent and accountable manner;</li> <li>• retain appropriate financial records relating to the administration of funding;</li> <li>• provide an audited financial statement by 31 May of the next year to report on the use of funds; and</li> <li>• cooperate with any audit or financial monitoring activity which the Department may require.</li> </ul>
<b>Educational Accountability:</b>	The provider must report on student learning outcomes no later than 31 May of the year following the funding year, addressing the details outlined in the performance report section at Part B.

See **Appendix 9: Tertiary Tuition** in Part B of the Guidelines for more details

## 9.10 Parent School Partnerships Initiative (PSPI)

<b>Description:</b>	<p>As part of the Whole of School Intervention Strategy, the Parent School Partnerships Initiative (PSPI) focuses on the implementation of creative approaches to improving the educational outcomes of Indigenous school students. It encourages parents of Indigenous students, Indigenous communities and schools to work together in partnership to address local barriers to education.</p> <p>The PSPI supplements mainstream education services and programmes and may provide a mechanism for capacity building in Indigenous communities to enhance learning outcomes of Indigenous students.</p>
<b>Policy Objectives:</b>	<p>The objectives of the PSPI are to:</p> <ul style="list-style-type: none"> <li>• improve attendance;</li> <li>• improve literacy and numeracy skills;</li> <li>• increase retention of Indigenous students from Years 10 to 12; and</li> <li>• increase the level of successful Year 12 completions for Indigenous students.</li> </ul>
<b>Eligibility:</b>	<p>Applications for funding can be made by individual or clustered schools, pre-schools, education systems, legally incorporated organisations and non-government organisations, in partnership with parents of Indigenous students and Indigenous communities.</p>
<b>How to Apply:</b>	<p>Applicants will be required to complete a Concept Plan which provides an outline of the PSPI project prior to completing a fully developed <i>Application for Funding</i> form.</p>
<b>Criteria/Conditions:</b>	<p>Selection criteria include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• evidence that the PSPI project has been developed by schools and Indigenous communities and parents;</li> <li>• the extent to which the project meets the objectives of the PSPI programme;</li> <li>• clearly defined project milestones and performance measures;</li> <li>• alignment of the project with the strategic directions outlined in the school's Indigenous Education Plan or School Operational Plan; and</li> <li>• the extent to which the project improves access to mainstream educational services.</li> </ul> <p>For the full list of selection criteria please refer to Selection Criteria in Appendix 10.</p>
<b>Selection Process:</b>	<p>PSPI <i>Applications for Funding and Concept Plans</i> will be assessed according to selection criteria. There is no guarantee that all projects that meet the selection criteria will be funded.</p>
<b>Payments Process:</b>	<p>Payments will be made by DEST district and state offices and will be arranged in accordance with risk management principles and staged according to milestones and expenditure plans as outlined in the funding contract with DEST. Subsequent payments are conditional on compliance with performance and financial reporting requirements.</p>
<b>Financial Accountability:</b>	<p>The funding recipient is required to provide financial acquittals as requested by DEST showing that funds have been fully expended and/or committed for the purposes of the approved project.</p>
<b>Performance Accountability:</b>	<p>The funding recipient is required to provide performance reports at pre-determined phases throughout the funding period and on completion of the PSPI project. Return of a satisfactory performance report will allow payment to be made for a subsequent phase of the project.</p> <p>Performance targets for each performance indicator may be required.</p>

See **Appendix 10: Parent School Partnerships Initiative** (page 65) for more details

## 9.11 Homework Centres

<b>Description:</b>	As part of the Whole of School Intervention Strategy to improve the educational outcomes of Indigenous school students, Homework Centres can provide a supportive environment for Indigenous students to complete their homework and to study. Homework Centres are designed to supplement other school strategies to improve the educational outcomes of Indigenous students. They are usually set up in a school classroom, library or other school building and are supervised by personnel drawn from Indigenous communities and schools.
<b>Policy Objectives:</b>	Homework Centres (HWCs) are set up to assist Indigenous school students to: <ul style="list-style-type: none"> <li>• complete homework and school assignments;</li> <li>• develop study skills; and</li> <li>• receive tutorial assistance from a tutor attached to the HWC.</li> </ul>
<b>Eligibility:</b>	Applications for funding can be made by individual or clustered schools, education systems, legally incorporated organisations and non-government organisations, in partnership with parents of Indigenous students and Indigenous communities.
<b>How to Apply:</b>	Schools, in partnership with Indigenous parents and community members, will be responsible for completing the Application for Homework Centre form. Eligible organisations can also submit a Concept Plan to provide a preliminary outline of the Homework Centre prior to the submission of a more detailed application.
<b>Criteria/Conditions:</b>	Selection criteria for HWCs are the same as for Parent School Partnerships Initiative projects and include, but are not limited to: <ul style="list-style-type: none"> <li>• the application has been developed by schools and Indigenous communities and parents;</li> <li>• the HWC meets the objectives of the programme;</li> <li>• the HWC has clearly defined milestones and performance measures;</li> <li>• the HWC aligns with the strategic directions outlined in the school's Indigenous Education Plan or School Operational Plan;</li> <li>• financial and in-kind support for the HWC; and</li> <li>• the HWC offers value for money.</li> </ul> <p>For the full list of selection criteria please refer to A11.4.1 Assessment of Applications</p>
<b>Selection Process</b>	Applications for Funding and Concept Plans will be assessed against the selection criteria (refer Appendix 11) and State Office Targeting plans. The Homework Centre Applications will be assessed alongside other Whole of School Intervention Strategy and Parent School Partnerships Initiative applications.
<b>Payments Process:</b>	Funding will be paid in advance and staged in accordance with milestones and programme expenditure plans as outlined in the Application for Funding. Subsequent payments are conditional on compliance with performance and financial reporting requirements.
<b>Financial Accountability:</b>	The funding recipient will be required to provide an audited financial statement of expenditure at the end of the year showing the expenditure of funding provided.
<b>Performance Accountability:</b>	The funding recipient must assess Homework Centres in terms of student attendance patterns and homework completed, and must monitor and evaluate the programme in the context of growth in education outcomes. <p>The funding recipient will also be required to provide performance reports at pre-determined intervals throughout the funding period.</p>

See **Appendix 11: Homework Centres** (page 72) for more details

# A1 Supplementary Recurrent Assistance

## A1.1 Introduction

### A1.1.1 SRA is supplementary

SRA is supplementary assistance. It is intended to supplement core funding and not to substitute for or replace it. It is intended to assist providers to accelerate educational outcomes for Indigenous Australians beyond those which could reasonably be expected from mainstream and own-source funding alone.

## A1.2 Preschool Eligibility

### A1.2.1 SRA is supplementary

**Government preschools** are:

- conducted by or on behalf of a State or Territory (usually represented by departments, such as Departments of Education and Training); and
- receiving recurrent funds from a State or Territory government.

**Non-Government preschools**, which may be part of a non-Government education system (systemic preschools) or individual institutions (non-systemic preschools) are:

- not conducted by or on behalf of a State or Territory; and
- not conducted for profit; and
- licensed or registered as a preschool by the appropriate State or Territory licensing or registration authority; and
- receiving or eligible to receive funding from the State or Territory for preschool education (which does not include childcare).

**NOTE: Long day care and day care centres are not preschools for SRA purposes.**

### A1.2.2 Minimum enrolments

Providers must have a minimum enrolment of 5 Full Time Equivalent (FTE) Indigenous preschool students to be eligible for SRA. Providers with less than 5 FTE's have the option to form an SRA cluster (see A1.5 for more details).

### A1.2.3 Full Time Equivalent preschool students

A Full Time Equivalent preschool student is one who is enrolled in an accredited preschool programme for 10 hours or more per week.

A part time preschool student is one who is enrolled in an accredited preschool programme for less than 10 hours per week.

## A1.2 Preschool Eligibility (continued)

### A1.2.4 Determining preschool student numbers

For SRA purposes, the number of students enrolled at a preschool is based on the number of FTE Indigenous students enrolled during the National Preschool Census week in August that year, which is the sum of:

- a) the number of eligible Indigenous students enrolled and attending the preschool for 10 hours or more per week during that week; and
- b) the number of full-time equivalent eligible Indigenous students enrolled and attending the preschool during that week; this is worked out using the following formula:

$$\frac{\text{Total part-time student enrolment hours for the week}}{10}$$

10

**Total part-time student enrolment hours** means the total number of hours for which part-time Indigenous students are enrolled and attending during National Preschool Census week.

**Note that:**

- a) a student who is enrolled for 18 hours per week is taken as 1 FTE, **NOT** 1.8 FTE.
- b) student travel time to and from preschool is **not included** in enrolment hours.

### A1.2.5 Declining enrolments

Where Indigenous preschool enrolments fall below 5 FTE, the provider may become ineligible for SRA funding. **In such instances the provider is obliged to notify the Department in writing.** The provider will then be given notice in writing that it must show within 28 days any special reasons why SRA should be continued.



## A1.3 School Eligibility

### A1.3.1 Approved categories of schools

**Government schools** are:

- conducted by or on behalf of a State or Territory (usually represented by departments, such as Departments of Education and Training); and
- receiving recurrent funds from a State or Territory government.

**Non-Government schools**, which may be part of a non-Government education system (systemic schools) or individual institutions (non-systemic schools) are:

- not conducted by or on behalf of a State or Territory; and
- not conducted for profit; and
- receiving or eligible to receive funding under the *Schools Assistance (Learning Together - Achievement through Choice and Opportunity) Act, 2004*.

### A1.3.2 Minimum enrolments

Providers must have a minimum enrolment of 20 FTE Indigenous school students to be eligible for SRA. Providers with less than 20 Indigenous enrolments have the option to form an SRA cluster. See A1.5 of these Guidelines for more details.

### A1.3.3 Determination of Full-Time Equivalence

For SRA purposes, a Full Time Equivalent (FTE) school student is one who undertakes a workload equivalent to, or greater than, that prescribed for a full-time student of that year level. This may vary between States and Territories, and from year to year.

A part-time student is one who undertakes a workload less than that specified as full-time.

The FTE of part-time students can be calculated by dividing the student's workload into that which is considered to be a full-time workload by that State or Territory. To calculate the FTE of all students the FTE of part-time students is added to the number of full-time students. (*source: ABS, 'Schools Australia'*)

### A1.3.4 Determination of school student numbers

The number of students enrolled at a school for a funding year is the number of Indigenous students reported for that year (see A1.6.3 of these *Guidelines* for more information about schools data reporting).

### A1.3.5 Primary School enrolments

Primary schooling covers from the first year of compulsory schooling up to the last year of primary schooling.

Primary school enrolments include the year preceding Year 1 up to Year 7 in WA, QLD, SA and NT.

In NSW, VIC, TAS and the ACT primary school enrolments include the year preceding Year 1 up to Year 6.

Year 7 students in the following NT schools around Alice Springs and Tennant Creek are considered to be secondary students: Anzac Hill High School, Alice Springs High School, Tennant Creek High School, Our Lady of the Sacred Heart College Alice Springs and St Philip's College Alice Springs.

### A1.3.6 Junior Secondary enrolments

Junior secondary school students refers to:

- Years 8-10 in WA, SA, QLD and some parts of the NT as described at A1.3.5.
- Years 7-10 in NSW, ACT, VIC and TAS and some parts of the NT as described at A1.3.5.

## A1.3 School Eligibility (continued)

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<b>A1.3.7 Senior Secondary enrolments</b>	Senior secondary students are Indigenous students in Years 11 and 12 only.
<b>A1.3.8 Ungraded enrolments</b>	Ungraded secondary students of any age are considered to be Junior secondary enrolments for SRA purposes.
<b>A1.3.9 Declining Enrolments</b>	Where Indigenous school enrolments fall below 20 FTE, the provider may become ineligible for SRA funding. <b>In such instances the provider is obliged to notify the Department in writing.</b> The provider will then be given notice in writing that it must show within 28 days any special reasons why SRA should be continued.

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## A1.4 VET Institution Eligibility

<b>A1.4.1 Approved categories of VET Institutions</b>	<p><b>Government VET institutions</b> are conducted by or on behalf of a State or Territory (usually represented by departments, such as Departments of Education and Training).</p> <p><b>Non-Government VET Institutions</b> are:</p> <ol style="list-style-type: none"> <li>not conducted by or on behalf of the government of the State or Territory; and</li> <li>registered as an institution providing vocational education and training by the State or Territory authority, including requirements to comply with the Australian Quality Training Framework and register training on the National Training Information System (NTIS); and</li> <li>receiving or eligible to receive funding from the appropriate State or Territory; and</li> <li>delivering training that is accredited under AQF and reported via the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) through the National Centre for Vocational Education Research (NCVER); and</li> <li>not conducted for profit.</li> </ol>
<b>A1.4.2 Minimum enrolments</b>	<p>Providers must have a minimum enrolment of 20 FTE Indigenous school students to be eligible for SRA. Providers with less than 20 Indigenous enrolments have the option to form an SRA cluster. See A1.5 of these <i>Guidelines</i> for more details.</p>
<b>A1.4.3 Full-Time load</b>	<p>For SRA purposes 1 Full Time Equivalent student load is 540 Eligible Student Contact Hours per year. The term “Eligible Student Contact Hours” is defined in section A1.4.4.</p>
<b>A1.4.4 Determination of VET Full Time Equivalent number</b>	<p>Except as noted in sections A1.4.5 to A1.4.8, the number of FTE Indigenous students enrolled at a VET institution in a particular year is worked out using the formula:</p> $\frac{\text{Eligible Student Contact Hours}}{540}$ <p><b>Eligible Student Contact Hours</b> means the total number of Indigenous Student Contact Hours delivered under AVETMISS Recognition Status 11 (a nationally accredited qualification which leads to a qualification specified in a national training package), Recognition Status 12 (nationally recognised accredited course other than a qualification designed to lead to a qualification specified in a national training package) and individual eligible module hours completed in the year of collection.</p> <p>Data will be taken from the NCVER Provider Data Collection (see A1.6.4).</p>
<b>A1.4.5 Credit Transfer and Recognition of Prior Learning</b>	<p>Student contact hours delivered under AVETMISS Outcome Identifier 50 (Recognition of Prior Learning) and Outcome Identifier 60 (Credit Transfer) are NOT Eligible Student Contact Hours.</p>
<b>A1.4.6 VET in Schools</b>	<p>Student Contact Hours reported to NCVER as VET In Schools delivery are NOT Eligible Student Contact Hours, as Indigenous school students already attract SRA funding through their status as school enrolments.</p>
<b>A1.4.7 Continuing Students</b>	<p>Student Contact Hours reported under AVETMISS Outcome Identifier 70 (Continuing enrolments) are NOT Eligible Student Contact Hours.</p> <p>Continuing students may attract SRA funding once an eligible training outcome has been reported.</p>

## A1.4 VET Institution Eligibility (continued)

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- A1.4.8  
New Apprentices** New Apprentices undertaking on-the-job training are not eligible for SRA funding. For more information about what constitutes a New Apprentice undertaking on-the-job training see <http://www.newapprenticeships.gov.au/>
- 
- A1.4.9 Declining Enrolments** Where Indigenous VET enrolments fall below 20 FTE, the provider may become ineligible for SRA funding. **In such instances the provider is obliged to notify the Department in writing.** The provider will then be given notice in writing that it must show within 28 days any special reasons why SRA should be continued.
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- A1.4.10  
AVETMISS updates and revision** AVETMISS may be revised and / or updated from time to time. Where amendments impact on data collection for SRA payment and outcomes reporting purposes, these Guidelines may be revised to reflect those amendments.

## A1.5 Clustering

<b>A1.5.1 Description</b>	Education providers may group together to form ' <b>Clusters</b> ' in order to collectively meet the SRA eligibility requirements.
<b>A1.5.2 Eligibility</b>	Education providers that meet all eligibility criteria for SRA except the minimum enrolment criteria set out in sections A1.2.2, A1.3.3 or A1.4.2 may form Clusters. All providers in a Cluster must be from the same provider category and education sector.
<b>A1.5.3 Administrative Arrangements</b>	<p>The Department establishes an Indigenous Education Agreement with a single provider, known as a Cluster Coordinator. Other providers in the cluster are named in the Cluster Coordinator's SRA Schedule.</p> <p>The Cluster Coordinator is responsible for:</p> <ul style="list-style-type: none"> <li>• the co-ordination of performance reports;</li> <li>• financial accountability and reporting; and</li> <li>• disbursement of funds to the cluster.</li> </ul> <p>The Cluster members may decide to allocate up to 10 per cent of funds to cover the Cluster Coordinator's administrative costs. Individual clusters are responsible for determining the amount, if any, to be allocated for this purpose.</p>
<b>A1.5.4 Changing Clusters</b>	Once a provider is included in a cluster at the beginning of the quadrennium they cannot change to another cluster.
<b>A1.5.5 Joining an existing Cluster</b>	When adding a new provider/s to an existing Cluster, the Cluster Coordinator must provide a current year application, including relevant supporting documentation, to the State Office by 31 May in the funding year. Applications received after 31 May will be eligible to receive funding from 1 January in the following funding year.
<b>A1.5.6 Exceeding minimum enrolments</b>	Once an IEA for a Cluster has been approved, all providers within the Cluster must remain within that Cluster for the period of the IEA, regardless of whether student numbers exceed the minimum number required for a provider to have an IEA in its own right.
<b>A1.5.7 Accountability</b>	SRA Clusters will be subject to standard SRA monitoring and reporting requirements.

## A1.6 National Enrolment Data Collections & Reporting

<b>A1.6.1 National Enrolment Data</b>	SRA funding will be calculated on enrolment data drawn from national data collections as shown below. It is the responsibility of providers to ensure that national data collections accurately reflect their enrolment data.
<b>A1.6.2 Preschool</b>	Preschool enrolment data will be taken from the National Preschools Census, which counts those students enrolled and attending during the first week of August annually. Information on literacy and numeracy readiness will be taken from the Preschool Profile used in each preschool.
<b>A1.6.3 School</b>	Schools enrolment data for non-government schools will be taken from the DEST Non-Government Schools Census. Government schools enrolment data will be taken from the DEST government schools data collection which counts those students enrolled in the first week of August annually.
<b>A1.6.4 VET</b>	VET Data will be taken from the National Centre for Vocational Education Research (NCVER) Provider Data Collection. This collection describes Australian VET student outcomes based on the AVETMIS Standard, such as enrolments as described in A1.4.4, training outcomes and the level at which students are studying. This data is reported annually by VET providers to NCVER, through State Training Authorities. This data is published in the year it is collected and represents training delivery in the previous year.
<b>A1.6.5 Statutory Declarations</b>	<p>Statutory declarations describing provider enrolments will only be acceptable to the Department:</p> <ol style="list-style-type: none"> <li>on initial provider registration: pending verification against a national data collection as described in sections A1.6.2 to A1.6.4; or</li> <li>when a provider ceases operating: to calculate a final payment pending verification against a national data collection; or</li> <li>when a provider experiences variations of greater than 10% of the previous year's enrolment: pending verification against a national data collection.</li> </ol> <p>Only in exceptional circumstances will a statutory declaration be accepted by the Department to determine preliminary entitlements. Failure to participate in the relevant national data collection is <b>NOT</b> deemed to be an exceptional circumstance.</p>

## A1.7 Funding

<b>A1.7.1 Funding base</b>	Annual funding entitlement is calculated on a per capita basis.
<b>A1.7.2 Funding Rates</b>	The annual funding entitlement for a provider is calculated as the number or FTE of Indigenous Students as calculated under sections A1.2.4, A1.3.4 and A1.4.4, multiplied by the appropriate funding rate. Table 1 below sets out the funding rates applicable in 2004.
<b>A1.7.3 Wage Cost Index</b>	<p>A Wage Cost Index No. 1 (WCI1) may be applied to the per capita payments from time to time, as advised by the Australian Government Department of the Treasury.</p> <p>Wage Cost Index No. 1 is an index maintained by the Department of the Treasury. It is a combination of two other indices: The Safety Net Allowance which makes up 75% of the WCI1; and the Consumer Price Index which accounts for the other 25%.</p>
<b>A1.7.4 Funding Rates</b>	Providers delivering training and education services will be funded according to the location in which the training and education are delivered. Rates for each sector and category are set out at Table 1 below.
<b>A1.7.5 Supplementation for Category 3 Independent Indigenous controlled schools and VET providers</b>	<p>Category 3 (see section 6) SRA funding rates may be supplemented from time to time by WCI1 for:</p> <ul style="list-style-type: none"> <li>• Independent Indigenous controlled schools;</li> <li>• Independent Indigenous controlled VET providers; and</li> <li>• all Category 3 preschools, .</li> </ul> <p>All other Category 3 providers will receive SRA funding frozen at the 2004 rate.</p>
<b>A1.7.6 Goods and Services Tax</b>	<p>Where GST is payable the Department will 'gross up' payments to include the GST component. This will be specified in the relevant Schedule.</p> <p>The provider or other funding recipient, as the case may be, is responsible for meeting its, his or her obligations under the <i>A New Tax System Act 1999</i> and the GST.</p>
<b>A1.7.7 Increased enrolments</b>	The Australian Government may, at its discretion, adjust preliminary SRA payments where a provider is able to demonstrate to the Australian Government that the Full Time Equivalent (FTE) student numbers have increased by a minimum of ten per cent above the FTEs for which the provider was initially paid. Adjustments will only be considered where the provider furnishes to the Australian Government a properly completed Statutory Declaration prior to 31 May of the funding year.
<b>A1.7.8 Administration Costs</b>	<p>Providers may expend <b>up to 10%</b> of their annual SRA entitlement on programme administration costs. Administrative costs might include:</p> <ul style="list-style-type: none"> <li>• costs associated with administering and reporting SRA funding and programme performance required under the agreement;</li> <li>• postage, telephone, computers and similar such expenses directly related to the administration of SRA funding; and</li> <li>• annual audit expenses for SRA financial reporting (see A1.9).</li> </ul> <p>Sanctions may be applied to the administration funding.</p>



## A1.7 Funding (continued)

**TABLE 1:  
2005-2008 SRA PER  
CAPITA FUNDING RATES**

	EDUCATION SECTOR	GOVERNMENT RATE (\$)	NON-GOVERNMENT RATE (\$)
Note: the rates shown are those for 2005.	Preschool (Category 1) *	685.81	2,286.04
	Preschool (Category 2) *	342.91	1,143.02
	Preschool (Category 3) *	342.91	1,143.02
* may be supplemented from time to time by WCl1 (see A1.7.3).	Preschool (Category 4) †	671.71	2,239.02
	Primary school (Category 1) *	685.81	2,286.04
# fixed rate for 2005-2008.	Primary school (Category 2) *	342.91	1,143.02
Category 3 independent Indigenous controlled school and independent Indigenous controlled VET provider funding rates may be supplemented from time to time at WCl1 (see A1.7.4).	Primary school (Category 3) #	335.85	1,119.51
	Primary school (Category 4) †	671.71	2,239.02
	Junior secondary (Category 1) *	914.42	3,429.07
	Junior secondary (Category 2) *	457.21	1,714.53
	Junior secondary (Category 3) #	447.80	1,679.27
	Junior secondary (Category 4) †	895.61	3,358.54
† fixed rate for 2005-2008	Senior secondary (Category 1) *	1,143.02	3,771.97
	Senior secondary (Category 2) *	571.51	1,885.99
	Senior secondary (Category 3) #	559.76	1,847.20
	Senior secondary (Category 4) †	1,119.51	3,694.39
	VET (Category 1) *	1,143.02	3,771.97
	VET (Category 2) *	571.51	1,885.99
	VET (Category 3) #	559.76	1,847.20
	VET (Category 4) †	1,119.51	3,694.39

## A1.8 Payments

<b>A1.8.1 Preliminary payments</b>	<p>As finalised enrolment data is not available in time for the first SRA payment each year the most recently available enrolment data will be used to calculate a PRELIMINARY PAYMENT:</p> <ol style="list-style-type: none"> <li>Preschool: A preliminary payment is calculated based on finalised National Preschool Census Full Time Equivalent student enrolment data from the year prior to the funding year.</li> <li>Schools: A preliminary payment is calculated based on the finalised Full Time Equivalent student enrolment data from the year prior to the funding year.</li> <li>VET: A preliminary payment is calculated based on the Full Time Equivalent enrolment data from 2 years prior to the funding year as advised annually by the National Centre for Vocational Education Research (NCVER). For example, the 2005 preliminary payment is based on the 2004 NCVER Provider Data Collection (note that the 2004 collection describes 2003 provider data - see section A1.6.4).</li> </ol>
<b>A1.8.2 Finalising entitlements</b>	<p>When DEST has final provider enrolment data from each national data collection (see section A1.6) for the funding year preliminary payments can be finalised as follows:</p> <ol style="list-style-type: none"> <li>Preschool: Entitlement is finalised in the funding year upon confirmation of actual student numbers from the National Preschool Census.</li> <li>School: Entitlement is finalised in the funding year upon confirmation of actual student numbers.</li> <li>VET: Entitlement is finalised on the basis of the NCVER Provider Data Collection conducted in the relevant funding year. This data is published in the year it is collected and represents training delivery in the previous year (ie. the 2005 NCVER Provider Data Collection describes 2004 performance data to finalise the 2005 SRA entitlement).</li> </ol> <p><b>Important note:</b> where a provider's enrolment has declined from one year to the next, it may be necessary to recover from future payments any funds overpaid in the preliminary payment.</p>
<b>A1.8.3 Timing of Payments</b>	<p>Three payments will usually be made in each funding year. The first payment will usually be made in January providing the IEA has been signed by both the Commonwealth and the education provider. The second payment will generally be made in July. The third payment will be made once enrolment data is finalised as set out at A1.8.4.</p> <p>Payments are subject to the provider having met all relevant contractual obligations.</p>
<b>A1.8.4 Payment amounts</b>	<p>The first payment will be 50% of the preliminary entitlement calculated under section 1.8.1.</p> <p>The second payment will be 25% of the preliminary entitlement. Sanctions may affect the amount of this payment.</p> <p>The third payment will reconcile the differences between the preliminary and final entitlements based on the finalised enrolment data, for the relevant data collection conducted in the funding year.</p>
<b>A1.8.5 New Agreements</b>	<p>IEAs entered during a funding year will include payments calculated on a daily pro-rata basis from the date the relevant SRA application is received by the Department, provided this date is before 30 September in the funding year. Applications received after that date, if approved by the Department, will be subject to IEAs beginning on 1 January in the following year.</p>
<b>A1.8.6 Pre-Conditions of payment</b>	<p>Continuation of IEAs from one year to the next is conditional on receipt and acceptance of the Financial Acquittal and Performance Report for the previous funding year. The Australian Government may delay payments or reduce funds to providers as described at 5.10 where financial acquittals and/or performance reports have not been received by the Australian Government by 31 May and/or are incomplete or incorrect.</p>

## A1.9 Financial Accountability

<b>A1.9.1 Financial Acquittal</b>	Providers are required to acquit all SRA funding received in the funding year by 31 May of the year following the funding year.
<b>A1.9.2 Financial Audit statement</b>	Under the Indigenous Education Agreement, all SRA recipients are required to provide DEST with financial acquittals for SRA funds received and expended. Financial accountability requirements for these acquittals are outlined in IEAs. Acquittals must indicate the extent to which the SRA funding allocations for that funding year have been expended and include an audited detailed statement as to whether the financial accounts are true and fair and include a statement of the balance of the recipient's SRA funds. The audit statement must also make it clear that the funds were expended in accordance with the IEA. The acquittal must include a statement from the Recipient's Chief Executive Officer (or person holding an equivalent position in the education provider's organisation), certifying that all funding received was expended or committed for purposes specified in the IEA.
<b>A1.9.3 Unspent and Uncommitted Funds</b>	<p>At the end of a funding year, unspent SRA funds must be returned to DEST unless approval has been given by the Department to carry forward these funds. Approval to carry forward funds from one funding year to the next will only be given in exceptional circumstances.</p> <p>Providers must seek approval in writing from the Australian Government to carry forward any funds unspent at 31 December of the funding year. Approval must be obtained by 31 March of the year following the funding year.</p> <p>If unspent funds are not approved by the Australian Government for carry forward, such unspent funds shall be repaid to the Australian Government.</p>
<b>A1.9.4 Identification of Funds</b>	<p>SRA funds must be managed in one of the following ways. It must be either:</p> <ul style="list-style-type: none"> <li>• placed in a specific bank account used only for SRA purposes, with the name of the account to include the SRA acronym; or</li> <li>• managed through an accounting system which is recognised by the provider's independent auditor as suitable for readily identifying all SRA income and expenditure.</li> </ul>
<b>A1.9.5 Assets</b>	Assets acquired with Australian Government programme funding become the property of the provider receiving such funds so long as the asset(s) continue to be used for the purpose for which it was funded. If an asset ceases to be used for the purpose for which it was funded, the Australian Government may require that the asset be transferred to another organisation involved in the delivery of Indigenous education. The recipient is responsible for insuring assets and maintaining them in good order.
<b>A1.9.6 Assets register</b>	<p>Providers must maintain an assets register for all assets purchased substantially (ie. more than 50%) with SRA funding. These assets must not be sold, leased, disposed of or otherwise dealt with without the Department's prior written consent. Details from the assets register must be reported with the annual financial acquittal. The register must record:</p> <ul style="list-style-type: none"> <li>• date of purchase;</li> <li>• full description of asset and identification (eg. serial numbers);</li> <li>• location of the asset;</li> <li>• purchase price of the asset;</li> <li>• co-ownership information;</li> <li>• depreciation value;</li> <li>• the proportion of Australian Government funds used to purchase the asset; and</li> <li>• relevant details of any subsequent disposal or other dealing with the asset, including date and method of disposal, sum received, sale particulars including purchaser and evidence of the Department's approval of the disposal or dealing (where required).</li> </ul>

## A1.10 Educational Accountability

<b>A1.10.1 Educational Priority Areas</b>	<p>Education providers in receipt of SRA (per capita) funding must, under the terms of their IEA, report to the Department on outcomes achieved for each funding year of the quadrennium. This reporting takes place against performance indicators that are categorised into eight priority areas. These are:</p> <ul style="list-style-type: none"> <li>i) improving Indigenous literacy;</li> <li>ii) improving Indigenous numeracy;</li> <li>iii) increasing the employment of Indigenous Australians in education and training;</li> <li>iv) improving educational outcomes for Indigenous students;</li> <li>v) increasing Indigenous enrolments;</li> <li>vi) increasing the involvement of Indigenous parents/community members in educational decision making;</li> <li>vii) increasing professional learning for staff involved in Indigenous education; and</li> <li>viii) expanding culturally inclusive curricula.</li> </ul>
<b>A1.10.2 Performance Indicators</b>	<p>All education providers must report against a number of standard performance indicators that address the eight priority areas in section A1.10.1. There will also be some performance indicators which apply to specific education providers in special circumstances, eg. remote schools whose Indigenous students do not speak English as their first language.</p>
<b>A1.10.3 Performance Targets</b>	<p>Education providers receiving SRA funding are accountable for improving the education and training outcomes of Indigenous students and meeting the performance indicators and performance targets stipulated in their Indigenous Education Agreements.</p> <p>Funding recipients negotiate performance targets with the Australian Government for each funding year for improvements against each performance indicator. The principles guiding target setting are: significant and measurable progress; continuous improvement; and accelerated progress in closing the gap between the outcomes of Indigenous and non-Indigenous students.</p>
<b>A1.10.4 Independent Indigenous Representation</b>	<p>The Australian Government requires that this independent Indigenous representative be either a representative from the relevant local Indigenous community, or a member of the State or Territory Indigenous education consultative body, or any other body as agreed with the Australian Government.</p>
<b>A1.10.5 Performance Reporting</b>	<p>All education providers must lodge their performance reports to DEST using the online reporting system, unless prior approval has been reached between the provider and the Australian Government for alternative arrangements. A summary report of performance against the performance indicators must be signed by the provider and sent to the Department by an agreed specified date. Hard-copy reports must also be provided to the Department as soon as practicable after lodging them on-line.</p> <p>Performance reports from Government, Catholic and other large systems must be provided by 31 May in the year following each funding year, detailing the previous funding year's outcomes for each of the performance indicators and performance targets in the their IEAs. Individual institutions and small systems must make their best endeavours to provide their performance reports by 1 November in the current year of funding, detailing the funding year's outcomes for each of the performance indicators and performance targets (unless prior alternative arrangements have been made with DEST).</p> <p>The quantitative reporting data must be accompanied by any qualitative information required by DEST. A provider may provide additional information necessary to explain the outcomes and the issues, internal or external, which impacted on their ability to achieve the targets.</p> <p>Providers must discuss the content of the draft performance report with an independent Indigenous representative before submitting it to the Department.</p>

## **A1.10 Educational Accountability (continued)**

### **A1.10.6 Performance Monitoring**

In addition to the formal reporting requirements described in section A1.10.4, there will be an ongoing process of monitoring provider progress. Strategic directions meetings are planned for February/March and performance monitoring meetings are planned for August/September in each funding year. Providers are encouraged to contact DEST for any assistance with regard to meeting their performance reporting obligations.

### **A1.10.7 Performance Evaluation Feedback**

The Australian Government will provide feedback to education providers which have met their reporting obligations for each funding year based on an analysis of their performance reports by no later than two (2) weeks before the performance monitoring meetings. Independent Indigenous representative(s) (who are referred to in section A1.10.4) will have an opportunity to comment on these feedback reports and must be invited to attend the performance monitoring meetings.

While the Australian Government aims to support providers as much as possible, a range of interventions will be in place to deal with providers who do not meet their targets. These include:

- mentioning in feedback reports that a target has not been achieved. The nature of the comment will depend on the significance of the failure and any mitigating circumstances
- discussion with providers about any action they will be taking to ensure the following year's targets are achieved
- renegotiation of any targets that may no longer be appropriate
- Ministerial involvement where a provider significantly fails to meet targets for two consecutive years, and fails to demonstrate that all reasonable efforts have been made to achieve that target.

### **A1.10.8 Complete, Correct and Timely Performance Reports**

Performance Reports must contain all the performance outcomes required for the funding year to which the report pertains. The performance outcomes are outlined in the applicable schedule of the IEA and include non-Indigenous comparative data where applicable. All performance outcomes must be measured and/or collected using the agreed Measurement Source, and any specifications such as the sample or survey periods are defined in the applicable schedule of the IEA.

Performance outcomes shall be calculated in the manner specified by the Australian Government or otherwise negotiated and agreed between the Australian Government and the provider. The performance outcomes will be specified and provided in the reporting format for the performance indicators in the applicable schedule of the IEA. If the performance indicator asks for percentage and numbers, both of these are to be provided.

Performance outcomes must be accompanied by an explanatory comment, especially those where the agreed funding year targets are not met or there are extraordinary outcomes relative to those in previous funding years. Performance Reports must be endorsed by the independent Indigenous representative as set out in section A1.10.4.

Sanctions may be implemented if reports have not been submitted by the due dates or are incomplete or incorrect.

**A2****English as a Second Language –  
Indigenous Language Speaking Students****A2.1****Introduction**

<b>A2.1.1 Purpose of these Guidelines</b>	This Appendix sets out the objectives, administration and funding arrangements under ESL ILSS for the period 2005 – 2008.
<b>A2.1.2 Description</b>	ESL-ILSS makes funding available to providers who are educating Indigenous students from a non-English speaking background undertaking their first year of instruction in English. Funding is a once only per capita entitlement based on eligible student numbers.
<b>A2.1.3 ESL-ILSS is supplementary</b>	ESL-ILSS is supplementary assistance. It is intended to supplement provider core funding and not to substitute or replace it.

**A2.2****Eligibility Conditions**

<b>A2.2.1 Target Group</b>	ESL-ILSS is targeted at eligible Indigenous students commencing formal schooling in English for the first time.
<b>A2.2.2 Student Eligibility</b>	An Indigenous student will be eligible for a payment to the student's education provider if the student: <ul style="list-style-type: none"> <li>a) is assessed by their school as having a language barrier that prevents the student from being able to participate in the classroom in English following an assessment indicating a 'pre-level 1' oral interaction or suitable equivalent rating in English recommended by the relevant State or Territory education authorities; and</li> <li>b) has a home language that is an Indigenous language, Kriol, or Torres Strait Creole; and</li> <li>c) is commencing formal schooling in English for the first time; and</li> <li>d) has not previously attracted an ESL-ILSS payment.</li> </ul>
<b>A2.2.3 Pre-intervention student assessment</b>	For the purposes of criterion a) in section A2.2.2, education providers are responsible for an initial assessment of students by suitably qualified people at the beginning of a funding year (school year) or first enrolment of the student, using an English language competency tool(s) recommended by the relevant State or Territory education authorities.
<b>A2.2.4 Post-intervention student assessment</b>	Following completion of the intensive tuition or at the end of the funding year (school year), whichever is earlier, the same tool will be used under the same conditions as applied in the pre-intervention assessment to make the post-programme assessment. Under the ESL scales, the objective of the programme is that Indigenous students will attain the ability to undertake 'Level 1' English in oral interaction or suitable equivalent rating in English recommended by the relevant State or Territory education authorities.
<b>A2.2.5 Provider obligations</b>	Eligible students are required to receive intensive English language tuition over a funding year (school year). The amount and duration of assistance to be provided for individual students is, however, a matter for education providers to determine.

## A2.3 Funding and Payment Arrangements

<b>A2.3.1 Funding rate</b>	The Australian Government will provide a one-off allocation to education authorities for each eligible student. Payment will be made directly to the nominated authority responsible for the provision of the students' formal schooling and, therefore, also responsible for arranging the English tuition. The 2005 base rate of the payment is \$3,356 per student. This rate may be increased from time to time in line with Wage Cost Index no.1 (see A1.7.1).
<b>A2.3.2 Use of funding</b>	Funds must be used to advance the aims of the ESL-ILSS programme, and achieve the performance targets described in the provider's IEA.
<b>A2.3.3 Application for funding</b>	For further information about ESL-ILSS funding, government schools should contact their State or Territory education authority and Catholic Schools should contact the Catholic Education Commission in their State or Territory. Independent schools should contact the Association of Independent Schools in their State or Territory. These education authorities will advise schools on the identification of eligible students at the commencement of their tuition and coordinate claims for ESL-ILSS payments from the Department.
<b>A2.3.4 Payment procedures</b>	<p>ESL-ILSS funding is usually paid to education providers in three annual payments.</p> <p>The first payment is usually made in January, subject to provider compliance with the terms of the Agreement, and is a preliminary payment based on 50% of the number of eligible students from the previous funding year.</p> <p>The second payment is usually made in July, subject to provider compliance with the terms of the Agreement, and is based on the final number of eligible students enrolled in the funding year as at July of that year. Student numbers for the funding year are verified in July through the 1st Semester Claim Form.</p> <p>The third payment, if one is required, is usually made in November to adjust any fluctuation in student numbers between July 1 and December 31. Student numbers for the period are verified in November through the 2nd Semester Claim Form.</p>



## A2.4 Financial Accountability

<b>A2.4.1 Financial Acquittal</b>	Providers are required to acquit all ESL-ILSS funding received in the funding year by 31 May in the year following the funding year. Acquittal forms will be provided for this purpose.
<b>A2.4.2 Financial Audit statement</b>	ESL-ILSS recipients are required to provide DEST with financial acquittals for ESL-ILSS funds received and expended. Financial accountability requirements for these acquittals are outlined in the Indigenous Education Agreement. Acquittals must indicate the extent to which the ESL-ILSS funding allocations for that funding year have been expended and include an audited detailed statement as to whether the financial accounts are true and fair and include a statement of the balance of the recipient's ESL-ILSS banking accounts. The audit statement must also make it clear that the funds were expended in accordance with the IEA. The acquittal must include a statement from the Recipient's Chief Executive Officer certifying that all funding received was expended or committed for purposes consistent with the IEA.
<b>A2.4.3 Identification of Funds</b>	ESL-ILSS funds must be managed in one of the following ways. It must be either: <ul style="list-style-type: none"> <li>• placed in a specific bank account used only for ESL-ILSS purposes, with the name of the account to include the ESL-ILSS acronym; or</li> <li>• managed through an accounting system which is recognised by the provider's independent auditor as suitable for readily identifying all ESL-ILSS income and expenditure.</li> </ul>

## A2.5 Educational Accountability

<b>A2.5.1 Educational accountability requirements</b>	Education authorities are required to maintain records of achievement for each student using the results of the pre- and post-intervention testing described in section A2.2.4 and to provide information on the outcomes to the Australian Government in an agreed format as set out in the Indigenous Education Agreement.
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## A3

# Indigenous Education Projects – (Capital and Non-Capital)

## A3.1

### Introduction

<b>A3.1.1 Purpose of these Guidelines</b>	This Appendix sets out the objectives, administration and funding arrangements under Indigenous Education Projects (capital and non-capital) for the period 2005 – 2008.
<b>A3.1.2 Description</b>	The Minister, on behalf of the Australian Government, may from time to time approve projects submitted by eligible providers which advance the objects of the Act.
<b>A3.1.3 Funding Priorities</b>	<p>The strategic priorities for Indigenous Education Projects are:</p> <ul style="list-style-type: none"><li>• the early childhood years;</li><li>• improving literacy and numeracy achievements, especially in primary school;</li><li>• improving school attendance;</li><li>• improving retention of students to Year 12 or its vocational equivalent; and</li><li>• improving transitions at critical points in education;</li></ul> <p>with an emphasis on Indigenous students in remote areas.</p>

## A3.2

### Eligibility

<b>A3.2.1 Eligible applicants</b>	Funding for Indigenous Education Projects is limited and applicants, whilst eligible to apply, are not guaranteed that any application will be approved.
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## A3.3 Types of Projects

<b>A3.3.1 Projects Submissions</b>	Eligible applicants may make a project submission at any time during the quadrennium. Submissions should describe in detail how the project will advance the objects of the Act and address the funding priorities at A3.1.3.
<b>A3.3.2 Types of Projects</b>	<p><b>Ongoing projects</b></p> <p>An ongoing project is a project for which funding is to be provided over more than one funding year or even over the whole of the funding quadrennium. Examples of ongoing projects would include:</p> <ul style="list-style-type: none"> <li>• Indigenous Education Consultative Bodies (IECB's); and</li> <li>• National Indigenous English Literacy and Numeracy Strategy.</li> </ul> <p><b>Non-ongoing projects</b></p> <p>A non-ongoing project is a project with a finite funding period which might cross one or more funding years, depending on the nature of the project. Examples of non-ongoing projects would include:</p> <ul style="list-style-type: none"> <li>• Major and minor capital projects; and</li> <li>• Strategic or targeted interventions of limited scope or duration.</li> </ul>
<b>A3.3.3 Capital Projects</b>	Project funding may be approved for the purchase of capital assets such as land, buildings and transport vehicles.
<b>A3.3.3 Non-Capital Projects</b>	Project funding may be approved for non-capital programmes such as targeted education interventions, staff professional development or curriculum development.
<b>A3.3.3 Indigenous Education Consultative Bodies (IECB)</b>	In order to support the AEP goal of encouraging Indigenous involvement in educational decisions, Indigenous Education Project funding may make a supplementary contribution to the operating costs of State/Territory Indigenous Education Consultative Bodies, taking into account State/Territory government contributions. The negotiations regarding joint funding of these bodies will be undertaken with State/Territory governments.

## A3.4 Payments

<b>A3.4.1 Payments</b>	The amount or amounts of payments and their timing for each project will be specified in the IEA, including details of relevant performance targets or milestones.
<b>A3.3.2 Goods and Services Tax</b>	<p>Where GST is payable the Department will 'gross up' Project payments to include the GST component.</p> <p>The provider is responsible for meeting its obligations under the A New Tax System Act 1999 and the GST.</p>

## A3.5 Financial Accountability

**A3.5.1 Financial Acquittal** An acquittal, providing an audited detailed statement of income and expenditure will need to be submitted to the Department at the end of the project period, or at such other times as required by the Department. These requirements will be set out in the Schedule to the IEA. Where a project has a duration in excess of a year an annual financial acquittal will be required by 31 May in the year following the funding year.

**A3.5.2 Assets** Physical assets acquired with Australian Government programme funding become the property of the provider receiving such funds so long as the asset(s) continue to be used for the purpose for which it was funded. If an asset ceases to be used for the purpose for which it was funded, the Australian Government may require that the asset be transferred to another organisation involved in the delivery of Indigenous education. The recipient is responsible for insuring assets and maintaining them in good order.

**A3.5.3 Assets Register** Providers must maintain an assets register for all assets purchased substantially (ie. More than 50%) with Indigenous Education Project funding. Details from the assets register must be reported with the annual financial acquittal. The register must record:

- date of purchase;
- full description of asset and identification (eg. serial numbers);
- location of the asset;
- purchase price of the asset;
- co-ownership information;
- depreciation value;
- the proportion of Australian Government funds used to purchase the asset; and
- relevant details of any subsequent disposal including date and method of disposal, sum received, sale particulars including purchaser and Departmental approval where the Department's equity in the asset is concerned.

## A3.6 Land Ownership

**A3.6.1 Special Requirements** Where any project involves acquisition of rights (ownership, leasing, licensing, for example) over land, or the construction or extension/modification of buildings or other structures on land (including land not owned by the recipient or the Commonwealth), then advice must be obtained from the Department's Procurement, Assurance and Legal Group for the appropriate provisions to be included in the agreement with the funding recipient. Such provisions may include, for example, an obligation on the recipient to obtain all necessary rights to construct a building on a third party's land, to ensure that the building is constructed in accordance with applicable regulations and to obtain an appropriate commitment from the land owner that the building will be used for a specified purpose for a specified minimum period.

## A3.7 Educational Accountability

**A3.6.1 Special Requirements** Recipients of funding for specified projects must monitor progress regularly against negotiated targets and objectives and report progress to DEST (as specified in the relevant IEA).

Monitoring and reporting mechanisms will be based on the objectives that are set at the start of each calendar year (which are in line with the IEA). Recipients of funding will report on the achievements of these objectives.

If these achievements are not satisfactory, an explanation satisfactory to the Department may be required for the continuation of funding.

## A4 Short Term Special Assistance

### A4.1 Introduction

<b>A4.1.1 Purpose of this Appendix</b>	This Appendix sets out the objectives, administration and funding arrangements under Short Term Special Assistance, for the period 2005 – 2008.
<b>A4.1.2 Description</b>	Short Term Special Assistance (STSA) provides assistance to eligible providers in short-term emergency situations. These funds are available to assist providers only in unexpected circumstances causing severe temporary financial difficulty, and may be paid to providers who have experienced a substantial reduction in their total funding from all sources relative to the previous year.
<b>A4.1.3 Grounds for Consideration</b>	<p>Applications will only be considered in the most exceptional circumstances.</p> <p>The provider must demonstrate that:</p> <ol style="list-style-type: none"> <li>a) an emergency has arisen such that reduced funding will seriously jeopardize the welfare of the students, the curriculum of the school or the financial viability of the organisation (noting that lowering of any of these standards to a level which is acceptable by the majority of similar providers would not be considered an emergency); and</li> <li>b) the circumstances of reduced funding could not be expected to have been foreseen by prudent management (noting that providers can reasonably be expected to have been alerted to prevailing funding conditions and entitlements); and</li> <li>c) a special need exists which cannot be met from other sources (noting that an application for STSA should only occur after all other possible sources of assistance have been exhausted); and</li> <li>d) the provider has the capacity to recover from the emergency and resume normal operations within a two year period from the time of application for STSA (noting that STSA funding will only be available for one year from the time of the application for STSA in all but the most exceptional circumstances, and that the provider must submit a recovery plan which satisfactorily demonstrates a capability to achieve normal operations in two years from the time of application for STSA.</li> </ol>

## A4.2 Eligibility

<b>A4.2.1 Overview</b>	<b>All of the following three criteria must be satisfied</b> for eligibility for Short Term Special Assistance
<b>A4.2.2 Reduced Standards</b>	<p>It must be demonstrated to the Department's reasonable satisfaction that the provider's financial circumstances will result in an emergency where the welfare of the students, the curriculum of the school and the financial viability of the provider will be jeopardized.</p> <p>Note: if the reduction in standards would simply be to a level acceptable to the majority of similar providers, it is not considered an emergency.</p>
<b>A4.2.3 Special Need</b>	<p>It must be demonstrated to the Department's reasonable satisfaction that a special need exists which cannot be met from other sources.</p> <p>Note: applications for STSA should only be made after all other possible sources of assistance have been exhausted.</p>
<b>A4.2.4 Recovery</b>	<p>It must be demonstrated to the Department's reasonable satisfaction that the provider has the capacity to recover from the emergency and resume normal operations within a two-year period.</p> <p>Note: STSA is only available for one year in all but the most exceptional circumstances, and the provider must submit a recovery plan which satisfactorily demonstrates a capability to achieve normal operations in two years. It must be reasonably demonstrated that a special need exists which cannot be met from other sources.</p>
<b>A4.2.5 Ineligible for STSA</b>	<p>STSA is not available to providers that are likely to either need further special assistance beyond the year in which funds are sought or cease to operate within the foreseeable future.</p> <p>For example, STSA is not available to reduce a provider's level of indebtedness or to provide interim assistance to the provider during a period where a school is being wound down.</p> <p>Neither will STSA be available where a provider's threatened financial viability is solely or primarily due to its failure to meet its statutory Taxation and Superannuation obligations and has incurred a Taxation or Superannuation debt.</p>
<b>A4.2.6 Government and Other Systemic Providers</b>	<p>STSA is not usually available to Government providers or non-Government systemic providers. The Australian Government believes that such providers have enough resources of their own to help when one part of their organisation suffers short-term financial distress.</p>

## A4.3 Application Process

<b>A4.3.1</b> <b>Explore alternative strategies</b>	Providers seeking STSA should first make every effort to explore other strategies, such as devising means for increasing enrolments or rationalising debt repayments, thereby reducing or removing the need for STSA.
<b>A4.3.2</b> <b>Where alternative strategies have failed</b>	If a provider has attempted to improve matters by various other means and it believes that its viability remains at risk, the provider should contact its DEST State Office and submit an application for STSA. Applicants will be required to provide supporting information as specified in section A4.3.3 with their applications.
<b>A4.3.3</b> <b>Application requirements</b>	The application should include the following information: <ol style="list-style-type: none"> <li>an audited financial statement for the provider for the most recent year of operation from a qualified independent accountant;</li> <li>projected financial statements for the school for the two years of operation following the most recently available statements (noting that the projected financial statements must include projections for at least the year of operation for which STSA is sought);</li> <li>a substantiated explanation of any attempts to secure alternative funding from other sources; and</li> <li>a business recovery plan for the next three years of operation after the audit statement.</li> </ol>
<b>A4.3.4</b> <b>Audited Financial Statements</b>	Where practicable, the audited financial statement should comprise the following: <ul style="list-style-type: none"> <li>a statement of financial position;</li> <li>a statement of financial performance;</li> <li>a statement of cash flows;</li> <li>any notes to, and forming part of, the financial statement(s);</li> <li>the director'(s) statement/report; and</li> <li>the auditor's report.</li> </ul>

## A4.4 Assessment and Approval of STSA Applications

<b>A4.4.1</b> <b>Assessment Process</b>	DEST will assess eligibility for STSA based on the application and any supporting information that the provider supplies.
<b>A4.4.2</b> <b>Approvals</b>	An assessment of the application will occur within the relevant DEST State Office and will be forwarded to National Office for consideration. Approval can only be given by National Office. If the application is not approved, the provider will be notified accordingly with reasons for the decision.
<b>A4.4.3</b> <b>Contractual Arrangements</b>	Where approval has been granted, an Indigenous Education Agreement will be negotiated between DEST and the provider, attaching a Schedule for a non capital project (see Appendix 3) and detailing the project activities/initiatives to be undertaken to implement the business recovery plan. Once a properly executed agreement is in place, funds will be transferred to the appropriate bank account in the amount and at the intervals stipulated in, and subject to, the agreement.
<b>A4.4.4</b> <b>Termination of STSA</b>	The Australian Government reserves the right to terminate STSA support if the provider makes a financial recovery before all agreed STSA assistance has been paid.

## A4.5 Payments

**A4.5.1 Payments** Funding will be paid in accordance with the schedule of payments specified in the IEA.

**A4.5.2 Goods and Services Tax** Where GST is payable the Department will 'gross up' Project payments to include the GST component.  
The provider is responsible for meeting its obligations under the *A New Tax System Act 1999*.

## A4.6 Financial Accountability

**A4.6.1 Financial Reporting** The financial reporting requirements for STSA will be determined based on the specific circumstances of the assistance provided. However, at the end of the period of assistance, all recipients of STSA must at least provide a detailed financial account of the use of the STSA funds in line with those required in the Agreement. This statement must be supported by the financial documentation as described at A4.3.4.

## A4.7 Payments

**A4.7.1 Reporting** The reporting requirements for each case of STSA will be determined during negotiations, and will differ according to the specific circumstances of each application. They will be specified in the relevant Agreement.

**A4.7.2 Performance Reporting** The Agreement will also specify reports that the provider must deliver to the Department, showing how STSA funding was used, and the outcomes that were achieved as a result.

**A4.7.3 Monitoring** The type and frequency of monitoring that is undertaken in relation to STSA will be stipulated in the schedule to the Agreement and will be dependent on the type of assistance that has been negotiated between the Department and the provider.

**A5**

## **‘Mixed-mode’ Away-from-base Assistance**

‘Mixed-mode’ Away-from-base (AFB) is detailed in the IEP Provider Administrative Guidelines Part B.



## A6 In-Class Tuition

### A6.1 Introduction

<b>A6.1.1 Description</b>	<p>In-Class tuition is literacy and/or numeracy tuition which is arranged by a funded education provider (a school or school system) targeted to achieving improved literacy and numeracy skills for Indigenous school students at key points of schooling.</p> <p>Tutors normally provide tuition in the students' usual classroom, although students may also receive tutorial support outside their classroom.</p>
<b>A6.1.2 Goals</b>	<p>In-Class tuition assists Indigenous students in support of the goals of the AEP. It aims to improve <b>educational outcomes</b> (Goal 11) especially Indigenous students' English literacy and numeracy attainment of Indigenous school students.</p>
<b>A6.1.3 Student Eligibility</b>	<p>In-Class tuition may be approved:</p> <ul style="list-style-type: none"> <li>• for Indigenous students who did not meet one or more Year 3, 5 and 7 literacy or numeracy benchmarks in the previous year's literacy and numeracy benchmark tests, and for Indigenous school students who are at risk of not meeting the relevant literacy and numeracy curriculum outcome levels for their age; and</li> <li>• with the prior written consent of parents/caregivers of participating students.</li> </ul> <p>In-class tuition funding cannot be approved for Indigenous students in State capital cities and Canberra schools that have with less than 20 Indigenous enrolments.</p>
<b>A6.1.4 Education Provider Agreements</b>	<p>IEAs for the delivery of In-Class tuition are contracts between the Australian Government, as represented by the Department, and the relevant education provider.</p> <p>The agreement normally forms a schedule to the IEA.</p>
<b>A6.1.5 ITAS is supplementary</b>	<p>In-Class tuition is intended to supplement normal teaching resources and cannot be used to substitute or replace them. ITAS is intended to accelerate educational outcomes for Indigenous Australians beyond those which could reasonably be expected from mainstream and own-source funding alone.</p>
<b>A6.1.6 Other assistance</b>	<p>In-Class tuition, like other targeted initiatives described in these Guidelines, is intended to provide a concerted supplementary intervention at particular education points. Schools and school systems are responsible for using their own funding, and recurrent funding from the Australian Government, to meet the needs of enrolled Indigenous students.</p>

## A6.2 Applying for Funding

<b>A6.2.1 Eligible students</b>	In-Class tuition funding will be calculated based on the number of Indigenous students who do not meet one or more of the literacy and numeracy benchmarks in Year 3, 5 and 7 including exempted Indigenous students, but excluding those in State capital city and Canberra schools with less than 20 Indigenous enrolments.
<b>A6.2.2 Application</b>	<p>To access In-Class tuition funding, education providers must submit to DEST a summary of enrolled Indigenous student results from Year 3, 5 and 7 literacy and numeracy benchmark tests each year by MCEETYA geographic location classification zones: metropolitan; provincial; remote; and very remote. The results required are the initial results such as those provided to parents.</p> <p>Students in State capital cities and Canberra schools with fewer than 20 Indigenous enrolments should not be included. These students cannot access In-Class tuition.</p> <p>Providers should submit results as soon as they are available to ensure that funding is available from the start of the next school year.</p>
<b>A6.2.3 Determining funding levels</b>	<p>In-Class tuition funding is determined using a per capita formula for eligible students. Students in remote and very remote locations will attract a higher level of funding.</p> <p>For the purposes of equitably distributing available funding, the Department uses the formulae set out in A6.2.4 and A6.2.5 below. The formulae use a set ratio of one-on-one and small group tuition, and use tutor rates of \$30 per hour for one-on-one tuition and \$35 per hour for group tuition (3 or less).</p> <p>Providers <b>do not</b> need to provide tuition according to these formulae. The formulae are used only for the purposes of distributing available funding. Within the total funding available, providers may deliver up to 2.5 hours of tuition per week per eligible student in either one-on-one or group tuition, and may pay engaged tutors at an agreed rate.</p>
<b>A6.2.4 Funding formula – Remote/Very Remote</b>	<p>Eligible students in remote and very remote locations attract funding calculated as follows:</p> $\text{Number of eligible students} \times 32 \text{ weeks} \times 2.5 \text{ hours} \times \$30$
<b>A6.2.5 Funding formula – Rural/Provincial and Metropolitan</b>	<p>Funding for students in Provincial and Rural locations and Metropolitan locations (excluding those in State capital cities and Canberra with Indigenous enrolments less than 20 attract funding calculated as follows:</p> $\begin{aligned} &\text{Half eligible students} \times 32 \text{ weeks} \times 2.5 \text{ hours} \times \$30 \\ &+ \\ &\text{Half eligible students}/3 \times 32 \text{ weeks} \times 2.5 \text{ hours} \times \$35 \end{aligned}$
<b>A6.2.6 Student movements</b>	<p>Funding for In-Class tuition is based on the results of students in the testing year.</p> <p>In exceptional circumstances in which student movement means that a non-systemic school has increased its enrolments and therefore the number of eligible students, it may apply to DEST for an adjustment payment by 31 March.</p>

## **A6.2 Applying for Funding (continued)**

<b>A6.2.7 Systemic providers</b>	<p>Education providers are funded for all enrolled eligible students.</p> <p>Providers are responsible for using available funding to deliver In-Class tutorial assistance to enrolled students. Systemic providers may deal flexibly with student movements, and no adjusting payments will be made.</p> <p>State capital city and Canberra schools with fewer than 20 Indigenous enrolments are excluded from a provider's IEA, and cannot be allocated funding because of student movements.</p>
<b>A6.2.8 Independent providers</b>	<p>The Department may offer or adjust a funding contract for independent providers based on a Statutory Declaration about student enrolments, as described at A6.2.9 below.</p>
<b>A6.2.9 Statutory Declaration</b>	<p>Independent schools which have been excluded from In-Class tuition funding because there were not 20 or more Indigenous enrolments may make a Statutory Declaration by 31 March about changed student enrolments in the tuition year. The Statutory Declaration must state the number of eligible students at the school and be based on Indigenous student enrolments on 28 February of the tuition year. The Department may determine In-Class funding on the basis of the Statutory Declaration.</p>
<b>A6.2.10 Declaration for Independent schools</b>	<p>Independent schools must state eligible students by grade. Where the revised student details involve a higher level of funding, the Department may make an additional payment.</p>

## A6.3 Funding and Payments

<b>A6.3.1 In-Class tuition IEAs</b>	<p>The Department will offer Indigenous Education Agreements (IEAs) to providers to deliver In Class tuition to eligible Indigenous students, based on the provider's submission.</p> <p>The provider accepts the agreement by signing the contract and/or attached covering letter, initialing all pages and returning it to the Department within 30 days of receipt.</p>
<b>A6.3.2 Payments</b>	<p>Payments will be made by the Department as specified in the IEA.</p> <p>The first funding payment, usually 50 per cent of the total funding, will be made within 28 days of executing the contract.</p> <p>A second payment, usually the remaining funding for the year, will be made within 28 days of receiving an acceptable Progress Report (usually by 30 July of the funding year). Additional payments may also be made, as described in the contract.</p> <p>Payments for independent schools may be adjusted in response to changes in eligible student enrolments as at 28 February of the funding year.</p>
<b>A6.3.3 Accounting for funds</b>	<p>In-Class tuition funding must be managed in one of the following ways. It must be either:</p> <ul style="list-style-type: none"> <li>• placed in a specific bank account used only for In-Class tuition purposes, with the name of the account to include "ICT"; or</li> <li>• managed through an accounting system which is recognised by the provider's independent auditor as suitable for readily identifying all In-Class tuition funding and expenditure.</li> </ul>
<b>A6.3.4 Administration of funding</b>	<p>In-Class tuition funding is provided to meet the costs of providing tutors for In-Class tuition. Funds may be used for contractor payments, Pay As You Go taxation deductions and superannuation contributions of engaged tutors.</p> <p>In-Class tuition funding may not be used to purchase capital or consumable assets, except as described in A6.3.5 below.</p>
<b>A6.3.5 Administration costs</b>	<p>Some administration costs may be met from the funding, where appropriate. The maximum amount of administration funding, if any, is set out in the contract. In no instance can more than 10% of funding be used for administration purposes.</p> <p>Administrative costs which may be met from the funding, within the contractual limit, includes:</p> <ul style="list-style-type: none"> <li>• contributions towards the salary of provider staff administering the In-Class programme; and</li> <li>• costs of cultural sensitivity training of tutors.</li> </ul>
<b>A6.3.6 Goods and Services Tax</b>	<p>Where GST is payable the Department will 'gross up' payments to include the GST component. This will be specified in the relevant schedule of the IEA and shown on any Recipient Created Tax Invoice which the Department issues to the provider.</p> <p>The provider is responsible for meeting its obligations under the <i>A New Tax System Act 1999</i> and the GST.</p>

## A6.4 Delivering In-Class Tuition

### A6.4.1 Delivery of In-Class tuition

Education providers are contracted to deliver In-Class tuition to their eligible enrolled Indigenous students in the most cost efficient manner within the funds allocated. This includes:

- determining **student eligibility** for In-Class tuition;
- obtaining **parental and/or caregiver consent** for students to receive tuition;
- **recruiting tutors** who are able to provide the required tuition;
- providing **training** and support to tutors;
- developing **work plans** to ensure tuition is appropriate to students' needs;
- monitoring and overseeing **tuition delivery**;
- making appropriate **tutor payments**;
- ensuring the **involvement of local Indigenous communities** in the programme;
- **assessing tuition** provided for effectiveness; and
- providing **reports and acquittals**.

### A6.4.2 Student Eligibility

In-Class tuition may be approved:

- for Indigenous students who did not meet one or more Year 3, 5 and 7 literacy or numeracy benchmarks in the previous year's literacy and numeracy benchmark tests, and
- for Indigenous school students who are at risk of not meeting the relevant curriculum outcome levels for their age; and
- with the prior written consent of parents/caregivers of participating students.

In-class tuition funding cannot be approved for Indigenous students in State capital cities and Canberra with less than 20 Indigenous enrolment, in total.

### A6.4.3 Parental and/or caregiver consent

The provider must ensure that at least one parent or caregiver of each student consents in writing to their child(ren) participating in In-Class tuition. The school should retain evidence of parental consent for monitoring visits.

### A6.4.4 Recruiting tutors

The provider is responsible for all matters relating to the engagement and payment of tutors. In recruiting tutors, the provider must ensure that:

- the tutor understands and is culturally sensitive to the diverse needs of Indigenous students.
  - Where possible, appropriately trained or experienced Indigenous tutors are preferred. The provider may use some of any allowed administrative component of funding to provide Indigenous cultural awareness training for tutors.
- the person is found 'suitable' under any required child protection checks.
  - Providers operating in States with Child Protection legislation (currently New South Wales and Queensland) must comply with the checking requirements of that legislation.
  - Providers in other states are required by their funding contracts to undertake criminal history checks and other checking of tutors which they engage.
- there is no conflict of interest in using the person.
  - Except in remote locations where there is no other option, tutors must not be a family member of the student. Teachers and Indigenous Education Workers cannot provide tuition during any period of paid employment; and
- the tutor is qualified or otherwise capable of delivering the required tuition.

## **A6.4 Delivering In-Class Tuition (continued)**

<b>A6.4.5 Work Plans</b>	Providers must ensure that teachers work with tutors to ensure there is an Individual Work Plan to guide tutorial support, based on the student's Individual Educational Plan.
<b>A6.4.6 Tuition delivery</b>	<p>Providers must ensure that tuition is delivered according to plan and that tuition meets students' educational needs. Providers are expected to provide whatever support is required for the tuition arrangements, including training and professional development.</p> <p>In-Class tuition must be targeted at improving student literacy and numeracy skills. The maximum level of tuition which a student can receive is 2.5 hours per week and 32 weeks per year.</p> <p>Providers may in some instances wish to use group tuition rather than individual tuition, to provide more hours of tuition (within the programme limits specified above) from available funds. In allocating funding, providers should remember that they must report on expenditure for each geolocation classification.</p>
<b>A6.4.7 Tutor payments</b>	<p>Providers are responsible for paying tutors for tuition according to appropriate State or Territory awards and conditions, and for meeting all tutor superannuation and Pay As You Go (PAYG) tax deduction requirements. As part of its overseeing role, the provider must ensure that tutor claims for payment are correct and appropriate.</p> <p>For more information about tutor responsibilities associated with payments, education providers should contact the Australian Taxation Office.</p>
<b>A6.4.8 Assessing tuition</b>	<p>Providers should maintain ongoing assessment of tuition, to:</p> <ul style="list-style-type: none"> <li>• change or terminate ineffective tuition arrangements, when necessary; and</li> <li>• report on the effectiveness of tuition to the Department and parents.</li> </ul>

## A6.5 Reports and Acquittals

### A6.5.1 Reports and Acquittals

Providers are contractually obliged to meet the below reporting requirements:

- a Progress Report; and
- a Performance Report and financial acquittal of funds expended.

Systems will be required to submit an evaluation of their annual In-Class tuition programme as part of the annual Performance Report. .

### A6.5.2 Progress Report

A Progress Report is due at the end of June, or as the Department advises.

The Progress Report includes statements about the delivery of the In-Class tuition programme, including any difficulties encountered in the delivery of the programme, student learning progress against curriculum standards and any suggestions for improving the programme, attendance and a general assessment of the effectiveness of the tuition.

Funding for the second part of the In-Class programme will be released upon delivery of an acceptable Progress Report.

### A6.5.3 Performance Report

A Performance Report is required by 31 May of the year following the tuition year.

The Performance Report includes an evaluation of the providers In-Class tuition programme and information about student outcomes under the In-Class tuition programme, including performance data set out in the IEA. Providers must include the following in their performance report:

#### Literacy Achievement – Year 3, 5 and 7 Benchmarks

Percentage (with numbers) of Indigenous and non-Indigenous Year 3, 5 and 7 students who, in MCEETYA remote, provincial and metropolitan zones during the testing year:

- achieved the benchmark in reading, writing and spelling;
- were exempted from testing; and
- were absent/withdrawn from the testing.

#### Numeracy Achievement – Years 3, 5 and 7 Benchmarks

Percentage (with numbers) of Indigenous and non-Indigenous Year 3, 5 and 7 students who, in MCEETYA remote, provincial and metropolitan zones during the testing year:

- achieved the benchmark in numeracy;
- were exempted from testing; and
- were absent/withdrawn from the testing.

These indicators provide information on Indigenous and non-Indigenous student achievement against the literacy and numeracy benchmarks based on the benchmarking information that systems report to schools and parents.

No further In-Class tuition funding will be approved until an acceptable Performance Report and Financial Acquittal are delivered.

### A6.5.4 Financial Acquittal

A Financial Acquittal is required by 31 May of the year following the tuition year.

The Financial Acquittal includes information about the use of provided In-Class tuition funding, including any administrative component, to ensure that funds are used for the purposes provided.

### A6.5.5 Monitoring

All contracted providers are required to comply with DEST monitoring meetings and arrangements.

Such arrangements are aimed at ensuring that the provider receives adequate Departmental support and that programme funds are used in the most efficient and effective manner to achieve positive outcomes for Indigenous people.

## A7 DEST Administered Year 10, 11 and 12 Tuition

### A7.1 Overview

<b>A7.1.1 Description</b>	<p>DEST Administered Year 10, 11 and 12 tuition provides supplementary assistance to students studying to complete Year 10, 11 or 12 studies. Tuition is available only for subjects in a student's formal Year 10, 11 or 12 programme.</p> <p>Indigenous Year 10, 11 and 12 students may alternatively receive Indigenous Tutorial Assistance Scheme (ITAS) assistance under Provider Administered Year 10, 11 and 12 tuition (described in Appendix 8). Tuition may be provided outside normal hours of schooling or during "study" periods.</p>
<b>A7.1.2 Goals</b>	<p>Year 10, 11 and 12 tuition assists students in support of the goals of the AEP. It aims to improve the educational outcomes (Goals 14 and 15) of Indigenous students to the end of compulsory schooling and to the end of secondary schooling.</p>
<b>A7.1.3 Eligibility</b>	<p>Year 10, 11 and 12 tuition may be approved:</p> <ul style="list-style-type: none"> <li>• for Indigenous students who are studying to complete Year 10, 11 or 12;</li> <li>• for an eligible student's formal course of Year 10, 11 or 12 study; and</li> <li>• for up to 4 hours per week for up to 35 weeks.</li> </ul> <p>DEST administers both Individual and Institutional tuition for students in Years 10, 11, and 12.</p>
<b>A7.1.4 Individual tuition</b>	<p>Individual tuition can occur when an eligible student, or their parent/caregiver on their behalf, requests tuition. The Department locates a tutor to provide one-on-one or small group tuition, outside school hours (including during holidays) or during study breaks.</p> <p>For Individual tuition, the Applicant is the student or, if the student is under 16 years of age, the student's parent(s) and/or caregiver(s). The application form for assistance is the <i>Individual Application for Year 10, 11 and 12 Tuition</i>.</p>
<b>A7.1.5 Institutional tuition</b>	<p>Institutional tuition can occur when a secondary school requests that the Department arrange delivery of tuition to enrolled students studying to complete Year 10, 11 or 12. The Department locates tutors to provide one-on-one or small group tuition, usually at the institution during normal schooling hours.</p> <p>For Institutional tuition, the Applicant is the institution. The application for assistance is the <i>Institutional Application for Year 10, 11 and 12 Tuition</i>.</p>
<b>A7.1.6 ITAS is supplementary</b>	<p>Year 10, 11 and 12 tuition is intended to supplement normal teaching efforts and cannot be used to substitute for or replace them.</p>
<b>A7.1.7 Other Assistance</b>	<p>The Australian Government provides recurrent mainstream and Indigenous (SRA) funding to schools and school systems, to help accelerate improved educational outcomes.</p> <p>Year 10, 11 and 12 tuition, like other targeted initiatives described in these Guidelines, is intended to provide a concerted supplementary intervention at particular education focus points. Schools and school systems are responsible for using their own funding, and recurrent funding from the Australian Government, to meet the needs of enrolled Indigenous students. Students and parents/caregivers should contact the student's school to enquire about assistance available to improve outcomes of Indigenous students before Year 4, or in Year 5, 7 or 9.</p>



## A7.2 Applying for Funding

### A7.2.1 Applications

The Applicant is responsible for completing the Application and ensuring an education assessment is included (see A7.2.2). For Individual tuition, the Applicant is the student seeking assistance, or the parent/caregiver if the student is less than 16 years of age. For Institutional tuition, the Applicant is the institution seeking assistance.

Application forms are available from Indigenous Education offices listed at Appendix 12 or online at <http://www.dest.gov.au/schools/indigenous/ieda.htm>. Completed applications should be returned to the nearest DEST Indigenous education office.

The Department will assess applications and will find tutors to provide the required tuition.

### A7.2.2 Education Assessments

Education assessments detail students' specific learning needs, aspirations and performance objectives, and are used to guide the tutor in delivering tuition that complements student course work and meets specific student needs.

Applications must include an education assessment of the student(s) for whom tuition is sought, to ensure that tuition is properly targeted.

The education assessment must not be made by a student's potential tutor.

Education assessments do not necessarily need to demonstrate that tuition is required for a student to pass a subject. However, where funds are limited, education assessments can help direct tuition to students with greatest need.

For Individual tuition, the student or parent/caregiver is responsible for obtaining the education assessment from relevant teachers. For Institutional tuition, the institution is responsible for ensuring that teachers complete a brief education assessment.

### A7.2.3 Determining tuition assessments

Students may be approved for a maximum of 4 hours tuition per week for up to 35 weeks. In most instances, a smaller amount of tuition will be approved per student based on education assessments, discussion with students, parents/caregivers and/or teachers, and the available ITAS budget.

### A7.2.4 Locating tutors

The Department will locate tutors to provide tuition to approved students. Alternatively, the Applicant may nominate a preferred tutor on the *Application*.

If the proposed tutorial arrangement is acceptable to the Applicant and the tutor, the Department will offer the tutor a contract to provide tuition according to specified conditions.

## A7.3 Tutors

<b>A7.3.1 Tutor requirements</b>	<p>Prospective ITAS tutors must be:</p> <ul style="list-style-type: none"> <li>• suitably qualified or have relevant experience suitable to provide the required tuition;</li> <li>• suitable persons to work with children, according to State legislated checks or any other suitability check which the Department may require; and</li> <li>• 18 years or older.</li> </ul> <p>Tutors must be sensitive to, and able to relate to, the educational needs of Indigenous students. Where appropriate, suitably qualified Indigenous people will be selected as ITAS tutors.</p>
<b>A7.3.2 Restrictions for tutors</b>	<p>Except in remote locations where there is no option, tutors must not be:</p> <ul style="list-style-type: none"> <li>• the student's regular class or subject teacher or tutor; or</li> <li>• members of the student's family (see the definition of 'family' in the glossary).</li> </ul> <p>Tutors cannot be receiving payment for work conducted in another capacity during the hours of tuition delivery.</p>
<b>A7.3.3 Nominating as a tutor</b>	<p>Prospective ITAS tutors can nominate for work by completing the <i>Tutor Nomination</i> form. Tutors also obtain or demonstrate any necessary Working with Children Checks at this time.</p>
<b>A7.3.4 Working with Children checks</b>	<p>Tutor Working with Children Checks include:</p> <ul style="list-style-type: none"> <li>• in NSW, tutors lodge <i>Consent to Employment Screening and Prohibited Employment Declaration</i> forms with the Department. The Department requests checks on their behalf. Passing the check allows the tutor to be engaged for up to two years before the tutor must be checked again;</li> <li>• in Queensland, tutors lodge an <i>Application for Suitability Notice for a Person Carrying On a Regulated Business</i> with the Queensland Commission for Children and Young People. The Commission will provide a blue card valid for two years to suitable persons, who must demonstrate possession of the card before they can be engaged in Queensland;</li> <li>• in other states, the Department will advise of checking requirements with which tutors must comply.</li> </ul>
<b>A7.3.5 Nomination period</b>	<p>The Department will place suitable persons on a register of tutors who may be offered tutorial contracts, for a period of up to two years. After this period, tutors must re-nominate if they wish to continue to be eligible as a tutor. Being placed on the register of tutors does not guarantee that tutoring work will be offered.</p>
<b>A7.3.6 Status of Tutors</b>	<p>ITAS tutors are not employees of the Department. They are responsible for obtaining their own insurance coverage and are not entitled to workers compensation cover, leave payments of any kind, or retrenchment or redundancy payments of any kind.</p>
<b>A7.3.7 Matching students with tutors</b>	<p>The Department will usually arrange for a prospective tutor and Applicant to discuss particular proposed arrangements. If the Applicant and the tutor wish to proceed, the Department will offer the tutor a tuition contract for the student(s).</p>
<b>A7.3.8 Offering tuition contracts</b>	<p>The Department offers tutors a contract by sending them an Offer of Contract letter. The letter sets out the tuition hours, length and other details of the contract. For the first contract in a nomination period, the letter will include:</p> <ul style="list-style-type: none"> <li>• Conditions of Contract, setting out the conditions of engagement;</li> <li>• Information Privacy Principles governing personal information; and</li> <li>• Tutor Code of Conduct, outlining required standards and behaviours.</li> </ul> <p>Tutors can accept the contract and associated conditions by signing the attached Acceptance of Contract letter and returning it to the Department.</p>

## A7.4 Conducting tuition

<b>A7.4.1 Work plans</b>	Tutors must complete a Work Plan, no more than two weeks after tuition commences. Tutors should consult with students' classroom teachers to ensure that the Work Plan describes appropriate tuition objectives and outlines strategies to meet these objectives.
<b>A7.4.2 Conducting tuition</b>	Tutors are responsible for conducting tuition in accordance with the conditions set out in the <i>Offer of Contract</i> letter. Tutors must obtain the signature of the student, parent/caregiver or teacher (as applicable) on the Claim Form after each session to confirm that the tuition occurred and allow payment. Alternatively, tutors can keep an attendance register signed by students (or parents/caregivers/teachers on their behalf) each session and claim payments through the online system.
<b>A7.4.3 Student 'no-shows'</b>	Tutors must inform the Department if a student does not attend a session without notifying the tutor in advance. The tutor can claim payment for a maximum of one hour for up to two student 'no shows' per semester.  The Department may discuss recurring "no-shows" with tutors and students to determine whether the problem can be addressed.
<b>A7.4.4 Changes to tuition arrangements</b>	Tuition arrangements can be varied or terminated at any time by the Department. Changes or terminations can come as a result of a request from the student or parent/caregiver or tutor or can be initiated by the Department.
<b>A7.4.5 Tutor pay rates</b>	Tutors are paid for work performed after a tutor lodges a claim for payment. Tutor bank details are collected when a tutor is first offered a contract.  Tutor pay rates are consistent with rates paid for teaching and tuition services in the State or Territory.
<b>A7.4.6 Other tutor payments</b>	In some instances, tutors may be able to claim for other costs associated with providing tuition. Any such payments are set out in a tutor's <i>Offer of Contract</i> .
<b>A7.4.7 Tax</b>	Unless a tutor's Australian Business Number (ABN) shows that they are a business entity, the Department must treat tutors as 'individual' entities for taxation purposes.  The Department must withhold Pay As You Go (PAYG) tax for 'individual' tutors. Unless a Tax File Number (TFN) is provided, PAYG will be withheld at a rate of 48.5%. TFNs are collected when a tutor is first contracted.
<b>A7.4.8 Goods and Services Tax (GST)</b>	Where GST is payable the Department will 'gross up' payments to include the GST component. This will be specified in the relevant tutor payment advice and tutors will receive a Recipient Created Tax Invoice (RCTI) from the Department. The RCTI will specify the GST component which must be remitted by the tutor to the Australian Taxation Office.  The tutor is responsible for meeting his or her obligations under the <i>A New Tax System Act 1999</i> and the GST
<b>A7.4.9 Superannuation</b>	The Department makes Superannuation Guarantee Charge payments on behalf of individual tutors contracted by DEST at a rate of 9%. Tutors can nominate a complying superannuation fund when they are first contracted.

## A7.5 Monitoring and Reporting

<b>A7.5.1 Monitoring tuition</b>	<p>The Department will monitor the progress of Individual and Institutional tuition arrangements to ensure the tuition is operating effectively.</p> <p>Tutors must comply with monitoring requests from the Department, including a programme of random audits.</p>
<b>A7.5.2 Mid-Contract Assessments</b>	<p>Mid-Contract Assessments are required to ensure that longer tuition arrangements continue only if they are effective at meeting student needs.</p> <p>Where tuition is for longer than 26 weeks, a Mid-Contract Assessment must be returned by a specified date by the Applicant (the student or parent/caregiver for Individual tuition or the institution for Institutional tuition). If the Assessment is not returned by the specified date, tutors should cease tutoring as they will not be paid for tuition beyond that date. Tuition should only continue beyond the specified date, or recommence, when the Department has provided written confirmation that tuition may continue.</p> <p>The tutor and the student, parent/caregiver or school will be notified of the due date for the Assessment at the start of the contract.</p>
<b>A7.5.3 End of Contract Tuition Assessments</b>	<p>End of Contract Tuition Assessments are required to provide feedback about the value of the tuition.</p> <p>The Assessment is completed by the institution (for Institutional tuition) or by the student, parent/caregiver of students under the age of 16 and teacher (for Individual tuition), by the second last week of the contract. The tutor is not involved in making the Assessment.</p> <p>The Department may not be able to justify further tuition support if this assessment is not provided.</p>

## A8 Provider Administered Year 10, 11 and 12 Tuition

### A8.1 Overview

<b>A8.1.1 Description</b>	<p>Provider Administered Year 10, 11 and 12 tuition provides supplementary assistance to students studying to complete Year 10, 11 or 12 studies. Tuition is available only for subjects in a student's formal education programme.</p> <p>Indigenous Year 10, 11 and 12 students may alternatively receive Indigenous Tutorial Assistance Scheme (ITAS) assistance under DEST Administered Year 10, 11 and 12 tuition (described in Appendix 7).</p>
<b>A8.1.2 Goals</b>	<p>Year 10, 11 and 12 tuition assists students in support of the goals of the AEP. It aims to improve the educational outcomes (Goals 14 and 15) of Indigenous students to the end of compulsory schooling and to the end of secondary schooling.</p>
<b>A8.1.3 Eligibility</b>	<p>Provider Administered Year 10, 11 and 12 tuition may be approved:</p> <ul style="list-style-type: none"> <li>• for Indigenous students who are studying to complete Year 10, 11 or 12;</li> <li>• for an eligible student's formal course of Year 10, 11 or 12 study;</li> <li>• for up to 4 hours per week for up to 35 weeks; and</li> <li>• under an IEA with an education provider.</li> </ul>
<b>A8.1.4 Education provider agreements</b>	<p>IEAs for the delivery of Provider Administered Year 10, 11 and 12 tuition are contracts between the Australian Government, as represented by the Department, and the relevant education provider.</p> <p>Provider Administered Year 10, 11 and 12 tuition funding agreements may be made at the systemic, district, regional or individual school level. System level agreements would normally form part of the provider's Indigenous Education Agreement (IEA). Funding for individual schools would normally be made under a separate funding agreement. Where one or more systemic schools are to receive funding, the contractual arrangements may be part of the provider's IEA or may be a separate agreement.</p>
<b>A8.1.5 ITAS is supplementary</b>	<p>Year 10, 11 and 12 tuition represents supplementary assistance. It is intended to supplement normal teaching efforts and cannot be used to substitute for or replace them.</p>
<b>A8.1.6 Other Assistance</b>	<p>The Australian Government provides recurrent mainstream and Indigenous (SRA) funding to schools and school systems, to help accelerate improved educational outcomes.</p> <p>Year 10, 11 and 12 tuition, like other targeted initiatives described in these Guidelines, is intended to provide a concerted supplementary intervention at particular education focus points. Schools and school systems are responsible for using their own funding, and recurrent funding from the Australian Government, to meet the needs of enrolled Indigenous students. Students and parents/caregivers should contact the student's school to enquire about assistance available to improve outcomes of Indigenous students before Year 4, or in Year 5, 7 or 9.</p>

## A8.2 Applying for Funding

<b>A8.2.1 Funding proposal</b>	<p>Education providers may apply for funding for the delivery of Year 10, 11 and 12 tuition to enrolled students. Funding submissions must outline the number of enrolled Indigenous Year 10, 11 and 12 students (by remote and non-remote) which they are seeking funding for, and must describe the educational needs of the students and the proposed method of providing tuition.</p> <p>Providers are encouraged to submit the funding proposal as soon as possible, to allow students to benefit from supplementary tuition from the beginning of the school year.</p> <p>The funding submission forms the basis of negotiation about the proposed programme. Final tuition conditions are set out in the funding agreement.</p>
<b>A8.2.2 Funding calculation</b>	<p>Year 10, 11 and 12 tuition funding is determined using a per capita formula for enrolled students. A greater proportion of students in remote locations are eligible for assistance.</p> <p>As funding for ITAS is limited, the Department may offer reduced Year 10, 11 and 12 funding to providers where demand for assistance exceeds the available budget.</p> <p>For the purposes of equitably distributing available funding, the Department uses the formulae set out in A8.2.4 below. The formula provides for tuition of all students in a set ratio of one-on-one and small group tuition (except for remote students), and uses tutor rates of \$30 per hour for one-on-one tuition and \$35 per hour for group tuition.</p> <p>Providers <b>do not</b> need to provide tuition according to this formula. Providers can deliver up to 4 hours of tuition per week per eligible student in either one-on-one or group tuition, and may pay engaged tutors at agreed rates which match their experience and qualifications.</p>
<b>A8.2.3 Funded students</b>	<p>To ensure that more assistance is available for remote students, ‘funded’ students are:</p> <ul style="list-style-type: none"> <li>• 50 per cent of enrolled Indigenous Year 10, 11 and 12 students in remote schools; and</li> <li>• 10 per cent of enrolled Indigenous Year 10, 11 and 12 students in non-remote schools.</li> </ul>
<b>A8.2.4 Funding formula</b>	<p>Funding is provided for funded students (as defined at A8.2.3) and provides for 70 per cent of funded students to receive one-on-one tuition and 30 per cent of funded students tuition receive tuition in groups of three students:</p>

$$\begin{aligned} & \text{Funded students} \times 0.7 \times 35 \text{ weeks} \times 4 \text{ hours} \times \$30 \\ & + \\ & (\text{Funded students} \times 0.3 \times 35 \text{ weeks} \times 4 \text{ hours} \times \$35) / 3 \end{aligned}$$

## A8.3 Funding and Payments

### A8.3.1 ITAS tuition contracts

The Department will offer funding agreements for the delivery of ITAS tuition to Indigenous students covered by a funding submission. The ITAS funding contract may be a separate agreement or a schedule to a broader Indigenous Education Agreement between the Australian Government and the education provider.

The provider accepts the agreement by signing the contract, initialing all pages and returning it to the Department within 30 days of receipt.

### A8.3.2 Payments

Payments will be made by the Department as specified in the funding contract.

The first funding payment will be made within 28 days of executing the funding agreement.

A second payment will usually be made within 28 days of receiving an acceptable Progress Report, usually by 31 July. Additional payments may also be made, as specified in the funding agreement.

### A8.3.3 Accounting for funds

Year 10, 11 and 12 tuition funding must be managed in one of the following ways. It must be either:

- placed in a specific bank account used only for Year 10, 11 and 12 tuition purposes, with the name of the account to include "ITAS10/11/12"; or
- managed through an accounting system which is recognised by the provider's independent auditor as suitable for readily identifying all Year 10, 11 and 12 tuition funding and expenditure.

### A8.3.4 Administration of funding

Year 10, 11 and 12 tuition funding is provided to meet the costs of engaging tutors to deliver ITAS tuition. Funds may be used for contractor payments, Pay As You Go taxation deductions and superannuation contributions of engaged tutors.

Year 10, 11 and 12 tuition funding may not be used to purchase capital or consumable assets, except as described in A8.3.5 below.

### A8.3.5 Administration costs

Some administration costs may be met from the funding, where appropriate. The maximum amount of administration funding, if any, is set out in the funding agreement. In no instance can more than 10% of funding be used for administration purposes.

Administrative costs which may be met from the funding, within the contractual limit, includes:

- contributions towards the salary of provider staff administering the tutorial programme;
- stationery and associated consumable items used in administering the programme; and
- stationery and associated consumable items used in delivering the programme.

### A8.3.6 Goods and Services Tax (GST)

DEST will gross up the total funding of non-government providers to cover this GST amount. The GST amount will be shown separately in the contract and on any Recipient Created Tax Invoice which the Department issues to the provider.

The provider is responsible for meeting its obligations under the *A New Tax System Act 1999* and the GST.

## A8.4 Delivering Year 10, 11 and 12 tuition

### A8.4.1 Delivery of Year 10, 11 and 12 Tuition

Education providers which receive Year 10, 11 and 12 Tuition funding are contracted to deliver tuition to their eligible enrolled Indigenous students in the most cost efficient manner within the funds allocated. This includes:

- determining **student eligibility** for ITAS tuition;
- **recruiting tutors** who are qualified or otherwise able to provide the required tuition;
- providing **training** and support to tutors.
- developing **work plans** to ensure tuition is appropriate to students' needs;
- monitoring and overseeing **tuition delivery**;
- making appropriate **tutor payments**;
- **assessing tuition** provided for effectiveness; and
- providing **reports and acquittals**.

### A8.4.2 Student Eligibility

Providers can arrange tuition for students according to any conditions set out in the funding contract. All students receiving this form of ITAS must be:

- Indigenous (as defined in the glossary); and
- enrolled in Years 10, 11 or 12; and
- a student who has an individual Education Plan outlining their needs.

### A8.4.3 Recruiting tutors

The provider is responsible for all matters relating to the engagement and payment of tutors. In recruiting tutors, the provider must ensure that:

- the person understands and is culturally sensitive to the needs of Indigenous students.
 

Where possible, appropriately trained or experienced Indigenous tutors are preferred. The provider may use some of any allowed administrative component of funding to provide Indigenous cultural awareness training for tutors.
- the person is found 'suitable' under any required child protection checks.
 

Providers operating in States with Child Protection legislation (currently New South Wales and Queensland) must comply with the checking requirements of that legislation.

Providers in other states will be required by their funding contracts to undertake other relevant suitability checking of tutors which they engage.
- there is no conflict of interest in using the tutor.
 

Except in remote locations where there is no other option, the ITAS tutor must not be a family member of the student. Teachers and Indigenous Education Workers cannot provide tuition during any period of paid employment; and:
- the tutor is qualified or otherwise capable of delivering the required tuition.

### A8.4.4 Work Plans

Providers must ensure that teachers work with tutors to ensure there is an individual Work Plan to guide tutorial support, based on the student's Individual Educational Plan.



## **A8.4 Delivering Year 10, 11 and 12 tuition (continued)**

### **A8.4.5 Tuition delivery**

Providers must ensure that tuition is delivered according to each student's Individual Education Plan so that tuition meets students' educational needs. Providers are expected to provide whatever support is required for the tuition arrangements.

The maximum level of funded tuition which a student can receive is 4 hours of tuition per week for a maximum of 35 weeks per year.

ITAS assistance is not available for subjects outside the student's formal Year 10, 11 or 12 educational or structured training programme.

Providers may in some instances wish to use group tuition rather than individual tuition, to provide more hours of tuition (within the programme limits specified above) from available funds.

### **A8.4.6 Tutor payments**

Providers are responsible for paying tutors for tuition according to appropriate State or Territory awards and conditions. As part of its overseeing role, the provider will be required to determine whether tutor claims for payment are correct and appropriate.

### **A8.4.7 Assessing tuition**

Providers should maintain ongoing assessment of tuition effectiveness, to:

- change or terminate ineffective tuition arrangements, when necessary; and
- report on the effectiveness of tuition to the Department and parents.

## A8.5 Reports and Acquittals

<b>A8.5.1 Reports and Acquittals</b>	<p>Providers are contractually obliged to meet the below reporting requirements:</p> <ul style="list-style-type: none"> <li>• a Progress Report; and</li> <li>• a Performance Report and financial acquittal of funds expended.</li> </ul> <p>Providers must advise parents about students' progress under tuition upon request.</p>
<b>A8.5.2 Progress Report</b>	<p>A Progress Report is due at the end of July, or as otherwise advised by the Department.</p> <p>The Progress Report includes statements about the delivery of the tuition programme, including difficulties encountered, student learning progress, student attendance and an assessment of the effectiveness of the tuition.</p> <p>Funding for the second part of the tuition programme will be released upon delivery of an acceptable Progress Report.</p>
<b>A8.5.3 Performance Report</b>	<p>A Performance Report is required by 31 May of the year following the tuition year.</p> <p>The Performance Report includes information about student outcomes under the tuition programme, including performance data against agreed targets set out in the funding contract.</p> <p>No further ITAS tuition funding will be approved until an acceptable Performance Report and Financial Acquittal are delivered.</p>
<b>A8.5.4 Financial Acquittal</b>	<p>A Financial Acquittal is required by 31 May of the year following the tuition year.</p> <p>The Financial Acquittal includes information about the use of provided ITAS tuition funding, including the administrative component, to ensure that funds are used for the purposes provided. Providers must report on funding expended by location category, where relevant.</p>
<b>A8.5.5 Monitoring</b>	<p>All contracted providers are required to comply with monitoring arrangements, determined by and involving a representative of the Department.</p> <p>Such arrangements are aimed at ensuring that the provider receives adequate Departmental support and that programme funds are used in the most efficient and effective manner to achieve positive outcomes for Indigenous people.</p>

## **A9** Tertiary Tuition

ITAS Tertiary Tuition is detailed in the IEP Provider Guidelines Part B.

## **A10** Parent School Partnerships Initiative

### **A10.1** Overview

#### **A10.1.1** Description

As part of the Whole of School Intervention Strategy, the Parent School Partnerships Initiative (PSPI) focuses on the implementation of creative approaches to improving the educational outcomes of Indigenous school students. PSPI encourages parents of Indigenous students, Indigenous communities and schools to work together in partnership to address local barriers to education.

PSPI projects supplement mainstream education services and programmes and provide a mechanism for capacity building in Indigenous communities to enhance learning outcomes for Indigenous students.

#### **A10.1.2** Policy objectives

The objectives of the PSPI are to:

- improve attendance;
- improve literacy and numeracy skills;
- increase retention of Indigenous students from Years 10 to 12; and
- increase the level of successful Year 12 completions or vocational equivalent for Indigenous students.

## A10.2 Eligibility

**A10.2.1 Eligible applicants** The following organisations may apply for funding:

- preschools, primary and secondary schools (funded directly or through a system);
- clusters or collectives of preschools, primary or secondary schools;
- non-government organisations; and
- legally incorporated organisations, including Indigenous Parent Bodies.

Applicants must demonstrate partnerships with parents of Indigenous students and Indigenous communities and are encouraged to develop linkages with local and district education providers, non-government organisations, local businesses and other relevant organisations.

**A10.2.2 Involvement of parents of Indigenous students and Indigenous communities** Applicants must demonstrate the involvement of parents of Indigenous students and Indigenous communities in proposed projects and decision making processes.

Parents of Indigenous students and Indigenous communities are encouraged to be active participants in partnership with schools in the development, implementation and evaluation of the education project. Applications for Funding will need to demonstrate this.

Parents of Indigenous students who have been involved with ASSPA Committees may continue their participation in education decision-making in partnership with schools through a range of ways, including their current committee structure, or another committee with Indigenous community and school membership set up to advise on a whole of school strategy to improve the education of Indigenous students and to oversee the implementation of the projects funded under the Parent School Partnerships Initiative.

School Boards or Councils that have appropriate Indigenous community membership also provide a suitable way of involving Indigenous communities.

Applications should also show the project has appropriate community involvement and support from other organisations, relevant programmes and agencies in the local area. Letters of support and minutes of the meetings that were conducted as part of the development of the proposed project are examples of evidence of the level of Indigenous parent and community participation in the development of the proposal.

**A10.2.3 Target groups** PSPI projects are targeted at accelerating outcomes of Indigenous students who are currently undertaking primary and secondary schooling and who have been identified as having:

- low attendance rates;
- literacy and numeracy skills that are below that of their peers;
- increased risk of non-completion of Years 10, 11 and 12; or
- at risk of dropping out of school.

## A10.3 Projects

### A10.3.1 Types of PSPI projects sought

Projects that address barriers to education using whole school strategies are encouraged e.g. through building on the capacity of parents and communities to motivate and assist students, improving the quality of teaching and teacher/student relationships and development of networks with local business and community groups to help support learning and positive attitude to learning in and outside of school.

Projects may involve a range of interventions or strategies that might target, for example:

- disadvantaged Indigenous pre-school students through strategies that prepare them for compulsory schooling e.g. learning readiness and pre-school participation;
- Indigenous students in Years 8 and 9, who have been identified as having low attendance rates, poor literacy and numeracy skills and/or are at-risk of leaving school early;
- Indigenous young people in juvenile detention centres who are at risk of non-completion of Years 10, 11 and 12 and are currently enrolled in the schooling system; and
- Indigenous students in their transitions from pre-school to primary, primary to secondary, junior to senior secondary school and school to boarding school.

Examples of interventions may include:

- strategies that improve the participation of parents of Indigenous students and Indigenous communities in improving learning outcomes and the development of positive relationships between teachers and Indigenous communities;
- innovative summer schools and other projects which re-engage students at risk of dropping out of school and improve students' confidence, self esteem, literacy and presentation skills.
- joint funding and partnerships with other Australian and State Government agencies and Indigenous communities to implement a coordinated programme to improve community awareness of pre-school and parenting programmes and to implement 'joined-up' strategies to lift Indigenous children's attendance at pre-school;
- building on the capacity of parents of Indigenous students and community members to work in partnership with schools to improve learning outcomes for Indigenous students;
- a local mentoring programme, combined with pastoral care to keep students at risk of dropping out of school engaged in schooling;
- the development of a comprehensive student support system, in which Indigenous students who are falling behind their peers are identified and engaged using creative educational strategies to re-engage them in a structured school education programme; and
- working in partnership with local business enterprises to provide vocational experience for Indigenous students in Years 10, 11 and 12. For example, Information and Communication Technology (ICT).

## A10.4 Applying for Funding

### A10.4.1 How to apply for funding

Eligible organisations apply for funding by first submitting a Concept Plan, which briefly identifies local barriers to education and proposes projects to address those barriers. Concepts Plans will be assessed by DEST and applicants will be advised of the results of this assessment. Applicants are then required to lodge a fully developed Application for Funding.

Both the Concept Plan and Application for Funding forms are available from your nearest DEST Office and on the DEST website at <http://www.DEST.gov.au>

### A10.4.2 Concept Plan

The PSPI *Concept Plan* is essentially an expression of interest in applying for funding for a project. It provides an opportunity to outline the concept or ideas behind the proposed project and to briefly describe the objectives of the proposed initiative, the target group, the anticipated outcomes to be achieved and an indicative budget. Once submitted, DEST will assess the plan against the set of mandatory criteria outlined at A10.5.1.

If the Concept Plan meets the criteria and is suitable for further development, the applicant will be encouraged to fully develop and submit an Application for Funding for consideration in the next funding round.

### A10.4.3 Application for Funding

The *Application for Funding* form will require, in addition to the mandatory legal and financial requirements:

- a detailed description of the project and how it will meet the relevant objectives of the PSPI programme;
- details on the number of Indigenous students enrolled at the school/s and participating in the project;
- proof of Indigenous parent and community support for the project i.e. letters of support and evidence of the level of Indigenous community participation in the development of the application;
- evidence that the project includes strategies to involve parents of Indigenous students and Indigenous communities in the management and monitoring of the initiative.
- agreement to collect and report on the project at negotiated intervals and at the completion of the project;
- a signature of both the School Principal, or nominated representative (excluding the Indigenous Education Worker) and an Indigenous parent on behalf of those parents of Indigenous students he/she represents;
- evidence that the project aligns with the strategic directions outlined in the School's Indigenous Education Plan or School Operational Plan;
- evidence that the PSPI cannot be funded through mainstream programs and services or any other funding source;
- performance indicators, and targets (where appropriate).

### A10.4.4 Duration of funding

Most PSPI projects would be of 1-2 school years duration. The maximum length of any PSPI project is four years.

## A10.4 Applying for Funding (continued)

### A10.4.5 When to apply for funding

PSPI *Concept Plans and Applications for Funding* are usually submitted to DEST twice per year by through coordinated rounds so that any further development work can be completed by applicants in time to submit their final applications for funding by the closing dates for *Applications for Funding*.

During 2005, there will be more opportunities to submit *Concept Plans and Applications for Funding*. The Department may decide to vary the frequency and timing of funding rounds.

### A10.4.6 Responsibilities of the funding recipient

Funding recipients are responsible for the organisation, operation and management of approved projects, including:

- completing a PSPI *Concept Plan and/or Application for Funding*;
- negotiating a budget with DEST, including obtaining quotes where required;
- supervising participating students and ensuring the safety of participants;
- obtaining appropriate insurance cover;
- paying all costs and fees, including GST, and obtaining essential materials;
- staff engagement and conduct;
- paying all salary on-costs i.e. superannuation;
- complying with State Working with Children legislation and policy where relevant, or with DEST requirements in relation to obtaining criminal history checks;
- maintaining complete financial records and acquitting all DEST funds;
- submitting performance reports which record progress against objectives and performance measures;
- returning any unspent funds; and
- ensuring project funds are not used for any other purpose.



## A10.5 Assessing Applications

### A10.5.1 Assessment of applications

The criteria for assessing applications include mandatory criteria and desirable criteria. Applicants must provide:

Mandatory criteria:

- the project has been developed by the school and Indigenous communities and parents;
- the project meets the objectives of the programme;
- the project has clearly defined milestones and performance measures;
- the project aligns with the strategic directions outlined in the school's Indigenous Education Plan or School Operational Plan;
- the project offers value for money; and
- evidence of other financial and in-kind support for the project.

Desirable criteria:

- the project outcomes are sustainable (eg. delivery of an educationally sound literacy and language programme which builds the skills of parents, teachers and students); and
- the project will add value to strategies already in place in the school to improve educational outcomes.

Applications for funding are prioritised by assessing them against the State Targeting Plans or Indigenous Education Strategic Plans, PSPI selection criteria (listed above) and available funds. It is a competitive selection process and not all applications can receive funding.

Projects in Category 1 locations (as defined in section 6.3) will receive approximately 50% of the available funding in recognition of greater educational disadvantage Indigenous students in these areas experience and the higher costs of delivering services in remote areas.

### A10.5.2 Notification of funding

When an application has been approved, the funding recipient will receive a letter from the Department that will outline funding arrangements and the amount of funding approved.

### A10.5.3 Funding agreements

A funding agreement between DEST and the funding recipient will be sent to the funding recipient for signature.

The funding agreement will outline the Conditions of Funding. For further information about funding agreements see section 4 of the *Guidelines*.

## A10.6 Payments and Reporting

<b>A10.6.1 Payments</b>	Once applicants are notified of the success of their Application for Funding, payments will be made at negotiated intervals throughout the funding period, usually on a quarterly basis. Payments are made by direct credit to the funding recipient's bank account. Funding recipients must keep a separate bank account for PSPI funds, except where the accounting system allows them to identify PSPI funds within a common account by maintaining a separate PSPI ledger. Funding recipients must supply an ABN.
<b>A10.6.2 Performance reporting requirements</b>	<p>Funding recipients will be required to provide performance reports to DEST at intervals throughout the funding period and on completion of the project.</p> <p>The PSPI Performance Reports assess progress and performance against predetermined measures outlined in the funding agreement. Where performance targets have been negotiated, progress made toward the achievements of the targets must be described in the performance report/s.</p> <p>Performance indicators may be determined based on the objectives of the project. Examples include:</p> <ul style="list-style-type: none"> <li>• attendance levels;</li> <li>• number of Indigenous students who complete Year 10;</li> <li>• number of Indigenous community members participating in the project;</li> <li>• number of Indigenous students who completed Year 12 or its vocational equivalent;</li> <li>• reading, writing, spelling benchmark results in Years 3, 5 and 7 if available at the level of the project. Number of students who meet the relevant State curriculum standards (pre and post project intervention);</li> <li>• numeracy benchmark results in Years 3, 5 and 7, if available at project level. Number of students who meet the relevant State curriculum standards (pre and post project intervention) for their age and level of schooling; and</li> <li>• number of Indigenous students enrolled in and attending pre-school.</li> </ul>
<b>A10.6.3 Funding agreements</b>	The funding recipient must provide a financial acquittal showing expenditure against all items detailed in the <i>Application for Funding</i> and must show that the funds have been fully expended and/or committed for the purposes of the project within 60 days of the completion of the funding period. DEST may also require that any unspent funds be returned to DEST.
<b>A10.6.4 Monitoring project progress</b>	The funding agreement will outline when progress reports must be provided to DEST. A brief progress report outlining progress against milestones outlined in the funding agreement may be requested by DEST at agreed times throughout the funding period and at the end of year report.

## A11 Homework Centres

### A11.1 Overview and Eligibility

#### A11.1.1 Overview

Homework Centres (HWCs) are one form of assistance available under the Whole of School Intervention Strategy. This supervised after school hours environment encourages Indigenous students to complete their homework and to study. Homework Centres are usually set up in a school classroom, library or in other school buildings. They are supervised by personnel drawn from Indigenous communities and schools.

Approved activities at Homework Centres include:

- supervision of homework and school assignments (by skilled assistants);
- tuition where the HWC is the most appropriate available venue; and
- use of structured educational materials and activities to encourage attendance and participation at the HWC and school.

#### A11.1.2 Aims

Homework Centres aim to contribute to:

- improved literacy and numeracy skills of Indigenous school students; and
- improved homework and assignment completion rates.

Priority will be given to funding Homework Centres that have demonstrated links with other school-based projects.

#### A11.1.3 Eligible applicants

Potential funding recipients include:

- primary and secondary schools (could be funded directly or through a system);
- clusters or collectives of primary or secondary schools in regions;
- non-government organisations; and
- legally incorporated organisations.

Applicants must demonstrate partnership with parents of Indigenous students and Indigenous communities and are encouraged to develop linkages with local and district education providers, non-government organisations and local businesses and other relevant organisations.

#### A11.1.4 Involvement of parents of Indigenous students and Indigenous communities

Integral to HWCs is the involvement of parents of Indigenous students and Indigenous communities.

Applications must show that the HWC has appropriate support from Indigenous communities and other organisations eg. local community groups and businesses, Local Councils, Indigenous Community Councils etc. Letters of support and minutes of the meetings that were conducted as part of the HWC development are examples of evidence of the level of Indigenous parent and community participation in the development of the *Application for Funding*.

#### A11.1.5 Targeted groups

Homework Centres are targeted at Indigenous school students (Aboriginal or Torres Strait Islander, according to the school census) aged eight years old and above may attend a Homework Centre. Students must obtain parental or caregiver permission to attend the Homework Centre.

## A11.2 Applying for Funding

<b>A11.2.1 HWCs as part of PSPI projects</b>	Where possible, Homework Centres should link to other relevant programmes, including other Parent School Partnerships Initiative projects and the School Development or Operational Plan.
<b>A11.2.2 Applying for funding</b>	<p>Eligible organisations can apply for funding by first submitting a <i>Concept Plan</i>, which briefly identifies local barriers to education and proposes projects to address those barriers. Concepts Plans will be assessed by DEST and applicants will be advised of the results of this assessment. Applicants are then required to lodge a fully developed <i>Application for Funding</i>.</p> <p>The <i>Concept Plan</i> and <i>Application for Funding</i> form are available from your nearest DEST Office and on the DEST website at: <a href="http://www.dest.gov.au">www.dest.gov.au</a>.</p>
<b>A11.2.3 Concept Plan</b>	<p>The <i>Concept Plan</i> is essentially an expression of interest to apply for funding for a Homework Centre project. It provides an opportunity to outline the concept or ideas behind the proposed HWC and to briefly describe the objectives of the proposed initiative, the target group, the anticipated outcomes to be achieved and an indicative budget. Once submitted, DEST will assess the plan against a set of criteria. If the <i>Concept Plan</i> meets the criteria and is suitable for further development, the applicant will be encouraged to fully develop and submit an <i>Application for Funding</i> for consideration in the next funding round.</p>
<b>A11.2.4 Application for Funding</b>	<p>The <i>Application for Funding</i> form will require, in addition to the mandatory legal and financial requirements:</p> <ul style="list-style-type: none"> <li>• a detailed description of the homework centre, how it will be managed and how it will meet the objectives of the initiative;</li> <li>• confirmation of numbers of Indigenous students enrolled at the school;</li> <li>• proof of Indigenous parent and community support for the project i.e. letters of support and evidence of the level of Indigenous community participation in the development of the application;</li> <li>• agreement to collect and report on Homework Centres at negotiated intervals and at the completion of the project;</li> <li>• a signature of both the School Principal/s nominated representative (excluding the Indigenous Education Worker) and Indigenous parent/s on behalf of those parents of Indigenous students he/she represents;</li> <li>• evidence that the project includes strategies to involve parents of Indigenous students and Indigenous communities in the management and monitoring of the initiative; and</li> <li>• evidence the Homework Centre is linked with the School Development or Operational Plan.</li> </ul>
<b>A11.2.5 Duration of funding</b>	Funding agreements for most Homework Centres would usually be of one school year duration.
<b>A11.2.6 Timing of applications</b>	<p>Concept Plans are usually invited twice per year. <i>Applications for Funding</i> for Homework Centres are usually invited twice per year, by 15 November and 15 May.</p> <p>The Department may decide to vary the frequency and timing of funding rounds.</p>

## A11.3 Responsibilities

### A11.3.1 Responsibilities of the funding recipient

HWC funding recipients are fully responsible for the organisation, operation and management of approved HWCs, including:

- completing a *Concept Plan* and an *Application for Funding*;
- negotiating a budget with DEST, including obtaining quotes where required;
- obtaining appropriate insurance cover;
- paying all costs and fees, including GST, and obtaining essential materials;
- staff engagement, payment and conduct;
- ensuring that there are always suitably experienced and qualified staff supervising minors, have first aid certificates etc;
- ensuring that staff/student ratios are adequate;
- ensuring the safety of participants;
- provision of a quiet environment, preferably a classroom, workstations/desks, reading resources and materials/stationery;
- complying with State Working with Children legislation and policies where relevant, or with DEST requirements in relation to obtaining a criminal history check;
- maintaining complete financial records;
- submitting performance reports and acquitting all DEST funds;
- returning any unspent funds to DEST;
- taking responsibility for developing and implementing the HWC; and
- ensuring HWC funds are not used for any other purpose.

## A11.4 Assessment of Applications

### A11.4.1 Assessment of applications

Selection criteria for Homework Centres are the same as for Parent School Partnership Initiatives projects.

Mandatory selection criteria are:

- the application has been developed by schools and Indigenous communities and parents;
- the HWC meets the objectives of the programme;
- the HWC has clearly defined milestones and performance measures;
- the HWC aligns with the strategic directions outlined in the school's Indigenous Education Plan or School Operational Plan;
- financial and in-kind support for the HWC; and
- the HWC offers value for money.

Desirable selection criteria are:

- the HWC outcomes are sustainable; and
- the HWC will add value to strategies already in place in the school to improve educational outcomes.

Homework centre funding is limited. Applications for Homework Centre funding are prioritised by assessing them against the State Targeting Plans or Indigenous Education Strategic Plans, selection criteria and available funds. It is a competitive process and not all applications can receive funding.

### A11.4.2 Notification of funding

When a HWC Application has been approved, the funding recipient will receive a letter of offer from the Department that will outline contracting arrangements and the amount of funding approved.

### A11.4.3 Funding agreements

Once an acceptance of offer from the funding recipient is received by DEST, a funding agreement between DEST and the funding recipient will be agreed.

The funding agreement will outline the Conditions of Funding. For further information about funding agreements see Section 4 of the *Guidelines*.

## A11.5 Payments and Reporting

### A11.5.1 Payments

Once applicants are notified of the success of their *Application for Funding* payments will be made at negotiated intervals throughout the funding period. Payments are made by direct credit to a bank account. Funding recipients must keep a separate bank account for HWC funds, except where the accounting system allows them to identify HWC funds within a common account by maintaining a separate HWC ledger.

Where GST is payable the Department will 'gross up' payments to include the GST component and specify that amount on a Recipient Created Tax Invoice (RCTI) with the payment.

The funding recipient is responsible for meeting his or her obligations under the *A New Tax System Act 1999* and the GST.

### A11.5.2 Performance reporting requirements

With the need to monitor and evaluate the programme in the context of education outcomes a performance reporting framework will combine the requirement to assess Homework Centres focusing on:

- Homework Centre attendance;
- homework and assignments completed; and
- improved literacy and numeracy outcomes.

### A11.5.3 Financial acquittal requirements

Funding recipients must provide a financial acquittal showing expenditure against all items detailed in the *Application for Funding* and must show that the funds have been fully expended and/or committed for the purposes of the project. Any unspent funds are to be returned to DEST.

The acquittal report is due within 60 days of the completion of HWCs. Where a funding recipient has negotiated a multi-year HWC, the acquittal is due by 31 December of the funding year.

## A12 Indigenous Education Programmes offices

IEUs and ICCs - call 1800 800 821	<p>In the first instance, clients should call <b>1800 800 821</b>. This is a national number which will connect callers to their nearest Indigenous Education Programmes office.</p> <p>IEP is managed by Indigenous Education Units (IEUs) and Indigenous Coordination Centres (ICCs). The below list was current at the time of publication, however IEUs are in the process of integrating with ICCs. Please use the 1800 800 821 number in the first instance.</p>	
New South Wales Free call nationally 1800 800 821	<p><b>Armida IEU</b> 10-11/ 108 Beardy Street ARMIDALE NSW 2350 Ph: 02 6774 8228 Fax: 02 6771 4551</p>	<p><b>Bateman's Bay IEU</b> 13 Beach Road BATEMAN'S BAY NSW 2536 Ph: 02 4475 3600 Fax: 02 4472 3978</p>
	<p><b>Bourke ICC</b> 26 Mertin Street PO Box 29 BOURKE NSW 2840 Ph: 02 6872 1904 Fax: 02 6872 1906</p>	<p><b>Coffs Harbour ICC</b> 17 Duke Street PO Box 1335 COFFS HARBOUR NSW 2450 Ph: 02 6648 5800 Fax: 02 6648 5888</p>
	<p><b>Dubbo IEU</b> 92 Macquarie St DUBBO NSW 2830 Ph: 02 6883 6585 Fax: 02 6882 6971</p>	<p><b>Griffith IEU</b> Unit 1, 192 Yambil Street GRIFFITH NSW 2680 Ph: 02 6961 8940 Fax: 02 6961 8944</p>
	<p><b>Kempsey IEU</b> 3/ 148 Belgrave Street KEMPSEY NSW 2440 Ph: 02 6561 4900 Fax: 02 6562 1936.</p>	<p><b>Lismore IEU</b> Suite 1, Level 3 Manchester Unity Centre LISMORE NSW 2480 Ph: 02 6626 4300 Fax: 02 6621 9857</p>
	<p><b>Moree IEU</b> Tenancy 2, 215 Balo Street MOREE NSW 2400 Ph: 02 6757 3900 Fax: 02 6752 1524</p>	<p><b>Newcastle IEU</b> Ground Floor, 24 Beaumont Street HAMILTON NSW 2303 Ph: 02 4974 1780 Fax: 02 4974 1785</p>
	<p><b>Orange IEU</b> Suite 3, 95 Byng Street ORANGE NSW 2800 Ph: 02 6392 6740 Fax: 02 6361 1267</p>	<p><b>Queanbeyan ICC</b> 1 Monaro Street PO Box 172 QUEANBEYAN NSW 2620 Tel: 02 6200 5150 Fax: 02 6200 5156</p>
	<p><b>Sydney IEU</b> Lvl 20, Sydney Central Building, 477 Pitt St SYDNEY NSW 2000 Ph: 02 9298 7468 Fax: 02 9298 7476</p>	<p><b>Sydney ICC</b> Level 9, 300 Elizabeth St PO Box K1176 HAYMARKET NSW 1240 Ph: 02 9288 6100 Fax: 02 9282 9178</p>
	<p><b>Tamworth ICC</b> 468-470 Peel Street PO Box 684 TAMWORTH NSW 2340 Ph: 02 6766 7966 Fax: 02 6766 8186</p>	<p><b>Taree IEU</b> Shop 2 Macquarie Mall, Macquarie Street TAREE NSW 2430 Ph: 02 6592 4600 Fax: 02 6592 4602</p>
	<p><b>Wagga Wagga IEU</b> Suite 3, Level 1, 76 Morgan St WAGGA WAGGA NSW 2650 Ph: 02 6937 3002 Fax: 02 6937 3079</p>	<p><b>Wagga Wagga ICC</b> 1st Floor, 2 O'Reilly Street PO Box 144 WAGGA WAGGA NSW 2650 Tel: 02 6937 3040 Fax: 02 6937 3055</p>



## A12 Indigenous Education Programmes offices (continued)

<p>New South Wales (continued)</p> <p>Free call nationally 1800 800 821</p>	<p><b>Walgett IEU</b> 44 Fox Street WALGETT NSW 2832 Ph: 02 6828 0600 Fax: 02 6828 1831</p>	<p><b>Wollongong IEU</b> Level 4, 43 Burelli Street WOLLONGONG NSW 2500 Ph: 02 4251 2111 Fax: 02 4228 0931</p>
	<p><b>Wyang IEU</b> 6/22-32 Pacific Highway WYONG NSW 2259 Ph: 02 4350 6860 Fax: 02 4350 6863</p>	<p><b>Canberra IEU</b> Ground Floor, 16-18 Mort Street CANBERRA ACT 2600 Ph: 02 6240 8123 Fax: 02 6240 7017</p>
<p>Victoria</p> <p>Free call nationally 1800 800 821</p>	<p><b>Albury IEU</b> Suite 1, 512 Swift Street ALBURY VIC 2640 Ph: 02 6021 1875 Fax: 02 6021 2571</p>	<p><b>Bendigo IEU</b> 1st Floor, Corner Mundy &amp; Myers Streets BENDIGO VIC 3550 Ph: 03 5430 5692 Fax: 03 5430 5699</p>
	<p><b>Melbourne IEU</b> Level 24 Casseldon Place, 2 Lonsdale St MELBOURNE VIC 3000 Ph: 03 9920 4777 Fax: 03 9920 4711</p>	<p><b>Melbourne ICC</b> Level 26, 2 Lonsdale Street, MELBOURNE VIC 3000 Tel: 03 9285 7222 Fax: 03 9285 7219</p>
	<p><b>Mildura IEU</b> 151 Ninth Street MILDURA VIC 3500 Ph: 03 5051 6100 Fax: 03 5051 6109</p>	<p><b>Morwell IEU</b> 23 Hazelwood Road MORWELL VIC 3840 Ph: 03 5133 6042 Fax: 03 5133 6032</p>
<p>Queensland</p> <p>Free call nationally 1800 800 821</p>	<p><b>Brisbane IEU</b> 11th Floor, 215 Adelaide Street GPO Box 9880 BRISBANE QLD 4000 Ph: 07 3223 1092 Fax: 07 3223 1089</p>	<p><b>Brisbane ICC</b> Level 12, AXA Building, 144 Edward Street PO Box 2472 BRISBANE QLD 4001 Tel: 07 3006 4822 Fax: 07 3221 4359</p>
	<p><b>Cairns IEU</b> Level 3, 98-102 Grafton Street PO Box 2379 CAIRNS QLD 4870 Ph: 07 4048 7100 Fax: 07 4048 7115</p>	<p><b>Cairns ICC</b> Level 2, 111 Grafton Street PO Box 1599 CAIRNS QLD 4870 Tel: 07 4048 8600 Fax: 07 4048 8633</p>
	<p><b>Gympie IEU</b> Commonwealth Govt Bldg, 27 O'Connell St PO Box 998 GYMPIE QLD 4570 Ph: 07 5481 0300 Fax: 07 5481 0330</p>	<p><b>Mackay IEU</b> 187 Alfred Street PO Box 1853 MACKAY QLD 4740 Ph: 07 4944 9900 Fax: 07 4944 9911</p>
	<p><b>Mount Isa IEU</b> Suite 15, Level 1 Mt Isa House, 21-27 Mary Street (PO Box 2056) MOUNT ISA QLD 4825 Ph: 07 4747 2200 Fax: 07 4747 2222</p>	<p><b>Mount Isa ICC</b> 42-44 Simpson Street PO Box 2416 MOUNT ISA QLD 4825 Ph: 07 4747 3055 Fax: 07 4747 3077</p>

## A12 Indigenous Education Programmes offices (continued)

Queensland (continued)  Free call nationally 1800 800 821	<b>Peninsula ICC</b> Level 2, 111 Grafton Street PO Box 1599 CAIRNS QLD 4870 Ph: 07 4048 8600 Fax: 07 4048 8633	<b>Roma ICC</b> 101-107 McDowall Street ROMA QLD 4455 Ph: 07 4622 8877 Fax: 07 4622 3591
	<b>Rockhampton IEU</b> Level 3 Commonwealth Centre, Corner East & Fitzroy Streets PO Box 140 ROCKHAMPTON QLD 4700 Ph: 07 4938 6100 Fax: 07 4938 6111	<b>Rockhampton ICC</b> Level 1, Central Qld University Building, Corner Fitzroy and East Streets PO Box 550 ROCKHAMPTON QLD 4700 Ph: 07 4927 4966 Fax: 07 4922 5941
	<b>Thursday Island IEU</b> Commonwealth Centre, Cnr Hastings Street & Victoria Parade PO Box 393 THURSDAY ISLAND QLD 4875 Ph: 07 4069 1323 Fax: 07 4069 1801	<b>Toowoomba IEU</b> Level 1, AMP Building, 516 Ruthven Street PO Box 888 TOOWOOMBA QLD 4350 Ph: 07 4694 0800 Fax: 07 4694 0811
	<b>Townsville IEU</b> Grnd Floor, Commonwealth Bldg, Walker St PO Box 1445 TOWNSVILLE QLD 4810 Ph: 07 4760 2680 Fax: 07 4760 2670	<b>Townsville ICC</b> Level 2, 21 Stokes Street PO Box 2018 TOWNSVILLE QLD 4810 Tel: 07 4722 3888 Fax: 07 4772 4436
Tasmania  Free call nationally 1800 800 821	<b>Hobart IEU</b> Level 12, 188 Collins Street HOBART TAS 7000 Ph: 03 6222 9617 Fx: 03 6231 6986	<b>Hobart ICC</b> Level 5, 25 Argyle Street PO Box 8 HOBART TAS 7001 Tel: 03 6211 3900 Fax: 03 6211 3904
Western Australia  Free call nationally 1800 800 821	<b>Albany IEU</b> Suite 2 78-82 Collie St PO Box 5894 ALBANY WA 6332 Ph: 08 9841 9500 Fax: 08 8941 9509	<b>Broome ICC</b> 1 Short Street PO Box 613 BROOME WA 6725 Ph: 08 91927855 Fax: 08 9193 5958
	<b>Bunbury IEU</b> Unit 5 Marlston Quays, Cnr Bonnefoi Blvd & Jetty Rd PO Box 266 BUNBURY WA 6230 Ph: (08) 9792 9201 Fax: 08 97929202	<b>Derby ICC</b> 37 Rowan Street PO Box 1009 DERBY WA 6728 Ph: 08 91 932 600 Fax: 08 91 931 103
	<b>Geraldton ICC</b> 17 Lester Avenue PO Box 146 GERALDTON WA 6530 Ph: 08 9921 9514 Fax: 08 99643166	<b>Kalgoorlie ICC</b> 39-43 Boulder Road PO Box 490 KALGOORLIE WA 6430 Ph: 08 9024 1100 Fax: 08 90241 199

## A12 Indigenous Education Programmes offices (continued)

<p>Western Australia (continued)</p> <p>Free call nationally 1800 800 821</p>	<p><b>Kununurra ICC</b> 2250 Coolibah Drive PO Box 260 KUNUNURRA WA 6743 Ph: 08 9168 3284 Fax: 08 9168 3317</p>	<p><b>Perth ICC</b> Lvl 16, 256 Adelaide Tce PO Box 6117 EAST PERTH WA 6892 Ph: 08 9220 3211 Fax 08 9220 3280</p>
	<p><b>South Hedland ICC</b> Commonwealth Building, 3 Brand St PO Box 2628 SOUTH HEDLAND WA 6722 Ph: 08 91402163 Fax: 08 9140 1321</p>	<p><b>Perth IEU</b> Lvl 13, The Quadrant, 1 Williams St GPO Box 9880 PERTH WA 6848 Ph: 08 94644 000 Fax: 08 94644 037</p>
<p>South Australia</p> <p>Free call nationally 1800 800 821</p>	<p><b>Adelaide IEU</b> 4th Floor, 115 Grenfell Street ADELAIDE SA 5000 Ph: 08 8306 8800 Fax: 08 8306 8855</p>	<p><b>Ceduna ICC</b> 22B East Terrace PO Box 396 CEDUNA SA 5690 Ph: 08 8624 4050 Fax: 08 8624 4055</p>
	<p><b>Port Augusta IEU</b> 12 Chapel Street PORT AUGUSTA SA 5700 Ph: 08 8643 0900 Fax: 08 8363 0907</p>	<p><b>Port Augusta ICC</b> 38-40 Stirling Road PO Box 2214 PORT AUGUSTA SA 5700 Ph: 08 8647 1500 Fax: 08 8641 0684</p>
<p>Northern Territory</p> <p>Free call nationally 1800 800 821</p>	<p>Alice Springs IEU Jock Nelson Centre, 16 Hartley Street ALICE SPRINGS NT 0870 Ph: 08 8952 2650 Fax: 08 8952 9272</p>	<p>Alice Springs ICC 2nd Floor, Jock Nelson Building, Hartley St, PO Box 2255 ALICE SPRINGS NT 0871 Tel: 08 8959 4211 Fax: 08 8952 1937</p>
	<p>Darwin IEU 6 Searcy Street DARWIN NT 0800 Ph: 08 8936 5154 Fax: 08 8936 5160</p>	<p>Darwin ICC Building 2, 13 Scaturchio St PO Box 40670 CASUARINA NT 0810 Tel: 08 89445566 Fax: 08 89445599</p>
	<p>Katherine ICC Lvl 1 Randazzo Building, 14 Katherine Tce PO Box 84 KATHERINE NT 0850 Tel: 08 8972 1433 Fax: 08 8973 2029</p>	
	<p>Nhulunbuy IEU 1st Floor, Rufaza Plaza, 1470 Franklyn St NHULUNBUY NT 0880 Ph: 08 8987 2671 Fax: 08 8987 2864</p>	<p>Nhulunbuy ICC Government Offices, Endeavour Square, PO Box 246 NHULUNBUY NT 0881 Tel: 08 8987 8468 Fax: 08 8987 8439</p>
	<p>Tennant Creek IEU 179 Paterson Street TENNANT CREEK NT 0860 Ph: 08 8962 0655 Fax: 08 8952 9272</p>	<p>Tennant Creek ICC 1-9 Paterson St PO Box 321 TENNANT CREEK NT 0861 Tel: 08 8962 2639 Fax: 08 8962 1988</p>

## A13 Goals of the AEP

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- A13.1**  
**Four categories of AEP goals**
- The 21 AEP long-term goals are divided into four categories:
- Involvement of Aboriginal and Torres Strait Islander People in Educational Decision-Making (Goals 1 to 6)
  - Equality of Access to Educational Services (Goals 7 to 9)
  - Equity of Educational Participation (Goals 10 to 12)
  - Equitable and Appropriate Educational Outcomes (Goals 13 to 21)
- 
- A13.2**  
**Decision making goals**
- The long-term goals which aim to achieve **involvement of Aboriginal and Torres Strait Islander people in educational decision-making** are listed below.
- 1 To establish effective arrangements for the participation of Aboriginal and Torres Strait Islander parents and community members in decisions regarding the planning, delivery and evaluation of preschool, primary and secondary education services for their children.
  - 2 To increase the number of Aboriginal and Torres Strait Islander people employed as educational administrators, teachers, curriculum advisers, teacher assistants, home-school liaison officers and other education workers, including community people engaged in the teaching of Aboriginal and Torres Strait Islander culture, history and contemporary society, and Aboriginal and Torres Strait Islander languages.
  - 3 To establish effective arrangements for the participation of Aboriginal and Torres Strait Islander students and community members in decisions regarding the planning, delivery and evaluation of post-school education services, including technical and further education colleges and higher education institutions.
  - 4 To increase the number of Aboriginal and Torres Strait Islander people employed as administrators, teachers, researchers and student services officers in technical and further education colleges and higher education institutions.
  - 5 To provide education and training services to develop the skills of Aboriginal and Torres Strait Islander people to participate in educational decision-making.
  - 6 To develop arrangements for the provision of independent advice from Aboriginal and Torres Strait Islander communities regarding educational decisions at regional, State, Territory and National levels.
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- A13.3**  
**Access goals**
- The long-term goals which aim to achieve **equality of access to educational services** are listed below.
- 7 To ensure that Aboriginal and Torres Strait Islander children of pre-primary school age have access to preschool services on a basis comparable to that available to other Australian children of the same age.
  - 8 To ensure that all Aboriginal and Torres Strait Islander children have local access to primary and secondary schooling.
  - 9 To ensure equitable access of Aboriginal and Torres Strait Islander people to post-compulsory secondary schooling, technical and further education, and to higher education.

## A13 Goals of the AEP (continued)

**A13.4 Participation goals** The long-term goals which aim to achieve **equity of educational participation** are listed below.

- 10 To achieve the participation of Aboriginal and Torres Strait Islander children in preschool education for a period similar to that for other Australian children.
- 11 To achieve the participation of all Aboriginal and Torres Strait Islander children in compulsory schooling.
- 12 To achieve the participation of Aboriginal and Torres Strait Islander people in post-compulsory secondary education, in technical and further education, and in higher education, at rates commensurate with those of other Australians in those sectors.

**A13.5 Outcomes goals** The long-term goals which aim to achieve **equitable and appropriate educational outcomes** are listed below.

- 13 To provide adequate preparation of Aboriginal and Torres Strait Islander children through preschool education for the schooling years ahead.
- 14 To enable Aboriginal and Torres Strait Islander attainment of skills to the same standard as other Australian students throughout the compulsory schooling years.
- 15 To enable Aboriginal and Torres Strait Islander students to attain the successful completion of Year 12 or equivalent at the same rates as for other Australian students.
- 16 To enable Aboriginal and Torres Strait Islander students to attain the same graduation rates from award courses in technical and further education, and in higher education, as for other Australians.
- 17 To develop programmes to support the maintenance and continued use of Aboriginal and Torres Strait Islander Languages.
- 18 To provide community education services which enable Aboriginal and Torres Strait Islander people to develop the skills to manage the development of their communities.
- 19 To enable the attainment of proficiency in English language and numeracy competencies by Aboriginal and Torres Strait Islander adults with limited or no educational experience.
- 20 To enable Aboriginal and Torres Strait Islander students at all levels of education to have an appreciation of their history, cultures and identity.
- 21 To provide all Australian students with an understanding of and respect for Aboriginal and Torres Strait Islander traditional and contemporary cultures.