# Employment, Workplace Relations and Education Legislation Committee

*Additional Estimates 2004-2005*
*16-17 February 2005-05-07*

## Education, Science and Training portfolio

## Tabled Documents

| Tabled documents: 16 February 2005 | No of Pages |
|---|---|
| Senator Carr – supplied to CSIRO – *Change Communication: summary of local concerns and issues* | 4 |
| DEST – *Enforcement and Monitoring Activities under the ESOS Act 2000* attachments a, b and c: summary of enforcement and monitoring activities taken by DEST from 2004-2005 (20 January 2005), attachment b: suspensions, cancellations and conditions imposed under section 83 for breaches of the ESOS Act 200 and/or the National Code 2004-2005 (to January 2005) and attachment c: total suspensions, cancellations and conditions 2004-2005 (to 1 February) | 3 |
| DEST – Indigenous and Transition Group – Whole of School Intervention Strategy – Parent School Partnerships Initiative (PSPI): | |
| 1. Concept Plan | 3 |
| 2. Application for Funding forms | 8 |
| 3. Indigenous Education Programmes, Provider guidelines 2005-2009 | 89 |
| Part A (separate document) | 34 |
| Part B (separate document) | |
| These documents can be found on the DEST website: http://www.dest.gov.au/schools/indigenous/iet_2005_2008.htm | |

# Change Communication – summary of local concerns and issues

1. **Major concerns** - In discussions with staff of your division what would you say are the major concerns regarding changes in their workplace?
2. **Local issues** - Are there any issues which are particularly pertinent at a specific site at the moment or are likely to be in the foreseeable future?
3. **Strategic Plan** - Do you detect much cynicism about the Organisation's Strategic Plan or any of the recently implemented changes that relate to it?
4. **Flagships** - In general, how do staff talk about Flagships? What sort of comments have you been hearing?
5. **Methods of communication** - Do you think that staff respond better to announcements and other information from a corporate source or from people within your division?

| Division and Communicator's name | Question | Email response | Follow-up phone call |
|---|---|---|---|
| **Energy Technology** | 1 | The way in which they're informed of change – often there's no communication other than a brief email | |
| | 2 | (no answer) | |
| Mark Squires 02 4960 6126 | 3 | I doubt many of the scientists (especially those not in management) have much knowledge of the corporate plan or for that matter any great interest in it. | |
| | 4 | Many think the general concept of Flagships is fine in principle, but feel that the organisation is just reinventing itself again. Some of the longer-serving staff feel that we've done it all before under a different name | |
| | 5 | Depends on what the information is about. Info from Divisional staff is often more directed to their daily activities, whereas corporate stuff usually takes less of a priority. | |
| **Forestry and forest Products** | 1 | That Change is constant, unending and sometimes pointless, as no matter once you get started on a pathway you get uprooted and changed to a different pathway without being able to get settled. Others just can't get away from the feeling of 'loss' – the way things used to be... and they can't let go. M - The constancy of change within both CSIRO and CFFP is beginning to be seen as "that's life as it is". But people are weary and their expectations of "this will change make us stronger/better" have well and truly faded. | |
| Anne Lawrence and Maria Germano | 2 | Each site is definitely different. Yarralumia is still dealing with the fact they are no longer 'centre of the FFP universe' and as a consequence feeling a little unloved, Clayton has a major issue around the changes that ensis brings about..... and the implications for them, Hobart is feeling marginalized, isolated and still insecure about their future as they associate too heavily with the CRC down there, Perth – hmmm, don't know, probably similar with Mt Gambier and Cooroy, just getting on with the job at hand and that is servicing their regional and specific science disciplines but without much thought as to what goes on elsewhere, therefore risk that they are not 'buying in' to the bigger changes at foot (or they may already have... don't know) – note we have seven sites in total. | |

Carlisl
16.2.05

| # | Response |
|---|---|
| | M - I think Anne has it right for Yarralumla, Clayton, Mt. Gambier and Cooroy. Perth is in a very positive position at present, we have an excellent Site Leader and there are good things happening. Hobart still carries issues from the cancelled CRC bid etc. but we have recently run a process (headed up by two staff members) that has been excellent and has turned around a lot of the negative feelings. |
| 3 | I haven't detected it really targeted at the 'organisations strategic plan', Maria might have more info, but I think it is currently more directed at Divisional leadership which is 'implementing' the strategic plan... they personalise the feelings and aim it at divisional leadership. But I am sure there are those who would be cynics in general and not care who they comment about..... |
| 4 | They might say ' what's the big deal about flagships' and if they are such a big deal why are we not involved... and then the light might dawn on them ... ooooh, we are not involved, therefore what is the future for us....<br><br>Honestly, I haven't heard much talk about flagships<br><br>M - People are beginning to understand that Flagships are incredibly important because that's where the "money" appears to be. In recent staff discussions in Clayton and Hobart it was apparent that people really do see the need to be associated with Flagships. |
| 5 | Sorry, I don't know.<br>M - I think this depends entirely on the particular information. Information from Corporate often needs to be followed up by a presentation, newsletter article etc. from the Chief or counterpart – just to ensure that staff understand this effects them and not someone else. |
| **Health Sciences and Nutrition**<br>Bronwyn Mason<br><br>1 | a) Cynicism - who's time/money is it really saving?<br>b) Concern - are the new initiatives part of a greater plan e.g. is Microsoft Project incorporated into PMI and Workflow? |
| 2 | a) See 4b below |
| 3 | a) I haven't really heard anybody talking about it. Although, one small group thought it strange that the focus of CSIRO being a "research enterprise" instead of a "research institute" had possibly shifted again. Staff talk about the divisional plans though. I hear lots of opinions relating to site/divisional changes. I heard a very interesting question last week: In light of new BD&C changes (i.e. 2 new Commercial Managers and possibly a Business Analyst) and the fact that we have CSIRO BD&C and the CDx projects are commercially managed through the CDx, why do project leaders still deal directly with external patent attorney's that cost a fortune? |
| 4 | a) Staff are talking about new flagships possibly being options when CRC funding runs out. |

| Division | Contact | # | Comments |
|---|---|---|---|
| | | | b) Importance of trending carefully when liaising with different line management (relationships between: project leader, theme stream leader, theme leader, chief, flagship stream leader and flagship director). A flagship project leader could feasibly report to all these people - it raises questions like which stream leader has more pull? when does the chief come into the loop? |
| | | 5 | a) Depends on the announcement and the knowledge of the person giving the announcement. e.g. Getting a corporate person to announce the One-IT changes when they had zero understanding of what our divisional IT staff were doing and would be doing in the new structure, didn't go down well. However, getting Joe Brumale to announce the One-Finance changes was received better. It's difficult to generalise, but I'd say staff respond better to people within the division. |
| Mathematical and Information Sciences | Tom McGinness | 1 | ICT Centre - current review process and likelihood of some site closures and staff relocations, as well as closure of projects and re-deployment of researchers to other areas CMIS - impact of formation of ICT centre - perception of loss of support services, feeling the ICT Cnetre is getting all the attention as the "new kid" General - impact of corporate driven initiatives like iCMS, oneIT - implementation rather than communication/training focus |
| | | 2 | Sydney sites for ICT and CMIS - consolidation of sites in next few years - most likely at Macquarie Uni ICT Centre - lilely closure of melb and perth sites, relocation of some staff between mac Uni and marsfield in Sydney |
| | | 3 | No more than the usual base level of cynicism about all such matters |
| | | 4 | Full range of comments from "they are good for CSIRO" to "they are bleeding us to death". I suspect many staff have no idea how to engage with flagships. People do feel a bit powerless in regard to how projects end up in flagships. |
| | | 5 | Definitely Division - from Chief or trusted source or familiar mewsletter. People don't like being told about change by people they have never heard of - and certain folk in corporate don't seem to get this! Exception is messages from Geoff - I think staff like to hear th ehigh level stuff from him but get the detail locally |
| Discovery Centre | Christine Cansfield-Smith | 1 | Lack of security and dubious trust in the motives for change Suspicion when receiving yet another email about CSIRO's positive growth and future |
| | | 2 | The age old feeling that CSIRO Corporate is not aware of things happening at the grass roots level in CSIRO Divisions. |
| | | 3 | Most of the staff in Division-land seem not to have read the OSP or even to take any heed to its content. I |

| | | |
|---|---|---|
| | | have this information first-hand.<br>It is because the world is smaller and insular in the research sites. |
| 4 | | That the Flagships might not be all that bad. That they are the way of the future and will eventually replace Divisions.<br>That they have all the funding. That they are here to stay. |
| 5 | | The latter. They respond quite negatively to corporate announcements and I have heard mostly delete the emails unread. Locally, and from the real, human-sized perspective is more creditable.<br>Unable to comment at this time. Too many commitments |
| **Land and Water**<br>Lynne Griffiths | | |

ATTACHMENT A

# Enforcement and Monitoring Activities under the ESOS Act 2000

## 2004-2005 (to 20 January)

| Monitoring or Enforcement Power | | | | Total |
|---|---|---|---|---|
| **Monitoring Action** | | | | |
| Visits | | | | |
| Monitoring visit (with consent) | | | | **73** |
| Monitoring visit (under warrant) | | | | **0** |
| Requests for Information | | | | |
| Compulsory information request [1] | | | | **6** |
| **Action on Provider Registration** | **Breach of Act** | **Breach of Code**[2] | **Breach of Both**[3] | **Total** |
| Notice of Intention to act on registration [4] | | | | |
| o   suspension | 13 | 0 | 1 | **14** |
| o   cancellation | 0 | 0 | 0 | **0** |
| o   condition | 0 | 0 | 0 | **0** |
| o   any one of the above | 3 | 0 | 0 | **3** |
| Action imposed on registration [5] | | | | |
| o   suspension | 0 | 0 | 0 | **0** |
| o   cancellation | 1 | 0 | 0 | **1** |
| o   condition | 0 | 0 | 0 | **0** |
| o   automatic suspension [6] | 0 | NA | NA | **0** |
| o   removal of suspension | 0 | 0 | 0 | **0** |
| o   removal of condition | 0 | 0 | 0 | **0** |

[1]   Issuance of a Production Notice under s 113 of the ESOS Act
[2]   National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students (the National Code)
[3]   Breaches of the Act and the National Code
[4]   Issuance of a Notice of Intention under s 93 of the ESOS Act
[5]   Sanctions are issued under s 83 of the Act; removal of sanctions is under s 94 of the ESOS Act
[6]   Failure to pay annual ESOS Assurance Fund contribution

## Suspensions, Cancellations and Conditions
## Imposed under section 83
## for breaches of the ESOS Act 2000 and/or the National Code

### 2004-2005 (to 20 January 2005)

| Offence | Suspension | Cancellation | Conditions |
|---|---|---|---|
| Breach of ESOS Act 2000 | 0 | 1 | 0 |
| Breach of National Code | 0 | 0 | 0 |
| Breach of ESOS Act 2000 and National Code | 0 | 0 | 0 |
|  |  |  |  |
| **Total** | **0** | **1** | **0** |

## SUSPENSION of Registration

NIL

## CANCELLATION of Registration

| Provider | State | Date |
|---|---|---|
| Wings Air Pty Ltd | VIC | 12/10/04 |

## CONDITIONS of Registration

NIL

## Total Suspensions, Cancellations and Conditions
## 2004-2005 (to 1 February)

This table sets out the number of providers who have:

- had conditions imposed on their registration;
- been suspended from CRICOS; or
- been cancelled from CRICOS

both under the ESOS Act and on the advice of States and Territory authorities in 2004-2005 (to 1 February).

| State | Conditions under ESOS | Suspended by State | Suspended under ESOS | Cancelled by State | Cancelled under ESOS | Total |
|-------|-----------------------|--------------------|----------------------|--------------------|----------------------|-------|
| ACT   | 0 | 0 | 0 | 0 | 0 | 0 |
| NSW   | 0 | 6 | 0 | 3 | 0 | 10 |
| QLD   | 0 | 0 | 0 | 4 | 0 | 4 |
| SA    | 0 | 0 | 0 | 3 | 0 | 3 |
| TAS   | 0 | 0 | 0 | 0 | 0 | 0 |
| VIC   | 0 | 4 | 0 | 9 | 1 | 13 |
| WA    | 0 | 0 | 0 | 1 | 0 | 1 |
| NT    | 0 | 0 | 0 | 0 | 0 | 0 |
| **TOTAL** | **0** | **10** | **0** | **20** | **1** | **31** |

Providers may be suspended or cancelled by State and Territory authorities for a variety of reasons. The majority have sought cancellation as a result of their decision to leave the industry.

# Whole of School Intervention Strategy
# Parent School Partnerships Initiative

This form is for schools, parents of Indigenous students, Indigenous communities and other eligible organisations outlined in the Indigenous Education Programmes Provider Guidelines, who are interested in seeking funding to support local project/s to improve the educational outcomes of Indigenous students.

## Concept Plan

Before completing this concept plan eligible organisations must refer to the provisions dealing with the Parent School Partnerships Initiative and Homework Centres contained in the Indigenous Education Programmes Provider Guidelines 2005-08 (the Guidelines) which form the Australian Government's Whole of School Intervention Strategy administered by the Department of Education, Science and Training (DEST).

**PLEASE NOTE: The concept plan is not an application for funding. If the concept plan is assessed by DEST as meeting the criteria and conditions outlined in the Guidelines and suitable for further development, then eligible persons and organisations will be invited to submit an Application for Funding in accordance with the Guidelines.**

## Part A – Details of the eligible organisation/s submitting this Plan

Name of School(s) or Organisation .................................................................................................

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Address Details ........................................................................................................................

Contact Person .........................................................................................................................

Position in Organisation ...........................................................................................................

Phone (Office/Mobile) ..............................................................................................................

Email .......................................................................................................................................

**Which of the following objectives will your project/s aim to achieve:**

☐ Improve attendance

☐ Improve literacy and numeracy skills

☐ Increase retention of Indigenous students from Year 10 to 12

☐ Increase the level of successful year 12 completions

☐ Other (Please specify) ..........................................................................................................

## Part B – Plan Details

Please attach extra pages if the space provided is not adequate

1.  **What discussions have taken place between Indigenous parents, schools, communities and other organisations in the development of your idea/s?  Please provide evidence of discussions and support gained for the project e.g. the school's community engagement plan, minutes/notes of meetings held.**

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2.  **Provide a brief description of what you require funding to do.  This should include:**

    ■  a description of your proposed idea/s for your project and how long the project will take to implement (e.g. start and end dates );

    ■  how does the project link to the school/s Indigenous Education Plan/s;

    ■  how you will measure the success of the project against its objectives and expected outcomes (please refer to section A10.6.2 in the guidelines); and

    ■  the number of Indigenous students expected to be targeted by this project and a list of the school/s and organisation/s that will be involved in the project and how they will be involved.

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3. a)  **Will the project receive support or funding from sources other than DEST?  If yes, please provide details.**

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**3. b) What is the estimated overall cost of the project and how much you will be seeking from DEST and other sources, as detailed in Q3. a), if applicable.**

| | |
|---|---|
| Funding sought for project/s, homework centre | $ |
| Funding sought from other sources (including in-kind support and other DEST programmes) | $ |
| Total cost of project | $ |

**4. Other Comments**

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**Name of School/Organisation**

**Name of School Representative**              **Position**

**Signature**                                        **Date**

/          /

**Name of Indigenous Parent/Community contact person**          **Position (e.g. Parent)**

Once completed, please forward to your local DEST office. A list of DEST Offices and their locations is provided in the Guidelines.  Your local DEST Office can be contacted by phoning 1800 800 821.

**Australian Government**

**Department of Education, Science and Training**

*Indigenous Education*
Achievement through Choice, Opportunity and Partnerships

## Whole of School Intervention Strategy
# Parent School Partnerships Initiative Application for Funding

This form is for schools and other eligible organisations in partnership with Indigenous parents, students and local community members seeking Parent School Partnerships Initiative funding.

Please read the following information and the Indigenous Education Programmes Provider Guidelines 2005-2008 before completing the Parent School Partnerships Initiative Application for Funding.

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The Parent School Partnerships Initiative is part of the Australian Government's *Whole of School Intervention Strategy* which encourages schools and local Indigenous communities to work in partnership to develop and deliver projects to improve educational outcomes for Indigenous school students. The Whole of School Intervention Strategy is part of the Indigenous Education Programmes funded under the *Indigenous Education (Targeted Assistance) Act 2000*.

### Who can apply for funding?
Applications for funding can be made by schools, pre-schools, education systems, and legally incorporated organisations in partnership with Indigenous communities. The organisation whose details are given in this form must be the legal entity (e.g. State/Territory; company; incorporated association; statutory corporation) that will be offered an Indigenous Education Agreement with the Department, should the application be successful.

### How do you apply for funding?
Applicants must first complete and lodge a *Whole of School Intervention Strategy Concept Plan* with their nearest Indigenous Education Unit. The Concept Plan is a user friendly document for eligible organisations to express an interest in applying for Parent School Partnership Initiative funding. Concept Plans are available at:www.dest.gov.au and from your local DEST Office. If your Concept Plan is accepted by DEST, the applicant will then be invited to apply for funding using the **Parent School Partnerships Initiative Application for Funding** form.

Your form can be sent to your local DEST Indigenous Education Unit (IEU). A list of IEUs is available at: http://www.dest.gov.au/ieu/default.htm or by telephoning 1800 800 821.

### When should you apply?
DEST will seek Concept Plans and Applications for Funding up to five times during the 2005 in recognition of the time involved in developing new projects. During 2006, 2007 and 2008 Concept Plans and Applications for Funding will be sought up to two times a year. The Department may decide to vary the frequency and timing of funding rounds.

### Your information and privacy
Documents containing personal information are handled and protected in accordance with the provisions of the *Privacy Act 1988* which sets the standards for the collection, storage, use and disclosure of personal information.

Further information is available by telephoning: 1800 800 821 or visiting website: www.dest.gov.au

Privacy complaints may be made to the Office of the Federal Privacy Commissioner which may be contacted on 1300 363 992. However, the Privacy Commissioner prefers that Australian Government agencies respond to privacy complaints in the first instance. Privacy complaints can be forwarded to DEST as follows:

The Privacy Contact Officer
Loc 765
Department of Education, Science and Training
GPO Box 9880
Canberra ACT 2601

# Guide to the questions in the Application for Funding Form

## Question 5 – Payment details

Once applicants are notified of the success of their *Application for Funding* and an Indigenous Education Agreement is in place between the applicant and DEST, payments will be made at negotiated intervals throughout the funding period, usually on a quarterly basis. Payments are made by direct credit to the funding recipient's bank account. Funding recipients must keep a separate bank account for Parent School Partnerships Initiative funds, except where the accounting system allows them to identify Parent School Partnerships Initiative funds within a common account by maintaining a separate Parent School Partnerships Initiative ledger.

## Questions 6-8 – Indigenous Community Involvement

Support from the Indigenous community is an important indicator of the likely success of a project/s. Applicants must demonstrate that Indigenous parents, communities and schools have participated in the development of the project and will continue to be involved during the implementation and evaluation of the project.

## Questions 7-15 – Project details

Applications must demonstrate that the proposed project will contribute to at least one of the following objectives:

- improving attendance;
- improving literacy and numeracy skills;
- increasing retention of Indigenous students from Years 10 to 12; and
- increasing the level of successful Year 12 completions for Indigenous students.

### Project Description

Describe the proposed project. Please include information outlining the project and how it will be implemented, including key dates for stages of the project and events. Also, describe how the project will be managed.

Applicants must read the Programme Guidelines before completing this application and must be aware that Applications for Funding will be assessed against the requirements of the guidelines and the following mandatory criteria:

- the project has been developed by the school and Indigenous communities and parents;
- the project meets the objectives of the programme;
- the project has clearly defined milestones and performance measures;

- the project aligns with the strategic directions outlined in the school's Indigenous Education Plan or School operation Plan;
- the project offers value for money; and
- evidence of other financial and in-kind support for the project.

Remember that you can attach additional pages to describe your project.

## What are the expected outcomes of the project?

In this section of the Application you must outline at least four outcomes that you expect will be achieved as a result of this project. These outcomes should be related to the objectives which you state will relate to your project in Question 10. For example, if your project aims to improve the English literacy skills and attendance rates of Year 1-3 Indigenous students, you should describe the expected outcomes in more specific terms eg. – This project will reduce the absentee rate of Indigenous students currently enrolled in Year 1-3 by 50% by 30 November 2005, and this project will improve the Year 3 Indigenous students' basic skills test results so that 90% of students meet the standards for their age level in 2006.

### How will you measure if the expected education outcomes have been achieved?

You must outline how you will measure whether the project is meeting its objectives and expected outcomes. Sometimes this may involve setting up a new way to monitor students' attendance and it may mean collecting examples of students' writing and other examples of classroom work at intervals to monitor progress in student's literacy skill. In addition, some schools may decide to set up a new parent school partnership group or to use an existing group to help monitor and advise on the project's implementation.

### Are there linkages with other organisations, schools and education programmes?

Projects which are linked to and supported by other programmes and organisations are usually more successful than projects that are implemented without coordination with other relevant programmes and services. Applications which can demonstrate how the project/s will fit into a wider Indigenous education strategy **are encouraged**.

## Question 16 – Are there contributions from other sources?

Parent School Partnerships Initiative Applications for Funding which can demonstrate that other organisations are contributing funding to the project and have an interest to ensure the project/s are properly delivered **are encouraged** by DEST.

## Question 17 – Project Costing

Include here a list of all the DEST funds sought to conduct the project/s.

Sponsoring organisations must not include any GST costs as part of the project costing. DEST funds will be increased by a 10% GST component for sponsors who are registered for or required to be registered for the GST.

## Reporting and Acquittal Requirements

You will be required to lodge a *Performance Report and acquittal* of expenditure as stated in an Indigenous Education Agreement or Funding Agreement.

Parent School Partnerships Initiative projects must not be conducted for profit.

### Working with Children Checks

**For Projects within NSW -** Under NSW law, all persons who will be in direct, unsupervised contact with children must obtain approval from an Approved Screening Agency. The sponsoring organisation is responsible for ensuring that all personnel involved in NSW projects complete a Prohibited Employment Declaration and a Consent to Employment screening form, and the Approved Screening Agency confirms that they are not prohibited from child-related work. There are penalties for engaging prohibited persons to work with children.

Further information about your requirements as a funding recipient can be obtained from the *Indigenous Education Programmes Provider Guidelines 2005-2008*, from www.kids.nsw.gov.au or by calling (02) 9286 7220.

**For Projects within QLD -** Under Queensland law, all people seeking to work with children must undergo a criminal history check. The sponsoring organisation is responsible for ensuring that all personnel involved in Queensland Parent School Partnerships Initiative projects demonstrate that they have obtained a blue suitability card from the Queensland Commission for Children and Young People. There are penalties for engaging prohibited persons to work with children.

More information on the Queensland checks can be obtained from www.childcomm.qld.gov.au

**For Projects in other States and Territories –** In other States and Territories, DEST requires any personnel involved in Parent School Partnerships Initiative projects who will be working with children to undergo a national criminal record check. You should inform all personnel before they commence working with children on any Parent School Partnerships Initiative funded project that a national criminal record check will be required and that they must be cleared by that national criminal history record check before they work with children on a Parents School Partnerships Initiative project.

**Please note: If a person has been found to have a criminal record relating to sexual and certain other serious offences he or she will not be permitted to work with children on any part of the Parent School Partnership Initiative funded project.**

## Do you need more information?

There is more information about the Parent School Partnerships Initiative in the *Indigenous Education Programmes Provider Guidelines 2005-2008*. You can also contact your local IEU by telephoning 1800 800 821 for more information.

**Australian Government**

**Department of Education,
Science and Training**

**Parent School Partnerships Initiative**

# Application for Funding Form

Please read the *Indigenous Education Programmes Provider Guidelines 2005-2008* carefully before completing this Application. The organisation whose details are given in this form must be the legal entity that will be offered an Indigenous Education Agreement or funding agreement with the Department should the application be successful.

## Organisation Details

**1.** What are the contact details of the Organisation?

Name

Number and street (and postal address if different)

Suburb, town or community      State      Postcode

Phone

E-mail address

**2.** What is your Australian Business Number (ABN) and/or Australian Company Number (ACN), Australian Registered Body Number (ARBN)?

ABN:

ACN:

ARBN:

**3.** Is the School Government, Non-Government i.e. Catholic or Independent? If applicable please tick one of the boxes below.

☐ Government    ☐ Catholic    ☐ Independent

**4.** What is the name of the contact person?

*(please circle)* Mr  Mrs  Miss  Ms  Other

Surname

First Given Name      Preferred Name

Position Held

Work Phone      Fax

Mobile

E-mail address

## Payment details

**5.** Give the organisation's bank account details for payment.

Account Name

Full name of bank, building society or credit union

Address

Account Number (not the number on the card)

Bank/Branch code number (contact branch if unsure)

## Indigenous community involvement

*To be completed by the Indigenous community contact person*

**6.** Who is the independent Indigenous representative, include contact details? (This person must not be employed by the applicant)

Surname

First Given Name      Preferred Name

Position Held

Work Phone      Fax

Mobile

E-mail address

## Project Details

*Note: Please include additional pages to answer the below questions if required.*

**7.** a) Does the local Indigenous community support this proposal?

☐ Yes    ☐ No

b) How was this support given?

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**8.** How will the local Indigenous community be involved in implementing the project and assessing its outcomes?

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**9.** Describe the proposed project/s and how it will be implemented?

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**10.** Which of the following objectives will your project aim to achieve?

☐ Improve attendance

☐ Improve literacy and numeracy skills

☐ Increase retention of Indigenous students from Year 10 to 12

☐ Increase the level of successful Year 12 completions

☐ Other (Please specify)

|  |
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**11.** What are the expected educational outcomes of the project?

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**12.** How will you measure if the expected educational outcomes have been achieved?

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**Please include additional pages to answer these questions if required.**

**13.** How many Indigenous students will be involved in the project? What school/s are the students from?

**14.** When will the project start and finish?

Start [ / / ]  Finish [ / / ]

**15.** Describe any links with other school plans and activities, and programs of other organisations

## Project Costing

**16.** List of contributions (financial or other) from other resources?

| Source | Amount |
|---|---|
| | |
| | |
| | |
| | |

**17.** Give an estimation of the costs involved (refer to the Guide). Please retain a copy of all reciepts as part of your record keeping. This information should be available to DEST staff on request. Provide the proposed budget breakdown for the funds you are seeking from DEST for this project.

| (Provide details of budget items) | Amount $ (ex. GST) |
|---|---|
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| | |
| **Subtotal** | |

Other costs (provide details)

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| **Subtotal** | |
| **Total project costs** (add all subtotals) | |

**Please include additional pages to answer these questions if required.**

## Declaration by authorised representative of applicant

**18.** I declare that:

- the information given by me in this application is complete and correct;
- I have read and understand the Privacy Notice on this form;
- I will notify DEST, in writing, of any changes to this information, within seven (7) days of that change occurring;
- to the best of my knowledge, all intended project recipients:
  - are of Australian Aboriginal or Torres Strait Islander descent; and
  - identify as an Australian Aboriginal or Torres Strait Islander; and
  - are accepted as such by the community in which they live;
- I have the authority to enter into a contract on behalf of all members of the School or Organisation.

I understand that:

- The information I provide on this Application allows DEST to make funding payments;
- personal information may be disclosed without consent where required or authorised by law; and
- giving false or misleading information is a serious offence.

**School Representative to sign**

Name of School

Printed name of School Representative

Signature

Date
/ /

Printed name of Indigenous Community Contact Person

Date
/ /

Signature

Date
/ /

### Your information and privacy

This form collects information which helps the Department administer PARENT SCHOOL PARTNERSHIPS INITIATIVE projects. Personal information is collected for PARENT SCHOOL PARTNERSHIPS INITIATIVE management and monitoring purposes.

Your personal information will not be used or given to another person or agency for any other purpose, unless required or authorised by law.

### Freedom of Information

All documents held by the Department are subject to access under the Freedom of Information Act 1982 (FOI Act). Unless a document falls under an exemption provision, it will be made available to the general public if requested under the FOI Act.

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