



Australian Government

Department of Education, Science and Training

Indigenous Education Programmes Provider Guidelines

2005-2008

Part B



Away-from-Base for Mixed-Mode Delivery
Tertiary Tuition



Australian Government

Department of Education, Science and Training

INDIGENOUS EDUCATION PROGRAMMES

PROVIDER GUIDELINES

2005-2008

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GLOSSARY

ABSTUDY	The Aboriginal and Torres Strait Islander Study Grants Scheme. This scheme, administered by <i>Centrelink</i> , 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 <i>Away-from-base</i> 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. <i>DEST</i> administers the 'mixed-mode' element of the programme; <i>Centrelink</i> administers ABSTUDY element.
AQF	Australian Qualifications Framework.
ATAS	Aboriginal Tutorial Assistance Scheme. ATAS was refocussed from 2005 as <i>ITAS</i> .
AVETMISS	Australian Vocational Education and Training Management Information Statistical Standard.
Centrelink	The Australian Government service delivery agency. Centrelink delivers the Department's ABSTUDY programme, among other programmes.
CPI	Consumer Price Index.
DEST	Department of Education, Science and Training.
DEWR	Department of Employment and Workplace Relations.
EFTSL	Equivalent Full-time Student Load.
EPUC	Education Provider Unit Cost. The base funding unit of the 'mixed-mode' <i>Away-from-base</i> programme.
'Family'	For the purposes of Indigenous Education Programmes, "family" includes people who: <ul style="list-style-type: none"> • are related by blood or marriage; or • have a strong affinity; or • are in a bona fide domestic or household relationship; or • have a parent/caregiver and child or adopted child relationship.
FTE	Full Time Equivalent.
GST	Goods and Services Tax.
Higher education	The tertiary education sector provided by universities but excluding other tertiary education providers such as <i>TAFEs</i> .
ICC	Indigenous Coordination Centre. One of a network of offices delivering the Australian Government's Indigenous programmes.
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 A of these Guidelines).
IEU	Indigenous Education Unit. One of a network of offices administering <i>DEST</i> '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.
ITAS	Indigenous Tutorial Assistance Scheme. An <i>IEP</i> element.
Major provider	An education system (Government, Catholic or other) institution.

GLOSSARY, Continued

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.
'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 <i>mixed-mode</i> delivery, the element of <i>Away-from-base</i> that is administered by <i>DEST</i> .
NIELNS	National Indigenous English Literacy and Numeracy Strategy.
NTIS	National Training Information System.
RCTAN	Recipient Created Tax Adjustment Notice. A notice from <i>DEST</i> to providers about funding and taxation adjustments, where required under a provider's agreement.
RCTI	Recipient Created Tax Invoice. A notice from <i>DEST</i> to providers about payments made and corresponding taxation, where required under a provider's agreement.
SEN	Student Entitlement Notice. Notification to students about <i>ABSTUDY</i> benefits to which they are entitled. <i>DEST</i> uses these notices as evidence of student eligibility for the <i>'mixed-mode' AFB</i> programme.
TAFE	Technical And Further Education. A <i>VET</i> institution providing secondary and tertiary education.
<i>Targeted Assistance Act</i>	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 <i>IEP</i> elements.
VET	Vocational Education and Training. An educational sector which prepares people for work or improves knowledge and skills of people who are already working.

1. INTRODUCTION

<p>1.1 Introduction</p>	<p>These <i>Indigenous Education Programmes Provider Guidelines 2005-2008</i> ("the <i>Guidelines</i>") 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 <i>Guidelines</i> set out IEP objectives, administrative requirements and funding arrangements.</p>																																							
<p>1.2 Tertiary providers</p>	<p>This is Part B of the <i>Guidelines</i> and is for use by tertiary institutions (universities and vocational education and training providers).</p> <p>Part A of the <i>Guidelines</i> contains information on IEP Elements for primary and secondary students, but also contains introductory information about Indigenous Education Programmes. Tertiary providers should consult both Part A and Part B of the <i>Guidelines</i>.</p> <p>The <i>Guidelines</i> 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.</p>																																							
<p>1.3 Indigenous Education Programmes covered by these <i>Guidelines</i></p>	<p>The <i>Guidelines</i> (including Part A as indicated below) describe the IEP Elements in single-page summaries and in detailed appendices, as set out below:</p> <table border="1" data-bbox="427 846 1426 1406"> <thead> <tr> <th><i>Indigenous Education Programmes element</i></th> <th><i>Appendix</i></th> <th><i>Location</i></th> </tr> </thead> <tbody> <tr> <td>• Supplementary Recurrent Assistance ('SRA');</td> <td>A1</td> <td>Part A</td> </tr> <tr> <td>• English as a Second Language – Indigenous Language Speaking Students ('ESL-ILSS');</td> <td>A2</td> <td>Part A</td> </tr> <tr> <td>• Indigenous Education Projects (capital and non-capital);</td> <td>A3</td> <td>Part A</td> </tr> <tr> <td>• Short Term Special Assistance ('STSA');</td> <td>A4</td> <td>Part A</td> </tr> <tr> <td>• 'Mixed-mode' Away-from-base ('AFB');</td> <td>A5</td> <td>page 2</td> </tr> <tr> <td>• the Indigenous Tutorial Assistance Scheme ('ITAS'), including:</td> <td></td> <td></td> </tr> <tr> <td> • In-Class Tuition for Year 4, 6 and 8 students;</td> <td>A6</td> <td>Part A</td> </tr> <tr> <td> • Year 10, 11 and 12 Tuition, administered by DEST or by funded education providers; and</td> <td>A7 & A8</td> <td>Part A</td> </tr> <tr> <td> • Tertiary Tuition</td> <td>A9</td> <td>page 14</td> </tr> <tr> <td>• Whole of School Intervention Strategy, including;</td> <td></td> <td></td> </tr> <tr> <td> • Parent School Partnerships Initiative ('PSPI'), and;</td> <td>A10</td> <td>Part A</td> </tr> <tr> <td> • Homework Centres ('HWCs').</td> <td>A11</td> <td>Part A</td> </tr> </tbody> </table>	<i>Indigenous Education Programmes element</i>	<i>Appendix</i>	<i>Location</i>	• Supplementary Recurrent Assistance ('SRA');	A1	Part A	• English as a Second Language – Indigenous Language Speaking Students ('ESL-ILSS');	A2	Part A	• Indigenous Education Projects (capital and non-capital);	A3	Part A	• Short Term Special Assistance ('STSA');	A4	Part A	• 'Mixed-mode' Away-from-base ('AFB');	A5	page 2	• the Indigenous Tutorial Assistance Scheme ('ITAS'), including:			• In-Class Tuition for Year 4, 6 and 8 students;	A6	Part A	• Year 10, 11 and 12 Tuition, administered by DEST or by funded education providers; and	A7 & A8	Part A	• Tertiary Tuition	A9	page 14	• Whole of School Intervention Strategy, including;			• Parent School Partnerships Initiative ('PSPI'), and;	A10	Part A	• Homework Centres ('HWCs').	A11	Part A
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<p>1.4 Other Indigenous Education Programmes</p>	<p>Other DEST Indigenous Education Programmes not covered by these <i>Guidelines</i> include:</p> <ol style="list-style-type: none"> 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. 																																							
<p>1.5 2005-2008 Funding Quadrennium</p>	<p>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.</p>																																							
<p>1.6 Indigenous Education Programmes offices</p>	<p>The Department's Indigenous and Transitions Group administers the Indigenous Education Programmes outlined in these <i>Guidelines</i> 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 Department's various offices are listed at Appendix 12 to the <i>Guidelines</i>.</p>																																							

A5

'Mixed-mode' Away-from-base Assistance

A5.1 Introduction

<p>A5.1.1 Two categories of AFB</p>	<p>There are two broad categories of Away-from-base (AFB) assistance, which is available for VET and higher education students:</p> <ul style="list-style-type: none"> • IEP or 'mixed-mode' AFB, administered by DEST; and • ABSTUDY AFB, administered by Centrelink. <p>Students may receive assistance under the appropriate form of AFB for their course. Centrelink and DEST share course data to ensure students attending a course are not assisted under both forms of AFB.</p>
<p>A5.1.2 'Mixed-mode' study</p>	<p>'Mixed-mode' study is a form of tertiary education where students undertake accredited courses of study through a combination of distance education and 'residential' periods of intensive face-to-face teaching. This mode of study allows students to complete courses in their home communities with occasional time on-campus, and is well-suited for some Indigenous students.</p>
<p>A5.1.3 'Mixed-mode' Away-from-base description</p>	<p>'Mixed-mode' AFB provides funding to cover travel costs, including fares, meals and accommodation costs for students studying approved mixed-mode courses. Eligible providers agree to administer this funding on behalf of the Department by signing an Indigenous Education Agreement, which also includes key performance targets. 'Mixed-mode' AFB funding may not be disbursed directly to students except as a travel allowance under the conditions detailed at A5.6.11 to A5.6.13.</p> <p>'Mixed-mode' AFB is only available to Higher Education and VET providers.</p>
<p>A5.1.4 ABSTUDY Away-from-base description</p>	<p>ABSTUDY AFB covers actual travel, meals and accommodation costs for students attending testing and assessment programmes, short courses, field trips, occasional residential schools or practical placements. This element of AFB is administered by Centrelink, which assesses individual applications lodged by ABSTUDY students.</p> <p>Where students undertake field trips or placements as part of a 'mixed-mode' course, the funded provider must use 'mixed-mode' funding for this travel. Students studying 'mixed-mode' courses may not seek ABSTUDY AFB assistance.</p> <p>Centrelink can be contacted on 13 23 17. Further information about ABSTUDY AFB is also available at http://www.centrelink.gov.au/internet/internet.nsf/indigenous/abstudy.htm.</p>
<p>A5.1.5 AFB is supplementary assistance</p>	<p>'Mixed-mode' AFB is supplementary assistance which supplements provider core funding and does not substitute for or replace it. It is intended to assist providers to accelerate educational outcomes for Indigenous students beyond those which would reasonably be expected from mainstream and own-source funding.</p>

A5.2 Student Eligibility

<p>A5.2.1 Eligible students</p>	<p>Education providers receive per capita funding for, and may meet the valid 'mixed-mode' course travel costs of, students who are:</p> <ul style="list-style-type: none"> • Indigenous (Australian Aboriginal or Torres Strait Islander, as defined at 5.2); • enrolled in and studying an approved 'mixed-mode' course (see A5.3); and • approved for one or more ABSTUDY benefits payable by Centrelink during the funding year, other than the testing and assessment payment. Students do not need to be eligible for the ABSTUDY Living Allowance to access 'mixed-mode' AFB. <p>Students studying internally, or students who have not been approved for ABSTUDY benefits, are not eligible for 'mixed-mode' AFB assistance.</p> <p>Students enrolled in courses for which a provider receives 'mixed-mode' AFB are not eligible for ABSTUDY AFB assistance from Centrelink, but may be eligible for ABSTUDY AFB assistance to undertake a testing and assessment course before enrolling in the 'mixed-mode' course.</p>
<p>A5.2.2 Ineligible students</p>	<p>Providers may not claim funding for, or meet travel costs of, students who are:</p> <ul style="list-style-type: none"> • not Indigenous; or • studying internally (ie, not via 'mixed-mode' course delivery); or • not approved to receive ABSTUDY during the term of the 'mixed-mode' course; or • attracting the Commonwealth Accommodation Scholarship component of the Commonwealth Learning Scholarship (see http://www.dest.gov.au/highered/scholarships.htm); or • Masters or Doctorate students. These students may instead be eligible to receive funding under ABSTUDY. <p>Providers must take care not to report ineligible student numbers in their enrolment numbers so that they do not attract an AFB debt.</p>
<p>A5.2.3 Evidence of ABSTUDY entitlement</p>	<p>Students need to separately test their eligibility for ABSTUDY assistance via Centrelink.</p> <p>For each year of study students must supply the provider with evidence of ABSTUDY entitlement, such as a copy of the Student Entitlement Notice (SEN) issued by Centrelink, before any 'mixed-mode' AFB assistance can be provided.</p>

A5.3**Provider and Course Eligibility Requirements**

A5.3.1 Minimum delivery days	Only 'mixed-mode' courses which include a minimum of 20 residential days in a funding year are eligible for 'mixed-mode' funding. A 'residential day' is a day spent on campus for related academic purposes by a 'mixed-mode' student.
A5.3.2 Eligible Vocational Education and Training (VET) Providers	To be eligible to receive 'mixed-mode' AFB funding, a VET provider must be: <ul style="list-style-type: none"> • registered as a VET provider delivering vocational education and training by the State or Territory authority, including meeting requirements to register training on the National Training Information System (NTIS); and • receiving or eligible to receive funding from the appropriate State or Territory; and • delivering training that is accredited under the Australian Qualifications Framework (AQF) and reported via the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) through the local State Training Authority to the National Centre for Vocational Education research (NCVER); • not conducted for profit.
A5.3.3 Eligible Higher Education Providers	To be eligible to receive 'mixed-mode' AFB funding, a Higher Education provider must be established under Commonwealth, State or Territory government legislation as a higher education provider, or be registered by the relevant State or Territory higher education authority.
A5.3.4 Eligible Vocational Education and Training (VET) courses	To be eligible for AFB funding, 'mixed-mode' VET courses must be approved courses for ABSTUDY assistance purposes. First aid certificate courses are not eligible for 'mixed-mode' assistance unless they are an integral part of a broader course of study in which the student is enrolled, such as Nursing.
A5.3.5 Eligible Higher Education course	To be eligible for AFB funding, 'mixed-mode' higher education courses must be accredited as higher education courses by: <ul style="list-style-type: none"> • the authority responsible for the accreditation of higher education courses in the State or Territory in which the course is conducted; or • the higher education provider, where that provider is authorised by a law of the Commonwealth or a law of the State or Territory in which the Provider is located to accredit its own higher education courses.
A5.3.6 Excluded Courses	Centrelink tests all courses for ABSTUDY acceptability. Courses which are not approved for ABSTUDY purposes cannot be approved for AFB purposes.
A5.3.7 Determining course eligibility	Providers must complete an eligibility pro-forma to test its eligibility for 'mixed-mode' AFB funding. This form is contained in the IEP Application Package or can be obtained from the 'mixed-mode' AFB contact officer. In some cases where the provider does not meet the 'mixed-mode' AFB criteria, students may be eligible for ABSTUDY AFB assistance.
A5.3.8 Cross-matching data	DEST and Centrelink regularly exchange information about ABSTUDY-approved courses to reduce the risk of students claiming both 'mixed-mode' AFB and ABSTUDY AFB.

A5.4 Away-from-base Approved Activities

<p>A5.4.1 Approved Activity</p>	<p>An approved 'mixed-mode' AFB activity is one that is a necessary academic component of an approved course (see A5.3) which requires students to travel away from their home location for a short period of time. Providers must obtain prior approval from the Department before expending 'mixed-mode' AFB funding on activities not specifically allowed in this section.</p> <p>Funding may be used for:</p> <ul style="list-style-type: none"> • residential schools; • student placements; • field trips; and/or • reverse block release.
<p>A5.4.2 Residential schools</p>	<p>The primary purpose of 'mixed-mode' AFB funding is to allow providers to assist students living off-campus with the relevant travel costs of attending intensive on-campus residential schools, which form an integral part of 'mixed-mode' courses.</p>
<p>A5.4.3 Student Placements</p>	<p>Providers may meet relevant travel costs (meals, fares and accommodation, as appropriate) for students travelling and living away from home to undertake short-term on the job training, such as a medical or teaching placement, for no longer than 10 working days. The Department may allow payment for longer placements in exceptional circumstances.</p> <p>Placements must be undertaken at the most cost-effective available location.</p>
<p>A5.4.4 Field trips</p>	<p>Providers may meet relevant travel costs for students undertaking field trips which:</p> <ul style="list-style-type: none"> • are of academic relevance; • contribute to course assessment; and/or • provide activities or learning experiences not available at the usual study location or closer. <p>Meals and accommodation costs are payable only where there are overnight stays.</p>
<p>A5.4.5 Reverse block release</p>	<p>Where it can be demonstrated to be cost effective, providers may meet relevant travel costs for a provider representative to travel to the student/s home community or communities to deliver on-site training, instead of transporting those students to the institution. For 'mixed-mode' AFB purposes, this form of course delivery is known as 'reverse block release'.</p> <p>Providers must write to the Department and obtain approval before expending 'mixed-mode' AFB funds on reverse block release delivery. Reverse block release is not a usual form of AFB course delivery, and the Department will normally only approve expenditure of funding for reverse block release travel where the provider can demonstrate that this mode of course delivery would be more cost effective than student travel to the provider. The Department will specify the limits of any approval for reverse block delivery, including courses covered and the duration for which approval is given.</p> <p>Note that AFB funding can cover relevant travel costs of provider representatives, but not training delivery costs such as wages or venue hire.</p>

A5.5 Conditions of Travel

<p>A5.5.1 Allowable travel</p>	<p>'Mixed-mode' AFB can be used to meet the allowable travel costs (see A5.6) of approved travellers between their place of origin and the destination of the activity, and return journey.</p> <p>The place of origin is normally the traveller's home location, although for some placements, field trips or reverse block activities the relevant provider campus may instead be the origin.</p> <p>The destination of each activity is the location at which each approved activity occurs.</p>
<p>A5.5.2 Varying destination</p>	<p>AFB funding may be used only for the purposes of attending approved activities:</p> <ul style="list-style-type: none"> • students wishing to extend their stay at a location beyond the conclusion of the 'mixed-mode' AFB activity must do so at their own expense; • AFB funding may not be used to vary the origin, destination or return trip destination (ie, from or to a location that is not their home address). <p>DEST may grant exceptions from these rules on a case-by-case basis.</p>
<p>A5.5.3 Period of entitlement</p>	<p>AFB assistance may be provided for:</p> <ul style="list-style-type: none"> • the length of the approved 'mixed-mode' AFB activity; and • any period(s) of unavoidable overnight stopover(s) at an in-transit location or an away-from-base location due to transport timetables.
<p>A5.5.4 Number of trips allowed</p>	<p>There are no limits to the number of trips allowable under 'mixed-mode' AFB, and providers may where necessary expend more than the EPUC applicable to a particular course to meet allowable travel costs of travellers in respect of that course. However, travel costs in excess of total 'mixed-mode' AFB funds provided must be met by the provider.</p>
<p>A5.5.5 Interstate travel for student placements or field trips</p>	<p>Providers must obtain approval from DEST before interstate field trips and placements are undertaken. These travel arrangements will usually only be approved for 'mixed-mode' AFB funding where:</p> <ul style="list-style-type: none"> • they involve travel between NSW and ACT, or • the provider is near a State/Territory border, or • the training or experience is essential for successful completion of the course and is not available within the student's home State/Territory.
<p>A5.5.6 Overseas travel</p>	<p>'Mixed-mode' AFB funding must <u>not</u> be used to fund travel outside Australia under any circumstances.</p>
<p>A5.5.7 Eligible travellers</p>	<p>AFB funding may be used to cover relevant travel costs of:</p> <ul style="list-style-type: none"> • eligible students; and • drivers or pilots of chartered transport companies where chartered travel is cost-effective for the purposes of transporting students in the approved travel; and • any other person approved in writing by the 'mixed-mode' AFB contact officer prior to travel occurring. <p>'Mixed-mode' AFB funding must <u>not</u> be used to cover the costs of persons other than those specified in these <i>Guidelines</i>, including shared accommodation.</p> <p>Where a flight has been chartered to transport student(s) or staff to and/or from a 'mixed-mode' AFB activity, only approved travellers may use chartered seats. The provider may not allow persons who are not approved for AFB purposes may not travel on AFB charter flights because of public liability considerations and because this would amount to a misuse of the funds. This does not necessarily preclude the charter company from offering unused seats to the public.</p>

A5.6 Away-from-base Allowances and Expenses

<p>A5.6.1 Introduction</p>	<p>Under the Indigenous Education Agreement, a provider is responsible for managing available 'mixed-mode' funding to pay for fares, accommodation and meals expenses of eligible travellers (see A5.5.7) undertaking travel to attend approved 'mixed-mode' activities.</p> <p>Providers may meet these requirements by paying eligible travellers' transportation costs, and by meeting meals and accommodation costs by one of two methods:</p> <ul style="list-style-type: none"> • meeting residential expenses (preferred method); or • paying students a travel allowance, in exceptional circumstances.
<p>A5.6.2 Fares</p>	<p>Providers may pay actual transportation costs of eligible travellers participating in approved 'mixed-mode' AFB activities. To protect public funding, the cheapest <u>refundable</u> fares must be used. Providers may book and pay fares for travellers or the provider may reimburse travellers on evidence of actual expenditure. Travellers must <u>not</u> be advanced an allowance for fares.</p> <p>The cheapest refundable rail fare with a sleeping berth or economy air fare, as appropriate, may be used in instances where:</p> <ul style="list-style-type: none"> • no rail or bus service exists for the journey (economy air fare only); or • total travelling time by surface transport would exceed ten hours; or • a traveller's medical certificate demonstrates this mode of travel is required; or • an overnight journey by surface transport is unavoidable.
<p>A5.6.3 Self-travel</p>	<p>Travellers may instead drive themselves to an AFB activity. The traveller may be reimbursed by the provider at the lesser of the following amounts:</p> <ul style="list-style-type: none"> • the number of kilometres travelled by the applicable motor vehicle allowance rate; or • the cheapest refundable fare by an appropriate other mode of transport. <p>Motor vehicle allowance rates are available from the Department upon request.</p>
<p>A5.6.4 Terminal Transfers</p>	<p>Transport costs between an air, coach or train terminal and the traveller's board or accommodation location, is to be assessed at the rate of:</p> <ul style="list-style-type: none"> • the fare levied for public transport by bus, rail or ferry; or • taxi fare, where: <ul style="list-style-type: none"> - public transport is not available; - it is unsafe to use public transport at the time of day at which the travel occurs; or - it is the first travel action and the traveller is unfamiliar with the public transport routes.
<p>A5.6.5 Excess Baggage</p>	<p>The cost of transporting a traveller's personal baggage in excess of that carried free of charge by the mode of transport being used may not be covered by 'mixed-mode' funding.</p>
<p>A5.6.6 'No Show' penalty</p>	<p>If the provider arranges travel or accommodation for a student and the student subsequently does not travel, the provider must apply the following 'no show' penalty:</p> <ul style="list-style-type: none"> • the student may not receive assistance with travel costs, except as a reimbursement of actual costs incurred by the student; and • if the provider incurred a penalty as the result of the student missing booked travel or accommodation, the provider must seek to recover these costs from the student. <p>If a student demonstrates that the circumstances of the missed travel or accommodation were beyond their control, the provider may choose to not apply a 'no show' penalty.</p>

Continued on next page

A5.6**Away-from-base Allowances and Expenses, Continued**

<p>A5.6.7 Residential expenses</p>	<p>Where possible, the provider should arrange accommodation and meals of eligible travellers at the location of the approved activity. Residential expenses meet the <u>actual cost</u> of meals and accommodation incurred.</p> <p>Accommodation should be arranged at the twin-share rate unless travellers can provide medical or cultural evidence to support the need for single accommodation.</p> <p>'Mixed-mode' funding may only be used to cover the costs of meals on field trips if overnight accommodation is required. Travellers should provide their own lunches on day trips.</p>
<p>A5.6.8 Off-campus residential school travel</p>	<p>Where a provider arranges residential school accommodation at an off-campus location, 'mixed-mode' funding can be used to cover transport costs between the place of accommodation and the provider's campus, provided that:</p> <ul style="list-style-type: none"> • there is no suitable and convenient form of public transport; and • the provider arranges the transport.
<p>A5.6.9 Private boarding or accommodation arrangements</p>	<p>Students or other eligible travellers who choose not to avail themselves of residential accommodation arranged by the provider may not receive travel allowance for privately arranged accommodation. They may, however, receive the meal allowance for any meals which are not included in the residential arrangements.</p>
<p>A5.6.10 Procurement guidelines for making residential arrangements</p>	<p>Providers must ensure that residential expenses are cost-effective. For purchases:</p> <ul style="list-style-type: none"> • under \$2000 - at least one verbal quote must be obtained and noted on file; • \$2000 to \$30,000 - at least three written quotes must be obtained and filed; and • over \$30,000 - a formal tender process must be used. <p>Providers may seek written approval for exemptions from these requirements, usually where it is impractical or inexpedient to either obtain the required number of quotations or meet the formal tender process. Exceptions may be considered where:</p> <ul style="list-style-type: none"> • only one supplier exists; • it can be demonstrated that one proposed supplier is clearly superior to all others in expertise, capacity and value for money basis; or • the residential arrangements are required urgently and normal processes are impractical. <p>Where it is not practicable for providers to arrange residential accommodation, travellers may arrange their own accommodation. The provider may pay actual costs shown in receipts provided by the traveller <u>or</u> may provide a travel allowance at the appropriate rate.</p>
<p>A5.6.11 Travel allowance</p>	<p>Travel allowances are set meals and accommodation allowances paid to students in exceptional circumstances where the provider is unable to make appropriate residential arrangements (see A5.6.7).</p> <p>Applicable meal and accommodation rates are available from the Department upon request. These rates are <u>maximum</u> payments allowable: providers may allocate a lesser amount where appropriate.</p> <p>Students do not have an entitlement to a particular meals or accommodation allowance.</p>
<p>A5.6.12 Meals allowance</p>	<p>The meals allowance is intended to cover the actual cost of meals not included in a residential package. It is not to cover other personal expenditure.</p> <p>Travellers may not receive a meals allowance for field trips unless overnight accommodation is required. Travellers are responsible for providing their own lunches on field trips.</p>
<p>A5.6.13 Accommodation allowance</p>	<p>The accommodation allowance is intended to cover the actual cost of accommodation not included in a residential package. It is not to cover other personal expenditure.</p>

A5.7 Applying for Funding

<p>A5.7.1 IEA and student numbers</p>	<p>Providers must apply to the Department for 'mixed-mode' AFB funding using the form referred to in A5.7.2. Subject to the Department's assessment of a provider's application, the Department will offer an Indigenous Education Agreement (IEA) to the provider covering the whole or a specified part of the period until the end of the funding quadrennium (2008). The IEA must be signed by both the provider and the Department before AFB funding will be available to the provider.</p> <p>Each year of the IEA, including the first, the provider must estimate eligible student numbers studying 'mixed-mode' courses. The provider must provide actual numbers later each year.</p>
<p>A5.7.2 'Mixed-mode' AFB application</p>	<p>For each year of the IEA, including the first, providers must complete an eligibility pro-forma to provide information about student enrolments and to test the eligibility of 'mixed-mode' courses. This form is contained in the IEP Application Package or can be obtained from the 'mixed-mode' AFB contact officer.</p> <p>The form contains information about the courses for which AFB funding is sought (see A5.3) and the estimated number of eligible students (see A5.2) for those courses.</p>
<p>A5.7.3 Testing the application</p>	<p>The Department will ensure that courses for which funding is sought meet the requirements of 'mixed-mode' courses. The Department will match information with Centrelink data about courses for which students are receiving ABSTUDY AFB funding, and may seek further information from providers about courses.</p>
<p>A5.7.4 Signing an IEA</p>	<p>When the Department is satisfied with the information available, it will offer the provider an IEA, which may also cover funding for other Indigenous Education Programmes Elements.</p> <p>The provider must read the IEA carefully, initialling every page to show that the terms of the agreement are understood and accepted. The IEA must be signed by a person with the authority to legally commit the provider to the IEA. The provider must then return both copies of the offered IEA to the Department, initialled on every page and signed.</p> <p>The Department's delegate will then sign both copies of the IEA, returning one copy to the provider for the provider's records.</p>
<p>A5.7.5 Information required under an IEA</p>	<p>Providers must submit the following information to DEST to enable payments to proceed:</p> <ul style="list-style-type: none"> • first payment - estimated annual student numbers, provided no later than 31 March; • second payment - actual annual student numbers, as advised by the provider in a Statutory Declaration no later than 30 September; • Subsequent year payments - Performance Report and Financial Acquittal for the funding provided, completed to the Department's satisfaction no later than 31 May of the year following the relevant funding year.
<p>A5.7.6 New Submissions</p>	<p>Providers can receive full year funding for submissions received before 30 September in the funding year. For submissions received after 30 September, funding will only be approved for the following funding (calendar) year, subject to the provider's meeting all other eligibility requirements.</p>
<p>A5.7.7 Data matching of reported enrolments</p>	<p>The Department will check provider-reported enrolment data against ABSTUDY data to ensure that providers are claiming appropriate student enrolments. Random audits of this data may be undertaken throughout the duration of the IEA.</p>

A5.8 Funding

<p>A5.8.1 Education Provider Unit Cost (EPUC)</p>	<p>Education providers may receive per capita funding for eligible enrolled students studying accredited 'mixed-mode' courses. The per capita funding amount is called the Education Provider Unit Cost (EPUC). The EPUC payable is not negotiable.</p> <p>For courses which received AFB funding in 1998 ('established courses'), the EPUC is the average funding per eligible student received by the provider in 1998, indexed annually.</p> <p>For courses and education providers receiving funding for the first time since 1998 ('new courses'), the EPUC is the average AFB funding per student across all providers in 1998, indexed annually. In 2005, the 'new course' EPUC is \$4657.</p> <p>In each case, the EPUC is indexed at 1 January each year to maintain the value of the funding in real terms, in line with movements in the CPI.</p>
<p>A5.8.2 Funding base</p>	<p>The annual funding entitlement for each provider is determined by the following formula:</p> <p style="text-align: center;">'IS' multiplied by EPUC</p> <p>where 'IS' is the number of eligible Indigenous students enrolled with the provider and who are participating in study through 'mixed-mode' courses.</p>
<p>A5.8.3 Part-time and part-year students</p>	<p>Students studying part-time or for part of the year will be funded pro rata based on the amount of study they are undertaking. A full time equivalent load for VET students is 540 student contact hours or more.</p> <p>There is a maximum of 1 EPUC per student per annum, regardless of enrolment load. The Department may agree to modify this rule in exceptional circumstances.</p> <p>When reporting enrolment data, providers must distinguish between students who are enrolled full-time for a full funding year and those who are only enrolled for part of the full year student load.</p>
<p>A5.8.4 Timing of Payments</p>	<p>Two payments will be made in each funding year. The first payment will usually be made in the first semester. The second payment will usually be made in the second semester.</p> <p>Payments are subject to the provider's having met all relevant contractual obligations.</p>
<p>A5.8.5 Payment of Funding</p>	<p>The first payment will be 50% of the provisional entitlement based on estimated student enrolments, as advised by providers in writing no later than <u>31 March</u> of the funding year.</p> <p>Providers must submit a Statutory Declaration by <u>30 September</u> of the funding year, advising DEST of actual student numbers in funded courses. DEST will recalculate the provider's actual entitlement based on this Declaration.</p> <p>The second payment will be the difference between the provider's actual entitlement for the year and the amount provided in the first payment.</p>
<p>A5.8.6 GST and RCTIs</p>	<p>Where GST is payable the Department will 'gross up' payments to include the GST component and will issue a Recipient Created Tax Invoice (RCTI) to assist the provider with managing the GST. Any GST payable will be specified in the relevant Schedule.</p> <p>If no GST is payable, the Department will not 'gross up' payments and will not issue an RCTI.</p> <p>The provider is responsible for meeting its obligations under the <i>A New Tax System Act 1999</i> and the GST.</p>
<p>A5.8.7 Pre-conditions of payment</p>	<p>Payments for subsequent years may be delayed or reduced where financial acquittals or performance reports have not been received by <u>31 May</u> or are incomplete or incorrect.</p> <p>Payments for subsequent years may also be reduced instead of recovering overpayments or unspent funding from the previous year.</p>

A5.9 Use of Funding

<p>A5.9.1 Approved expense categories</p>	<p>'Mixed-mode' funding is intended to be used to meet the travel costs of eligible travellers, including fares, meals and accommodation costs as described at A5.6. Some other expenses may also be met from 'mixed-mode' funding, as set out below.</p>
<p>A5.9.2 Administration Costs</p>	<p>Providers may expend up to 10% of their annual 'mixed-mode' AFB entitlement on programme administration costs. Administration costs may include such things as:</p> <ul style="list-style-type: none"> • costs associated with administering and reporting 'mixed-mode' AFB funding and reporting programme performance required under the agreement; • postage, telephone, computers and similar such expenses directly related to the administration of 'mixed-mode' AFB funding; and • annual audit expenses for 'mixed-mode' AFB financial reporting. <p>Failure to provide Performance Reports in accordance with the IEA can result in reductions in the 10% allowance for administrative expenditure. Provisions dealing with such reductions are specified in the IEAs. Performance Reports are discussed in A5.11.1 and A5.11.2.</p>
<p>A5.9.3 Value for Money</p>	<p>Value for money is the core principal governing Australian Government procurement. This principle is underpinned by four supporting principles;</p> <ul style="list-style-type: none"> • Efficiency and Effectiveness; • Accountability and Transparency; • Ethics; and • Industry Development. <i>(Source: Department of Finance and Administration, July 2004)</i> <p>Providers must be satisfied when expending public funding, including AFB funding, that the expenditure represents value for money.</p>
<p>A5.9.4 Funding Allocation</p>	<p>While funding is provided according to the course EPUC, providers may use available funding according to the actual demands of each course, within the applicable residential costs limits. Funding does not need to be spent in the ratios for which it was provided.</p>
<p>A5.9.5 Expenses for which 'mixed-mode' AFB may not be used</p>	<p>While providers may seek approval from the Department to use funding for purposes not specifically allowed above, 'mixed-mode' AFB funding must <i>not</i> be used for:</p> <ul style="list-style-type: none"> • payment of course fees; • day-to-day living expenses; • debt repayment; • musical instruments, sewing machines and computers; • fees - such as entry fees, conference registration fees and costs, or exhibition fees; • child care; • income support for students; • course delivery costs; • overheads (such as staffing costs) and consumables (such as stationery); • travel and accommodation costs of persons other than those specified in the <i>Guidelines</i>, including shared accommodation and other persons on charter flights; • extended travel at a location beyond the conclusion of the 'mixed-mode' AFB activity or to a destination different to a student's home address; • daily travel, except to off-campus locations or for local students travelling for long periods; • compassionate travel; • testing and assessment programmes and AFB assistance for postgraduate students.
<p>A5.9.6 Maintain appropriate expenditure records</p>	<p>In accordance with their IEA, providers must retain records relating to all AFB programme expenditure, which must be made available to the Department and other persons as specified in the IEA.</p>

A5.10 Financial Accountability

<p>A5.10.1 Financial Acquittal</p>	<p>Under the Indigenous Education Agreement (IEA), providers must acquit all 'mixed-mode' AFB funding received in the funding year by <u>31 May</u> of the year following the funding year. Financial accountability requirements for these acquittals are outlined in the IEA.</p> <p>Acquittals must indicate the extent to which the 'mixed-mode' AFB funding allocations for that funding year have been expended and include a detailed audit statement as set out in the IEA.</p> <p>The acquittal must include a statement from the Provider'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.</p>
<p>A5.10.2 Unspent and Uncommitted Funds</p>	<p>All unspent and uncommitted 'mixed-mode' AFB funds remaining at 31 December of a funding year must be repaid to the Australian Government unless the Department gives written approval that they may be carried forward for use in the following funding year.</p> <p>Providers may write to the Department before <u>31 March</u> of the year following the funding year seeking approval to carry forward unspent funds. Approval to carry forward funds from one funding year to the next will only be given in exceptional circumstances.</p>
<p>A5.10.3 Identification of Funds</p>	<p>'Mixed-mode' AFB funding must be managed in one of the following ways. It must be either:</p> <ul style="list-style-type: none"> • placed in a specific bank account used only for 'mixed-mode' AFB purposes, with the name of the account to include the AFB acronym; or • managed through an accounting system which is recognised by the provider's independent auditor as suitable for readily identifying all 'mixed-mode' AFB income and expenditure.
<p>A5.10.4 Assets</p>	<p>Assets acquired with 'mixed-mode' AFB funding are the property of the funded provider while they continue to be used for AFB purposes. If an asset ceases to be used for AFB purposes, the Department may require that the asset be transferred to another organisation involved in the delivery of Indigenous education. The provider is responsible for insuring assets and maintaining them in good order.</p>
<p>A5.10.5 Assets register</p>	<p>Providers must maintain an assets register for all assets purchased substantially (ie. more than 50%) with 'mixed-mode' AFB 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"> • date of purchase; • full description of asset and identification (eg. serial numbers); • location; • purchase price; • co-ownership information; • depreciation value; • the proportion of the asset purchase price representing Australian Government funds; and • 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).
<p>A5.10.6 Categories of expenditure</p>	<p>Financial acquittals must separately identify transportation, meals, accommodation and other expenses incurred, by students and other travellers.</p> <p>Providers must also explain in an attachment whether any 'other' expenses incurred were for capital or non-capital items, and how they related to the delivery of 'mixed-mode' courses.</p>

A5.11 Educational Accountability

<p>A5.11.1 Performance Reporting</p>	<p>The IEA requires that the provider must return a Performance Report to the Department by <u>31 May</u> of the year following the funding year, or at a time specified or agreed to by the Department. The Department will approve different reporting dates only in exceptional circumstances.</p> <p>The Department will send each provider a proforma, either in hard copy or electronic form, on which to report educational outcomes.</p>
<p>A5.11.2 Performance Report requirements</p>	<p>Performance Reports must be in the form notified by the Department, and must:</p> <ul style="list-style-type: none"> • state actual outcomes for the Performance Indicators and Performance Targets set out in the AFB schedule to the IEA, including non-Indigenous comparative data where applicable; • describe the provider's progress towards achieving the Performance Targets; • include a qualitative assessment of the degree to which the provider has met obligations; • describe successful strategies and initiatives; • comply with the Performance Indicator Handbook. <p>Performance outcomes are calculated in the manner specified by the Department or otherwise negotiated between the Department and the education provider. If the performance indicator asks for percentage and numbers, both of these are to be provided.</p> <p>Performance outcomes that are extraordinary compared with previous outcomes or performance improvement trends from previous years must be accompanied by explanatory comments.</p>
<p>A5.11.3 VET providers</p>	<p>VET providers must report annually on educational outcomes achieved by students in 'mixed-mode' AFB courses in terms of the following modules/competencies:</p> <ul style="list-style-type: none"> • pass rate; • fail rate; • withdrawal rate; and • completion rate. <p>Providers must also report on the number of module completions achieved by eligible Indigenous students at the following course levels:</p> <ul style="list-style-type: none"> • non award; • non AQF Certificate or award; • AQF Certificates I and II; • AQF Certificates III and IV; and • Diploma or Advanced Diploma
<p>A5.11.4 Higher Education providers</p>	<p>Higher education providers must report annually on eligible Indigenous student progress rates:</p> <ul style="list-style-type: none"> • Student Progress Rates (total units passed by eligible students, divided by the total number of certified units attempted), for institutions which have only Indigenous students; or • Higher Education Equity Success Indicator (Indigenous Student Progress Rates, divided by the non-Indigenous Student Progress Rates, for institutions with non-Indigenous students. <p>Providers must also report on the number of course completions achieved by eligible Indigenous students at the following course levels:</p> <ul style="list-style-type: none"> • Bachelor; • Associate Diploma, Diploma or Advanced Diploma; and • Graduate Certificate or Graduate Diploma.

A9 Tertiary Tuition

A9.1 Overview

A9.1.1 Description	<p>Tertiary tuition is arranged by funded education providers and provides supplementary tuition to 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 or for pastoral care.</p>
A9.1.2 Goals	<p>Tertiary tuition assists students in support of the goals of the AEP. It aims to improve the educational outcomes of Indigenous students in tertiary courses to the same levels as those for non-Indigenous Australians.</p>
A9.1.3 Eligibility	<p>The provision of ITAS assistance to students is dependent upon the student's eligibility and the availability of funds.</p> <p>Tertiary tuition may be approved:</p> <ul style="list-style-type: none"> • for Australian Aboriginal and Torres Strait Islander students who are enrolled in a formal tertiary education or structured training programme, or accepted for enrolment in a course which commences within one month of the date of application for funding; and • for an eligible student's formal course of study; and • for up to 2 hours per week per subject and up to 5 additional hours in total during examination preparation breaks; and • in accordance with a funding agreement between DEST and an education provider. <p>In exceptional circumstances only, a funded provider can aggregate the maximum weekly approved assistance over a month to allow flexibility to meet the needs of certain students requiring more than the additional 5 hours to prepare for examinations. Such circumstances must be documented on a student's tuition file.</p>
A9.1.4 Education provider agreements	<p>Indigenous Education Agreements (IEAs) for the delivery of Tertiary tuition are contracts between the Australian Government, as represented by the Department, and the relevant education provider.</p>
A9.1.5 ITAS is supplementary	<p>Tertiary tuition represents supplementary assistance. It is intended to supplement normal teaching efforts and cannot be used to substitute for or replace them. ITAS is intended to accelerate educational outcomes for Indigenous Australians beyond those which could reasonably be expected from the provider's core resources alone.</p> <p>Availability of ITAS cannot be anticipated. Students without the necessary prerequisite skills must not be enrolled in formal courses on the assumption that ITAS will be available to develop those skills. Where ITAS is sought by students enrolled in bridging courses to assist with basic literacy and numeracy problems, written approval must be obtained from DEST national office before tuition commences.</p>
A9.1.6 Other assistance	<p>Universities and vocational education and training providers are responsible for using their own funding, and recurrent funding from the Australian Government, to meet the needs of enrolled Indigenous students. Students should contact the education provider to enquire about other assistance available.</p>

A9.2 Funding

<p>A9.2.1 Student numbers</p>	<p>The Department calculates funding and offers an Indigenous Education Agreement (IEA) to approved education providers based on eligible Indigenous full-time equivalent (FTE) student numbers. The FTE is defined as:</p> <ul style="list-style-type: none"> • Equivalent Full-Time Student Load (EFTSL) numbers for higher education institutions; and • Equivalent Full-Time (EFT) student numbers for vocational education and training institutions. <p>There is no application form for tertiary tuition funding.</p>									
<p>A9.2.2 Hardship</p>	<p>FTE student data used for funding purposes is normally for the year before the funding year. DEST may approve an amended contract based on the current year student FTE where there has been a substantial increase in students and a provider can demonstrate the use of actual FTE student figures for the previous year of study will cause severe financial hardship. Other factors such as previous year expenditure patterns may also be taken into consideration. Written applications must be made to the Department of Education Science and Training, National Office.</p>									
<p>A9.2.3 Determining funding levels</p>	<p>For the purposes of equitably distributing available funding, the Department uses the formulae set out in A9.2.4 and A9.2.5 below.</p> <p>Providers <u>do not</u> need to provide tuition according to these formulae. Within the total funding available, providers can deliver up to the weekly limit of tuition hours (2 hours per subject) per eligible student in either one-on-one or small group tuition, and may pay engaged tutors at an agreed rate determined by the institution.</p>									
<p>A9.2.4 Funding formula - higher education</p>	<p>The formula provides funding for half of the Equivalent Full Time Student Load numbers for enrolled Indigenous higher education students. Of these, 70 per cent are funded to receive one-on-one tuition at and 30 per cent are funded to receive tuition in small groups of 4 students.</p> $\frac{(\text{Half EFTSL} \times 0.7 \times 34 \text{ weeks} \times 3 \text{ hours} \times \text{one-on-one tuition rate}) + (\text{Half EFTSL} \times 0.3 \times 34 \text{ weeks} \times 3 \text{ hours} \times \text{group tuition rate})}{4}$ <p>15% Administration costs may be added to the programme funding.</p>									
<p>A9.2.5 Funding formula - vocational education and training</p>	<p>The formula provides funding for 20 per cent of the equivalent full time student numbers for enrolled Indigenous vocational education and training students to access tuition. Of the funded students, 30 per cent are funded to receive one-on-one tuition and 70 per cent are funded to receive tuition in small groups of 4 students.</p> $\frac{(0.2 \times \text{EFT student numbers} \times 0.3 \times 34 \text{ weeks} \times 2 \text{ hours} \times \text{one-on-one tuition rate}) + (0.2 \times \text{EFT student numbers} \times 0.7 \times 34 \text{ weeks} \times 3 \text{ hours} \times \text{group tuition rate})}{4}$ <p>15% Administration costs may be added to the programme funding.</p>									
<p>A9.2.6 ITAS funding agreement</p>	<p>The Department will offer IEAs to approved tertiary education providers, which are legally binding contracts for the delivery of ITAS tuition to Indigenous students enrolled with the provider.</p> <p>The provider accepts the IEA by signing two copies, initialing all pages and returning both copies to the Department within 30 days of receipt.</p>									
<p>A9.2.7 Tuition rates</p>	<p>In 2005, the tuition rates used to calculate funding are:</p> <table border="1" data-bbox="408 1877 1426 1984"> <thead> <tr> <th>Provider</th> <th>One-on-one tuition rate</th> <th>Group tuition rate</th> </tr> </thead> <tbody> <tr> <td>Higher education</td> <td>\$34.71</td> <td>\$40.84</td> </tr> <tr> <td>Vocational education and training</td> <td>\$27.57</td> <td>\$31.65</td> </tr> </tbody> </table> <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>	Provider	One-on-one tuition rate	Group tuition rate	Higher education	\$34.71	\$40.84	Vocational education and training	\$27.57	\$31.65
Provider	One-on-one tuition rate	Group tuition rate								
Higher education	\$34.71	\$40.84								
Vocational education and training	\$27.57	\$31.65								

A9.3 Payments

<p>A9.3.1 Payment schedule</p>	<p>Payments will be made by the Department as specified in the funding agreement. There are normally two payments each year.</p> <p>The first payment under the contract will be made within 28 days of executing the contract.</p>
<p>A9.3.2 First Payment</p>	<p>The first funding payment for each year will be made by 31 January of the funding year, where the provider has returned and the Department has accepted any Progress Report and Financial Acquittal required from the first half of the previous year.</p> <p>The first payment will be 50 per cent of the nominal allocation for the year, based on the most recent available FTE student data,</p>
<p>A9.3.3 Second Payment</p>	<p>The second funding payment for each year will be made by 31 August of the funding year, where the provider has returned and the Department has accepted any Performance Report and Financial Acquittal required from the previous year.</p> <p>Where more recent FTE student data is available at the time of the second payment, the Department will recalculate the provider's annual allocation using that data. The second payment will be:</p> <ul style="list-style-type: none"> • the revised allocation for the funding year, minus • the first payment for the funding year, minus • any amount repayable to the Department from the previous year.
<p>A9.3.4 Goods and Services Tax (GST)</p>	<p>Where GST is payable the Department will 'gross up' payments to include the GST component and will issue a Recipient Created Tax Invoice (RCTI) to assist the provider with managing the GST. Any GST payable will be specified in the relevant Schedule.</p> <p>If no GST is payable, the Department will not 'gross up' payments and will not issue an RCTI.</p> <p>The provider is responsible for meeting its obligations under the <i>A New Tax System Act 1999</i> and the GST.</p>
<p>A9.3.5 Accounting for funds</p>	<p>Tertiary tuition funding must be managed in one of the following ways. It must be either:</p> <ul style="list-style-type: none"> • placed in a specific bank account used only for ITAS tuition purposes, with the name of the account to include the acronym "ITAS"; or • managed through an accounting system which is recognised by the provider's independent auditor as suitable for separately identifying all ITAS funding and expenditure.

A9.4 Administering Funding

<p>A9.4.1 Administration of programme funding</p>	<p>Funded institutions must manage the funds provided to ensure that those students most in need of the assistance receive the additional tuition they require in the most efficient manner.</p> <p>Tertiary tuition funding may not be used to purchase capital or consumable assets, except as described in A9.4.7 below.</p>
<p>A9.4.2 Tutor payments</p>	<p>Tertiary 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.</p>
<p>A9.4.3 Independent assessor</p>	<p>Providers may, in <u>exceptional circumstances only</u>, engage independent assessors to assess the educational needs of the student for a maximum of two hours at the appropriate tutor rates which the institution sets.</p>
<p>A9.4.4 Travel to tuition</p>	<p>Providers may reimburse some transport costs of students or tutors in <u>non-metropolitan areas only</u> who need to travel more than 20 kilometres each way to attend a tutorial session. The maximum reimbursement which may be made is the lesser amount of:</p> <ul style="list-style-type: none"> • 60 cents per km travelled after the first 40 km, for the round trip by private car; or • the cheapest mode of available public transport. <p>Providers may not reimburse travel costs of students in relation to residential schools, field trips, end of semester travel or tutor travel for employment other than ITAS tuition.</p>
<p>A9.4.5 Overnight travel</p>	<p>Providers may reimburse the overnight travel costs of students or tutors in non-metropolitan areas only who need to stay away from their usual place of residence overnight to attend a tutorial session. The provider may reimburse the actual cost of this accommodation including an evening meal and breakfast, up to a maximum of the lowest rate equivalent of travel and meal allowance provided to APS Level DEST officers. These rates may be updated from time to time and are available from DEST on request. Claims must be supported by receipts.</p> <p>Providers may not reimburse travel costs of students in relation to residential schools, field trips, end of semester travel or tutor travel for employment other than ITAS tuition.</p>
<p>A9.4.6 Materials and equipment</p>	<p>Providers may, in <u>exceptional circumstances only</u>, reimburse up to \$50 (inclusive of GST) per year in total for essential materials and equipment necessary to supplement a student's tuition. These materials must not be for prescribed text books or course materials. Any such materials and equipment remain the property of the student. It is essential that receipts be provided to the funded institution to support any claims for reimbursement.</p>
<p>A9.4.7 Administration costs</p>	<p>Providers may receive administration funding of 15 per cent of ITAS funding to assist with ITAS administration costs.</p> <p>Administrative costs which may be met from the administration funding, include:</p> <ul style="list-style-type: none"> • contributions towards the salary of provider staff administering the tutorial programme; • up to \$1,000 (GST inclusive) for an annual audit; and • stationery, forms, postage, telephone, computer facilities and associated consumable items used in administering the programme.

Continued on next page

A9.4 Administering Funding

<p>A9.4.8 Assets</p>	<p>Assets acquired with ITAS Tertiary Tuition funding become the property of the funded provider for such time as the asset(s) continue to be used for Tertiary Tuition purposes. If an asset ceases to be used for Tertiary Tuition purposes, the Australian Government may require that the asset be transferred to another organisation involved in the delivery of ITAS and Indigenous education.</p> <p>The provider is responsible for insuring assets and maintaining them in good order.</p>
<p>A9.4.9 Assets register</p>	<p>Providers must maintain an assets register for all assets purchased substantially (ie, more than 50%) with ITAS Tertiary Tuition 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"> • 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 or other dealing with the asset, including date and method of disposal, sum received and sale particulars including purchaser.

A9.5**Delivering Tertiary Tuition**

<p>A9.5.1 Delivery of Tertiary Tuition</p>	<p>Education providers which receive Tertiary 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:</p> <ul style="list-style-type: none"> • determining <i>student eligibility</i> for ITAS tuition; • <i>recruiting tutors</i> who are qualified or otherwise capable to provide the required tuition; • <i>matching students</i> and their learning needs <i>with suitable tutors</i>; • developing <i>tuition programmes</i> to ensure tuition is appropriate to students' needs; • monitoring and overseeing <i>tuition delivery</i>; • <i>maintaining student and tutor records</i> and files; • making appropriate <i>tutor and student payments</i>; • <i>assessing tuition</i> provided for effectiveness; • <i>informing students and</i> tutors that their <i>personal information</i> may be passed on to DEST for the purpose of monitoring and evaluating the programme; and • providing <i>performance reports and acquittals</i>. <p>All tutors conducting tuition under ITAS must complete a Work Programme, no more than two weeks after tuition commences. The Work Programme must remain on the student's file. Tutors should develop Work Programmes according to needs identified in the educational assessment, and in consultation with the student. The student must endorse the Work Programme which must also be approved by the coordinator of the ITAS programme at the funded institution.</p> <p>Towards the end of the tuition period, the student and his/her lecturer/tutor (not the ITAS tutor) must complete a Tuition Assessment to provide feedback to the provider and the Department about the effectiveness of the tuition. This report must be retained on the student's file. Comments from different perspectives help ensure that the assessment is a fair indication of the services provided by the tutor.</p>
<p>A9.5.2 Tutor requirements</p>	<p>Prospective ITAS tutors must be qualified, either through formal education or relevant experience, to be eligible for tutoring under ITAS. Where the prospective tutor is formally qualified, they must produce certified copies of their qualifications and copies of all documentation must be retained on the tutor's file. Where the prospective tutor is not formally qualified, they must produce suitable written references to establish whether they are able to provide an appropriate standard of tuition. Wherever possible, suitably qualified Indigenous people should be selected as ITAS tutors. Tutors must be sensitive to, and able to relate to the educational needs of Indigenous students.</p> <p>ITAS tutors must not be members of the student's immediate or de facto family and not be the student's usual class or subject teacher, lecturer or tutor. Each student/tutor arrangement must be examined by the provider for potential conflict before approval is given.</p> <p>Independent assessors engaged by providers to assess the educational needs of the student for the purpose of determining eligibility for ITAS can be paid for a maximum of two hours at the appropriate tutor rates which the institution sets.</p> <p>Tertiary students eligible for ITAS may request another tertiary student as their tutor. The proposed tutor must be:</p> <ul style="list-style-type: none"> • studying a major sequence of units in the subject area in which the student needs tutoring; and • at least two academic years ahead of the student (that is, 1st or 2nd year students cannot be approved as ITAS tutors for university students); and • able to show evidence of sound academic progress; and • not themselves receiving ITAS tuition in that subject area. <p>The funded institution sets the pay rates for ITAS tutors according to the qualifications of the tutors and the institution's pay scales and Workplace Agreements.</p>

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A9.5**Delivering Tertiary Tuition, Continued**

<p>A9.5.3 Student Eligibility</p>	<p>All students receiving this form of ITAS must be:</p> <ul style="list-style-type: none"> • Indigenous Australians; and • enrolled at the institution in a formal course of study leading to a certificate, diploma, degree or other qualification. <p>Postgraduate students should have developed appropriate skills in literacy, numeracy, academic writing and research prior to their admission into a postgraduate programme. Therefore applications for ITAS assistance from postgraduate students would be approved only in exceptional circumstances, which must be documented and filed on the student's file. Short term assistance in specific subject matter may be appropriate, if the student has not previously studied the subject.</p>
<p>A9.5.4 Recruiting tutors</p>	<p>The provider is responsible for all matters relating to the engagement and payment of tutors. In recruiting tutors, the provider must ensure that:</p> <ul style="list-style-type: none"> • the tutor is qualified or otherwise capable of delivering the required tuition; • all ITAS tutors who work with minors have undertaken an Australian Federal Police (AFP) national criminal history check and have been cleared to work with minors before the provider approves a tutoring arrangement with a minor. The AFP check results will be returned to the provider who must identify those results which show an adverse result. The provider must refer all adverse checks to DEST for a decision as to whether the person with the adverse checks can be approved as an ITAS tutor; • it complies with any relevant State legislation relating to working with minors and child protection; • the tutor is an appropriate person to conduct the tutorial services. Providers are responsible for complying with any applicable State or Territory child protection legislation in relation to engaging tutors; • the person understands and is culturally sensitive to the needs of Indigenous students. <p>Where possible, appropriately trained Indigenous tutors are preferred.</p> <p>The provider may use programme funding to pay a tutor for up to 2 hours to attend a cultural awareness training course. This would be a once-only payment for a tutor and would be in exceptional circumstances. Other costs of delivering cultural awareness training to tutors may be met through the administrative component of funding; and</p> <ul style="list-style-type: none"> • there is no conflict of interest in using the person. <p>Except in remote locations where there is no other option, the ITAS tutor must not be a family member of the student. Staff of the funded institution (eg. lecturers, tutors) and "Indigenous Education Workers" cannot provide tuition during any period for which they are already receiving salary.</p>
<p>A9.5.5 Tuition programmes</p>	<p>Providers are expected to ensure that engaged tutors have the opportunity to work with students' lecturers to plan the details of a tutoring programme tailored to each student.</p>

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A9.5**Delivering Tertiary Tuition, Continued**

<p>A9.5.6 Tuition delivery</p>	<p>Providers must ensure that tuition is delivered according to the Work Programme and that tuition meets students' educational needs.</p> <p>ITAS assistance is not available for subjects outside the student's formal educational or structured training programme.</p> <p>Providers may in some instances wish to use small group tuition rather than individual tuition, to provide more effective use of funds, however, the tuition must be appropriate to all the students' needs in the group.</p> <p>Assessment of student need for tuition should be provided by the subject lecturer or course coordinator where practicable, or other appropriate staff of the institution. In exceptional circumstances, an independent assessor may be engaged to provide the assessment.</p> <p>The assessment must give details of the academic problem which is preventing the student from achieving satisfactorily in the unit of the course for which ITAS tuition is requested. The assessment must be kept on the student's ITAS file. A student may be determined to be in need of tutorial assistance if they are failing the course/subject and the lecturer believes that the student's performance would be improved through additional tuition; or was just passing the course and the lecturer believes that the student's performance would be improved through additional tuition; or was previously performing satisfactorily but is having difficulties with a new component of the course and is in danger of failing or falling behind, in which case tuition would be very short term; or require tutorial assistance to achieve an academic level or ranking required to proceed to a subsequent stage or course of study.</p> <p>The student's tutor or potential tutor must not provide the assessment.</p> <p>ITAS tuition may not be approved to take place during the hours of scheduled lectures, classes or tutorials.</p>
<p>A9.5.7 Student checklist</p>	<p>The checklist below constitutes the minimum requirements for approval when assessing a student's eligibility for assistance under ITAS and to help determine appropriate tuition levels.</p> <p>If you answer "no" to any of the following questions, you should request more information from the student, or consider rejecting the application.</p> <ul style="list-style-type: none"> • Is the student a member of the Aboriginal race of Australia or a descendant of the Indigenous inhabitants of the Torres Strait Islands? • Is the student enrolled in formal education that has commenced or will commence within the following month? • Is the student seeking tuition for subjects in the student's formal course, or the skills necessary to complete the course? • Is the student likely to benefit from tuition? • There is no alternative form of assistance available to the student through their educational institution? • Was the education assessment specific enough to justify assistance? • Was the education assessment specific enough for the tutor to develop a work programme? • Was the education assessment given by someone other than the prospective tutor? • Does the application represent effective use of ITAS funds? • Does the application represent a priority in comparison with other applications?

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A9.5**Delivering Tertiary Tuition, Continued**

<p>A9.5.8 Payments</p>	<p>Providers are responsible for paying tutors for tuition according to agreed employment arrangements, including relevant State or Territory awards and conditions. DEST does not set the rate at which tutors are to be paid. As part of its overseeing role, the provider is responsible for determining whether tutor claims for payment are correct and appropriate.</p> <p>The following Payment Checklist is a guide only to assist in the approval and subsequent payment of tutor claims. If the answer to any of the questions below is 'No', payment must not be made until the issue is resolved.</p> <ul style="list-style-type: none"> • Are the hours per week, period and hourly rate consistent with those agreed between the institution and the tutor? • Are all tutor details consistent with those originally stated? • Are all student details consistent with those originally stated? • If the number of hours of tuition per week differs from those agreed between the institution and the tutor, was the variation approved? • Has the claim been counter signed by the student? • Have checks been made to ensure that payments have not been duplicated? • Has the tutor signed the claim? • Has a work programme been approved? • Has a progress report been provided for any previous contract arrangement with this student?
<p>A9.5.9 Assessing tuition</p>	<p>Providers should maintain ongoing assessment of tuition effectiveness, to:</p> <ul style="list-style-type: none"> • change or terminate ineffective tuition arrangements, when necessary; and • report on the effectiveness of tuition to the Department. <p>Providers must maintain a separate student file for each student seeking ITAS assistance. At a minimum it must contain:</p> <ul style="list-style-type: none"> • a copy of the student's proof of enrolment; • the institution's academic assessment of the application; and • a copy of the signed letter of approval to the student outlining the tutor's name, the subjects tutored in, maximum hours per week approved for each subject, and period of tuition (or if tuition has not been approved a copy of the signed letter outlining the reasons why the student's application was not approved or is pending). <p>A separate tutor file must also be maintained for each ITAS tutor. At a minimum each tutor file must contain:</p> <ul style="list-style-type: none"> • a certified copy of proof of identity, eg, photo, licence, passport; • a certified copy of the tutor's qualifications; • a signed copy of the letter of approval outlining the students name, subjects they are to be tutored in, maximum hours per week approved for each subject, indication of whether the tuition is individual or group, period of tuition, and hourly rate of pay.

A9.6 Reports and Acquittals

<p>A9.6.1 Reports and acquittals</p>	<p>Providers are contractually obliged to meet the below reporting requirements:</p> <ul style="list-style-type: none"> • a Progress Report and financial acquittal; and • a Performance Report and audited statement of income and expenditure.
<p>A9.6.2 Progress Report</p>	<p>A Progress Report is due by <u>31 August</u> of the funding year, or on request by the Department.</p> <p>The Progress Report includes a brief statement about the delivery of the tuition programme, including any difficulties encountered in the implementation of the ITAS programme.</p> <p>Payments for subsequent years cannot be released until the Progress Report and financial acquittal have been returned.</p>
<p>A9.6.3 Performance Report</p>	<p>A Performance Report is required by <u>31 May</u> of the year following the funding year.</p> <p>The Performance Report includes information about student outcomes under the tuition programme, including performance data against the reporting requirement as set out in the funding agreement.</p> <p>No further ITAS tuition funding will be approved until an acceptable Performance Report and Financial Acquittal are delivered. The performance report must include:</p> <ul style="list-style-type: none"> • the total number of students' who received ITAS tutoring by gender; • the total number of ITAS tutors who delivered ITAS tutoring; • the total number of hours of ITAS tuition delivered by individual tuition; • the total number of hours of ITAS tuition delivered by group tuition; • the total amount of ITAS funding paid to ITAS tutors; • the fields of study in which ITAS tuition was delivered by hours; • the aggregated academic results (by pass, fail, withdrew, deferred) of students who received ITAS; and • a description of the effectiveness of the ITAS programme especially in relation to the following indicators: tutor effectiveness, successful strategies that have a positive impact on students' learning; course and unit completion rates of Aboriginal and Torres Strait Islander students at the institution; and a copy of the assets register for those reportable assets, according to A9.4.8 and A9.4.9 purchased using ITAS funds, the effectiveness of the ITAS guidelines;
<p>A9.6.4 Financial Acquittal</p>	<p>Under the Indigenous Education Agreement (IEA), providers must acquit all Tertiary ITAS funding received in the funding year by <u>31 May</u> of the year following the funding year. Financial accountability requirements for these acquittals are outlined in the IEA.</p> <p>Acquittals must indicate the extent to which the ITAS funding allocations for that funding year have been expended and include a detailed audit statement, described below.</p> <p>The acquittal must include a statement from the Provider'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 Agreement.</p>
<p>A9.6.5 Financial Audit statement</p>	<p>Audit statements must be prepared by an independent person qualified to provide the audit statement and must:</p> <ul style="list-style-type: none"> • certify that the financial acquittal is true and fair; and • include a statement of the balance of the provider's Tertiary bank accounts; and • specify that the funds were only expended in accordance with the terms of the IEA.

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A9.6**Reports and Acquittals, Continued**

<p>A9.6.6 Unspent and Uncommitted Funds</p>	<p>All unspent and uncommitted Tertiary ITAS funds remaining at 31 December of a funding year must be repaid to the Australian Government unless the Department gives written approval that they may be carried forward for use in the following funding year.</p> <p>Providers may write to the Department before <u>31 March</u> of the year following the funding year seeking approval to carry forward unspent funds. Approval to carry forward funds from one funding year to the next will only be given in exceptional circumstances.</p>
<p>A9.6.7 Mid-year acquittal</p>	<p>Providers must also acquit Tertiary ITAS funding at the end of first semester, by no later than <u>31 August</u>. The acquittal must include a signed statement of income and expenditure from 1 January to 30 June, signed by the Head of the provider's Finance Division or an authorized staff member from the area administering ITAS programme in the institution, who has separately identified financial and accounting responsibilities for this funding within the institution.</p> <p>The statement of income and expenditure must clearly identify expenditure of funds committed for expenditure from a previous year. Previously committed funds which were not spent will be deducted from the second semester payment.</p>
<p>A9.6.8 Monitoring</p>	<p>All contracted providers are required to comply with monitoring arrangements, determined by and involving a representative of DEST.</p> <p>Such arrangements are aimed at ensuring that the provider receives adequate Departmental support and that funds are used in the most efficient and effective manner to achieve positive outcomes for Indigenous students.</p>
<p>A9.6.9 Conflict of Interest</p>	<p>A conflict of interest arises when a person involved in determining ITAS services (an institution staff member, a tutor etc) is in a position to benefit directly or indirectly from the services. A conflict of interest can also arise when the person's fidelity, objectivity or fairness in performing the services is at risk due to a personal interest or a third party arrangement.</p> <p>The following situations involve a conflict of interest:</p> <ul style="list-style-type: none"> • a staff member is a member of the same family as a student or tutor; • a staff member is a close friend of a student; • a staff member has a business interest with a student or tutor; • a student and proposed tutor are members of the same family; • a staff member is a student applying for ITAS; • any other circumstance that compromises the professional integrity of staff, tutor or students. <p>Staff members of the ITAS funded institution must not be involved in the processes where there is a potential conflict of interest. When in doubt, if a situation is a conflict of interest, advice should be sought from DEST.</p> <p>Under no circumstances should a DEST employee (including those on approved leave) be offered an agreement or payment under ITAS, either as a tutor or an administrative officer. DEST employees may receive tuition as a student approved to receive ITAS assistance.</p>

A12 Indigenous Education Programmes offices

<p>IEUs and ICCs - call 1800 800 821</p>	<p>In the first instance, clients should call 1800 800 821. 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>	
<p>New South Wales</p>	<p>Armidale IEU 10-11/ 108 Beardy Street ARMIDALE NSW 2350 Ph: 02 6774 8228 Fax: 02 6771 4551</p>	<p>Bateman's Bay IEU 13 Beach Road BATEMAN'S BAY NSW 2536 Ph: 02 4475 3600 Fax: 02 4472 3978</p>
<p>Bourke ICC 26 Mertin Street (PO Box 29) BOURKE NSW 2840 Ph: 02 6872 1904 Fax: 02 6872 1906</p>	<p>Coffs Harbour ICC 17 Duke Street (PO Box 1335) COFFS HARBOUR NSW 2450 Ph: 02 6648 5800 Fax: 02 6648 5888</p>	<p>Dubbo IEU 92 Macquarie St DUBBO NSW 2830 Ph: 02 6883 6585 Fax: 02 6882 6971</p>
<p>Griffith IEU Unit 1, 192 Yambil Street GRIFFITH NSW 2680 Ph: 02 6961 8940 Fax: 02 6961 8944</p>	<p>Kempsey IEU 3/ 148 Belgrave Street KEMPSEY NSW 2440 Ph: 02 6561 4900 Fax: 02 6562 1933</p>	<p>Lismore IEU Suite 1, Level 3 Manchester Unity Centre LISMORE NSW 2480 Ph: 02 6626 4300 Fax: 02 6621 9857</p>
<p>Moree IEU Tenancy 2, 215 Balo Street MOREE NSW 2400 Ph: 02 6757 3900 Fax: 02 6752 1524</p>	<p>Newcastle IEU Ground Floor, 24 Beaumont Street HAMILTON NSW 2303 Ph: 02 4974 1780 Fax: 02 4974 1785</p>	<p>Orange IEU Suite 3, Byng Street ORANGE NSW 2800 Ph: 02 6392 6740 Fax: 02 6361 1267</p>
<p>Queanbeyan ICC 1 Monaro Street (PO Box 172) QUEANBEYAN NSW 2620 Tel: 02 6200 5150 Fax: 02 6200 5156</p>	<p>Sydney IEU Lvl 20, Sydney Central Building, 477 Pitt St SYDNEY NSW 2000 Ph: 02 9298 7468 Fax: 02 9298 7476</p>	<p>Sydney ICC Level 9, 300 Elizabeth St (PO Box K1176) HAYMARKET NSW 1240 Ph: 02 9288 6100 Fax: 02 9282 9178</p>
<p>Tamworth ICC 468-470 Peel Street (PO Box 684) TAMWORTH NSW 2340 Ph: 02 6766 7966 Fax: 02 6766 8186</p>	<p>Taree IEU Shop 2 Macquarie Mall, Macquarie Street TAREE NSW 2430 Ph: 02 6592 4600 Fax: 02 6592 4602</p>	<p>Wagga Wagga IEU Suite 3, Level 1, 76 Morgan St WAGGA WAGGA NSW 2650 Ph: 02 6937 3002 Fax: 02 6937 3079</p>
<p>Wagga Wagga ICC 1st Floor, 2 O'Reilly Street (PO Box 144) WAGGA WAGGA NSW 2650 Tel: 02 6937 3040 Fax: 02 6937 3055</p>	<p>Walgett IEU 44 Fox Street WALGETT NSW 2832 Ph: 02 6828 0600 Fax: 02 6828 1831</p>	<p>Wollongong IEU Level 4, 43 Burelli Street WOLLONGONG NSW 2500 Ph: 02 4251 2111 Fax: 02 4228 0931</p>
<p>Wyong IEU 6/22-32 Pacific Highway WYONG NSW 2259 Ph: 02 4350 6860 Fax: 02 4350 6863</p>	<p>Canberra IEU Ground Floor, 16-18 Mort Street CANBERRA ACT 2600 Ph: 02 6240 8123 Fax: 02 6240 7017</p>	

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Indigenous Education Programmes offices

Victoria	<p>Albury IEU Suite 1, 512 Swift Street ALBURY VIC 2640 Ph: 02 6021 1875 Fax: 02 6021 2571</p>	<p>Bendigo IEU 1st Floor, Corner Mundy & Myers Streets BENDIGO VIC 3550 Ph: 03 5430 5692 Fax: 03 5430 5699</p>
	<p>Melbourne IEU Level 24 Casseldon Place, 2 Lonsdale St MELBOURNE VIC 3000 Ph: 03 9920 4777 Fax: 03 9920 4711</p>	<p>Melbourne ICC Level 26, 2 Lonsdale Street, MELBOURNE VIC 3000 Tel: 03 9285 7222 Fax: 03 9285 7219</p>
	<p>Mildura IEU 151 Ninth Street MILDURA VIC 3500 Ph: 03 5051 6100 Fax: 03 5051 6109</p>	<p>Morwell IEU 23 Hazelwood Road MORWELL VIC 3840 Ph: 03 5133 6042 Fax: 03 5133 6032</p>
Queensland	<p>Brisbane IEU 11th Floor, 215 Adelaide Street GPO Box 9880 BRISBANE QLD 4000 Ph: 07 3223 1092 Fax: 07 3223 1089</p>	<p>Brisbane ICC Level 12, AXA Building, 144 Edward Street (PO Box 2472) BRISBANE QLD 4001 Tel: 07 3006 4822 Fax: 07 3221 4359</p>
	<p>Cairns IEU Level 3, 98-102 Grafton Street PO Box 2379 CAIRNS QLD 4870 Ph: 07 4048 7100 Fax: 07 4048 7115</p>	<p>Cairns ICC Level 2, 111 Grafton Street (PO Box 1599) CAIRNS QLD 4870 Tel: 07 4048 8600 Fax: 07 4048 8633 Free call: 1800 079 098</p>
	<p>Gympie IEU Commonwealth Govt Bldg, 27 O'Connell Street PO Box 998 GYMPIE QLD 4570 Ph: 07 5481 0300 Fax: 07 5481 0330</p>	<p>Mackay IEU 187 Alfred Street PO Box 1853 MACKAY QLD 4740 Ph: 07 4944 9900 Fax: 07 4944 9911</p>
	<p>Mount Isa IEU 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>Mount Isa ICC 42-44 Simpson Street (PO Box 2416) MOUNT ISA QLD 4825 Ph: 07 4747 3055 Fax: 07 4747 3077</p>
	<p>Peninsula ICC Level 2, 111 Grafton Street (PO Box 1599) CAIRNS QLD 4870 Ph: 07 4048 8600 Fax: 07 4048 8633 Free call: 1800 079 098</p>	<p>Roma ICC 101-107 McDowall Street ROMA QLD 4455 Ph: 07 4622 8877 Fax: 07 4622 3591</p>
	<p>Rockhampton IEU Level 3 Commonwealth Centre, Corner East & Fitzroy Streets (PO Box 140) ROCKHAMPTON QLD 4700 Ph: 07 4938 6100 Fax: 07 4938 6111</p>	<p>Rockhampton ICC 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</p>
	<p>Thursday Island IEU Commonwealth Centre, Cnr Hastings Street & Victoria Parade (PO Box 393) THURSDAY ISLAND QLD 4875 Ph: 07 4069 1323 Fax: 07 4069 1801</p>	<p>Toowoomba IEU Level 1, AMP Building, 516 Ruthven Street PO Box 888 TOOWOOMBA QLD 4350 Ph: 07 4694 0800 Fax: 07 4694 0811</p>
	<p>Townsville IEU Ground Floor, Commonwealth Bldg, Walker Street PO Box 1445 TOWNSVILLE QLD 4810 Ph: 07 4760 2680 Fax: 07 4760 2670</p>	<p>Townsville ICC Level 2, 21 Stokes Street (PO Box 2018) TOWNSVILLE QLD 4810 Tel: 07 4722 3888 Fax: 07 4772 4436 Free call: 1800 079 098</p>
Tasmania	<p>Hobart IEU Level 12, 188 Collins Street HOBART TAS 7000 Ph: 03 6222 9617 Fax: 03 6231 6986</p>	<p>Hobart ICC Level 5, 25 Argyle Street (PO Box 8) HOBART TAS 7001 Tel: 03 6211 3900 Fax: 03 6211 3904</p>

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Western Australia	<p>Albany IEU Suite 2 78-82 Collie St (PO Box 5894) ALBANY WA 6332 Ph: 08 9841 9500 Fax: 08 8941 9509</p>	<p>Broome ICC 1 Short Street (PO Box 613) BROOME WA 6725 Ph: 08 91927855 Fax: 08 9193 5958</p>
	<p>Bunbury IEU Unit 5 Marlston Quays, Cnr Bonnefoi Blvd & Jetty Rd (PO Box 266) BUNBURY WA 6230 Ph: (08) 9792 9201 Fax: 08 97929202</p>	<p>Derby ICC 37 Rowan Street (PO Box 1009) DERBY WA 6728 Ph: 08 91 932 600 Fax: 08 91 931 103</p>
	<p>Geraldton ICC 17 Lester Avenue (PO Box 146) GERALDTON WA 6530 Ph: 08 9921 9514 Fax: 08 99643166</p>	<p>Kalgoorlie ICC 39-43 Boulder Road (PO Box 490) KALGOORLIE WA 6430 Ph: 08 9024 1100 Fax: 08 90241 199</p>
	<p>Kununurra ICC 2250 Coolibah Drive (PO Box 260) KUNUNURRA WA 6743 Ph: 08 9168 3284 Fax: 08 9168 3317</p>	<p>Perth ICC Lvl 16, 256 Adelaide Tce (PO Box 6117) EAST PERTH WA 6892 Ph: 08 9220 3211 Fax 08 9220 3280</p>
	<p>South Hedland ICC Commonwealth Building, 3 Brand St PO Box 2628 SOUTH HEDLAND WA 6722 Ph: 08 91402106 Fax: 08 9140 1321</p>	<p>Perth IEU Lvl 13, The Quadrant, 1 Williams St (GPO Box 9880) PERTH WA 6848 Ph: 08 94644 000 Fax: 08 94644 037</p>
	<p>Adelaide IEU 4th Floor, 115 Grenfell Street ADELAIDE SA 5000 Ph: 08 8306 8800 Fax: 08 8306 8855</p>	<p>Ceduna ICC 22B East Terrace (PO Box 396) CEDUNA SA 5690 Ph: 08 8624 4050 Fax: 08 8624 4055</p>
<p>Port Augusta IEU 12 Chapel Street PORT AUGUSTA SA 5700 Ph: 08 8643 0900 Fax: 08 8363 0907</p>	<p>Port Augusta ICC 38-40 Stirling Road (PO Box 2214) PORT AUGUSTA SA 5700 Ph: 08 8647 1500 Fax: 08 8641 0684</p>	
Northern Territory	<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 Terrace KATHERINE NT 0850 Tel: 08 8972 1433 Fax: 08 8971 0349 Toll Free: 1800 089 148</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 89 62 1988</p>