

**SENATE STANDING COMMITTEE ON
EDUCATION, EMPLOYMENT AND WORKPLACE RELATIONS**

**QUESTIONS ON NOTICE
BUDGET ESTIMATES 2009-10**

Outcome 2

DEEWR Question No. EW0331_10

Senator Mason asked on 3 June 2009 provided in Hansard DEWR 60.

Question

Kingscote School (Kangaroo Island) and Accountability of Commonwealth Funds

1. Is the department aware of this grant and the problems that have resulted from it?
2. Does the Commonwealth have any quality assurance mechanisms for ensuring that the money it contributes to projects is being used in the most effective manner?
3. What does the Commonwealth do to ensure that quality is of the highest standard?
4. Does the Commonwealth, when it gives money to the states to administer, have a say in which contracts are accepted?
5. Is the Commonwealth provided with an opportunity to veto any arrangements?
6. What reporting mechanisms do the states have when they are administering grants to schools, and does the Commonwealth have any opportunity to intervene?
7. Has the Commonwealth ever intervened where the money has not been spent appropriately; and, if they have done so, how often?

Answer

1. The Kingscote School on Kangaroo Island is the responsibility of the South Australian Department of Education and Children's Services (DECS). DEEWR is aware of only one Capital Grant that the school has received which was in 2005 under the previous federal government. The grant was for the construction of secondary school general learning areas and specialised learning areas.
2. The Commonwealth sets out its accountability requirements in Attachment F of the *Australian Government Programmes for Schools Quadrennial Administrative Guidelines 2005 to 2008* (attached). In summary, state and territory governments are responsible for the construction of and maintenance on schools in their sector.
3. State and territory governments certify the level of expenditure, quality and degree of completion of all projects funded under the Capital Grants Program in an annual return to the Commonwealth Government. In the non-government sector, the Block Grant Authorities provide a similar assurance.
4. No. This responsibility lies with the state and territory governments.
5. No. This responsibility lies with the state and territory governments.
6. The Commonwealth sets out its accountability requirements in Attachment F of the *Australian Government Programmes for Schools Quadrennial Administrative Guidelines 2005 to 2008*.

7. The Commonwealth does not intervene with individual projects. This is the responsibility of the state and territory governments through compliance with the accountability requirements for the distribution and acquittal of Capital Grants Programme funds.

Appendix F: Accountability Requirements for 2005-2008

Overview

1. The Commonwealth is accountable to the Parliament and people of Australia for the expenditure of the public funds it provides for school education. To meet its accountability obligations, the Government requires that recipients account for grants both financially and educationally.
2. This Appendix describes financial and educational accountability requirements for:
 - Quadrennial funding programs for schools, that is programs under the *Schools Assistance Act 2004*; and
 - School education programs administered by the Department and funded under Appropriations Acts.

Schools Assistance Act 2004

3. The legislation under which the Commonwealth provides funding for schools for 2005-2008, the *Schools Assistance Act 2004*, sets out the requirements for accountability and reporting.
4. Financial accountability requirements under the *Schools Assistance Act 2004* are outlined in Paragraphs 156-171 below.
5. Educational accountability under the *Schools Assistance Act 2004* for the 2005-2008 quadrennium, Paragraphs 173-223 & 225 below. A summary of the requirements for 2008 is provided at paragraph 224.

Appropriation Act programs

6. Financial accountability requirements for school education programs funded under Appropriation Acts are outlined at Paragraphs 172 & 228-230. Educational accountability requirements are outlined at Paragraphs 228-230.

Financial Accountability

7. Authorities will meet their financial accountability for the following programs by submitting to the Department by 30 June each year or such later date as the Minister approves, an electronic Financial Accountability certificate, in the name of an authorised person:
 - Grants for Government Schools
 - o General Recurrent Grants
 - o Capital Grants Program
 - o Investing in Our Schools Program capital infrastructure grants

- Targeted Programs
 - Literacy, Numeracy and Special Learning Needs Program
 - Schools Grants element
 - Non-government Centres Support element
 - Country Areas Program
 - English as a Second Language Program
 - Languages Program

- Grants for Non-government Schools
 - General Recurrent Grants
 - Establishment Grants
 - Short Term Emergency Assistance
 - Capital Grants Program
 - Investing in Our Schools Program capital infrastructure grants

- Targeted Programs
 - Literacy, Numeracy and Special Learning Needs Program
 - Schools Grants element
 - Country Areas Program
 - English as a Second Language Program
 - Languages Program

8. In the case of State authorities, the certificate in respect of the program year is to state whether the amount or the sum of the amounts of financial assistance paid to the State under each program year for each program element has been spent (or committed to be spent) in respect of that year for the purpose for which the assistance was granted.

9. In the case of non-government education authorities, the certificate in respect of the program year is to be submitted by a Qualified Accountant. A Qualified Accountant is:

- a person who is registered, or is taken to be registered, as a company auditor under Part 9.2 of the *Corporations Act 2001*; or
- a member of the Institute of Chartered Accountants in Australia, or CPA Australia; or
- is approved by the Minister as a Qualified Accountant for the purposes of the Act.

10. The accountant is to submit the certificate on the basis that the financial records of the Approved Authority of the school have been examined and the opinion is formed that the amounts equal to the amount or sum of the amounts of financial assistance provided and paid for that year has been spent (or committed to be spent) in respect of that year for the purpose or purposes for which the assistance was granted.

11. Non-government authorities must provide information on the distribution to beneficiaries of General Recurrent grants. This will also be collected electronically.

Capital Grants

12. For government schools and hostels, State education authorities are required to provide by 30 June each year, for each project funded from the previous program year: certification by an authorised person of the level of commitment to 31 December of the previous year; an update on any project details which have changed since the last advice;

and an update on the status of the project indicating whether it is in planning, under construction, physically completed, or physically and financially completed.

13. State education authorities are also required to provide, by 30 June each year, for each project funded from the program year before the previous program year: certification by an authorised person of the level of expenditure to 31 December of the previous year; an update on any project details which have changed since the last advice; and an update on the status of the project indicating whether it is in planning, under construction, physically completed, or physically and financially completed.

14. Non-government schools and hostels must, within a specified period after a project has been completed, submit to the Block Grant Authority (BGA) documents prepared by architects and accountants confirming the final expenditure of the project, that the project was completed as approved and that the grant monies were spent only on the approved project.

15. Each Block Grant Authority is required to give the Commonwealth, by 30 June each year, the financial accountability and performance information documentation specified in the Administrative Arrangements for BGAs. The Administrative Arrangements include a requirement for BGAs to provide at least those schools that have applied for funding within the last three years, with selected information about the distribution of grants. Other participant schools may obtain this information from their BGA upon request.

16. In addition, the Department may audit the administrative practices of any BGAs. Schools participating in a BGA should be able to view any final audit report on that BGA upon request to the BGA.

Investing in Our Schools Program Capital Infrastructure Grants

Funding for state schools

Government School Community Organisations (GSCOs)

17. Financial Accountability for those projects to be administered by Government School Community Organisations (GSCOs) is the responsibility of the GSCO.

18. Refer to Appendix 2 – Accounting for Grants, in the Investing In Our Schools Program section of Part 2.1.

School Parent Bodies

19. If a school community chooses to have the State manage its project, the school community is constituted as a School Parent Body.

20. The relevant State and Territory governments will manage the funding and will acquit these funds on behalf of School Parent Bodies.

21. Refer to Appendix 2 – Accounting for Grants, in the Investing In Our Schools Program section of Part 2.1.

Funding for non-government schools

22. For non-government schools, the financial accountability requirements are the same as for non-government schools under Capital Grants above, except that for small projects (defined as those being up to and including \$75,000 (GST exclusive) in project value at the time of approval by the Minister (or his/her Delegate), and which may increase to no more than \$82,500 (GST exclusive) in project value over the life of the project), schools must submit to the Block Grant Authority within three months of project completion, a statement that the project was completed as approved and a statement from an independent accountant that confirms the final expenditure of the project and that the grant monies were spent only on the approved project.

Other Programs

23. For the following programs, financial accountability requirements will be specified in terms of the relevant agreement:

- Quality Outcomes Program
- Commonwealth Quality Teacher Program
- National School Drug Education Strategy
- Boosting Innovation, Science, Technology and Mathematics Teaching Program
- Assistance for Isolated Children
- Lord Florey Student Prize
- Asia Education Foundation
- Curriculum Corporation
- Grants-in-Aid
- ICT Innovation to Support National Consistency
- Structured Workplace Learning
- Enterprise and Career Education Program
- Jobs Pathway / Youth Pathways
- Local Community Partnerships
- Connections
- Regional Industry Career Advisers Network
- An Even Start – National Tuition Program
- National Industry Career Specialists Network
- Non-Government School Term Hostels Program

Educational Accountability

Schools Assistance Act 2004 - Programs for Schools 2005-2008

24. Education authorities meet the educational accountability requirements for most programs funded under the *Schools Assistance Act 2004* by doing the following:

1. participating each year in preparing a national report on the outcomes of schooling, the Annual National Report on Schooling in Australia or ANR
2. providing performance information to be included in the ANR
3. providing information about student attendance; and
4. providing other reports, as required, for the ANR

- all by a date determined by the Minister or – if no such date is determined – in time for publication of the ANR within one year of the end of each program year.
5. providing reports on financial assistance provided under the Act
 6. taking part in any evaluations of programs under the Act
 7. providing reports on expenditure on the professional learning of teachers
 8. ensuring that schools provide parents with reports on their child's results in Year 3, 5 and 7 literacy and numeracy assessments against the national benchmarks
 9. ensuring that schools make publicly available the school performance information specified in the Regulations
 10. reporting on action to meet performance targets where the Minister has directed this; and
 11. implementing common testing standards including common national tests, in English, maths, science, civics and citizenship education and ICT by 1 January 2008.
25. The first set of Regulations under the *Schools Assistance Act 2004*, called the *Schools Assistance (Learning Together – Achievement Through Choice and Opportunity) Regulations 2005*, came into force in 2005. Further Regulations covering student attendance information and common testing standards are expected to take effect in 2007-2008.
26. The Regulations:
- list the performance targets which authorities commit to achieve;
 - list the performance measures which authorities commit to report against (including the relevant national benchmarks and standards where available);
 - describe in detail the student reports authorities commit to provide to parents;
 - set out the form of the performance information to be reported for the ANR (such as disaggregation by student characteristics);
 - set out the school performance information authorities are to make publicly available;
 - set out the student attendance information which authorities commit to provide; and
 - define common testing standards.
27. While there are separate sections in the Regulations relating to the government and non-government school sectors, the requirements are identical for all authorities, and this Appendix therefore does not make distinctions by sector.
28. The Regulations are available on the Federal Register of Legislative Instruments at: <http://www.comlaw.gov.au/ComLaw/Legislation/LegislativeInstrumentCompilation1.nsf/current/bytitle/60698BAD53A99EF6CA25737D00201400?OpenDocument&mostrecent=1>
29. Each of the educational accountability requirements contained in the Act and Regulations is explained in more detail below.

Programs which meet accountability through the National Report

30. The following programs funded under the *Schools Assistance Act 2004* meet their educational accountability obligations as outlined above:

- Grants for Government Schools
 - General Recurrent Grants
 - Capital Grants Program
 - Investing in Our Schools Program capital infrastructure grants
- Grants for Non-government Schools
 - General Recurrent Grants
 - Establishment Grants
 - Short Term Emergency Assistance
 - Capital Grants Program
 - Investing in Our Schools Program capital infrastructure grants
- Targeted Programs
 - Literacy, Numeracy and Special Learning Needs Program
 - Schools Grants element
 - Country Areas Program
 - English as a Second Language - New Arrivals Program
 - Languages Program

Participating in the ANR

31. Participation in a national report on the outcomes of schooling means participation in the Annual National Report on Schooling in Australia. The ANR is prepared and published by MCEETYA. Reports for past years can be found at <http://www.mceetya.edu.au/mceetya>

32. The *Schools Assistance Act 2004* requires timely participation in the ANR. Authorities must provide the necessary information by a date that will allow publication of the ANR within a year of the end of the program year, or by a date determined by the Minister.

33. Participation in the ANR involves reporting against items set out in the agreed ANR Information Framework, including participating in the program of student assessments endorsed by MCEETYA for the purposes of national reporting. The ANR Information Framework is developed each year by the MCEETYA Performance Measurement and Reporting Taskforce or PMRT (which includes representatives from the Commonwealth, all States and Territories and the non-government school sector) and is approved by Education Ministers.

34. The ANR Information Framework for 2008 will be included in these Guidelines as soon as it has been approved by Ministers.

Providing performance information

35. Education authorities receiving *Schools Assistance Act 2004* funding are required to participate in certain assessments and other data collection activities which will enable the reporting of the performance measures specified in Regulations to the Act. Requirements for 2005-2008 are shown in Table 1. It should be noted that these requirements may be subject to amendment over the course of the 2005-2008 quadrennium.

Table 1: Performance measures – requirements for 2005-2008

		2005	2006	2007	2008
Literacy	Percentage of Year 3, 5, 7 and 9 students achieving national benchmarks for reading, writing and from 2008 language conventions*	✓	✓	✓	✓
Numeracy	Percentage of Year 3, 5, 7 and 9 students achieving national benchmarks for numeracy*	✓	✓	✓	✓
Scientific literacy	Percentage of Year 6 students achieving at or above standard in scientific literacy in National Assessment Program – Science Literacy, 2006, Year 6		✓		
Reading, mathematical and scientific literacy	Percentage of students (i.e. 15 year old students) achieving at or above standards derived from OECD PISA 2006 assessment		✓		
Mathematics and science	Percentage of Year 4 and 8 students achieving at or above standards derived from TIMSS 2006 assessment		✓		
Civics and citizenship	Percentage of Year 6 and 10 students achieving at or above standards in National Assessment Program - Civics and Citizenship, 2007, Years 6 and 10			✓	
ICT literacy	Percentage of Year 6 and 10 students achieving at or above standards in National Assessment Program - ICT Literacy, 2005 and 2008, Years 6 and 10	✓			✓
VET in schools participation	Proportion of senior secondary students undertaking VET	✓	✓	✓	✓
VET in schools attainment	Proportion of senior secondary students who have completed at least one VET unit of competency/module	✓	✓	✓	✓

*Reporting the literacy and numeracy achievement of all Year 9 students against national benchmarks will commence from 2008. Reporting against the national language conventions benchmarks will commence with the introduction of common national literacy and numeracy tests in 2008.

36. The performance measures summarised above are given in full in Schedule 1 of the Regulations. The benchmarks and standards referred to above are also identified in the Regulations.

37. The *Schools Assistance Act 2004* requires that performance information be provided by a date that will allow publication of the ANR within a year of the end of the program year, or by a date determined by the Minister.

Literacy and numeracy at Years 3, 5, 7 and 9

38. In order to report against the literacy and numeracy measures, all authorities (school systems and individual non-systemic schools) must offer full-cohort assessment of student literacy and numeracy at Year 3, 5, 7 and 9.

39. Following assessment, the organisation which carried out the testing (the “testing agent”) provides the aggregated data to MCEETYA, where it is processed for publication in the ANR. Reporting in the ANR is at a broad level only; individual schools and students are not identified.

40. From 2008, annual common national tests in literacy (reading, writing and language conventions) and numeracy at Years 3, 5, 7 and 9 will be introduced, replacing current State and Territory programs and ACER’s Literacy and Numeracy National Assessment (LANNA). The common national tests, as well as the literacy and numeracy benchmarks for Year 9, are being developed through MCEETYA.

41. Testing will be of the full cohort of students, with arrangements for absences, exemptions and withdrawals in place. See paragraphs 212-216 below for more information on common national tests.

42. From 2008, education authorities (including individual non-systemic schools) will be required to certify annually to the Commonwealth that they have offered full-cohort literacy and numeracy assessments and that they have used the common national test instruments in these assessments.

Other learning outcomes

43. Education authorities meet their accountability obligations to report on other student learning outcomes by participating in national and international sample assessment studies as, and if, selected. This means taking part in sample assessments shown in Table 1. In 2008, the following sample assessment will be carried out:

- National Assessment Program – ICT Literacy, 2008, Years 6 and 10.

44. This assessment is undertaken by a contractor on behalf of the Commonwealth and the States and Territories.

45. For purposes of accountability for *Schools Assistance Act 2004* funding, participation in this study is compulsory, if selected. This assessment forms part of a program agreed by all Ministers and hence supported by all States/Territories and school sectors.

Reporting outcomes by student background

46. Information on literacy and numeracy and information from national sample assessments is to be reported for all participating students, and disaggregated according to the following student background characteristics as defined by the decisions of MCEETYA: sex, Indigenous status, socio-economic background, language background and geographic location.

47. The Regulations set out how the information from the various assessments is to be reported in the ANR, disaggregated by these categories.

48. The full definitions for the relevant categories, along with the information that schools need to collect, are set out in the Data Implementation Manual for Enrolments for the 2008 School Year, published by the MCEETYA Performance Measurement and Reporting Taskforce.

49. The Data Implementation Manual can be found at (insert link when 2008 manual is online). Further information on reporting outcomes by student background is available from the jurisdiction contact people listed in the Manual.

VET in Schools participation and attainment

50. Information on the participation and attainment of students in Vocational Education and Training in Schools is gathered each year via a census-type administrative collection at State and Territory level. Aggregated data is provided to MCEETYA for publication in the ANR.

51. Education authorities meet their educational accountability obligations regarding VET in Schools data by providing the information necessary for these collections. All authorities, whether school systems or individual non-systemic schools, are required to provide this information.

Providing student attendance information

52. The *Schools Assistance Act 2004* requires that education authorities provide for the ANR information on student attendance as specified in the Regulations. This information must be provided by a date that will allow publication of the ANR within a year of the end of the program year, or by a date determined by the Minister.

53. As noted in Appendix E, nationally comparable measures of student attendance have been developed and agreed through MCEETYA, with the first data collection carried out in 2007. For 2008, authorities will meet their educational accountability obligations regarding attendance data by participating satisfactorily in the 2008 data collection process. It is expected that student attendance information will be reported by school sector for all full-time students in Years 1 to 10 in each State and Territory, disaggregated by Year level by the categories (i) Indigenous and non-Indigenous status, and (ii) sex.

Providing other reports for the ANR

54. The Act requires that education authorities will provide, for the ANR, other reports as may be required by the Minister. Any such reports must be provided by a date that will allow publication of the ANR within a year of the end of the program year, or by a date determined by the Minister.

Providing reports on financial assistance

55. The Act requires education authorities to provide the Minister with reports as required about financial assistance provided under the Act. Authorities would be contacted directly where such reports were necessary.

Participating in evaluations

56. Education authorities may be called upon to take part in evaluations of the outcomes of programs of financial assistance, and to do so by a date determined by the Minister.

Reporting expenditure on teacher professional learning

57. Education authorities, both school systems and individual non-systemic schools, must give the Minister reports as required on their expenditure on the professional learning of teachers in the system or school, and to do so by a date determined by the Minister.

58. Expenditure reporting requirements for government and non-government school sectors are the same, but collection methods vary. Government school systems report on this expenditure under the reporting requirements of the Commonwealth Quality Teacher Program. Non-government school systems and individual non-systemic schools report through the Department's annual Financial Questionnaire.

Reporting to parents against benchmarks

59. All education authorities are required to ensure, no later than a date determined by the Minister that each school gives to the parents, guardians, or other persons having care and control of each child who attends the school and undertakes there a standard assessment in reading, writing, language conventions and numeracy at Years 3, 5, 7 or 9, the results of that assessment against the appropriate national benchmarks specified in the Regulations. This applies equally to systemic and non-systemic schools.

60. School authorities will be required to certify to the Commonwealth that schools have provided this information to parents and guardians.

Publishing school performance information

61. In addition to the commitment that school information will be made publicly available, there is an accountability requirement that all education authorities ensure, no later than a date determined by the Minister, that the school performance information specified in the Regulations is made publicly available, in the manner specified. This requirement applies to all authorities, whether government or non-government systems or individual non-systemic schools.

62. Details of the school performance information to be published are set out in Appendix E (paragraphs 113-123).

Implementing common national tests

63. The Act requires education authorities to implement, before 1 January 2008, the common testing standards, including common national tests, specified in the Regulations, in English, mathematics, science, civics and citizenship education and ICT. It was agreed at MCEETYA in July 2006 that full cohort national literacy and numeracy testing in Years 3, 5, 7 and 9 will commence in May 2008.

64. These requirements apply to all authorities, whether school systems or non-systemic schools.

65. The common national tests referred to in the Act and Regulations are full-cohort tests in literacy (reading, writing and language conventions) and numeracy at Years 3, 5, 7 and 9, together with National Assessment Program triennial sample assessments in science, civics and citizenship education and ICT literacy (see Table 1 above).

66. The Regulations provide that the common testing standards are to be implemented in 2008 by each school administering common national tests in reading, writing, language conventions and numeracy, as endorsed by MCEETYA or approved by the Minister, to each child who:

- (a) attends school; and
- (b) is in Year 3, 5, 7 or 9.

67. The tests in which authorities are required to participate during 2008 are set out in paragraphs 184-194 above.

Compliance monitoring

68. The Department monitors the compliance of school authorities with the commitments and educational accountability to which they have agreed by signing funding agreements with the Commonwealth for 2005-2008. Compliance will be monitored in three ways, as set out below:

- o Compliance via the ANR;
- o Compliance via a certificate; or
- o By other means.

Compliance via the ANR

69. The following commitments and/or accountability obligations are monitored when authorities make their contributions to the ANR each year:

- participation in and timely publication of the ANR
- performance against national literacy and numeracy targets
- reporting against national performance measures
- reporting on student attendance
- development and implementation of statements of learning
- putting in place common testing standards
- powers of principals and school governing bodies
- implementing the National Safe Schools Framework; and
- achievement of national consistency in the school starting age.

Compliance via a certificate

70. The following nine commitments and/or accountability obligations are monitored by DEEWR via a certificate which asks education authorities to confirm that they have undertaken the required action each year:

1. Literacy and numeracy testing
2. Reporting to parents on their child's performance against national benchmarks
3. Publishing school performance information
4. Provision of student reports to parents
5. Provision of physical activity in the curriculum

6. Implementing a national system for information on students moving interstate
7. Having a functioning flagpole and flying the Australian flag
8. Displaying the Values for Australian Schooling poster; and
9. Displaying the National Safe Schools Framework (NSSF) poster.

71. For 2008, each school system and non-systemic school will provide to DEEWR two certificates. The first will cover certification of eight of the nine requirements listed above: literacy and numeracy testing, reporting to parents against benchmarks, student reports, physical activity in the curriculum, national system for information on students moving interstate, flying the Australian flag, and displaying the values and safe schools posters.

72. The second certificate for 2008 will relate solely to the provision of school performance information. It will be made available in mid-2009 (as under the Regulations, schools have until 30 June of the next year to provide the school performance information to their school community).

73. Certification and reporting requirements for 2008 – including requirements for reporting through the ANR – may be streamlined. If changes are made to these requirements during the year, education authorities will be appropriately consulted and informed.

Compliance on reporting expenditure on teacher learning

74. Compliance with the requirement to report on expenditure on professional learning will be monitored via the reporting requirements of the Commonwealth Quality Teacher Program (in the case of government school systems) and the annual Financial Questionnaire (in the case of non-government school systems and non-systemic schools).

***Schools Assistance Act 2004* - Meeting educational accountability for 2008: Summary**

75. To meet their educational accountability obligations for 2008, for those programs which require participation in the National Report, authorities will (subject to any streamlined reporting arrangements):

- participate in preparing the 2008 *Annual National Report on Schooling in Australia* (the ANR) in time to enable publication of the report by 31 December 2009, including providing:
 - results of full-cohort literacy and numeracy assessments at Years 3, 5, 7 and 9 for 2008
 - results from the 2008 national sample assessment in ICT Literacy at Year 6 and Year 10 (where selected for assessment)
 - information on student participation and attainment in VET in Schools for 2008
 - information as required on student attendance for 2008; and
 - any other reports required by the Minister.
- meet requirements for:
 - ensuring that schools report to parents on their child's assessment against Year 3, 5 and 7 literacy and numeracy benchmarks

- providing parents with student reports which meet the requirements of the Act and Regulations (are readily understood, timely and accurate, etc)
- publishing school performance information as required
- reporting to the Minister on expenditure on the professional learning of teachers
- reporting to the Minister, if required, on action taken to meet national performance targets
- providing reports as required by the Minister on financial assistance provided under the Act; and
- taking part in any program evaluations as required.

Schools Assistance Act 2004 programs which meet educational accountability by other means

76. The following programs funded under the *Schools Assistance Act 2004* meet their educational accountability obligations not as described above, but by providing reports as required by the Minister and by satisfactory participation in program evaluations, as requested by the Commonwealth:

- Literacy, Numeracy and Special Learning Needs
 - National Projects
 - Non-government Centres Support
- Non-government School Term Hostels

77. Commitments and reporting requirements for these programs are as set out in the relevant funding agreement and program guidelines.

Penalties

78. Failure to take the action or provide the reports outlined in this Appendix would constitute a failure to meet educational accountability. The Minister has the discretion to require repayment or reduce or delay payments under the *Schools Assistance Act 2004* in the event of failure to meet a condition of funding.

Appropriation Acts funding programs – financial and educational accountability

79. The following programs and initiatives are funded annually through the Budget process under Appropriations Acts. Accountability arrangements, both financial and educational, are described in the relevant funding agreement and separate guidelines will be available where necessary.

- Quality Outcomes Program
- Commonwealth Quality Teacher Program
- Projects to Enhance Literacy and Numeracy Outcomes Program
- National School Drug Education Strategy
- Boosting Innovation, Science, Technology and Mathematics Teaching Program
- Assistance for Isolated Children
- Lord Florey Student Prize
- Asia Education Foundation
- Curriculum Corporation
- Grants-in-Aid
- ICT Innovation to Support National Consistency
- An Even Start - National Tuition Program
- Structured Workplace Learning
- Enterprise and Career Education Program
- Youth Pathways
- Local Community Partnerships
- Connections
- Regional Industry Career Advisers Network
- National Industry Career Specialists Network

80. While the reports to be provided in relation to each program are described in the relevant funding agreement and/or guidelines, in general, grantees are required to provide satisfactory written reports on the outcomes of projects and, where appropriate, of the evaluation of projects against objectives. The Department monitors progress of projects against expected outcomes through project management meetings and progress reports.

81. Recipients of funding under the Assistance for Isolated Children Scheme and recipients of the Lord Florey Student Prize are not required to provide educational accountability.