Commonwealth
Programs for Schools
Quadrennial Administrative Guidelines
2005 - 2008

2008 Update
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Abbreviations

ABA ..................................................................................................................................................... Additional Boarding Allowance
ABS ..................................................................................................................................................... Australian Bureau of Statistics
ABSTUDY ............................................................................................................................................. The Aboriginal Study Grants Scheme
AEP ..................................................................................................................................................... National Aboriginal and Torres Strait Islander Education Policy
AFB ........................................................................................................................................................... ‘Mixed-Mode’ Away From Base
AFP .......................................................................................................................................................... Australian Federal Police
AGQTP ................................................................................................................................................... Commonwealth Quality Teacher Program
AGSRC .................................................................................................................................................... Average Government School Recurrent Costs
AIC ............................................................................................................................................................ Assistance for Isolated Children
ANICA ..................................................................................................................................................... Australian Network of Industry Career Advisers
ANR .......................................................................................................................................................... Annual National Report on Schooling in Australia
ASISTM .................................................................................................................................................... Australian School Innovation in Science, Technology and Mathematics
ATC .......................................................................................................................................................... Australian Technical College
BGAs ........................................................................................................................................................ Block Grant Authority
BPI .............................................................................................................................................................. Building Price Index
CAP ........................................................................................................................................................ Country Areas Program
CCD .......................................................................................................................................................... Census Collection District
DEST ........................................................................................................................................................ former Department of Education, Science and Training
DEEWR ..................................................................................................................................................... Department of Education, Employment and Workplace Relations
EEO ............................................................................................................................................................ Equal Employment Opportunity
EFTSL ........................................................................................................................................................ Equivalent Full Time Student Load
ERI ............................................................................................................................................................. Education Resources Index
ESL ............................................................................................................................................................. English as a Second Language
ESL-ILSS ................................................................................................................................................ English as a Second Language – Indigenous Language Speaking Students
ESL-NA ..................................................................................................................................................... English as a Second Language – New Arrivals
FOI ............................................................................................................................................................. Freedom of Information
GRG ........................................................................................................................................................... General Recurrent Grants
GSCO ........................................................................................................................................................ Government School Community Organisation
HWC ........................................................................................................................................................... Homework Centre
IEAs ............................................................................................................................................................ Indigenous Education Agreements
IES ............................................................................................................................................................. Indigenous Education Statement
ICT ............................................................................................................................................................. Information and Communications Technology
IOSP .......................................................................................................................................................... Investing in Our Schools Program
IRSED ....................................................................................................................................................... Index of Relative Socio Economic Disadvantage
ISP ............................................................................................................................................................... Indigenous Support Program
ITAS ............................................................................................................................................................ Indigenous Tutorial Assistance Scheme
Interpretation

In these Guidelines, unless the contrary intention appears, the following interpretations apply:

**Act**  
the *Schools Assistance (Learning Together – Achievement Through Choice and Opportunity) Act 2004* referred to throughout these Guidelines as the *Schools Assistance Act 2004*.

**Agreement**  
an arrangement negotiated between the Commonwealth and education authorities or approved government school community organisations, upon which Commonwealth funding is conditional.

**Approved Authority**  
the body the Minister determines in writing to be the approved authority of a school system, school, centre or organisation (in relation to a particular program), under section 9 of the *Schools Assistance Act 2004*.

**Catholic Education Commission or Office**  
the State based system authority for Catholic schools.

**Delegate**  
the person delegated by the Minister to exercise specified responsibilities under the *Schools Assistance Act 2004* and the *Indigenous Education (Targeted Assistance) Act 2000* as amended by the *Indigenous Education (Targeted Assistance) Amendment Act 2004*.

**Department**  
the Department of Education, Employment, and Workplace Relations (formerly the Department of Education, Science and Training).

**Distance Education Student**  
is a student at a non-government school which has State/Territory recognition to provide distance education at the level of education and location being undertaken by the student, where the student resides in the same State/Territory but is not a home education student.

**Electronic Certificate**  
a Financial Accountability Certificate covering grants paid to schools, Systems and State Governments under the *Schools Assistance Act 2004*. This is submitted via the Internet, through the “Schools Service Point” internet application.

**Education Authority**  
an approved authority under the terms of the *Schools Assistance Act 2004*.

**Government Educational Institution**  
an educational institution in a State conducted by or on behalf of the State, not including a government school.

**Government School Community Organisation**  
an approved Government School Community Organisation (GSCO) means a body corporate determined under section 11 of the *Schools Assistance Act 2004* to be an approved government school community organisation. Under section 11 of the Act, the Minister may determine that a body corporate that is connected with a government school, and represents the school’s community, is the approved government school community organisation for the purposes of the Act. That is, for funding under the Investing in Our Schools Program capital infrastructure grants.
GSCO Individual Funding Agreement
GSCO Individual Funding Agreements are agreements that Government School Community Organisations will be required to sign if their application for funding is successful and funding is approved by the Minister.

Level of Education
- primary, comprising either years K-6 (NSW, Vic, Tas, ACT) or years K-7 (Qld, WA, SA, NT)
- junior secondary, comprising years 7-10 (NSW, Vic, Tas, ACT) or years 8-10 (Qld, WA, SA, NT)
- senior secondary, comprising years 11-12 for all States.

List
the list of non-government schools and approved school systems eligible for funding under the Schools Assistance Act 2004.

Minister
The Commonwealth Minister for Education, Minister for Employment and Workplace Relations, Minister for Social Inclusion, or the Minister’s delegate.

Nominated Authority
the person or body nominated by a group of non-government schools for recognition by the Department as the nominated authority of that group of schools (in relation to a particular targeted program).

Non-Government Centre
a place in a State at which special education is provided by a non-government body (except a non-government body that is conducted for profit) and that is not a school. (Refer Section 119(3) of the Schools Assistance Act 2004.)

Pre school
the years before the first year of primary schooling, as described in the ‘Levels of Education’ Interpretation above and in Abbreviation 'K' listed above.

Qualified Accountant
means:
- is registered, or is taken to be registered, as a company auditor under Part 9.2 of the Corporations Act 2001; or
- is 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.

Regular School or Class
a school (other than a special school or a special assistance school) or class, which is registered with a State Department and eligible for Commonwealth general recurrent funding.

Regulations
Schools Assistance (Learning Together – Achievement Through Choice and Opportunity) Regulations 2005 – The principal Regulations - covering performance framework measures. The Regulations specify the performance targets and performance measures; the requirements related to student reports; the requirements for performance information and the requirements for publication of school performance information in accordance with the relevant sections of the Act.
**Schools Assistance (Learning Together – Achievement Through Choice and Opportunity) Amendment Regulations 2005 (No. 1) - Supplementation Regulations 2005** – Amend the principal Regulations to supplement funding for primary and secondary education for 2005 under relevant sections of the Act.

**Schools Assistance (Learning Together – Achievement Through Choice and Opportunity) Amendment Regulations 2006 (No. 2) - Supplementation Regulations 2006** – Amend the principal Regulations to supplement funding for primary and secondary education for 2006 under relevant sections of the Act.

**Schools Assistance (Learning Together – Achievement Through Choice and Opportunity) Amendment Regulations 2007 (No. 2) - Supplementation Regulations 2007** – Amend the principal Regulations to supplement funding for primary and secondary education for 2007 under relevant sections of the Act.

**School community**
For the purpose of funding for government schools under the *Investing in Our Schools Program*, a school community is either:

- a Government School Community Organisation; or
- a School parent body.

**School parent body**
For the purpose of funding for government schools under the *Investing in Our Schools Program* capital infrastructure grants, a school parent body is a parent body that:

- is not a Government School Community Organisation, (GSCO);
- is connected with a government school, and represent the school’s community; and
- includes parents or parent representatives of currently enrolled students at a specified school and may include the school principal.

**Special Assistance School**
A non-government school in a State that has been, or is likely to be, recognised by the State Minister as a special assistance school and primarily caters for students with social, emotional or behavioural difficulties.

**Special School**
A school that has been, or is likely to be, recognised by the State Minister as a special school and provides special education.

**States**
Includes the Australian Capital Territory and the Northern Territory.

**State based Assessment Advisory Panels**
For the purpose of funding for government schools under the *Investing in Our Schools Program*, State based Assessment Advisory Panels will be established in every State and Territory by DEEWR to review and assess the applications from school communities.

**Systemic School**
A non-government school that is included in an approved school system and is included in the list as a systemic school.

**Teaching Australia**
The Australian Institute for Teaching and School Leadership, formerly the National Institute for Quality Teaching and School Leadership (NIQTS).
Part 1: Introduction

1. These Guidelines, approved by the Minister, set out objectives, administrative requirements and funding allocations for Commonwealth programs for schools for 2005 to 2008. In 2008, the Commonwealth is expected to provide estimated funding of $8.7 billion for its schools programs through the Schools Assistance (Learning Together – Achievement Through Choice and Opportunity) Act 2004 (the Schools Assistance Act 2004), as amended. The Commonwealth also provides funding for schools programs through the Indigenous Education (Targeted Assistance) Act 2000 as amended by the Indigenous Education (Targeted Assistance) Amendment Act 2004, the Student Assistance Act 1973 and the Budget Appropriation Acts.

Commonwealth Priorities and Objectives for Schooling

2. The Commonwealth is committed to supporting a quality school education for all Australian children. The Commonwealth strives to ensure that every child receives the most appropriate support to reach his or her full potential. Its goal is to progressively raise national education standards so that all young people are prepared to meet the demands of work and life in the twenty-first century.

3. To achieve these aims the Commonwealth works cooperatively with States and Territories to provide support for education systems and schools through general recurrent, capital and targeted programs for schools. The Commonwealth also provides a range of complementary initiatives such as those targeting Indigenous students or students making the transition from school to further training or work.

4. The Commonwealth supports the right of parents to choose the educational environment which best suits the needs of their child, whether this is in the government or non-government sector. Choice in schooling accommodates the diverse beliefs and values which exist in Australian society.

5. The National Goals for Schooling in the Twenty-First Century (see http://www.curriculum.edu.au/mceetya/default.asp?id=11576) agreed to by all Education Ministers in April 1999, focus on improving the learning outcomes of students to enable them to meet the challenges facing them at a time of significant social, economic and technological change. School authorities receiving funding from the Commonwealth are required to make a commitment to the National Goals for Schooling and a commitment to achieve the performance targets and report against the performance measures associated with the National Goals.

6. The funding under the Schools Assistance Act 2004, which was announced by the former Prime Minister and the former Federal Education Minister on 22 June 2004, builds on the National Goals for Schooling to provide a vision for all schools for 2005-2008. States, Territories and non-government education authorities are required to implement the main elements under their funding agreements with the Commonwealth for 2005-2008.

7. Central to the Schools Assistance Act 2004 and associated funding agreements for 2005-2008 is an enhanced performance framework with strengthened accountability and reporting requirements which includes providing parents and the wider community with clearer information on school and individual student performance. The commitments and accountability requirements of the performance framework, as set out in paragraph 18 below, the Schools Assistance Act 2004 and the Regulations, which education authorities have signed up...
to under funding agreements under the *Schools Assistance Act 2004* are explained in Appendix E, Part 3 and Appendix F, Part 3 of these Guidelines.

8. In order to be more accountable for school performance, the *Schools Assistance Act 2004* requires school principals to have greater autonomy over the running of their schools, including staffing decisions. State governments and education authorities are required to commit to providing principals with greater autonomy over key aspects of their school’s operations.

9. A high priority for the Commonwealth is the improvement of consistency in the delivery of education throughout Australia. States and Territories and non-government education authorities are required to commit to the achievement of a common minimum school starting age by 2010 and consistency in the description for the year before Year 1 and the year two years before Year 1. They are also required to commit to develop and implement Statements of Learning and common testing standards for English, mathematics, science, and civics and citizenship education and information and communications technology (ICT) by 2008.

10. Over the 2005-2008 quadrennium, the Commonwealth will continue to work towards closing the gap between the educational outcomes of Indigenous and non-Indigenous Australian school students. Education providers are required to provide more detailed reporting on expenditure and outcomes for Indigenous students. The Commonwealth has focussed on:

- requiring education providers to report on how they are meeting their Indigenous education responsibilities through other funding sources, such as *Schools Assistance (Learning Together – Achievement Through Choice and Opportunity) Act 2004*;
- directing resources to areas of greatest need, such as remote areas; and
- directing resources to programs and projects which have previously demonstrated their effectiveness.

An increased emphasis is placed on mainstream service provision for Indigenous students and on those Indigenous education programs which have proven to be most effective, especially those delivered in remote areas.

11. The *Schools Assistance Act 2004* and funding agreements require the poster from the *National Framework for Values Education in Australian Schools* to be displayed prominently in every school and that every school has a functioning flagpole and flies the Australian flag.

12. The health and safety of school children is a primary concern for all parents which is shared by the Commonwealth. Students have a right to a safe environment, and should be encouraged in a healthy, active lifestyle to protect them against future health problems. Under the *Schools Assistance Act 2004*, school authorities are required to commit to provide in their curriculum at least two hours of physical activity each school week for primary and junior secondary school students and to adopt the *National Safe Schools Framework* endorsed by MCEETYA and report on it in the national report on the outcomes of schooling.

13. The Boosting Innovation, Science, Technology and Mathematics Teaching Program, over 2004-05 to 2010-11, aims to strengthen science, technology and mathematics education in Australian schools.

14. Other initiatives include the expansion of the very successful Boys Education Lighthouse Schools initiative and the provision of career, transition and partnerships programs to assist young people to make an effective transition from school to the workplace.

15. Through these initiatives the Commonwealth seeks to contribute to a strong, responsive, accountable schools sector that will provide the environment, education and skills to prepare all young Australians for their part in Australia’s future.
Commonwealth Programs for Schools

16. The Commonwealth supports a number of programs and initiatives for schools and school education. These programs and initiatives are organised as follows in the Guidelines:

- quadrennial funding for schools provided under the *Schools Assistance Act 2004*;
- supplementary funding provided for Indigenous education under the *Indigenous Education (Targeted Assistance) Act 2000* and ABSTUDY benefits provided for Indigenous students under the *Student Assistance Act 1973*; and
- other programs and initiatives funded on an annual basis under the Budget Appropriation Acts.

(a) Quadrennial funding under the *Schools Assistance Act 2004*

17. The *Schools Assistance Act 2004* provides the legislative framework for the 2005-2008 schools programs. The *Schools Assistance Act 2004* succeeds the *States Grants (Primary and Secondary Education Assistance) Act 2000* which covered the period 2001 to 2004. The *Schools Assistance Act 2004* covers the following programs:

- 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
    1. Schools Grants element
    2. Non-Government Centres Support element
    3. National Projects element
  - Country Areas Program
  - English as a Second Language Program
  - School Languages Program
  - Non-government School Term Hostels

18. Part 2 of the *Schools Assistance Act 2004* prescribes the general conditions on which financial assistance is to be paid to a State in respect of government and non-government schools. Under the Act, payments to education authorities and other grantees cannot be authorised until they have signed an agreement with the Commonwealth. This agreement lists the conditions with which the State or education authority must comply in order to receive funding. In brief, these conditions refer to the following matters:

- **Performance framework** – requiring education authorities to do the following:
  - make a commitment to the National Goals for Schooling prepared by MCEETYA
  - in relation to performance targets and performance measures set out in regulations
- make a commitment to achieve the performance targets and report against the performance measures; and
- agree to provide reports as required addressing the requirements for performance information as specified in the regulations

- in relation to the annual National Report on Schooling in Australia (ANR)
  - agree to participate in preparing the ANR;
  - agree to provide (for inclusion in the ANR) reports on performance information as specified in the regulations;
  - make a commitment to the publication of the ANR within one year after the end of each program year; and
  - agree to provide (for inclusion in the ANR) any reports required by the Minister

- in relation to school performance information
  - make a commitment to ensure that school performance information is made publicly available; and
  - agree to make publicly available school performance information specified in regulations in the manner specified in the regulations

- in relation to student attendance
  - make a commitment to report to the Minister on student attendance; and
  - agree to provide reports as required in relation to student attendance information specified in the regulations

- in relation to Statements of Learning, make a commitment to develop, before 1 January 2006, national Statements of Learning that describe the key knowledge, understandings, skills and capacities in English, mathematics, science, civics and citizenship education and ICT and to implement those Statements of Learning either as part of the next curriculum review or before 1 January 2008

- in relation to common testing standards
  - make a commitment to put in place common testing standards in English, mathematics, science, civics and citizenship education and ICT; and
  - agree to implement before 1 January 2008, in accordance with the regulations, the common testing standards, including common national tests, specified in the regulations in English, mathematics, science, civics and citizenship education and ICT

- make a commitment to put into effect, before 1 January 2006, the National Safe Schools Framework

- make a commitment to provide in their curriculum at least 2 hours of physical activity each school week for primary and junior secondary students

- make a commitment to give the principal and the governing body of the school strengthened autonomy over education programs, staffing, budget and other aspects of the school’s operations, within a supportive framework of broad systemic policies

- make a commitment that appointments of staff will be made with the approval of the principal or the governing body of the school

- make a commitment to implement, before 1 January 2006, a consistent national system for the timely transmission between schools of student information relating to students moving interstate

- in relation to reporting to parents
  - make a commitment to ensure that parents and guardians are given a report on their child’s achievement against the appropriate national literacy and numeracy benchmarks for years 3, 5 and 7; and
- agree to provide parents and guardians with reports on their child’s achievement against the appropriate national literacy and numeracy benchmarks for years 3, 5 and 7
- make a commitment to achieve, before 1 January 2010, national consistency in school starting ages and common nomenclature
- make a commitment to give parents plain language student reports conforming to certain principles specified in the Schools Assistance Act 2004 and the Regulations
- agree to provide reports in relation to financial assistance
- agree to take part in evaluations of the outcomes of programs funded by the Commonwealth
- agree to provide reports in relation to expenditure on professional learning of teachers

For further information on the commitments under the performance framework refer to Appendix E, Part 3 – Commitments in Funding Agreements for 2005-2008.

- **Financial accountability** – requiring education authorities to ensure that an electronic certificate is provided by a person who is a Qualified Accountant confirming that the amounts they have received have been spent or committed to be spent for the purposes for which the assistance was granted;

- **Meeting the conditions of the agreement** – empowering the Minister, if an authority does not fulfil a condition, to seek repayment of an amount or reduce other amounts payable to the authority or delay making any further payment to the authority; and

- **Overpayment of financial assistance** – empowering the Minister to determine, if an authority has been paid an amount that was not properly payable, to seek repayment from the authority or to reduce another amount payable to the authority.

19. The Act also empowers the Minister to include any additional conditions relevant to the particular program.

20. There are certain accountability and reporting requirements pertaining to education authorities – refer Appendix F, Part 3 - Accountability Requirements for 2005-2008, for details. There are also requirements concerning the eligibility of temporary residents of Australia for schools funding – refer Appendix I, Part 3 for details.

21. For further information refer to Parts:
   2.1 Grants for Government Schools;
   2.2 Grants for Non-government Schools;
   2.3 Grants for Commonwealth Targeted Programs;
   2.4 Indigenous Education Programs; and
   2.5 Other Programs.

**b) Supplementary funding for Indigenous Education**

• Supplementary Recurrent Assistance
• English as a Second Language – Indigenous Language Speaking Students
• Indigenous Education Projects
• Short Term Special Assistance
• “Mixed-Mode” Away From Base
• Indigenous Tutorial Assistance Scheme - In-Class Tuition
• Indigenous Tutorial Assistance Scheme – Year 9, 10, 11 and 12 Tuition
• Indigenous Tutorial Assistance Scheme - Tertiary
• Indigenous Tutorial Assistance Scheme – Remote Indigenous Students
• Parent School Partnership Initiatives
• Homework Centres

23. The 21 goals of the National Aboriginal and Torres Strait Islander Education Policy (AEP) form the basis of MCEETYA’s eight priority areas for Indigenous education and training. These eight priorities set the foundations for the Indigenous education performance monitoring and reporting framework:

• Improving Indigenous literacy
• Improving Indigenous numeracy
• Increasing the employment of Indigenous Australians in education and training
• Improving educational outcomes for Indigenous students
• Increasing Indigenous enrolments
• Increasing the involvement of Indigenous parents/community members in educational decision-making
• Increasing professional development for staff involved in Indigenous education; and
• Expanding culturally inclusive curricula.

24. Sections 10 and 11 of the Indigenous Education (Targeted Assistance) Act 2000 prescribes that the Minister, before authorising payments, must make an Indigenous Education Agreement (IEA) containing conditions upon which financial assistance is granted.

25. The Indigenous Education (Targeted Assistance) Act 2000 prescribes the conditions of payments that may be made to education providers and other bodies and organisations for recurrent expenditure and particular projects. Indigenous Education Agreements (IEAs) made under section 10 require that education providers:

Agree to a commitment to advance the objects of the Indigenous Education (Targeted Assistance) Act 2000;
• Commit to achieve the performance targets;
• Certify agreement payments are duly spent or committed to be spent in the funding year for the purposes set out in the agreement;
• Report all funds to advance the objects of the Indigenous Education (Targeted Assistance) Act 2000;
• Report against the performance indicators and performance targets set out in the agreement; and
• Agree to participate in evaluation and data validation exercises as specified in the agreement.

27. The Student Assistance Act 1973 provides the legislative basis for benefits paid to Indigenous secondary school students under the ABSTUDY Program. More information is at Part 2.4 of these Guidelines.

(c) Other programs and initiatives

28. There are a number of other programs and initiatives which are funded annually through the Budget process under Appropriations Acts. These programs are:

- 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
- Projects to Enhance Literacy and Numeracy Outcomes Program
- 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
- Australian Technical Colleges (funded under the Australian Technical Colleges (Flexibility in Achieving Australia’s Skills Needs) Act 2005).

29. These programs have various agreement and accountability arrangements which are detailed under the specific programs at Parts 2.3, 2.5 and Part 3 of these Guidelines and at Appendix F Part 3.

General Administration

30. The Schools Funding Group, the Schools Teaching, Students and Digital Education Revolution Group and the Schools Quality Outcomes, Youth and Transitions Group, of the Department of Education, Employment and Workplace Relations (DEEWR) administer Commonwealth programs for schools. The Indigenous Education Group of DEST administers Indigenous education programs. See contact details at Appendix A, Part 3.

Recognition of Commonwealth Assistance

31. Government and non-government education authorities must give appropriate recognition of assistance received from the Commonwealth. The Commonwealth’s requirements for recognition of assistance for capital projects are set out in Appendix 2.1.A for government schools and Appendix 2.2.F for non-government schools. Requirements for recognition of
assistance for Investing in Our Schools Program – Capital infrastructure grants are set out in Appendix 2.1.D for government schools and Appendix 2.2.K for non-government schools.

32. Publications, grant offers and advertisements associated with Commonwealth programs should indicate the source of funding, and copies of the relevant material should be provided to the Department. School communities should also be advised directly about assistance received from the Commonwealth, by such means as school authorities’ reports to parents.

Confidentiality

33. Financial data and educational accountability information is collected from school and education authorities on a confidential basis. Apart from details of Commonwealth Grants received by schools, education authorities and approved government school community organisations, information which will identify individual schools will not be made publicly available.

Privacy

34. The Department is bound, in administering the Commonwealth Programs for Schools 2005-2008, by the provisions of the Privacy Act 1988. Section 14 of the Privacy Act contains the Information Privacy Principles (IPPs) which prescribe the rules for handling personal information.

Persons, bodies and organisations involved in the Programs must abide by the IPPs and the Privacy Act when handling personal information collected for the purposes of that Program. In brief, persons, bodies and organisations must ensure that:

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

35. Requests for advice about privacy should be referred to the Litigation and External Review Section, Procurement, Assurance and Legal Group, in DEEWR's National Office. Any complaints involving a possible disclosure of information, personal or otherwise, in contravention of the Privacy Act or other legislation should be raised immediately with both the Litigation and External Review Section and DEEWR's National Investigation Unit, who will confer on the appropriate action to take in the circumstances. Other privacy complaints should be raised with the Litigation and External Review Section (privacy complaints can be made directly to the Federal Privacy Commissioner, however the Federal Privacy Commissioner prefers that DEEWR be given an opportunity to deal with the complaint in the first instance).
Freedom of Information

36. All documents created or held by the Department with regard to the Commonwealth Programs for Schools 2005-2008 are subject to the Freedom of Information Act 1982 (“FOI Act”). Unless a document falls under an exemption provision, it will be made available to the general public if requested under the FOI Act.

37. All FOI requests are to be referred to the Principal Government Lawyer, Litigation and External Review Section, Procurement, Assurance and Legal Group, in the Department’s 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.

Equal Employment Opportunity (EEO)

38. State, local government, community and private organisations in receipt of Commonwealth schools funding are required to comply with the provisions of relevant Commonwealth and State or Territory Anti-Discrimination and Affirmative Action legislation and observe equal employment opportunity principles. Without limiting the above, the provisions of the following legislation must be adhered to:

- the Equal Opportunity for Women in the Workplace Act 1999;
- the Disability Discrimination Act 1992;
- the Age Discrimination Act 2004;
- the Racial Discrimination Act 1975; and

Further information

39. Further information on program matters can be obtained from the contact officer of the Department listed in Appendix A, Part 3.
Part 2: Commonwealth Programs for Schools

Part 2.1: Grants for Government Schools

General Recurrent Grants

Introduction
1. This element provides general recurrent grants to State government education systems. Primary responsibility for funding government school education in the States rests with the respective governments. Commonwealth funding to the States is supplementary to assist in the achievement of specific objectives agreed by the Commonwealth and the States.

Objectives
2. The specific objective for the General Recurrent Grants Program is to help government schools with the recurrent costs of school education so that they can offer students educational programs directed towards the achievement of the Commonwealth’s priorities for schooling. Consistent with the National Goals for Schooling, those priorities are aimed at ensuring that all students are allowed to realise their full potential, so that they leave school with the knowledge, skills and attitudes appropriate to their post-school destinations, and that they have a sound foundation for undertaking further education and training, participating successfully in the workforce, and contributing to and benefiting from Australian society. Those priorities also include support for the principles of access, choice, equity and excellence in schooling by encouraging the provision of a strong, viable and diverse selection of schools from which parents can choose what is best for their children.

Eligibility for Funding
3. State government education systems are eligible to receive general recurrent grants for all students enrolled in government primary and secondary schools other than:
   - pre-school students*; and
   - overseas students.

* In Queensland and Western Australia, Pre-Year 1 is called Pre-school, Year -1 or Pre-primary. Students in this year are eligible to attract general recurrent grants.

Funding Available
4. Commonwealth general recurrent grants to government school systems are provided as block grants calculated on a per student basis and is subject to adjustments based on movements in Average Government School Recurrent Costs (AGSRC) (see Appendix G, Part 3 for information on AGSRC). The rates for government primary and secondary school students are expressed as a percentage of either the primary or secondary AGSRC Amount. The primary rate is 8.9% of the primary AGSRC Amount and the secondary rate is 10.0% of the secondary AGSRC Amount. The dollar amounts for the current program year are at Appendix C, Part 3. Estimated general recurrent grants for the program year for government school systems are also at Appendix C, Part 3.
Use of Funds

5. General recurrent grants are to be used for meeting operating expenditure incurred by government systems and schools in implementing strategies to meet the program objectives agreed by the State and Commonwealth Ministers. General recurrent grants can be applied to:

- teaching and ancillary staff salaries;
- professional development of teachers;
- curriculum development; and
- maintenance and general operation provisions.

Payment Procedures

6. Payments are made according to a schedule approved by the Minister for each program year. The timing of, and base data for, these payments for the current program year are set out in Appendix C, Part 3.

Conditions of Funding

7. Prior to receipt of funding for 2005 to 2008, each State is required to enter into an agreement with the Commonwealth. The State must:

a) allocate funds received under the General Recurrent Grants Program in accordance with the objectives specified in paragraph 2 and in the particular program year for which funds have been allocated;

b) allocate general recurrent funding having regard to the respective needs of the government primary and government secondary schools in the State;

c) satisfy financial accountability requirements set out in Appendix F, Part 3;

d) provide a written statement (the Census) including:
   a. the number of full-time primary school students and secondary school students, and the number and the full-time equivalent of part-time primary and secondary school students attending government schools in the State in each year;
   b. the number of full-time and full-time equivalent part-time primary and secondary overseas students attending government schools in the State in each year; and
   c. the number of full-time and full-time equivalent part-time, primary and secondary students, attending government schools in the State in each year (including special schools) that are students with disabilities.

e) make certain commitments as set out in Appendix E, Part 3;

f) meet the educational accountability requirements set out in Appendix F, Part 3;

g) provide an Indigenous Education Statement in relation to government schools in the State for each program year (details at Appendix 2.1.C);

h) have a functioning flagpole flying the Australian flag in each government school in the State;

i) meet the administrative requirements specified in these Guidelines; and

j) display the poster from the National Framework for Values Education in Australian Schools and from the National Safe Schools Framework in a prominent place in each government school in the State.

8. Where the State does not meet a condition of the agreement, the Minister may withhold or delay payment.
Application Requirements

9. State government systems do not apply to the Department for general recurrent funding for new government schools. General recurrent funding is allocated on a per student basis and is determined by the number of eligible students enrolled in government regular and special schools on the schools census date. State education departments will be requested to advise the Department by November of each program year of their census enrolments for that year as well as projected system enrolments for the following year.

Fostering Science, Mathematical and Technological Skills and Innovation in Government Schools

Introduction

10. The Backing Australia’s Ability Fostering Science, Mathematical and Technological Skills and Innovation in Government Schools initiative enables the reduction in General Recurrent Grants incurred by a State or Territory through the application of the Enrolment Benchmark Adjustment (EBA) to be used by the State/Territory to improve science, mathematical and technological skills in government schools.

Objectives

11. A decision by the Commonwealth Government was made to discontinue the Backing Australia’s Ability Fostering Science, Mathematical and Technological Skills and Innovation in Government Schools initiative from 2008. Each State and Territory will be informed of this decision.

Paragraphs 12 to 26 in relation to the Fostering Science, Mathematical and Technological Skills and Innovation in Government Schools initiative and the Enrolment Benchmark Adjustment have been removed for the 2008 Guidelines as they are not required for 2008. (Refer Paragraph 11 above.)
Capital Grants

Government Schools

27. This section should be read in conjunction with the Introduction (Part 1 of these Guidelines); the interpretations section immediately preceding Part 1; and relevant Appendices.

Introduction

28. Commonwealth capital grants for government schools are provided principally under the Government Component of the General Element of the Capital Grants Program.

29. Commonwealth grants are supplementary to funds provided by State and Territory school authorities, which have the primary responsibility for providing, maintaining and upgrading their school facilities. The Commonwealth seeks to improve educational outcomes by assisting in the provision of school facilities, particularly in ways that contribute most to raising the overall level of educational achievement of Australian school students.

Objectives

30. The specific objectives of the Capital Grants Program are to:

- provide and improve school capital infrastructure, particularly for the most educationally disadvantaged students;
- ensure attention to refurbishment/upgrading of capital infrastructure for existing students, while making provision for needs arising from new demographic and enrolment trends; and
- in implementing the above two objectives, also pursue the Commonwealth’s other priorities and objectives for schooling as outlined in the introduction to these Guidelines.

Eligibility for Funding

Schools

31. Eligibility for funding of projects at government schools will be determined by respective State government authorities in accordance with their guidelines for the provision of facilities in government schools, the objectives of the Capital Grants Program, and the uses to which funds may be put.

Hostels

32. In addition to schools, hostels serving government school students are eligible for funding. Hostels should apply to the State education authority for funding.

Education Authority Obligations

33. In order to be eligible for funding, the State must agree, through its Agreement:

a) to meet the relevant commitments outlined in Appendix E, Part 3 and the Accountability requirements outlined in Appendix F, Part 3;

b) to commit the funds to projects, (for example, as evidenced by inclusion of the projects in the State’s capital works program), within the program year in which they are provided and to expend the total grant amount in relation to each project by 31 December of the year following the program year in which the funds were provided, unless otherwise agreed;

c) to apply the funds to capital projects that will further the objectives of the program;
d) to submit a schedule of capital projects that will fully commit the State’s allocation of Commonwealth funding under the General Element for the year. The schedule may be submitted in one or two instalments, either before or during the program year, for approval by the Commonwealth Minister for Education. Funding will not be provided to any project that has been announced by the State without appropriate recognition of Commonwealth funding. Payment will only proceed if sufficient projects have been approved by the time payment would otherwise have been due;

e) not to remove projects from the schedule without the Department’s agreement;

f) Commonwealth funds are not available for temporary facilities or for projects valued at less than $250,000 unless otherwise agreed;

g) that for a proportion of projects submitted for funding, the Commonwealth contribution must be more than 50 per cent of the project cost, unless otherwise agreed. The proportion for each State is the amount of Commonwealth funding provided to that State in the latest year for which the MCEETYA National Schools Statistics Collection is available, compared to the State’s total Building Construction and Acquisition funding, as stated in that Collection;

h) that projects funded by the Commonwealth under the General Element must constitute a fair cross-section of the types of projects in the State’s school building program for the year. In the event of a dispute, the fair cross-section shall be determined by the Commonwealth Minister. Projects assigned more than 50 per cent funding, and therefore to be opened by the Commonwealth, must not contain projects that would be inappropriate to open officially and must also comprise a fair cross-section of project types;

i) not to propose for Commonwealth funding, projects which could adversely affect the national estate value of a place in the Register of the National Estate, in terms of the provisions of section 30 of the Australian Heritage Commission Act 1975;

j) not to propose for Commonwealth funding, projects which do not comply with the Disability Discrimination Act 1992 as reflected in the Building Code of Australia applying at the time;

k) where relevant, to use its best endeavours to comply with the Commonwealth procurement policy relating to the provision of employment and training opportunities for Indigenous Australians and to Indigenous community involvement in evaluating relevant tenders (as outlined in Appendix 2.1.B);

l) to meet Commonwealth requirements for recognition of Commonwealth funding (see details in Appendix 2.1.A). These requirements include:
   i. acknowledging Commonwealth funding in any publicity of all school capital projects to which the Commonwealth is contributing funds;
   ii. installing construction signs on site prior to the construction phase and installing building plaques on completed projects, which acknowledge Commonwealth funding (see Appendix 2.1.A for details of approved format for the signs and plaques);
   iii. ensuring that school communities are advised directly about assistance received from the Commonwealth by such means as school newsletters;
   iv. providing to the Minister a quarterly statement of forthcoming school openings in advance of each quarter and inviting the Commonwealth Minister or his/her representative to:
      i. speak at all official openings of capital projects to which the Commonwealth has contributed funding; and
      ii. open those projects for which an official opening is being arranged and to which the Commonwealth contribution is greater than 50 percent of the project cost.
Use of Funds

34. Grants for capital expenditure may be used for the following:
   - the purchase of land with buildings or, in special circumstances, without buildings;
   - the erection, alteration, extension, demolition or refurbishment of buildings or other facilities;
   - the development or preparation of land for building or other purposes;
   - the installation or upgrading of water, electricity or other services;
   - the provision of equipment, library materials or furniture;
   - obtaining services and goods for cataloguing a library;
   - student residential accommodation, including non-government hostels serving government school students;
   - teacher accommodation in rural and remote areas; and
   - such other projects as the Minister may approve.

35. Funds are not available for:
   - facilities in a co-educational school where those facilities will not, as far as practicable, be equally available to male and female students at the school.

Funding Allocation

36. Capital funds for government schools will be allocated to States under the General Element on the basis of total State government school enrolments. Table 9 in Appendix C, Part 3 shows the distribution of funds for the Government Component of the General Element for the current program year.

Forward Commitments of Funds

37. The Minister may approve grants for up to 50 per cent of the following two program years’ funds.

Payment Procedures


Applications

Schools and Hostels

39. Government schools and hostels serving government school students that are seeking assistance for capital projects should apply to their State education authority, which will assess the need for funding.

Submission of Schedules of Recommended Projects

40. States seeking financial assistance from the Commonwealth under the General Element of the Capital Grants Program must submit schedules of all projects proposed for assistance to the National Office of the Department. Schedules for a program year must be submitted electronically through the Capital Grants Data Exchange Project (CGDEP) in either one or two instalments before or during the program year.

41. The schedules must contain the following information for each project for which it is proposed that the Commonwealth contribute funding:
a) school name and street address, including suburb and postcode, and the Federal electorate in which the school is situated - this information is for the purpose of advising Members of Parliament of grants;
b) detailed project description, identifying the major facilities being provided including specific components - inadequate descriptions such as ‘construction of new facilities’ will not be accepted;
c) project cost;
d) proposed Commonwealth contribution, identifying the proportion attributed to the provision of facilities for enrolments existing in the year before application;
e) estimated project commencement and completion dates (projects that have already commenced or will commence within two months of the schedule being submitted will not be accepted unless funding for that project was allocated in a previous year or years); and
f) where an earlier stage of a project has previously received Commonwealth assistance, the amount and year of the assistance.

Assessment of Applications

42. Schedules of government school projects will be assessed for their compliance with the conditions that the State has:
   a) provided the required information (see paragraphs 40 and 41);
   b) proposed for funding only the types of projects allowed (see paragraph 34); and
   c) complied with the requirements set out in paragraph 33.

Appeal Process

43. No appeal provisions exist. However, where schools have not been successful in obtaining funding for projects, authorities may provide the schools with reasons for rejection.

Sanctions

44. The Commonwealth will enforce penalties for non-compliance with the conditions of funding under the Capital Grants Program (see details at Appendix 2.1.A). Funds that become available through the imposition of sanctions may be allocated to another State or States as determined by the Minister.

National Code of Practice for the Construction Industry

45. It is Commonwealth policy that the National Code of Practice for the Construction Industry (the Code) and the Commonwealth Implementation Guidelines for the National Code of Practice for the Construction Industry (Implementation Guidelines), revised September 2005, re-issued June 2006, will be applied to all construction projects directly funded by the Commonwealth and to those projects indirectly funded by the Commonwealth where:
   i) the value of the Commonwealth grants for the particular project is at least $5 million and represents at least 50 per cent of the total project value; or
   ii) the Commonwealth grant for the particular project is $10 million or more.


47. States and Territories must include with their schedules of recommended projects for funding, a statement confirming that the Code and Implementation Guidelines are being applied
in respect of school construction projects funded wholly or in part using Commonwealth funding where the projects fall under the funding parameters above.

**Accountability**

48. Educational and financial accountability requirements for capital grants are set out in Appendix F, Part 3.
Investing In Our Schools Program - Guidelines for State Schools

Programme - 2008

The Investing in Our Schools Program was a $1.2 billion initiative of the previous government which was intended to run for the 2005-2008 schools funding quadrennium. The total funding provided for government schools under the programme was $827 million. This funding was targeted at smaller infrastructure projects and was provided under Part 2 of the Schools Assistance (Learning Together - Achievement Through Choice and Opportunity) Act 2004 (“the Act”). The final round of applications for government schools was held in 2007 and there will be no further funding rounds for government schools under this programme.

Schools with approved IOSP projects should refer to the 2007 Investing in Our Schools Guidelines for Government Schools below or on the IOSP website (see http://www.investinginourschools.dest.gov.au/) for guidance on the Department's administrative requirements for the reporting and acquittal of programme funding.

Recognition requirements have been streamlined and schools should refer to Appendix 2.1.D of these Guidelines or the IOSP website for the most recent information on these.

Investing In Our Schools Program - Guidelines for State Schools - 2007

Purpose of the Guidelines

49. The purpose of these Guidelines is to provide information about the state government school element of the Investing in Our Schools Program (IOSP). They describe IOSP, define eligible schools and eligible projects, and aim to assist eligible schools to submit successful applications.

50. The guidelines set out the following roles:
   - Schools - arranging an eligible project
   - Schools - applying
   - Processing applications
   - Award and payment of grants
   - Administration of successful grants
   - Schools - accounting for grants
   - Schools - acknowledging Commonwealth Assistance

51. Additional information is contained on the web site at http://www.investinginourschools.dest.gov.au

Program Overview

52. IOSP began in 2005 as a $1 billion Commonwealth funding initiative. The Commonwealth has increased the IOSP with an additional $181 million in funding across the government and non-government school sectors to enable a further application round to take place in 2007. This brings the total funding for state government schools under the IOSP up to $827 million. The funding is targeted at smaller infrastructure projects and is provided under Part 2 of the Schools Assistance (Learning Together - Achievement Through Choice and Opportunity) Act 2004 (“the Act”).
53. In 2007, remaining funding has been targeted at those schools which had not previously been successful in securing funding. Under the 2007 guidelines, a school community could be funded for projects which will take their total approved grants from all rounds of the IOSP up to a maximum of $100,000 over the life of the program. Therefore, schools which had already been approved for grants totalling $100,000 or more, were not be eligible to apply for funding in 2007. This may be exclusive or inclusive of GST, depending on how GST applies to the applicant and the project. More information about this is included at Appendix 3.

54. Funding priorities for a state government school are determined by the school’s community in conjunction with the school principal. This is different from the Commonwealth’s Capital Grants Program where funding priorities are determined by state and territory governments.

55. DEEWR appointed external panels consider and assess the applications and rank applications for recommendation to the Minister. The Minister may then make a determination authorising payment to a state for infrastructure expenditure for a state government school in accordance with the Act.

56. These Guidelines form part of the Commonwealth Programs for Schools Quadrennial Administrative Guidelines 2005 to 2008. Further information about IOSP can be found on the DEEWR web site at http://www.investinginourschools.dest.gov.au

57. Funding up to $100,000 is provided under the Act and is available for small scale school capital projects. For IOSP, small scale infrastructure means projects which have a total cost of not more than $175,000 (GST exclusive). Larger scale projects, such as major building or construction works, or purchase of land, may be considered under other Commonwealth funding programs, such as Capital Grants.

58. IOSP is a calendar year program and there is a total of $827m available for state government schools in the 2005-2008 quadrennium.

59. Funding is apportioned between states and territories based on the number of schools or number of students enrolled in state government schools or on such other basis as the Minister or her delegate decides.

60. If the designated funds allocated in any program year for a particular state or territory are unable to be fully committed for that program year, for example due to an insufficient level of eligible applications or assessment panel recommendations, the Minister may determine to re-allocate those funds to one or more other states or territories.

**Objectives**

61. The objective of the state government school element of IOSP is to provide funding for much needed smaller scale infrastructure projects which meet the priorities identified by school communities in conjunction with school principals. In 2007, the specific objective was to ensure schools that have received no funding to date or lower amounts of funding have an opportunity to benefit from the program.

62. It is the responsibility of state and territory school authorities to provide, maintain and upgrade school facilities. The IOSP is intended to supplement funding provided by state and territory school authorities and is in addition to the Commonwealth funding for state government schools under the existing Capital Grants Program. IOSP funding does not replace any infrastructure expenditure on state and territory priority lists expected to be funded within twelve months.
Eligible Schools

63. For IOSP, the definition of a state government school is:
   - a school which attracts Commonwealth recurrent funding under the *Schools Assistance (Learning Together – Achievement Through Choice and Opportunity) Act 2004* (the Act) legislation and is recognised by the State Minister. Only schools providing education at a primary or secondary level are eligible for funding.

64. To be eligible to apply for IOSP funding, a school must meet all of the following criteria:
   1. Be recognised by the State Minister as a separate school; and
   2. Have a permanent full-time student population; and
   3. Have a separate school community representing the school/campus; and *Examples: P&C Council, School Council, Parents & Friends group*
   4. Have received less than $100,000 in IOSP grants to date.

Multi-campus

65. Some schools have multiple campuses. For the 2007 funding round, these schools were eligible for IOSP grants up to $100,000 across all campuses except where the school has a combined campus population of more than 1,000 full-time enrolled students and each campus:
   1. has a separate school community representing the school/campus (i.e. separate school communities – not sub committees); and
   2. is recognised by the State Minister as a separate school.

66. Depending upon the funding approved to date each campus may be eligible to apply for up to $100,000 in total from all rounds of the IOSP.

Vocational Education Curriculum

67. Secondary schools that offer Vocational Education curriculum, and meet all eligibility requirements as outlined in these Guidelines, are eligible to apply for projects that have Vocational Training curriculum components and directly benefit the full-time enrolled student population of their school.

Ineligible Schools

Pre-Schools

68. IOSP funds must be for the benefit of students in primary and secondary levels of education not pre-schools or kindergartens. See the definition of school outlined above.

69. The table below provides the nomenclature used to determine non-eligibility by state:

<table>
<thead>
<tr>
<th>State or Territory</th>
<th>Nomenclature of Year before Pre Year 1 *</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSW</td>
<td>Pre-school</td>
</tr>
<tr>
<td>Vic</td>
<td>Kindergarten</td>
</tr>
<tr>
<td>Qld</td>
<td>Kindergarten</td>
</tr>
<tr>
<td>WA</td>
<td>Kindergarten</td>
</tr>
<tr>
<td>SA</td>
<td>Pre-school</td>
</tr>
<tr>
<td>Tas</td>
<td>Kindergarten</td>
</tr>
<tr>
<td>NT</td>
<td>Pre-school</td>
</tr>
<tr>
<td>ACT</td>
<td>Pre-school</td>
</tr>
</tbody>
</table>
Schools with Transient Student Populations

70. Some schools do not have a permanently enrolled student population. In 2007, eligibility was extended to some of these schools. Eligible schools included those located within detention centres and hospitals. Other schools with a transient school population, some of which could be co-located on school sites, such as circus schools and environmental education centres, remained ineligible.

71. Students using these schools or campuses will already be eligible to benefit at the school for which they are permanently enrolled.

Schools Identified for Closure

72. Funding may not be paid for projects in respect of state government schools which have been identified for closure by state or territory governments. Transferable equipment may be funded in these circumstances.

Schools Which Have Already Received Substantial IOSP Grants

73. Schools which have received funding totalling $100,000 or more from previous funding rounds were ineligible to apply in 2007.

Eligible Projects

74. IOSP grants are available for small scale projects that improve the infrastructure of the school by helping to purchase, repair, replace or install items critical to a school’s needs or for construction works. For IOSP small scale infrastructure means projects which have a total cost of not more than $175,000 (GST exclusive).

75. IOSP funding can be used for construction or procurement projects. In addition to new infrastructure, funding is also available for discrete, new additional infrastructure or equipment that may be used in an existing structure (for example, enclosing a covered veranda to enlarge a teaching space). The estimated time to complete the project cannot exceed 12 months.

Construction/Installation projects

76. Small scale infrastructure and/or installation projects are eligible as long as they include a project management component. Examples of construction/ installation projects that may receive funding under the IOSP include, but are not limited to:

- fixed shade structures
- small scale extensions (including demountables)
- refurbishment of buildings
- covered outdoor learning areas
- installation of computer or Information and Communication Technology (ICT) facilities or equipment
- installation of air conditioning and heating
- installation of fencing
- canteen upgrades

Procurement projects
77. Funding under IOSP is available for the procurement of equipment or materials that school communities identify as a priority. Examples of procurement projects that may receive funding under the IOSP include, but are not limited to:

- musical facilities and instruments
- furniture
- computer equipment such as digital whiteboards, laptops, audio visual equipment
- books and library resources
- play equipment
- portable shade structures
- sporting equipment
- scoping and developing a construction project
- other items identified as a priority by school communities.

Ineligible Projects

78. Funding is available for new projects only. Funding is not available for projects that have commenced (for example, IOSP funding cannot be used to finalise work on a construction project that has been started and due to lack of funds, is incomplete). Funding can be used to further improve projects previously funded under IOSP (for example, whitegoods or new cooking facilities in a kitchen refurbished by IOSP funds).

79. IOSP funding is not available for projects located at an eligible school, which are for the benefit of an ineligible population of students, including Kindergarten/Pre-school (refer to Table at paragraph 69) and transient student populations (refer paragraphs 70-71). An example of this would include the building of an environmental centre to be used by students at the applicant school as well as visiting students from other schools and the wider community.

80. Procurement of services (such as human resource or personnel services) is not funded under IOSP.

Ineligible Aspects of Eligible Projects

81. Funding cannot be provided retrospectively to meet any costs in preparing applications (for example, quotes or tender documentation) or for reimbursement of funds expended towards the project.

82. No additional funding is available to meet project cost over-runs (for example, unanticipated costs such as the need to do additional earthworks to complete an oval upgrade). These costs are the responsibility of the funding recipient.

83. No additional funding is available to meet ongoing or recurrent project costs (for example teacher salaries, maintenance costs). These are the responsibility of the funding recipient. These types of costs may include:
   - Recurring costs – electricity, phone, staff training
   - Wages – specialist teachers, tutors, relief teacher wages, overtime, long service levies
   - Ongoing expenses such as computer maintenance, security personnel, surveillance, etc.

Award and Payment of Grants

84. The Minister may approve projects within a state according to the funding priorities and can seek further information in relation to an application from any source the Minister considers relevant.

85. An Commonwealth representative then announces the outcomes.

Successful applications
86. Successful applicants are notified in writing and/or may receive a phone call from a Commonwealth representative. DEEWR will then publicise successful schools and their projects on the DEEWR web site at http://www.investinginourschools.dest.gov.au as soon as practicable.

87. Successful applicants are reminded not to commence projects until they have received payment.

Unsuccessful applications

88. Unsuccessful applicants are notified in writing.

Administering Your Grant

Variations to Approved Projects

89. If, after approval and the receipt of funding, it appears that a variation to a project may be required, applicants must contact the DEEWR hotline on 1300 363 079.

90. It should be noted that only minor variations to a project can be approved. Requests to substitute a new project for the original proposal will not be approved. Requests to transfer funds from one round to another or from one project to another will not be approved. Applicants will be notified of the outcome of their variation request in writing.

91. Requests submitted for variations must:
   • be approved by the principal, and a member of the school community who has been involved in the application process. This is to provide evidence that the school community has been consulted with and agrees to the proposal.
   • clearly explain what is proposed and how the outcomes of the project will, in general terms, be consistent with the outcomes expected in the original project.
   • be completed within the original grant funds level or the school must agree to accept the responsibility for any additional costs. There will be no additional funding to cover cost over runs.
   • not propose anything that is inconsistent with the Department of Education, Employment and Workplace Relations, or state specific policies or requirements.

Withdrawing after approval

92. Applicants can withdraw their application at any time after submission or approval. Applicants should contact the DEEWR hotline on 1300 363 079 and request a withdrawal form. Applicants should note that withdrawals will only be actioned where the withdrawal form is completed by both the school principal and the relevant representative from the school community.

Requests to Change Application Status

93. Applicants can change from GSCO to SPB status until a signed GSCO Individual Funding Agreement has been received by DEEWR.

94. Applicants should contact the DEEWR hotline on 1300 363 079 for assistance.

Schools - Acknowledging Commonwealth assistance

95. All schools must acknowledge Commonwealth assistance as set out in the Guidelines for IOSP Recognition (Appendix 4 of this section). GSCOs and SPBs are required to give appropriate recognition of assistance from the Commonwealth.

96. This includes both:
• conducting an official opening or ceremony to mark the completion of the project. Schools, including SPBs, must contact the DEEWR Hotline on 1300 363 079 to arrange an Official Recognition ceremony; and

• acknowledging Commonwealth assistance in publicity issued by the school in regards to the project. All media publicity and promotion relating to projects receiving Commonwealth funding must refer to the Investing in Our Schools Program by name and acknowledge the financial support provided by the Commonwealth.

97. Refer to Appendix 4 of this section for detailed information regarding Opening Ceremonies and additional requirements for construction and procurement projects.
Appendix 1 - Payment of Grants

<table>
<thead>
<tr>
<th>GSCO Payment</th>
<th>SPB Payment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once a GSCO Individual Funding Agreement is in place the Commonwealth will make payments to the GSCO through the relevant State or Territory payment authority (for example, State Treasury) in accordance with the Act. The State or Territory Government is then legally required to pass on funding to a GSCO for the project through the usual administrative arrangements. GSCOs will need to provide their bank account details to DEEWR to facilitate the payment process. The payment arrangements for all GSCOs will be set out in their GSCO Individual Funding Agreements. These GSCO Individual Funding Agreements will reflect total approved funding and reporting timelines as determined by the Commonwealth, taking into account the project details from applications. As a general principle funds will be paid for small projects (up to and including $50,000 (GST exclusive)) as one lump sum as soon as possible after the signing of the GSCO Individual Funding Agreement. For larger projects ($50,001 up to $100,000 (GST exclusive)), an advance amount will be paid after the signing of the GSCO Individual Funding Agreement and the balance on submission of a Project Progress Report to DEEWR.</td>
<td>When the Commonwealth approves funding in respect of an application from a SPB, the payment will be made to the State or Territory payment authority and the relevant State government agency will administer the approved funding. The relevant State and Territory governments will manage the funding and will acquit these funds on behalf of SPBs.</td>
</tr>
</tbody>
</table>
Appendix 2 - Accounting for Grants

98. The accountability and reporting obligations for GSCOs and SPBs are as follows:

<table>
<thead>
<tr>
<th>GSCOs' accountability and reporting requirements</th>
<th>SPBs' accountability and reporting requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keeping accurate financial records relating to the expenditure of the funds. The financial records must enable each transaction to be separately identified;</td>
<td>The Agreements with States and Territories encompass the following responsibilities on behalf of SPBs:</td>
</tr>
<tr>
<td>Spending the funding for the approved purpose and providing specified financial reports as requested;</td>
<td>• Applying the funding for the approved purpose;</td>
</tr>
<tr>
<td>Meeting the following accountability requirements:</td>
<td>• Meet the relevant commitments outlined in the Commonwealth Programs for Schools Quadrennial Administrative Guidelines 2005 to 2008 and the accountability requirements outlined below;</td>
</tr>
<tr>
<td>Providing a certificate from an independent Qualified Accountant indicating that the funding for the specified project has been spent as required in the GSCO Individual Funding Agreement;</td>
<td>• Undertake to insure, maintain and secure infrastructure improvements and acquisitions made under this program;</td>
</tr>
<tr>
<td>Providing a Project Performance Report detailing how the project has been satisfactorily completed</td>
<td>• Agree that if the cost of an approved project exceeds the funding, the Commonwealth will not be liable for the cost over-run;</td>
</tr>
<tr>
<td>Ensuring that the project is completed to a satisfactory standard, in agreed timeframes and in accordance with all relevant planning and legal requirements;</td>
<td>• Participate in the evaluations of the outcomes of the Program;</td>
</tr>
<tr>
<td>Agreeing to provide and keep the quotes for 7 years;</td>
<td>• Provide access to records if required and;</td>
</tr>
<tr>
<td>Providing reports on the project's implementation to DEEWR at specified dates; and</td>
<td>• Acquit these funds on behalf of School Parent Bodies.</td>
</tr>
<tr>
<td>Returning any unspent, uncommitted or overpaid funds to the Commonwealth as required;</td>
<td></td>
</tr>
<tr>
<td>Holding at least $5 million public liability insurance;</td>
<td></td>
</tr>
<tr>
<td>Giving authorised Commonwealth access to records;</td>
<td></td>
</tr>
<tr>
<td>Providing evidence of their legal status (for example, certificate of incorporation) and;</td>
<td></td>
</tr>
<tr>
<td>In addition, for larger grants over $50,000 (GST exclusive), an additional requirement to provide a Project Progress Report linked to a project milestone and the grant payment arrangements.</td>
<td></td>
</tr>
</tbody>
</table>

Compliance

If a GSCO does not fulfil a condition of funding, the Minister may determine that funding be repaid or suspend any further payments. If a GSCO receives an overpayment of funds, the Minister may determine that funding be recovered, reduced or may suspend any further payments.

DEEWR may need to audit a GSCO to ensure it meets its conditions of agreement. If a GSCO is to be audited, they will be notified in writing by DEEWR.

If a State does not fulfil a condition of its Agreement, including in relation to funds paid on behalf of an SPB, the Minister may determine that funds be repaid and may delay future payments. If the Minister determines that a funding allocation should be reduced, payments will be reduced at a date to be determined by the Minister.

False or misleading information

In any application for funding, acquittals, certificates, progress reports, final reports or other information provided to DEEWR, giving false or misleading information is a serious offence under the Criminal Code (Commonwealth).
Appendix 3 – GST

99. Comparison of GST implications for a Government School Community Organisation (GSCO) and a School Parent Body (SPB)

<table>
<thead>
<tr>
<th>GST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Note that the following information is neither legal advice nor tax advice. DEEWR advises applicants to seek their own taxation advice.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goods and Services Tax (GST) for GSCOs</th>
<th>Goods and Services Tax (GST) for SPBs</th>
</tr>
</thead>
<tbody>
<tr>
<td>The GSCO will be responsible for managing any payment of GST associated with IOSP funding and projects. GSCOs should seek advice from the Australian Taxation Office (ATO) about their tax obligations. As a general rule, a GSCO with an annual turnover of $50,000 or more ($100,000 if a 'not for profit' organisation) are required to be registered for GST.</td>
<td></td>
</tr>
<tr>
<td>The impact of GST on project budget will be dealt with in the following ways depending on whether or not you are registered for GST:</td>
<td></td>
</tr>
<tr>
<td>GSCO not registered for GST</td>
<td></td>
</tr>
<tr>
<td>- GSCOs that are not registered for GST will be asked to provide a project budget which includes the GST component in any project purchases. DEEWR will pay the full costs of the project, up to an amount equal to the total approved funding.</td>
<td></td>
</tr>
<tr>
<td>- GSCOs not registered for GST will receive, in total, no more than $100,000 through the IOSP initiative.</td>
<td></td>
</tr>
<tr>
<td>GSCO registered for GST</td>
<td></td>
</tr>
<tr>
<td>- GSCOs that are registered for GST will be asked to provide a project budget which is exclusive of GST. Components of their project purchases, for which they can claim an input tax credit. DEEWR will pay the GSCO the amount of the project purchases exclusive of any amount for which the GSCO can claim an input tax credit. DEEWR will also pay you 10% of the project budget to cover the GST on the funding transaction between the GSCO and DEEWR.</td>
<td></td>
</tr>
<tr>
<td>- GSCOs registered for GST will receive, in total, no more than $110,000 (including GST) - 10% of which is GST on the transaction between the Department and the GSCO, which must be paid by the GSCO to the ATO.</td>
<td></td>
</tr>
<tr>
<td>As all state government schools are registered for GST, SPBs will be asked to provide a project budget which is exclusive of the GST component in project purchases.</td>
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<tr>
<td>The funding transaction between DEEWR and the state or territory government does not attract GST.</td>
<td></td>
</tr>
</tbody>
</table>

Appendix 4 - Recognition Requirements

100. Schools must hold recognition ceremonies as part of their conditions of funding. 
   a. The Minister must be invited to all opening ceremonies; 
   b. A convenient date for the ceremony for all parties should be chosen. Schools are required to choose three dates to allow greater flexibility for the Minister or representative to attend; 
   c. Ceremonies should not be scheduled on Parliamentary sitting days; 
   d. For assistance with organising an official opening, contact the DEEWR Hotline on 1300 363 079 to arrange the Commonwealth’s participation; 
   e. Provide the Minister with at least two months notice of any openings and public events relating to the projects;
f. Hold an official opening or ceremony within seven months of the completion of the project, unless otherwise agreed by the Minister; and

g. Make provision in the official proceedings for the Minister or representative to speak.

101. Once it is established that the Minister or representative is to open a facility, this arrangement cannot be changed without the Commonwealth’s agreement.

**Additional acknowledgement of funding required:**

**Construction Projects**

102. **Publicity:** Schools should acknowledge the Commonwealth’s assistance in publicity issued by the school regarding its IOSP project such as newsletters, web sites, articles in the local media, school outdoor signs and any other form of advertising available to the school.

103. **Plaques:** Schools will be required to affix a plaque to all completed projects where appropriate. This includes, but is not limited to, new buildings, playground equipment, shade structures, new classrooms and landscape beautification etc. The size of the plaque should be commensurate with the size of the project / structure to which it is to be affixed.

104. Where a plaque cannot be attached to a construction project because of the nature of the project, for example painting, new floor coverings or school grounds improvements, then a plaque must be purchased and placed in an appropriate location in the school such as the front foyer or administration area.

**Procurement Projects**

105. **Publicity:** Schools should acknowledge the Commonwealth’s assistance in publicity issued by the school regarding their IOSP project such as newsletters, web sites, articles in the local media, messages from the Minister, school signage and any other form of advertising available to the school.

106. **Plates:** Where possible, a small PVC plate should be attached to all procurement items, for example the purchase of ICT, digital whiteboards and audio visual equipment, desks, chairs, mowers, fences, etc. Other sources of funding must not be acknowledged on the Investing in Our Schools plaques for state government schools.

107. **Stickers:** Stickers with modified plaque wording are to be attached to all books and smaller library resource items.

108. Where a plate or sticker cannot be attached to a procurement project because of the nature of the project, for example planning or scoping project, multiple items across multiple areas, then a plaque must be purchased and placed in an appropriate location in the school such as the front foyer or administration area.

109. Costs for meeting recognition requirements should be included in the funding application.
Part 2.1: Grants for Government Schools - Appendices

Appendix 2.1.A: Recognition of Commonwealth Assistance for Capital Projects

Government schools

Publicity and Promotion Relating to Projects

1. All media releases by States, Territories or schools covering capital projects receiving Commonwealth funding must be forwarded by fax (02) 6240 7849 to the Capital Grants Section in the Department at the same time as they are released publicly. All media publicity and promotion relating to projects receiving Commonwealth funding must acknowledge financial and other support provided by the Commonwealth. This includes, but is not limited to, all written and verbal publicity and promotional material such as media releases, state Budget papers and associated press releases, Election campaign material and formal written advice to schools announcing grant funding.

2. The Commonwealth will advise relevant Commonwealth representatives of projects approved for funding and may also issue press releases.

Construction Signs and Building Plaques

3. Signs acknowledging Commonwealth funding of projects must be erected on construction sites prior to the construction phase. Signs erected at construction sites must indicate that the building is being constructed entirely, principally or partly, as appropriate, at Commonwealth expense. Where a State or Territory Government coat of arms or logo is included on a construction sign, the Commonwealth coat of arms or logo must also be included and must be of the same size as the State or Territory Government coat of arms or logo. Wording on construction signs acknowledging Commonwealth funding must be of similar size and style to wording acknowledging State or Territory Government funding. Construction signs acknowledging Commonwealth and State or Territory funding of a project are to be separate from any advertising sign erected by a building contractor on the site.

4. Where the Commonwealth has contributed funding to a project, the construction sign must include the words ‘This project has been partly/principally/entirely funded with a grant from the Commonwealth’. It must also include the Commonwealth funding amount if the State Government funding amount is shown. The text and layout of construction signs must be sent to the Capital Grants Section, at schoolopenings@deewr.gov.au for approval prior to being erected at the construction site. States are to provide evidence of the erection of construction signs in the quarterly statements they provide to the Department (see paragraph 9).

5. Plaques acknowledging Commonwealth funding and, where opened by an Commonwealth representative, the name of the person opening the facility, must be affixed to new and refurbished buildings. Wording on plaques acknowledging Commonwealth funding must be of similar size and style to wording acknowledging State or Territory Government funding. The text for plaques must be sent to the Capital Grants Section, at schoolopenings@deewr.gov.au for approval prior to the official opening.
Official Openings

6. There must be an official opening for all capital projects receiving Commonwealth funding unless an exemption is granted by the Commonwealth Minister. The Commonwealth Minister must be invited to attend, or to send a representative to, all official opening ceremonies. The Commonwealth Minister must be provided with at least two months prior notice of any openings and public events relating to the projects.

7. Before organising an official opening, schools must email the Capital Grants Section, at schoolopenings@deewr.gov.au to arrange the Commonwealth’s participation. Where:
   a) a project is an early part of a larger, multi-stage development; or
   b) if a school or State believes that the nature of a project is such that it would be inappropriate to open it officially;

the school or State must obtain the Commonwealth Minister's agreement to there not being an official opening or that the opening be deferred until an appropriate later date or stage.

School Responsibilities

8. The following procedures must be followed in arranging official openings:
   a) an official opening must be held within seven months of the completion of a project (meaning contractual completion), unless otherwise agreed by the Commonwealth Minister;
   b) an invitation to each opening must be sent at least two months in advance of the opening, to the Capital Grants Section at schoolopenings@deewr.gov.au or fax (02) 6240 7849;
   c) dates of openings must be at times convenient to all the parties, including the Commonwealth;
   d) there is to be provision in the official proceedings for the Commonwealth's representative to speak if she or he desires. Where the Commonwealth has met more than 50 per cent of the project cost, the Commonwealth Minister, or a nominated representative, will have the option of officially opening the facilities; and
   e) once it is established that the Commonwealth Minister or his/her representative is to open a facility, a State or Territory may not change this arrangement without Commonwealth agreement even though funding arrangements might change.

State and Territory Responsibilities

9. Responsibilities of State Governments are that:
   a) State Governments must provide a statement by the 15th of the month preceding each quarter to the Capital Grants Section of DEEWR and to the Commonwealth Minister’s office indicating which Commonwealth-assisted projects are to be opened in the next quarter;
   b) State Governments must advise relevant schools that the Commonwealth is contributing to their projects and of all the relevant Commonwealth recognition requirements, including ensuring that school communities are advised directly about assistance received from the Commonwealth by such means as school newsletters, and must monitor compliance with those requirements; and
c) State Governments must provide an up-dated list of previously funded projects that, in the previous quarter, had yet to meet all relevant recognition requirements. The list must be provided by the 15th of the month preceding each quarter and must include information on project status, including project completion and opening dates, evidence of construction signs erected on new building projects and advice to school communities about assistance received from the Commonwealth by such means as school newsletters. For completed projects yet to be opened, the State must give an indication of the proposed opening date.

Non-compliance

10. The *Schools Assistance Act 2004* provides that, if a State does not fulfil a condition of a grant, the Minister may determine that funds be repaid and may recover funds, reduce future payments or delay any further payments. In particular, the Commonwealth Minister may determine that the current funding allocation to that State under the Capital Grants Program is reduced by up to 25 per cent, if the Minister is satisfied that the State has not met the recognition requirements applying to capital grants. In coming to a decision, the Minister may take into account the degree of compliance by a State, the number of projects funded in the same year and the projects for which the recognition requirements were not complied with, the number of projects due for completion in the current program year, and any comments by the State regarding whether it has complied with the recognition requirements.

11. If the Minister determines that the funding allocation should be reduced, payments will be reduced at a date to be determined by the Minister.

12. If the Minister does reduce the amount of financial assistance payable to a State, the Minister may choose to increase the amount of financial assistance payable to another State or States. For this to happen, complying States will need to have projects to which they can commit Commonwealth funds at short notice and certainly before the end of the program year in which the funds are to be redistributed.
Appendix 2.1.B: Government Schools and Hostels - Provision of Employment and Training Opportunities for Indigenous Australians and the Involvement of Indigenous Australian Communities in Tender Evaluation

Background

13. The Commonwealth has adopted two contracting policies in response to the recommendations of the Royal Commission into Aboriginal Deaths in Custody which propose that Commonwealth procurement activity be used to improve the disproportionately high unemployment rate in Indigenous Australian communities, and that Indigenous Australian communities be given more opportunity to participate in the award of Commonwealth contracts for construction and associated works to be undertaken specifically for their communities.

Employment and training opportunities

14. As an extension of these policies Commonwealth capital grants for government and non-government schools and hostels are offered on the condition that State and Territory Governments, and non-government schools and hostels receiving capital grants must allow DEEWR, and/or other relevant agencies wishing to encourage the provision of employment or training opportunities, or both, for Indigenous Australians, access to those tendering for the work. Grantees are not required to initiate contact in this regard, but if they are contacted must provide reasonable assistance including provision of relevant project details and contact details about relevant tenderers. Grantees should advise tenderers that they might be contacted by DEEWR or other relevant agencies in relation to employment and training.

Involvement of Indigenous Australian communities in tender evaluation

15. Commonwealth capital grants for government and non-government schools and hostels are also offered on the condition that, where the capital works associated with the grant are undertaken specifically for an Indigenous Australian community, the grantee must use best endeavours to involve that community in the evaluation of quotations or tenders. The community should be encouraged and assisted to be involved in the planning, tender process and execution of the projects so that there can be genuine community participation in the process. In this context, the term 'Indigenous Australian community' signifies a group of Indigenous Australians who live in a distinct geographical location and interact on a day to day basis as a social group.

16. Where members of an Indigenous Australian community wish to bid for a contract, conflict of interest must be avoided. Where a community member participating in the evaluation of a bid has a conflict of interest, he or she must disclose the interest and may be required to divest themselves of the interest or to withdraw from the evaluation process. The intention of involving the community is to ensure that the design and the construction of the project are appropriate to community needs. But this does not overtake normal selection criteria and there is no conflict intended with standard procurement guidelines.
Appendix 2.1.C: Indigenous Education Statements

17. General recurrent funding is available to meet the educational needs of all students, including Indigenous students. While the Commonwealth does provide Indigenous-specific funding, it is supplementary to this mainstream funding and is given to accelerate progress towards achieving equitable and appropriate outcomes for Indigenous students over and above what could be expected through mainstream funding. The Commonwealth expects that general recurrent grants will be used to redress the significant gaps in educational outcomes between Indigenous and non-Indigenous Australians.

18. This is particularly so as all State and Territory governments, as well as the Commonwealth, have made a commitment to achieve the National Goals of Schooling which include:

   3.3 Aboriginal and Torres Strait Islander students have equitable access to, and opportunities in, schooling so that their learning outcomes improve and, over time, match those of other students

   3.4 all students understand and acknowledge the value of Aboriginal and Torres Strait Islander cultures to Australian society and possess the knowledge, skills and understanding to contribute to and benefit from, reconciliation between Indigenous and non-Indigenous Australians

19. In addition, all State and Territory governments and the Commonwealth have made a commitment to achieve the 21 Goals of the National Aboriginal and Torres Strait Islander Education Policy (AEP) which cover four broad themes:

   1. the involvement of Aboriginal people in education decision making
   2. equality of access to educational services
   3. equity of educational participation
   4. equitable and appropriate educational outcomes

20. To ensure that Indigenous education is accorded a mainstream education priority in order to achieve these goals, government education authorities and non-government school systems are required to complete this annual Indigenous Education Statement (IES) as a condition of receiving general recurrent grants under the Schools Assistance Act 2004. The Indigenous Education Statement on 2007 initiatives and expenditure is required by 30 June 2008. Information in these statements will be used in the National Report to Parliament on Indigenous Education and Training 2007.

21. A proforma IES detailing the information required by the Commonwealth will be provided to States/Territories and non-government school systems. The proforma is available on the DEEWR website at: www.dest.gov.au/indigenous/iesof
Appendix 2.1.D: Recognition of Commonwealth Assistance for the Investing in Our Schools Program

22. Schools must hold recognition ceremonies as part of their conditions of funding, however, under recent changes to the Recognition requirements for schools under IOSP, the Department will automatically exempt schools from holding an opening ceremony for all IOSP projects that received funding of $50,000 or less. School records on the IOSP grant management system will be updated to reflect this.

23. For schools that received funding for $50,000 or more:
   (a) The Minister must be invited to all opening ceremonies;
   (b) A convenient date for the ceremony for all parties should be chosen. Schools are required to choose three dates to allow greater flexibility for the Minister or representative to attend;
   (c) Provide the Minister with at least two months’ notice of any openings and public events relating to the projects;
   (d) Ceremonies should not be scheduled on Parliamentary sitting days;
   (e) Schools are required to hold only one combined opening ceremony for all IOSP projects with a project value of greater than $50,000;
   (f) Make provision in the official proceedings for the Minister or representative to speak;
   (g) For assistance with organising an official opening, contact the DEEWR Hotline on 1300 363 079 to arrange the Commonwealth’s participation;

24. Once it is established that the Minister or representative is to open a facility, this arrangement cannot be changed without the Commonwealth’s agreement.

Additional acknowledgement of funding required:

Construction Projects

25. Publicity: Schools should acknowledge the Commonwealth’s assistance in publicity issued by the school regarding its IOSP project such as newsletters, web sites, articles in the local media, school outdoor signs and any other form of advertising available to the school.

26. Plaques: Schools will be required to affix a plaque to all completed projects where appropriate. This includes, but is not limited to, new buildings, playground equipment, shade structures, new classrooms and landscape beautification etc. The size of the plaque should be commensurate with the size of the project / structure to which it is to be affixed.

27. Where a plaque cannot be attached to a construction project because of the nature of the project, for example painting, new floor coverings or school grounds improvements, then a plaque must be purchased and placed in an appropriate location in the school such as the front foyer or administration area.

Procurement Projects

28. Publicity: Schools should acknowledge the Commonwealth’s assistance in publicity issued by the school regarding their IOSP project such as newsletters, web sites, articles in the local media, messages from the Minister, school signage and any other form of advertising available to the school.

29. Plates: Where possible, a small PVC plate should be attached to all procurement items, for example the purchase of ICT, digital whiteboards and audio visual equipment, desks, chairs, mowers, fences, etc. Other sources of funding must not be acknowledged on the Investing in Our Schools plaques for state government schools.
30. **Stickers**: Stickers with modified plaque wording are to be attached to all books and smaller library resource items.

31. Where a plate or sticker cannot be attached to a procurement project because of the nature of the project, for example planning or scoping project, multiple items across multiple areas, then a plaque must be purchased and placed in an appropriate location in the school such as the front foyer or administration area.

32. Costs for meeting recognition requirements should be included in the funding application.
Part 2.2: Grants for Non-Government Schools

General Recurrent Grants

Introduction
1. General recurrent grants are paid to approved non-government schools and systems according to the levels of education and the locations for which the schools have been approved.

Objectives
2. The specific objective for the General Recurrent Grants Program is to help non-government schools with the recurrent costs of school education so that they can offer students educational programs directed towards the achievement of the Commonwealth’s priorities for schooling. Consistent with the National Goals for Schooling, those priorities are aimed at ensuring that all students are allowed to realise their full potential, so that they leave school with the knowledge, skills and attitudes appropriate to their post-school destinations, and they have a sound foundation for undertaking further education and training, participating successfully in the workforce, and contributing to and benefiting from Australian society. Those priorities also include support for the principles of access, choice, equity and excellence in schooling by encouraging the provision of a strong, viable and diverse selection of schools from which parents may choose.

SES Funding Arrangements
3. From 2001, the socio-economic status (SES) of school communities has been used as the basis of needs based funding. The SES funding arrangements involve the linking of student residential address data to the Australian Bureau of Statistics (ABS) national Census data to obtain a measure of the capacity of the school community to support its school.
4. For 2001-2004, Catholic school systems were funded at 56.2% of Average Government School Recurrent Costs (AGSRC) except for the ACT Catholic system, which was funded at 51.2% of AGSRC.
5. As announced on 29 February 2004, Catholic systems are being funded under the SES model for the 2005-2008 quadrennium. This means that Catholic school systems are funded on the basis of the aggregate entitlement of their individual member schools. Individual Catholic systemic schools have had their funding entitlements assessed according to the socioeconomic status of their school community. Catholic systemic schools that would have been financially disadvantaged by moving to SES-based funding have had their year 2004 per capita funding entitlements maintained in real terms.

SES Student Address Collection
6. Schools’ SES scores and subsequent funding levels for 2005-2008 have been determined on the basis of the SES data collection of student addresses undertaken by DEEWR in March-April 2003 and October 2003-February 2004 which are linked to the 2001 ABS national Census data. The Guidelines for Calculating a School SES Score are set out in Appendix 2.2.A. (Also refer to the SES website at https://schools.dest.gov.au/ssp/help/html/ ses/index.html).
Eligibility for Funding

7. Each year the Department publishes a list of approved non-government schools in the Commonwealth of Australia Government Notices Gazette. Approved non-government schools are eligible to receive general recurrent grants according to the approved level(s) of education and location(s). The latest list of approved non-government schools can be found at:


9. For regular non-government schools, there are three levels of education (see definition of Level of Education in the Interpretation section of the Guidelines):
   - primary;
   - junior secondary; and
   - senior secondary.

10. All students in approved schools are eligible to attract general recurrent grants within the conditions specified other than:
    - pre-school students*;
    - non-exempt overseas students and certain classes of temporary residents; and
    - students whose enrolment is on the basis that the formal pattern of attendance will not be daily but some more infrequent basis like once a month or once a term eg. students who are enrolled at a school but undertaking home schooling. There is discretion to treat students as attending on a daily basis if special circumstances can be shown.

* In Queensland and Western Australia Pre-Year 1 is called Pre-school, Year -1 or Pre-primary. Students in this year are eligible to attract general recurrent grants.

Funding Available

11. General recurrent funding for non-government schools is provided on a per student basis. Total Commonwealth funding to non-government schools in the program year will depend on numbers of eligible students enrolled in non-government schools, their distribution among schools with varying funding levels and on adjustments based on movements in AGSRC (see Appendix G, Part 3 for further information). The primary and secondary rates for each SES funding level and each year 2000 funding level are set out in Appendix C, Part 3. These rates will be adjusted during the program year to reflect movements in AGSRC as described in Appendix G, Part 3.

12. Estimated general recurrent grants for the current program year to non-government schools and systems in the States and Territories are at Appendix D, Part 3.

Establishment Grants

13. Establishment grants are available in respect of newly commencing schools, excluding existing schools which are not in receipt of Commonwealth general recurrent grants and new schools formed as a result of the amalgamation or separation of existing funded schools. Establishment Grants are not provided for schools which have undertaken a change in operation such as an extension to a new level of education at the same location or the commencement of a new campus of an existing, funded school. In cases where there may be some ambiguity about whether the application for funding is for a newly commencing school, DEEWR will request additional information from the proponent. No single criterion is regarded as definitively deciding the matter and not all criteria have equal relevance or importance in every case. Each case can be different and it is a question of looking at all of the criteria and making a decision on the facts of each case. The criteria follow:
a) **State/Territory registration** - whether the new education facility has State or Territory registration as a separate school to the existing school and whether those registration provisions treat a new school differently to a new campus (that is, are there different criteria for registration of a campus of an existing registered school compared to registration of a new school).

b) **Location**: whether the school buildings for the new educational facility are located on the same site or a nearby site to the existing school or at a more distant location, and whether there is any sharing of physical resources.

c) **Approved authority**: whether the new educational facility has the same approved authority running the school as the approved authority of the existing school. If there are different approved authorities, whether there is a lack of effective autonomy in the governance of the new facility because of such matters as common membership within the approved authorities of each, for example, in the board or other office holders like the chief executive officer, school bursar or company secretary.

d) **Ownership**: whether there is a different proprietor of the new educational facility to the owner of the existing school.

e) **Clientele and catchment area**: whether the new educational facility has a significantly different clientele or catchment area to the existing school. For example, does the new facility have a particular religious affiliation or educational philosophy resulting in a different catchment area or a different school clientele to the existing school. Will the new facility draw a significant number of its initial enrolments from the existing school, for example, those students attended the existing school the previous year;

f) **Education policies**: whether the new educational facility has independent responsibility for determining and implementing educational policies and standards and has a different operating pattern to the existing school. For example
   a. what curriculum do each use;
   b. who determines and approves educational policies and standards such as curriculum and professional development;
   c. what is the operating pattern of each in relation to such matters as:
      - school fee structure;
      - enrolment and attendance policies; and
      - discipline policies;

g) **School administration**: whether the new educational facility has a separate, autonomous administration from the existing school. For example:
   a. are there separate school principals, school councils, school teaching staff and administrative staff;
   b. are there separate financial policies in matters such as financial institution accounts, financial statements, and allocation of financial resources and is there any sharing of staffing and financial resources;

h) **Other relevant matters**: there may be other factors which are relevant in a particular case. For example, whether the new educational facility is publicly presented as a new school or as a new campus with the same “branding” as the existing school.

14. While each is considered in detail, these tests are used as a whole and none is conclusive in itself with an ‘on balance’ decision made on the facts of each case.
15. For the 2008 program year establishment grants will be paid at the full-time equivalent (FTE) per capita rate per student of $500 for the first year of the school’s operation and $250 per student for the second year of operation.

16. New schools approved for general recurrent grants and which meet the eligibility criteria for establishment grants do not need to apply separately for this funding.

**Distance Education**

17. From 2001 general recurrent grants are payable in respect of distance education students in non-government schools. The distance education students must reside in the State in which their school is located and not be home education students.

18. A school must have State or Territory recognition for the provision of distance education at a level of education and location for which the school is already being funded. In States or Territories where there is no specific registration or recognition of distance education provision, State or Territory recurrent funding of these students will be accepted as evidence of recognition by the appropriate education authorities.

19. Once approved, the school or system is able to receive general recurrent grants for its distance education students at the base rate of 13.7% of the primary or secondary AGSRC Amounts on an FTE basis. That is, the school authority will receive funding having regard to the nature of the course load those students are undertaking and the time they are actually receiving distance education from the school.

**Remote per Capita Loading**

20. From 2008, non-government schools which have one or more school campuses that are defined for the purposes of the Act as a moderately accessible school campus’, ‘remote school campus’ or ‘very remote school campus’, will receive a remote per capita loading for each student at those relevant campuses of 5 per cent, 10 per cent or 20 per cent respectively of their SES funding level. (Note the delimitation criteria for remoteness areas are based on the Accessibility/Remoteness Index of Australia (ARIA).)

21. Schools do not need to apply for this loading. Independent non-government schools will be advised by letter if they are eligible. Systemic schools, including Catholic systemic schools, will be advised through their system authority.

22. Eligibility for the remote per capita loading in 2008 will depend on the number of students receiving a level of primary or secondary education at a school campus that is defined as ‘moderately accessible school campus’, ‘remote school campus’ or ‘very remote school campus’.

23. In January 2008, schools will be paid 50 per cent of their estimated remote per capita loading for 2008 (based on the number of students they have receiving a level of primary or secondary education at a school campus which is a ‘moderately accessible school campus’, ‘remote school campus’ or a ‘very remote school campus’, as at the school campus census day in 2007). Schools will be paid the remaining remote per capita loading for 2008 in October 2008 based on the actual number of the school’s students who are receiving a level of primary or secondary education at a school campus which is a ‘moderately accessible school campus’, ‘remote school campus’ or a ‘very remote school campus’, as at the school campus census day in 2008. If the number of students at the relevant school campuses on the school campus census day in 2008 is different to the number of students at the relevant school campuses on the school campus census day in 2007, the total amount of remote per capita loading the school will be entitled to will be the amount calculated using the 2008 school census day student numbers. For a new school opening after 1 January 2008, a school will be paid any remote per capita loading in October 2008 based on the number of students at the relevant school.
campuses as at the school campus census day in 2008. Where a school, which is eligible for the remote per capita loading in 2008, opens after 1 January 2008, the remote per capita loading will be paid on a pro-rata basis.

**Non-Government Schools Data Collections**

24. All schools and school systems are required to provide to the Department electronically via the Internet each year the Financial Questionnaire for Non-Government Schools and the Census of Non-Government Schools.

25. The Census is used to calculate the annual entitlement in respect of schools receiving Commonwealth general recurrent grants, to calculate the annual grant entitlement in respect of Indigenous students funded under the Indigenous Education Strategic Initiatives program, and is used to calculate the annual entitlement in respect of students with disabilities receiving funding under the Literacy, Numeracy and Special Learning Needs program. It forms part of the National Schools Statistics Collection, the official statistical description of schooling in Australia.

26. The Financial Questionnaire is used as a management tool and the aggregated information is included in national reports on education in Australia. It is also used by the Department for policy development and analysis and to provide statistical information for national education publications, reports and national bodies, eg the Australian Bureau of Statistics (ABS) and the International Organisation for Economic Cooperation and Development (OECD).

27. The Financial Questionnaire must be drawn from audited financial accounts *(based on the program year (calendar))* and a copy of the auditor’s opinion must be forwarded to the Department by 30 June each year.

28. The Minister may delay payment of grants (including general recurrent grants) if the Financial Questionnaire or the auditor’s opinions are not submitted on time or if there are undue delays in providing the Department with additional information needed to finalise the data. Payment may also be delayed if Census information is submitted late or there are undue delays in finalising data.

29. Schools/Systems must satisfy themselves, before submitting the Census Statutory Declaration and the Financial Questionnaire Declaration, that the data submitted are accurate. It is essential that school accounts, which must be *based on a program (calendar) year*, are audited early enough to ensure that the Financial Questionnaire is based on these audited accounts. Once data have been certified as accurate and final by School or System Authorities, and payments have been processed in relation to those data, amendments will be made only in exceptional circumstances, and then only after the provision of independent evidence (eg audited financial statements). However, errors detected during Census post-enumeration or Financial Questionnaire verification will be corrected (these affect only a small number of schools each year, and form part of the General Recurrent Grants Program financial management strategy).

**Use of Funds**

30. General recurrent grants are to be used for meeting operating expenditure incurred by approved non-government system and school authorities in implementing strategies to meet the Program objectives. The recurrent grants can be applied to:

- teaching and ancillary staff salaries;
- professional development of teachers;
- curriculum development; and
- maintenance and general operation provisions.
SES Funding Levels

31. From 1 January 2005 all non-government schools’ funding entitlements are assessed according to the SES of their school community. A table of SES scores and the applicable funding levels as a percentage of the AGSRC amounts is at Table 4, Appendix C, Part 3.

32. For 2005-2008, the following arrangements apply for independent schools:
   - Schools which were funding maintained* for 2001-2004, will continue to be funding maintained for 2005-2008 unless their 2005-2008 SES score indicates a higher per capita funding rate;
   - Schools with a 2005-2008 SES score of 85 or below will be funded at the maximum rate (i.e. 70% of AGSRC);
   - Schools with a 2005-2008 score that is the same as their score for 2001-2004 will continue to receive per capita funding entitlements at the same rate of AGSRC;
   - Schools with a 2005-2008 SES score that is lower than their 2001-2004 score will attract a higher per capita funding rate from 2005 unless the school is already funding maintained or already in receipt of maximum funding; and
   - Schools with a 2005-2008 SES score that is higher than their 2001-2004 score will have their 2004 per capita dollar amounts guaranteed** (or frozen) until annual supplementation brings the value of the lower score up to the same level as the new score unless the school is funding maintained or already in receipt of maximum funding.

* Funding maintained schools are those schools that would have received less money if they were funded on the basis of their 2001-2004 SES score. These schools have had their funding entitlements preserved, in real terms, at their Year 2000 funding levels.

** Funding guarantee schools are those schools whose SES scores went up for 2005-2008.

Year 2008 funding tables are at Table 5, Appendix C, Part 3.

33. For 2005-2008, the Catholic systems will receive funding in respect of their schools based on each school’s SES score. Those schools that would attract less funding based on their score will have their funding entitlements maintained in real terms at their 2004 funding levels.

34. The funding of all school systems is based on the aggregate entitlement of their constituent schools.

Timing of Payments

35. Payments are made according to a schedule approved by the Minister for each program year. The timing of, and base data for, these payments for the current program year are set out in Table 3, Appendix C, Part 3.

36. The Department pays the funds to the State governments, which then pay the funds to the approved authorities for systemic and non-systemic schools. Financial assistance is granted to the States and Territories in respect of recurrent expenditure in non-government schools on a number of conditions, including that payments will be made to the approved authorities as soon as possible.

Calculation of Payments

37. For schools which have already received approval for funding, the Schools Assistance Act 2004 specifies that general recurrent grants will be calculated on the number of students receiving education on schools census day or such other day as the Minister in special circumstances determines. Fluctuation in a school’s enrolments does not constitute a special
circumstance (see, however, under the heading “Increases/Decreases in Enrolments at the Beginning of School Year” below).

Special School and Special Assistance School Payments

38. Non-government special schools have an SES funding level of 70% of the relevant AGSRC Amount which is the highest funding level (see Table 4, Appendix C, Part 3). The following conditions apply:
   • students between the ages of 4-11 on 1 July of the current program year will attract a grant at the primary rate; and
   • students between the ages of 12-21 years on 1 July of the current program year will attract a grant at the secondary rate.

38A. Non-government special assistance schools have an SES funding level of 70% of the relevant AGSRC Amount which is the highest funding level (see Table 4, Appendix C, Part 3).

Factors Affecting Non-government School Payments

39. General recurrent grants are paid on a calendar year basis. School entitlement for a year is calculated by multiplying the payment rate applicable to the school's funding level by the number of eligible students (full-time equivalent) at schools census day in that year. Advances made in the January-July period are calculated on the previous year's census enrolments. Special arrangements are made for commencing schools and schools with substantial enrolment variations. The October payment is adjusted for current year census enrolments. An adjusting payment is made to allow for movements in Average Government School Recurrent Costs (see Appendix G, Part 3 for further information).

Increases/Decreases in Enrolments at Beginning of School Year

40. General Recurrent Grant payments made at the beginning of a school year are based on census numbers from the previous Non-Government Schools Census. Non-systemic schools in which the enrolments at the start of a school year are at least 15% higher or lower than the previous year’s Schools Census should notify the Department, so that an adjustment can be made to the school’s General Recurrent Grant entitlement, which will then be based on enrolments at the end of February of the current program (school) year. For this purpose, ‘Statement of School Enrolments’ forms are available at: http://www.dest.gov.au/schools/grgforms.htm under the heading of General Recurrent Grant funding. For an increase in enrolments advised to the Department by the end of March, the payment adjustment will be processed before the standard October payment. Any later notification of increases will be dealt with as part of the October payment. The new entitlement will be calculated and applied for the current program (school) year. It will not be backdated to the previous program (school) year even if the increase in enrolments occurred in that previous year after the Schools Census. All decreases in enrolments will be dealt with as they are advised. A significant decrease in school enrolments just prior to the last Non-Government Census will not constitute grounds for special consideration – General Recurrent Grant payments will be based strictly on the number of students legitimately included in the Schools Census.

Conditions of Funding

41. Non-government schools and school systems must be included in the list of non-government schools and systems eligible to receive general recurrent funding before grants can be paid.
42. The *Schools Assistance Act 2004* requires non-government school authorities to enter into an agreement with the Commonwealth for the period 2005 to 2008, which sets out the conditions for the payment of funds. New schools commencing in this period will be required to enter into a similar agreement.

43. Funds are payable on condition that the approved authority will:
   a) allocate funds received under the General Recurrent Grants Program in accordance with the objectives specified in paragraph 2 and in the particular program year for which funds have been allocated;
   b) for systems, allocate no more than 2% of amounts paid under the General Recurrent Grants Program for the purpose of meeting administrative expenditure incurred by the approved authority in respect of a program year, excluding specialist support staff (as defined in the Schools Census). The remaining proportion is to be allocated for the purpose of meeting recurrent expenditure incurred by the systemic schools in the approved system having regard to the respective need of the schools in the approved system;
   c) ensure that proper accounts and records of the financial administration of the school are kept. The accounts and records shall be identifiably separate from the accounts and records of other institutions or undertakings which the approved authority conducts or to which it is related;
   d) for all schools and systems, provide electronically a statement (the Financial Questionnaire) to the Department by 30 April in the year following the program year (or such later date as the Minister approves), which contains particulars on matters which the Department specifies such as all income received (gross) and expenditure incurred (gross) in operating the school and/or system and providing activities for students;
   e) provide to the Department by a date determined by the Minister, in a form approved by the Minister, such census information as the Minister may require, which may include, but is not limited to:
      - in respect of students attending a school or each school in a system, as the case may be, on Census day in the program year, provide the number of full-time students and the number and the full-time equivalent of part-time students:
        - who are primary and secondary students;
        - who are primary and secondary overseas students;
        - who are distance education students;
        - who are primary and secondary students with disabilities;
        - who are ungraded students, not being students with disabilities, grouped according to age;
        - who, in the case of a special school, are primary and secondary students with disabilities grouped according to age;
        - who attend school on a daily basis;
      - the number and full-time equivalent of teachers and other persons engaged either in a full-time or a part-time capacity at schools and, in the case of systems, associated administrative bodies in the school system that provided primary or secondary education in each year;
   f) provide to the Department by a date determined by the Minister, a statement in writing (Residential Addresses) in a form approved by the Minister which provides in respect of students attending a school, details of their residential addresses (but not names) whether they are full time or, if part time, their full time equivalent, and their
grade level. Before furnishing the statement to the Department, a school must send a
copy of the Privacy Notice provided to the school by the Department, to each person
whose student or students are included in the statement;
g) make certain commitments as set out in Appendix E, Part 3;
h) meet the financial and educational accountability requirements in Appendix F, Part 3;
i) for non-government school systems, provide an Indigenous Education Statement in
relation to schools in the system for each program year (details at Appendix 2.1.C);
j) have a functioning flagpole flying the Australian flag in each non-government school
in the State;
k) meet the administrative requirements specified in these Guidelines; and
l) display the poster from the National Framework for Values Education in Australian Schools
and from the National Safe Schools Framework in a prominent place in each non-
government school in the State.

44. The statement referred to in paragraph 42(d) (i.e., the Financial Questionnaire) must be
drawn from audited accounts or based on information submitted to an auditor. A copy of the
auditor's opinion must be forwarded to the Department no later than 30 June in the year
following the program year.

45. Where the Minister requests the approved authority, in writing, to allow access to any
records of, or in possession of, the approved authority relating to information provided under
paragraph 42(c), (d), (e) and (f), the approved authority will allow any authorised person to
have access to and to take copies of any such records. Records requested would only be those
directly relating to the matter under consideration and would remain confidential.

46. Where the approved authority does not meet a condition of the agreement, the Minister
may determine that the approved authority shall repay an amount, reduce other amounts
payable to the authority or delay making further payments under the Schools Assistance Act 2004.
Once an incorporated approved authority is placed in liquidation as a result of a winding-up
order, no further payments will be made to the approved authority. The Minister may also
refuse to authorise, or may delay, a payment to a State under this Act for a non-government
body if the relevant authority for the non-government body is not a body corporate and it
appears to the Minister that the liabilities of the authority are substantially greater than its assets
or the authority is, and is likely to continue for a substantial period to be, unable to pay its debts
as and when they fall due for payment.

47. In making payments to a State in respect of an approved non-government authority, the
Commonwealth will advise the State that the approved authority has entered into an
appropriate agreement with the Commonwealth.

Approval for Funding

Introduction

48. Approval for Commonwealth general recurrent funding is required for:
• a new school. This includes a proposed new school; an existing school not currently
approved for Commonwealth general recurrent funding; a school currently approved for
general recurrent funding amalgamating with another school; or a school formed as a
result of a funded school separating into two or more schools;
• the following changes in operation of a school currently approved for general recurrent
funding: providing a new level of education at a location for which the school is already
approved for funding for the provision of another level of education; opening a new
campus; relocating the whole school; changing from a regular school to either a special
assistance school or a special school or vice versa; or a progressive extension within a
level of education, if State recognition is required for each year in the progressive extension. Approval for funding is **not required** for the following changes in operation: change from a solely day school to a school that provides boarding facilities, or vice versa; change from a single sex school to a co-educational school, or vice versa; or a progressive extension in a level of education after the first year, if State recognition has been given for all the levels of education;

- the following **changes in status**: a non-systemic school wishing to join an approved school system; or a systemic school wishing to leave an approved school system;

- a **change of approved authority** of a non-systemic school or of an approved school system.

- **other changes** that **must be notified** to the Department – a school closes or ceases to offer education; loss of State recognition of school or level of education; change in non-profit status of school; change of school name; or change in school’s payment address.

49. There is a list kept under section 47 of the *Schools Assistance Act 2004* of non-government schools eligible to receive Commonwealth general recurrent funding. For each school the list contains the following particulars:

a) the name of the school;

b) whether the school is a systemic school or a non-systemic school and:

   - if it is a systemic school, the name of the approved school system and the name of the approved authority of the system; or

   - if it is a non-systemic school, the name of the approved authority of the school;

c) the address of each location at which the school provides education and the level or levels of education and distance education provided at each location for which the school is approved for Commonwealth general recurrent funding;

d) whether or not the school is a special school;

e) whether or not the school is a special assistance school;

f) the funding level of the school; and

g) if the school is not a special assistance school or a special school – the school’s SES score.

50. Schools receiving approval for Commonwealth general recurrent funding are eligible for funding only in respect of students enrolled in the specified level(s) and specific location(s) for which they are included in the list of non-government schools eligible to receive general recurrent funding. Further approval is required where a school approved for funding wishes to change any of the matters contained in the list. In some cases no approval for funding will be given for a change to take effect in a particular year unless advance notice has been given.

**Meaning of terms**

**Approval of a new school**

51. Before Commonwealth general recurrent funding can be paid to a new school, that school must be approved for funding. A new school includes:

- a **proposed new school**;

- an **existing school not currently approved** for Commonwealth general recurrent funding;

- the school formed as a result of the **amalgamation** of a school currently approved for funding (whether or not it is a systemic or non-systemic school) with another school, whether or not that other school is currently approved for funding; and

- the schools formed as a result of the **separation** of a school currently approved for funding (whether or not it is a systemic or non-systemic school) into 2 or more schools.

**Approval of a change in operations of schools currently approved for funding**
52. Approval is required for the following changes in operations of a school currently approved for Commonwealth general recurrent funding:
   • providing a new level of education at a location for which the school is currently approved for funding for the provision of another level of education;
   • opening a new campus;
   • relocating the whole school;
   • progressive extension in a level of education, if State recognition is required for each year in the progressive extension;
   • or a change from a regular school to a special assistance school or special school, or vice versa.

53. Approval is not required for the following changes:
   • change from a solely day school to a school that provides boarding facilities, or vice versa;
   • change from a single sex school to a co-educational school, or vice versa; or
   • a progressive extension within a level of education after the first year, if State recognition has been given for all the levels of education.

Approval of a change of status

54. Approval is required for the following changes in status before Commonwealth general recurrent funding can be paid to the schools whose status is to change:
   • a non-systemic school wishing to join an approved school system and thereby become a systemic school; or
   • a systemic school wishing to leave the approved school system and become a non-systemic school.

Approval of change of approved authority

55. Approval is required for a change of approved authority of a non-systemic school or of an approved school system.

Notification of Other Changes

56. Notification is required for a change of a school’s name or a change in a school’s payment address. In cases such as school closure, loss of State recognition of the school or of a level of education offered by the school, or where the school no longer has a non-profit status, it is necessary to make a determination to cease funding.

When advance notice is required

57. Changes involving approval of an amalgamation, a separation or a change in status can only be approved to take effect from the commencement of the year. In these cases no approval for funding will be given for a change to take effect in the following year unless advance notice has been given. The purpose of this advance notice is to ensure that there is sufficient time for schools to meet all relevant requirements and be assessed by the Department, so that payments can be made as soon as possible after the change has occurred. The notice also is aimed at preventing the existing funded schools from being overpaid after the date from which the change is to take effect.

58. Schools amalgamating or separating must notify the Department of their intention to do so no later than 1 July of the year prior to the change in operation. Amalgamations and separations can only take effect from the commencement of the following year. Schools may be asked to provide further information about the amalgamation or separation to allow an assessment to commence before the change takes place. While there is no formal requirement
to give advance notice where the new school proposal involves a proposed new school or an existing school not currently approved for Commonwealth general recurrent funding, it is usually desirable that the school proponents contact the Department in advance to obtain Information Booklets about the requirements they must meet.

59. Schools joining or leaving systems must do so from the commencement of the year. Schools and systems involved in such movement should advise the Department no later than 1 July of the year before the change is to take place.

60. Schools must notify the Department immediately of any changes, which may affect payments. These changes include:
   - a school intends to close – where possible it should notify the Department at least three months in advance, stating the proposed date of closure, so that an appropriate payment adjustment can be calculated;
   - a school becomes conducted for profit;
   - a school loses State recognition for the whole school;
   - a school loses State recognition for a level of education - payment will cease for that level;
   - a school does not offer a level of education – payments will cease for that level;
   - a school ceases to exist (eg. there are no students attending the school); or
   - the approved authority of the school is being wound up, or a receiver has been appointed for the school property, or the school’s affairs are placed in the hands of an administrator.

New Schools and Schools Changing Their Operations

When approval is required

61. Approval for funding under the General Recurrent Grants Program is required for new schools, existing schools that are currently not approved for funding, and for certain changes in operation of schools currently approved for funding. The meaning of these terms is given under the heading “Meaning of terms” above.

When advance notice is required

62. Schools amalgamating or separating must notify the Department of their intention to do so by 1 July of the year prior to the change in operation. Amalgamations and separations can only take effect from the commencement of the following year.

63. While there is no formal requirement to give advance notice where the new school proposal involves a proposed new school or an existing school not currently approved for Commonwealth general recurrent funding, it is usually desirable that the school proponents contact the Department in advance to obtain Information Booklets about the requirements they must meet.

Application Requirements

64. An application must be made where Commonwealth recurrent funding is sought for a new school or a change in operations requiring approval before funding can be provided for the change. Funding approval does not automatically follow State recognition. The Minister has discretion as to whether or not to approve an application and there are other requirements which must be met in addition to State recognition.

65. Applications must be in writing and set out details of the new school or the proposed change in operations and the year from which funding is sought. Funding can be sought for no
earlier than the year in which the application is made unless the Minister accepts there are exceptional circumstances for accepting an application for the preceding year.

66. Application forms are available from the National Office of the Department or from the DEEWR website at http://www.dest.gov.au/schools/grgforms.htm under the heading of General Recurrent Grant funding. Following advice from a school that it wishes to apply for funding, an application form will be sent to the school together with information about the application form. When complete, the form must be sent to the National Office.

**Eligibility for funding**

67. Unless determined otherwise by the Minister, in order to be eligible for funding, a school needs to provide the following:

**New Non-Systemic School**

a) completed application form;
b) confirmation that the school has commenced to provide education;
c) evidence of recognition by the State Minister for the particular level of education being offered at the location occupied by the school;
d) evidence that the approved authority of the school is incorporated and is not conducted for profit;
e) the names and positions of persons authorised to act on behalf of the approved authority;
f) a statutory declaration of the residential addresses (addresses only, not names) of students enrolled at the school, and that the school has sent a Privacy Notice to parents and care givers whose addresses are to be provided by the school to the Department;
g) a statutory declaration of enrolments which includes the students’ attendance status (that is, full or part time) and their grade level. Overseas students are not to be included; and
h) a signed Agreement to provide standard accountability documentation to the Commonwealth.

**New Systemic School**

a) completed application form;
b) confirmation that the school has commenced to provide education;
c) evidence of recognition by the State Minister for the particular level of education being offered at the location occupied by the school;
d) a statutory declaration of the residential addresses (addresses only, not names) of students enrolled at the school, and that the school has sent a Privacy Notice to parents and care givers whose addresses are to be provided by the school to the Department; and

e) a statutory declaration of enrolments which includes the students’ attendance status (that is, full or part time) and their grade level. Overseas students are not to be included.

**Other Changes in Operation**

a) completed application form;
b) confirmation that the change in operation has been made;
c) evidence of recognition by the State Minister for the change in operation; and

d) a statutory declaration of enrolments. Overseas students are not to be included.

68. Where residential addresses are required to be provided to the Department, the school must have sent a Privacy Notice to parents or caregivers whose addresses are to be provided by
the school to the Department as required by the *Privacy Act 1988*. The purpose of the Privacy Notice is to advise parents and caregivers that their addresses will be provided to the Department and will be used to calculate the school’s SES score on which payments of Commonwealth assistance to the school will be determined.

**Approval for Funding**

69. Schools receiving approval for funding will be eligible for general recurrent funding in respect of students enrolled in the specified level(s) and specific location(s). Once the new or changing school is approved, the school, or school as changed, is included in the list of non-government schools eligible to receive general recurrent funding.

**Funding levels**

**New schools within systems**

70. A newly established systemic school will attract funding to the system in respect of its students on the basis of its SES score.

71. In systems, a new school formed as the result of an amalgamation of either two established systemic schools, or a systemic school with a non-systemic school, will attract funding to the system in respect of its students on the basis of its SES score.

72. In systems, a new school formed as the result of the separation of an established systemic school into two or more systemic schools, will attract funding to the system in respect of each of their students based on their SES scores.

**Non-systemic Schools**

73. A newly established non-systemic school will attract funding in respect of its students on the basis of its SES score.

**Payment Procedures**

74. Eligibility for funding will start from the date on which all the requirements for approval have been met. With State recognition, the requirement is met on the date from which the recognition takes effect rather than the date on which the decision is made. Payment of general recurrent grants and establishment grants will start as early as possible after approval is given:

- if all requirements are met on or before the last school day in February, the school will be funded for the full year, that is, funding will be calculated from 1 January;
- if all requirements are met after the last school day in February and before the schools census day for the year, the school will be funded on a pro rata basis, that is, funding will be calculated from the latest date on which all the requirements were met; and
- if all requirements are not met on or before the schools census day for the year, the school will not be funded for that year.

75. For new non-systemic schools, payments can only start after a signed agreement between the Commonwealth and the approved authority of the school has been returned to the Department.

76. Where a school notifies a proposed change in operation, general recurrent grants will continue to be paid until that change takes place. Once the change takes place, approval must be obtained before payment is made in respect of those students involved in the change.

**Establishment Grants**

77. Establishment grants are available in respect of newly commencing systemic and non-systemic schools, excluding existing schools which are not in receipt of Commonwealth general
78. Establishment grants will be paid at the full-time equivalent (FTE) per capita rate of $500 per student for the first year of the school’s operations and $250 per student for the second year of operation. New schools approved for general recurrent grants and which meet the eligibility criteria for establishment grants do not need to apply separately for this funding.

Change of Status

When approval is required
79. Approval for funding under the General Recurrent Grants Program is required where:
   - the school which is a non-systemic school wishes to join a system and thereby become a systemic school; or
   - the school which is a systemic school wishes to leave the system and become a non-systemic school.

When Advance Notice is Required
80. A school joining or leaving an approved school system must do so from the commencement of the year. Schools and systems involved in such movement should advise the Department no later than 1 July of the year before the change is to take place.

Application Requirements
81. An application must be made for approval of Commonwealth general recurrent funding for the school in relation to its change of status from non-systemic to systemic, or vice versa. The Minister has discretion whether or not to approve an application and there are a number of requirements which must be met.

82. With a proposal for a non-systemic school to become a member of an approved school system, the approved authority of the school must make an application to the National Office of the Department. While there is no Departmental form, the application must:
   a) be in writing;
   b) set out particulars of the school and the approved school system;
   c) provide evidence that the approved authority of the approved school system agrees to the school becoming a member of the system;
   d) state the earliest year in which the proposal is to take effect the year (that is, the year from which funding is sought);
   e) if there are any obligations of the approved authority of the school under the Act that have not been fulfilled, state whether the approved authority of the approved school system agrees to fulfil those obligations (this requirement relates in particular to the agreement the approved authority of the school will have entered into with the Commonwealth for the period 2001-2004); and
   f) request approval of the proposal.

83. With a proposal for a systemic school to cease to be a member of an approved school system, an application must be made to the Department. The application may be made either by the approved authority of the approved school system or by the new body that is to be principally responsible for the school. The body that is to be principally responsible for the school should have the power, control or management of the school. This could be satisfied, for example, by evidence showing that the approved authority of the system has transferred ownership of the school to the new body, or if this is not the case, that the new body has management or control of the school and has a secure long term right to use the school buildings.
84. While there is no Departmental form, the application must:
   - be in writing;
   - set out particulars of the school and the new body that is to be principally responsible for the school;
   - provide evidence that the approved authority of the approved school system agrees to the school ceasing to be a member of the system;
   - state the earliest year in which the proposal is to take effect (that is, the year from which funding is sought);
   - if there are any obligations of the approved authority of the approved school system under the Act in relation to the school that have not been fulfilled, state whether the new body that is to be principally responsible for the school agrees to fulfil those obligations (this requirement relates in particular to the agreement the approved authority of the system will have entered into with the Commonwealth for its member schools for the period 2005-2008); and
   - request approval of the proposal.

Eligibility for Funding

85. Unless determined otherwise by the Minister, in order to be eligible for funding, a school needs to provide the following:

School Joining a System

a) a completed application form;
b) evidence that the approved authority of the approved school system agrees to the school becoming a member of the system;
c) if there are any obligations of the approved authority of the school that have not been fulfilled, and the approved authority of the approved school system has agreed to fulfil those obligations, a Deed of Novation between the approved authority of the school, the approved authority of the system and the Commonwealth must be signed.

School Leaving a System

a) a completed application form;
b) evidence that the approved authority of the approved school system agrees to the school ceasing to be a member of the system (if there is no evidence of agreement, the Department will need to give notice of the application to the approved authority of the system);
c) evidence that the new body that is to be principally responsible for the school is incorporated, has power to conduct a school and is not conducted for profit;
d) the names, positions and specimen signatures of at least 2 officers authorised to act on behalf of the new body that is to be principally responsible for the school (that is, the body that will become the new approved authority of the school);
e) a signed agreement to provide standard accountability documentation to the Commonwealth;
f) if there are any obligations of the approved authority of the system in relation to the school that have not been fulfilled, and the new body that is to be principally responsible for the school has agreed to fulfil those obligations, a Deed of Novation between the approved authority of the system, the new body and the Commonwealth must be signed.

86. A Deed of Novation requires the new approved authority to be bound for the term of the agreement with the existing approved authority and to fulfil any obligations of the existing
authority to the Commonwealth under the agreement that have not been fulfilled (for example, to provide accountability for grants already paid but not accounted for).

**Approval for Funding**

87. Until the application is approved, the existing approved authority retains responsibility for the school’s dealings with the Commonwealth. The approved authority, once approved as the approved authority for the school, becomes responsible for ensuring that the grants it receives are properly applied. It is also responsible for providing such reports and other information as may be required under the terms of the Act or the agreement.

**Funding Levels**

88. A non-systemic school joining or leaving an approved school system, will already have a funding level which will not change at the time the school joins or leaves the system. The school will attract funding to the system on the basis of the school’s SES score, or at its funding maintained or funding guaranteed status. A school leaving the system will keep its funding level and will not have a new funding level determined.

**Payment Procedures**

89. Where the Commonwealth recognises that a non-systemic school is to become part of an approved school system, the system will be eligible to receive general recurrent funding in respect of students at that school from the beginning of the funding year following recognition of its membership of the system by the Commonwealth. The eligibility relates to students enrolled in the specified level(s) and specific location(s) for which the school is included in the list of non-government schools eligible to receive general recurrent funding.

90. Where the Commonwealth recognises that a systemic school has become a non-systemic school, the new approved authority will be eligible to receive general recurrent funding in respect of students at that school from the beginning of the funding year following recognition of its cessation of membership of the system by the Commonwealth.

91. For new non-systemic schools, payments can only start after a signed agreement between the Commonwealth and the approved authority of the school has been returned to the Department.

**Change of Approved Authority**

**When Approval is Required**

92. Approval is required for a change of approved authority of a non-systemic school or of an approved school system. While there is no formal requirement to give advance notice for a change of approved authority, it is usually desirable that the school contacts the Department in advance of the date of the proposed change to ensure they have all necessary information to allow approval to be given.

**Application Requirements**

93. An application must be made for approval of Commonwealth general recurrent funding being granted to a proposed new approved authority of a non-systemic school or of an approved school system. The Minister has discretion whether or not to approve an application and there are a number of requirements which must be met.

94. The application must be made by the approved authority of the non-systemic school or of the approved school system, as the case may be, and lodged with the National Office of the
Department. The new body that is to be the approved authority should have the power, control or management of the non-systemic school or the school system, as the case may be.

95. While there is no Departmental form, the application must:

   a) be in writing;
   b) set out particulars of the school or the school system, as the case may be, and of the new body that is to be principally responsible for the school;
   c) if there are any obligations of the existing approved authority that have not been fulfilled, state whether the new body agrees to fulfil those obligations (this requirement relates in particular to the agreement the approved authority of the school or system will have entered into with the Commonwealth for the period 2001-2004); and
   d) request approval of the new body as the approved authority of the school or system, as the case may be.

Eligibility for Funding

96. Unless determined otherwise by the Minister, in order to be eligible for funding, the new approved authority needs to provide the following:

   a) a completed application form;
   b) if the new approved authority is required to have State recognition, evidence that it has State recognition;
   c) in the case of a non-systemic school, evidence that the new approved authority is incorporated, has power to conduct a school and is not conducted for profit;
   d) the names, positions and specimen signatures of at least 2 officers authorised to act on behalf of the new approved authority; (see forms at [http://www.dest.gov.au/schools/forms/index.htm](http://www.dest.gov.au/schools/forms/index.htm) under the heading of General Recurrent Grant Funding.)
   e) a signed agreement to provide standard accountability documentation to the Commonwealth. If there are any obligations of the existing approved authority that have not been fulfilled, and the new body has agreed to fulfil those obligations, a Deed of Novation between the existing approved authority, the new approved authority and the Commonwealth must be signed.

97. A Deed of Novation requires the new approved authority to be bound for the term of the agreement with the existing approved authority and to fulfil any obligations of the existing authority to the Commonwealth under the agreement that have not been fulfilled (for example, to provide accountability for grants already paid but not accounted for).

Approval for funding

98. Until the application is approved, the existing approved authority retains responsibility for the dealings of the school or system with the Commonwealth. The approved authority, once approved as the new approved authority, becomes responsible for ensuring that the grants it receives are properly applied. It is also responsible for providing such reports and other information as may be required under the terms of the Act or the agreement.

Funding Levels

99. A change of approved authority has no impact on the funding level of a school.

Payment Procedures

100. Where approval is given, the new approved authority will be eligible to receive general recurrent funding in respect of students in the school or system.
Other Changes

Loss of State Recognition, Change in Non-Profit Status, Closures

101. Schools must notify the Department immediately of any changes (including changes listed in the following paragraph), which may affect payments. In particular, if a school intends to close, it should notify the Department at least three months in advance where possible, stating the proposed date of closure so that an appropriate payment adjustment can be calculated.

102. A school will have payments stopped if it:

- becomes conducted for profit;
- loses State recognition for the whole school;
- loses State recognition for a level of education - payment will cease for that level;
- does not offer a level of education – payments will cease for that level;
- ceases to exist (e.g., there are no students attending the school); or
- the approved authority of the school is being wound up, or a receiver has been appointed for the school property, or the schools affairs are placed in the hands of an administrator.

Changes of School Name or Payment Address

103. The efficient payment of grants depends on school authorities promptly notifying the Department of changes to their postal address for cheques/direct credit account numbers and school name. This notification must be on the letterhead of the approved authority and be signed by an authorised person or persons. In the case of a request to direct credit payments, the notification must provide details of an account in the approved authority’s name.

Approved School Systems

104. From 2001, the Commonwealth has not had a role in the formal recognition of school systems, and, as a result, no new school systems have been approved from that time. The 27 school systems currently approved will continue to be recognised by the Commonwealth. The Operational Requirements for Approved School Systems are set out at Appendix 2.2.C.

Funding Levels of Established School Systems

105. The funding level of all approved school systems is based on the aggregate entitlement of the member schools within the system. Systemic schools will have their funding entitlements assessed in the same way as non-systemic schools and attract funding to the system according to their individual SES scores, their funding maintained entitlements or funding guarantee entitlements.

Reviews of Schools' SES Scores

106. Under Section 52(1)(a) and (c) of the Schools Assistance (Learning Together – Achievement Through Choice and Opportunity) Act 2004, the approved authority of a school that is included in the list of non-government schools with an SES score may seek a review of a school’s SES score if it considers that the SES score:

- 52(1)(a) has not been determined correctly; or
- 52(1)(c) is no longer accurate because of a significant change in the school's circumstances.

107. Where a school considers that its SES score has not been determined correctly or is no longer accurate because of a significant change such as a new intake of students or a decline in
enrolments, a review will be undertaken on the basis of the geocoding of the residential addresses of the students at the school at the time of the application for a review.

**SES Appeals Process**

107A. Under Section 52(1)(b) of the *Schools Assistance (Learning Together – Achievement Through Choice and Opportunity) Act 2004*, the approved authority of a school that is included in the list of non-government schools with an SES score may seek to change a school’s SES score if it considers that the SES score does not reflect the socioeconomic circumstance of the school’s community.

108. Where a school considers that its SES score does not reflect the socioeconomic circumstances of the school’s community, a reassessment of the school’s SES score will be undertaken by an Independent Appeals Committee. Details and guidelines for the Appeals Process are available at Appendix 2.2.B.1

**Short Term Emergency Assistance**

109. The Government provides funds for Short Term Emergency Assistance (STEA) to non-government schools. These funds are available to assist schools in the event of an unexpected circumstance causing severe, temporary financial difficulty.

110. The amount provided for the current program year is at Table 8, Appendix C, Part 3.

111. This measure is not meant to enhance a school’s financial position beyond that which existed before the emergency. STEA is not a mechanism to lower the indebtedness of a school. STEA is not an alternative to the Capital Grants Program or the Investing in Our Schools Program and it will not normally be provided for expenditure of a capital nature.

112. Although STEA is available to systemic and non-systemic schools, it is expected that the substantial resources available to a system will make it less likely that a systemic school will be eligible for such assistance.

113. Unless determined otherwise by the Minister, in order to be eligible for funding, applications for STEA must address the following criteria:

- **Short Term** - The school should be able to demonstrate that it has the capacity to resume operating satisfactorily within two years from the time of the grant payment. A recovery plan outlining the actions to be taken to achieve this must be submitted with the STEA application.
- **Severe Financial Difficulty (Emergency)** - The school is in severe financial difficulty that affects the financial viability of the school, or the welfare of the students, or the school’s curriculum.
- **Unexpected** – the unexpected circumstance facing the school should not be such that it could reasonably have been foreseen.
- **Special Need** - The school must be able to demonstrate that it is in special need of the assistance in the program year and that it does not have access to other resources to address its financial difficulties.

114. A school must satisfy all four criteria and any other criteria determined by the Minister for assistance and, in offering the grant the Minister may attach such conditions as are deemed appropriate. Schools intending to apply for assistance should consult the detailed guidance notes which are available on the Department’s website at [http://www.dest.gov.au/schools/grgforms.htm](http://www.dest.gov.au/schools/grgforms.htm) or contact the Department to have a copy forwarded to them (see Appendix A, Part 3).
Capital Grants

Non-Government Schools

115. This section should be read in conjunction with the Introduction (Part 1); the interpretations section immediately preceding Part 1; and relevant Appendices.

Introduction

116. Commonwealth grants for capital expenditure for non-government schools are provided principally under the Non-Government Component of the General Element of the Capital Grants Program.

117. Commonwealth grants are supplementary to funds provided by State governments and by non-government school authorities which have the primary responsibility for providing, maintaining and upgrading school facilities. The Commonwealth seeks to improve educational outcomes by assisting in the provision of school facilities, particularly in ways that contribute most to raising the overall level of educational achievement of Australian school students.

118. Commonwealth assistance to non-government schools is provided through block grant authorities (BGAs). BGAs have been established to receive and assess applications, make recommendations to the Minister and administer non-government capital grants for participating schools. Copies of the administrative arrangements, under which BGAs operate, are available at http://www.dest.gov.au/sectors/school_education/programmes_funding/general_funding/capital_grants/cgp/non_gov/admin_bga.htm and from BGAs (see Appendix 2.2.D).

119. There are two BGAs in each State, one Catholic and one Independent. There is a joint Catholic/Independent BGA in each of the Northern Territory and the Australian Capital Territory. Non-government schools wishing to apply for Commonwealth grants must join the relevant BGA.

Objectives

120. The specific objectives of the Capital Grants Program are to:

- provide and improve school capital infrastructure, particularly for the most educationally disadvantaged students;
- ensure attention to refurbishment/upgrading of capital infrastructure for existing students, while making provision for needs arising from new demographic and enrolment trends; and
- pursue the Commonwealth’s other priorities and objectives for schooling as outlined in the introduction to these Guidelines.

Eligibility for Funding

Schools

121. Unless determined otherwise by the Minister, in order to be eligible to apply for grants for capital expenditure, a non-government school must:

a) be a participant, or prospective participant, in a BGA;
b) have good prospects of receiving approval for funding under the Commonwealth General Recurrent Grants Program in respect of all locations, levels of education and students to which a project relates. In most circumstances this will mean evidence that the school has good prospects of being recognised by the relevant State or
Territory Minister, and of satisfying the Commonwealth of its non-profit and incorporated status. Schools may apply for capital funding prior to receiving State or Territory government recognition;

c) be able to demonstrate to the BGA that it is financially viable, that is, the school must be likely to remain financially solvent and be able to, and intend to, continue to be eligible to receive Commonwealth schools funding at the site of the proposed project for the foreseeable future;

d) demonstrate to the BGA a financial need for the grant (that is, show that it and its supporting community does not have the capacity to meet the total cost of the project);

e) demonstrate to the BGA that the project will contribute to the objectives of the Program;

f) demonstrate to the BGA that the school has an appropriate maintenance plan in place;

g) demonstrate to the BGA that adequate insurance is held over its school buildings;

h) be proposing a project that does not exceed area or cost standards unless there is an exceptional need to do so (see Appendix 2.2.E);

i) be proposing a project that is consistent with sound educational planning, within both the school and the environment within which it is operating;

j) be proposing a project that will not adversely affect the national estate value of a place in the Register of the National Estate in terms of the provisions of the Australian Heritage Commission Act 1975; and

k) agree not to propose for Commonwealth funding, projects which do not comply with the Disability Discrimination Act 1992 as reflected in the Building Code of Australia applying at the time.

122. Grant payments will not be made to schools that are not formally bound to grant conditions. Amongst the conditions are that a grantee must:

a) spend the grant only on the approved project as described in the grant offer;

b) obtain prior BGA approval for any variations to the approved project;

c) contribute at least the amount specified as the school contribution in the grant offer.

Where the cost of an approved project, following the acceptance of tenders, is less than the estimated cost upon which the Commonwealth grant offer is based, the grant will normally be reduced by the amount by which the project cost has decreased;

d) enter into a legally binding commitment (eg sign a contract with a builder) to proceed with the project before the end of the year in which the first instalment of the grant is payable unless, in exceptional circumstances, the Department gives prior approval for a later commitment date, or the BGA varies the year of funding and advises the Department;

e) spend grant payments, including any interest earned on grant payments, as soon as possible, and not later than six months after the date of receipt;

f) ensure that the project is completed to a satisfactory standard and within a reasonable time in accordance with the grant description and with all, relevant, local government requirements;

g) within a specified period after the completion of the project, provide to the BGA accountability information which certifies the total expenditure and grant received for the project and that the project is completed in accordance with the approved project description;

h) unless otherwise specified, use the funded facilities for the purpose of providing school level education services for locations, levels of education and students that have been recognised by the relevant State or Territory government and are included in the list of schools approved to receive Commonwealth General Recurrent Grants;

i) allow the BGA to inspect the completed project;
meet Commonwealth requirements for recognition of Commonwealth funding (see details in Appendix 2.2.F). These requirements include:

i. acknowledging Commonwealth funding in all announcements and other publicity of all school capital projects to which the Commonwealth is contributing funds;

ii. installing construction signs on site prior to the construction phase and installing building plaques on completed projects which acknowledge Commonwealth funding (see Appendix 2.2.F for details of approved format for the signs and plaques);

iii. ensuring that school communities are advised directly about assistance received from the Commonwealth by such means as school newsletters;

iv. arranging an opening ceremony of funded facilities within seven months of the physical completion of the project, unless otherwise agreed by the Commonwealth;

v. providing to the BGA a statement of forthcoming school openings well in advance of each quarter and inviting the Commonwealth Minister or his/her representative to:

   speak at all official openings of capital projects to which the Commonwealth has contributed funding; and

   open those projects for which an official opening is being arranged and to which the Commonwealth contribution is greater than 50 per cent of the project cost.

k) in the case of grants greater than $75,000, notify its BGA if the school ceases to use the facilities funded principally for the approved purpose or sells or otherwise disposes of the facilities within a period of twenty years following completion of the project; and, upon request by the Commonwealth, pay to the Commonwealth or the BGA all or part of the grant monies, as explained in paragraph 140 below;

l) where relevant, use its best endeavours to comply with Commonwealth procurement policy requirements relating to the provision of employment and training opportunities for Indigenous Australians and to Indigenous community involvement in evaluating relevant tenders (see Appendix 2.2.G);

m) comply with any other conditions under which the grant is made; and

n) repay to the BGA as much of the grant as the Commonwealth requires if it, the grantee, has failed to comply with a condition upon which the grant was made.

Note: A school, which has been approved for a capital grant for a project relevant to levels of education or locations which are not yet included in the list of schools approved to receive General Recurrent Grants, will not receive payment of the grant until it has actually been included in the list.

123. Advancement of financial assistance to schools not included in the list may be considered in strictly limited circumstances where:

   i. an existing school is already included in the list in respect of other locations or levels of education; or

   ii. a new school is being established as part of an existing and well established school system; and in both cases;

   iii. the school or system accepts, as a condition of the capital grant, an obligation to repay the whole of the grant amount advanced, if the school is not included in the list by a specified date, and can satisfy the Commonwealth that it has the capacity to fulfil the condition, if and when required.

124. This is not to prejudge the outcome of the consideration of any such case, which will be judged on its merits, taking account of relevant criteria.
125. Any additional conditions which relate only to individual projects will be contained in the grant offers.

**Hostels**

126. In addition to schools, hostels serving non-government school students are eligible for funding. Therefore, any reference in this Section to a non-government school can be taken to also apply to a hostel with the exception of 121(b) and 122(h). These references do not apply to hostels.

**Block Grant Authority Level**

127. The block grant authority must have signed an agreement with the Commonwealth. Block grant authorities operate under agreements with the Commonwealth that set out the basis upon which they are to recommend grants and administer funds.

**Conditions of Funding**

128. As a condition of receiving funds the block grant authority must include in its agreement with the Commonwealth a statement that it will meet the relevant commitments outlined in Appendix E, Part 3 and the Accountability requirements outlined at Appendix F, Part 3.

129. Bearing in mind the provisions of section 30 of the *Australian Heritage Commission Act 1975*, BGAs must provide with the recommendations for funding a statement that none of the capital works that are proposed could adversely affect the national estate value of a place in the Register of the National Estate.

**Use of Funds**

130. Grants for capital expenditure may be used for the following:

a) investigation of the need for schools, rural student hostels, buildings, parts of buildings, other facilities or equipment;
b) the purchase of land, with buildings or parts of buildings, or in special circumstances, without buildings;
c) the planning, erection, alteration, extension, demolition (including asbestos removal) or refurbishment of a building, part of a building or other facility including student residential accommodation, and attached supervisors’ quarters;
d) the development or preparation of land for building or other purposes;
e) the installation or upgrading of water, electricity or any other services;
f) the provision of furniture or equipment, including information technology equipment, which should be part of a broader capital project unless special circumstances exist;
g) the provision of library materials and the goods for cataloguing a library;
h) the payment to a block grant authority for its administrative expenses;
i) teacher accommodation in rural and remote areas; and
j) such other projects as the Minister may approve.

131. Funds are not available for facilities:

a) which have religious worship as a principal purpose;
b) in a co-educational school where those facilities will not, as far as practicable, be equally available to male and female students at the school; or
c) where retrospective approval is sought.
132. BGAs may use up to 3 per cent of program funds (or a specified figure for small BGAs) to meet the costs of administering the Program, unless otherwise agreed. Funds not used for this purpose are available for capital projects in schools.

Funding Available

133. The capital funds under the non-government component of the General Element of the Capital Grants Program will be allocated to BGAs on the basis of enrolments and need. Table 10 in Appendix C, Part 3 shows the distribution of non-government funds for the General Element - Non-Government Component for the current program year.

Additional Capital Funding for the Northern Territory

134. For the 2005-2008 quadrennium, a special capital funding allocation has been approved by the Minister for non-government schools in the Northern Territory. This funding is provided to encourage the establishment of new schools and the refurbishment of existing schools in isolated and remote communities in the Northern Territory. The allocation will be administered by the Northern Territory BGA in a similar fashion to the General Element funding, although separate submissions and accountability statements will be required.

Forward Commitment of Funds

135. The Minister may approve grants for up to 50% of a program year's funds two years in advance. Under special circumstances, approval may be given to a BGA to increase the level of funds that can be forward committed in a program year.

Payment Procedures

136. Payment procedures for the Non-Government Component are set out in Appendix C, Part 3.

Facilities for Students with Disabilities

137. Schools may apply to BGAs for capital grants for students with disabilities.

138. The funding provided under the Non-Government Centres Support element of the Literacy, Numeracy and Special Learning Needs Program includes a component for capital works to benefit children with disabilities. This Program is administered by State education departments (except in Victoria where it is administered by the Department of Human Services) and non-government centres should apply to the relevant State department for capital grants.

No Prior Commitment

139. Schools seeking Commonwealth capital funding must not commit themselves to proceeding with a project (e.g. by signing a contract) prior to being advised by their BGA that the Minister has approved the project. Grants will not be approved where a commitment has already been made to proceed with the project. Subject to their BGA's agreement, schools may proceed to prepare working drawings and to call tenders prior to project approval, but the Commonwealth does not accept liability for the costs of doing so in the event of the project not being approved.

Commonwealth Right to Repayment

140. The Commonwealth retains, for 20 years from the date of completion of a project, a right to repayment from non-government bodies of grants of more than $75,000 when the following
circumstances arise. Schools may be required to repay the whole or a portion of the grant provided for facilities should they, within the 20 years, sell or otherwise dispose of the facilities or cease to use the facilities principally for the purpose approved by the Commonwealth. BGA participant schools should advise their BGA if these circumstances arise. The amount of funds repayable will be calculated by applying a five per cent reduction to the grant paid for each year the facility was used by the approved authority for the approved purpose.

141. This right to repayment also applies to the equipment component of projects receiving grants, where the total value of the equipment exceeds $50,000, except that in the case of computer equipment the period of the repayment right is 5 years and for all other equipment is 10 years.

142. If there is evidence that a school has used grant money for facilities outside the scope of the approved project without BGA approval, the Minister may require the school to repay a portion of the grant to the Commonwealth.

Applications

School Level

143. Each year, BGAs consider applications for funding during the following three years. Schools wishing to apply for capital grants should contact their BGA for application forms and information about closing dates. A list of BGA addresses, telephone and facsimile numbers appears at Appendix 2.2.D.

Block Grant Authority Level

General Element

144. BGAs are required to submit to the National Office of the Department, by 30 September each year, recommendations for capital expenditure under the General Element for the Minister’s approval. BGAs will normally be advised by early December which capital projects have been approved for funding. Though the great majority of recommendations must be submitted at this time, urgent projects may be accepted out of round, where compliance with the normal timetable is not practicable for the applicant.

Funding of Existing and New Places

144A. BGAs must include with their schedules of recommended projects for capital grants funding, a statement confirming that they have given due consideration to refurbishment / upgrading of capital facilities for existing students, while making provision for needs arising from new demographic and enrolment trends.

Assessment of Applications

Block Grant Authority Level

145. BGAs will assess applications initially for eligibility. Eligible projects will then be placed in order of priority for funding on the basis of:

   Primarily
     a) the relative educational disadvantage of students at the schools; and

   Secondarily
     b) the extent of shortfall against Commonwealth area standards;
     c) the relative contributions of the projects to the Program’s objectives;
     d) the condition and suitability of existing facilities in relation to the level of facilities needed;
e) where relevant, the extent to which the projects effect economies through the shared provision of educational or recreational services otherwise provided independently by State governments, local governments and non-government schools; and
f) the extent to which the school is making adequate and regular provision for the upkeep of its facilities.

146. For the purposes of the Capital Grants Program, the relative educational disadvantage of students at applicant schools should, where possible, be assessed in terms of their educational outcomes. However, if the necessary data or methodologies are not available to a BGA, it may rely on assessment of student background variables, such as socio-economic disadvantage, that are strongly correlated to student educational outcomes.

Finalisation of Recommended Grants

147. In negotiating with applicants the nature of each project to be recommended for funding, BGAs should aim for a minimum viable project that:
   a) is based on sound enrolment projections for the period closely following project completion;
   b) meets the major educational needs in a way that is cost effective over the life of the facilities;
   c) avoids design features (eg. inefficient siting of buildings) that make no significant educational contribution and that may increase construction, maintenance or operating costs; and
   d) takes appropriate account of the contribution which aesthetically pleasing design and good quality materials can make to school morale and to the care with which students treat their environment.

148. In determining the size of grants recommended, BGAs must assess all sources of funds available to schools (including funding available from their supporting communities and State governments) and require schools to make the maximum contribution possible (including through borrowings) without preventing the provision of an adequate level of recurrent resources nor jeopardising schools' financial viability.

Appeal Process

149. Where applications are not recommended for approval, BGAs must provide reasons for rejection to the applicant schools and afford these schools the opportunity to have their applications reviewed by a process independent of the original assessment process and mutually acceptable to the BGA and its participating schools. This may be done prior to, or in parallel with, submission of recommendations to the Department.

National Code of Practice for the Construction Industry

150. It is Commonwealth policy that the National Code of Practice for the Construction Industry (the Code) and the Commonwealth Implementation Guidelines for the National Code of Practice for the Construction Industry (the Implementation Guidelines), revised September 2005, reissued June 2006, will be applied to all construction projects directly funded by the Commonwealth and to those projects indirectly funded by the Commonwealth where:
   i) the value of the Commonwealth grants for the particular project is at least $5 million and represents at least 50 per cent of the total project value; or
   ii) the Commonwealth grant for the particular project is $10 million or more.
151. BGAs should ensure that the Code and Implementation Guidelines (as outlined above and available at http://www.workplace.gov.au/building) are applied in respect of grants under the Capital Grants Program, for 2007 and beyond.

152. BGAs must include with their schedule of recommended projects for funding, as appropriate, a statement confirming that the Code and Implementation Guidelines are being applied in respect of school construction projects funded wholly or in part using Commonwealth funding where the projects fall under the funding parameters above.

**Accountability**

153. Educational and financial accountability requirements for capital grants are set out in Appendix F, Part 3.
Indigenous Boarding Infrastructure Program (IBIP)

154. The Commonwealth allocation of $50m for IBIP is intended to supplement both Capital Grants and grants allocated in accordance with other elements of the Quadrennial Administrative Guidelines (the Guidelines). The primary focus of IBIP is to enhance and expand accommodation for Indigenous students in non-government schools through the refurbishment and construction of boarding and related facilities.

Administration of IBIP

155. Except where specified to the contrary or at the discretion of the Minister, the administration of IBIP will mirror the administration of the Capital Grants Program by the Block Grant Authorities (BGA) as contained in the Guidelines. This will include and extend to all financial and educational accountability requirements as currently required of the BGAs.

156. BGAs will also be required to abide by the terms and conditions listed in the Funding Agreement signed with the Department of Education, Employment and Workplace Relations for the administration of IBIP.

Eligibility for IBIP funding

157. Unless determined otherwise by the Minister, in order to be eligible to apply for IBIP funding, a non-government school must:
   a) Be a current BGA participant;
   b) Provide education services for a significant cohort of Indigenous students (unless otherwise agreed by the Department this means has a minimum of 20 Indigenous student enrolments as at the latest verified school census);
   c) Be a current provider of boarding places for Indigenous students;
   d) Demonstrate and maintain an ongoing commitment to provide at least the number of Indigenous boarding places to which its application relates; and
   e) Comply with all other eligibility requirements applicable to Capital Grants contained within the Guidelines.

Project Priority

158. The Commonwealth will not provide additional funding beyond initial payments. Accordingly, where available funding is insufficient to meet the cost of all eligible project contributions, BGAs should prioritise projects as follows:
   a) First priority should be assigned to projects or elements of projects which are essential to maintain current capacity of a school to accommodate Indigenous boarders; and
   b) Where these priorities are met within the BGA allocation, the BGA may also recommend projects/elements which will provide additional boarding places for Indigenous students.

159. If required to further prioritise eligible projects/elements BGAs may also consider:
   a) Overall impact of the project on the provision of places for Indigenous students at risk of not completing year 12 or its vocational equivalent;
   b) The extent to which the school has demonstrated high rates of Indigenous community engagement;
   c) The extent to which the project contributes to broader social outcomes for Indigenous people; and
   d) The extent to which other viable boarding options are available to students from the Indigenous communities currently served by the school.
160. Eligible projects and elements not recommended for funding under this initiative may be considered for funding under the Capital Grants Program in accordance with the relevant Commonwealth guidelines and procedures.

161. Funding from the Program may be used in conjunction with funding from the Commonwealth Capital Grants Programs or other Indigenous Programs. However, where the project includes facilities not wholly or primarily for the benefit of Indigenous boarders a financial contribution from other sources must be proportionate to relevant Indigenous student numbers or benefits for Indigenous students.

162. To be eligible for IBIP funding, schools must provide evidence of a firm and sustainable commitment to providing the number of Indigenous boarding places stated in their application and to any support necessary to achieve that aim, including:

   a) How and when any additional places will be made available;
   b) How the school will attract students and where from;
   c) The general and specific school based supporting mechanism that will be in place to assist Indigenous students within the boarding and school environment;
   d) Arrangements by the school to provide sufficient resources to cover the recurrent costs of boarding and tuition for Indigenous boarders.

Commonwealth Right to Repayment

163. If there is evidence that a school has used IBIP grant money for facilities outside the scope of the approved project without BGA approval, the Minister may require the school to repay a portion of the grant to the Commonwealth. All other recovery options applicable to Capital Grants apply to grants issued through IBIP.
Investing in Our Schools Program - Grants for non-government schools

Overview

164. The Investing in Our Schools Program, an Commonwealth infrastructure initiative, commenced in calendar year 2005 and will continue until the end of 2008. This Program builds on the funding already allocated by the Commonwealth for school infrastructure and capital works under the Capital Grants Program over the 2005-2008 quadrennium.

165. Non-government schools received an additional $354 million in 2007 and 2008 as part of the Investing in Our Schools Program, of which $154 million has been allocated to be spent on small projects up to and including $75,000 (GST exclusive) in project value. Information regarding this Program can be found at the Department’s website: http://www.investinginourschools.dest.gov.au/

166. Through this Program, the Commonwealth is addressing the evident need to provide essential infrastructure by injecting additional funding into schools.

167. These Guidelines form part of the Commonwealth Programs for Schools Quadrennial Administrative Guidelines 2005-2008. They should be read in conjunction with the Introduction (Part 1), the interpretations section immediately preceding Part 1, and the relevant Appendices.

Introduction

168. Commonwealth capital grants, including grants under the Investing in Our Schools Program, are supplementary to funds provided by state governments and by non-government school authorities, which have the primary responsibility for providing, maintaining and upgrading school facilities.

169. Grants for non-government schools under the Investing in Our Schools Program are also additional to, and separate from, the Commonwealth funding for non-government schools under the existing Capital Grants Program.

170. Commonwealth assistance to non-government schools for capital expenditure is provided through Block Grant Authorities (BGAs) and this arrangement will also apply to the Investing in Our Schools Program. BGAs receive and assess applications from non-government schools, make recommendations to the Minister and administer non-government grants for participating schools. Copies of the administrative arrangements, under which BGAs operate, are available on the Department’s web site at: http://www.dest.gov.au/sectors/school_education/programmes_funding/general_funding/capital_grants/egp/non_gov/admin_bga.htm and from BGAs (see Appendix 2.2.D)

171. There are two BGAs in each state, one for Catholic systemic schools and one for other Independent schools. There is a joint Catholic/Independent BGA in each of the Northern Territory and the Australian Capital Territory. Non-government schools wishing to apply for Commonwealth grants under the Investing in Our Schools Program must join the relevant BGA.

172. The Investing in Our Schools Program commenced in 2005 and provides additional funding for infrastructure projects identified by BGAs as a high priority, using similar guidelines to those used for Capital Grants. However, allowable projects under the new program also include small projects which improve the educational amenity of a school, but do not include hostel or accommodation projects.
173. The funding provided under the Investing in Our Schools Program is not designed to replace current state infrastructure funding or the Capital Grants Program funding to non-government schools. The Investing in Our Schools Program will provide additional funding for high priority projects not able to be funded under the Capital Grants Program.

174. The application process for 2008 will be through BGAs. BGAs will need to ensure that all IOSP funds are committed to projects by the end of 2008.

Objectives

175. The objective of the Investing in Our Schools Program is to deliver much needed infrastructure projects through an injection of additional Commonwealth funds. In particular, for non-government schools, the focus will be on delivering projects which meet priorities identified by school communities and the needs of less well-off non-government schools. In addition to larger infrastructure projects, the Program aims to make provision for smaller projects that are considered important by school communities.

176. The Program will ensure that there is attention to refurbishment/upgrading of infrastructure for existing students, while making provision for needs arising from new demographic and enrolment trends.

Eligibility for Funding

Schools

177. To be eligible to apply for grants for infrastructure expenditure under the Investing in Our Schools Program, a non-government school must:

a) be a participant, or prospective participant, in a BGA;

b) have good prospects of receiving approval for funding under the Australian Government General Recurrent Grants Program in respect of all locations, levels of education and students to which a project relates. In most circumstances this will mean evidence that the school has good prospects of being recognised by the relevant state or territory Minister, and of satisfying the Commonwealth of its not-for-profit and incorporated status. Schools may apply for funding prior to receiving State or Territory government recognition;

c) be able to demonstrate to the BGA that it is financially viable; that is, the school must be likely to remain financially solvent and be able to, and intend to, continue to be eligible to receive Commonwealth schools funding at the site of the proposed project for the foreseeable future;

178. For projects greater than $75,000 (GST exclusive) in value, demonstrate to the BGA that it and its supporting community does not have the capacity to meet the total cost of the project; for projects less than or equal to $75,000 (GST exclusive) in value, the BGA does not need to conduct a comprehensive financial assessment of the community’s capacity to meet the total cost of the project, however all projects will remain subject to the prioritisation criteria outlined in paragraphs 202 and 203;

d) demonstrate to the BGA that the project will contribute to the objectives of the Program;

e) demonstrate to the BGA that the school has an appropriate maintenance plan in place where relevant to the project;

f) demonstrate to the BGA that adequate insurance is held over its school buildings where relevant to the project;
h) be proposing a project that does not exceed area or cost standards where relevant to
the project (see Appendix 2.2.E);

i) be proposing a project that is consistent with sound educational planning, within both
the school and the environment within which it is operating;

j) be proposing a project that will not adversely affect the national estate value of a place
in the Register of the National Estate in terms of the provisions of the *Australian
Heritage Commission Act 1975*; and

k) agree not to propose for Commonwealth funding, projects which do not comply with
the *Disability Discrimination Act 1992* as reflected in the Building Code of Australia
applying at the time.

178. Grants for infrastructure expenditure will not be made to schools that are not formally
bound to grant conditions. Amongst the conditions are that a grantee must:

a) spend the grant only on the approved project as described in the grant offer;

b) obtain prior BGA approval for any variations to the approved project;

c) contribute at least the amount specified as the school contribution in the grant offer.
Where the cost of an approved project, following the acceptance of tenders, is less
than the estimated cost upon which the Commonwealth grant offer is based, the grant
will normally be reduced by the amount by which the project cost has decreased;

d) enter into a legally binding commitment (eg: sign a contract with a builder) to proceed
with the project before the end of the year in which the first instalment of the grant is
payable unless, in exceptional circumstances, the Department gives prior approval for
a later commitment date, or the BGA varies the year of funding and advises the
Department;

e) spend grant payments as soon as possible, and not later than six months after the date
of receipt;

f) ensure that the project is completed to a satisfactory standard and within a reasonable
time in accordance with the grant description and with all relevant, local government
requirements;

g) within a specified period after the completion of the project, provide to the BGA
accountability information which certifies the total expenditure, the expenditure of the
grant received for the project and that the project is completed in accordance with the
approved project description;

h) unless otherwise specified, use the funded facilities principally for the purpose of
providing school level education services for all locations, levels of education and
students that have been recognised by the relevant state or territory government and
are included in the list of schools approved to receive Commonwealth General
Recurrent Grants;

i) allow the BGA to inspect the completed project;

j) meet Commonwealth requirements for recognition of Commonwealth assistance for
Investing in Our Schools Program projects
(see details in Appendix 2.2.K).

k) in the case of grants greater than $75,000, notify its BGA if the school ceases to use
the facilities funded principally for the approved purpose or sells or otherwise
disposes of the facilities within a period of twenty years following completion of the
project; and, upon request by the Commonwealth, pay to the Commonwealth or the BGA all or part of the grant monies, as explained under Commonwealth Right to Repayment below;

l) where relevant, use its best endeavours to comply with Commonwealth procurement policy requirements relating to the provision of employment and training opportunities for Indigenous Australians and to Indigenous community involvement in evaluating relevant tenders (see Appendix 2.2.G);

m) comply with any other conditions under which the grant is made; and

n) repay to the BGA as much of the grant as the Commonwealth requires if it, the grantee, has failed to comply with a condition upon which the grant was made.

Note: A school, which has been approved for an infrastructure grant under the Investing in Our Schools Program for a project relevant to levels of education or locations which are not yet included in the list of schools approved to receive General Recurrent Grants, will not receive payment of the grant until it has actually been included in the list.

179. Advancement of financial assistance to schools not included in the list may be considered in strictly limited circumstances where:
   - an existing school is already included in the list in respect of other locations or levels of education; or
   - a new school is being established as part of an existing and well established school system; and in both cases:
     - the school or system accepts, as a condition of the grant, an obligation to repay the whole of the grant amount advanced, if the school is not included in the list by a specified date, and can satisfy the Commonwealth that it has the capacity to fulfil the condition, if and when required.

180. This is not to prejudge the outcome of the consideration of any such case, which will be judged on its merits, taking account of relevant criteria.

181. Any additional conditions which relate only to individual projects will be contained in the grant offers.

**Block Grant Authority Level**

182. The BGA must have signed an agreement with the Commonwealth. The BGA operates under an agreement with the Commonwealth that sets out the basis upon which it recommends grants and administers funds.

**Conditions of Funding**

183. As a condition of receiving funds the BGA must include in its agreement with the Commonwealth a statement that it will meet the relevant commitments outlined in Appendix E, Part 3 and the Accountability requirements outlined at Appendix F, Part 3.

184. Bearing in mind the provisions of section 30 of the *Australian Heritage Commission Act 1975*, a BGA must provide, along with the recommendations for funding, a statement that none of the capital works that are proposed could adversely affect the national estate value of a place in the Register of the National Estate.
Use of Funds

185. Grants for infrastructure expenditure under the Investing in Our Schools Program may be used for the following:

a) investigation of the need for schools, buildings, parts of buildings, other facilities or equipment;

b) the purchase of land, with buildings or parts of buildings, or in special circumstances, without buildings;

c) the planning, erection, alteration, extension, demolition (including asbestos removal) or refurbishment of a building, part of a building or other facility (excluding student residential accommodation and attached supervisors’ quarters);

d) the development or preparation of land for building or other purposes;

e) the installation or upgrading of water, electricity or any other services;

f) for projects greater than $75,000 (GST exclusive) in value, furniture and/or equipment, including information technology equipment, may be included as an element of a larger project. In normal circumstances, the provision of these items would not constitute an entire project, whereas for small projects up to and including $75,000 (GST exclusive) in value, these items may constitute an entire project.

g) the provision of library materials and the goods for cataloguing a library;

h) the funding of small projects up to and including $75,000 (GST exclusive) in project value. Examples of the types of smaller projects that schools can apply for include: classroom improvements, library resources, computer facilities, air-conditioning and heating, outdoor shade structures, playing fields, sporting infrastructure, play equipment, floor coverings, security measures, amenity refurbishments, music facilities and instruments.

i) the payment to a Block Grant Authority for its administrative expenses.

186. Funds are not available for facilities:

a) which have religious worship as a principal purpose;

b) in a co-educational school where those facilities will not, as far as practicable, be equally available to male and female students at the school;

c) which provide staff and/or student housing for non-government schools;

d) where retrospective approval is sought; or

e) which belong to, or form part of, hostels.

187. Funds are not available for a project where funding is also sought or provided under the Capital Grants Program.

188. BGAs may use up to 1.5 per cent of their annual allocations for program years 2005-2008 to meet the costs of administering the Program. Funds not used for this purpose are available for infrastructure projects in schools. The use of any Program funds by BGAs for their administrative expenses is subject to prior agreement by the Department. In special circumstances, a BGA may use a greater percentage to meet its administrative expenses if approved by the Department.
Funding Available

189. The grant funds under the non-government component of the Investing in Our Schools Program will be allocated to BGAs on the basis of enrolments and need. Table 41 in Appendix C, Part 3 shows the distribution of funds for the non-government component of the Investing in Our Schools Program for the current Program year.

Funding of Small Projects

190. Funding of $154 million for small projects up to and including $75,000 (GST exclusive) in project value has been made available in two amounts:
   a) $100 million to be allocated from 2005-2008; and
   b) $54 million of additional funding of which $27 million is to be allocated in 2007 and $27 million in 2008.

191. To enable the $100 million set aside in 2005 for funding small projects to be committed by the end of 2008, BGAs must ensure:
   a) at least one third of each BGA’s total allocation from the $100 million over the four years of the Program (2005-2008) is provided in grants for small projects; and
   b) following the provision of significant funding for grants for small projects by the end of 2006, the balance of each BGA’s funding amount available for small projects from the $100 million is allocated in 2007 and 2008 schedules.

192. To enable the additional $54 million provided for small projects to be committed by the end of 2008, BGAs must ensure that:
   a) half of their additional funding allocation from the $54 million is allocated to small projects to be funded in 2007 and the other half to be funded in 2008; and
   b) priority is given to schools that can demonstrate a need against the criteria at paragraphs 202 and 203 and have received little or no funding through the Program prior to 1 January 2007.

193. Schedules of recommendations for small projects to be funded from the additional $54 million are not to include projects to be funded, or jointly funded, from the original $300 million allocation.

Forward Commitment of Funds

194. The Minister may approve grants for up to 50% of a Program year’s funds two years in advance. Under special circumstances, approval may be given to a BGA to increase the level of funds that can be forward committed in a Program year.

Payment Procedures

195. Payment procedures for the non-government component of the Investing in Our Schools Program are set out in Appendix C, Part 3.

No Prior Commitment

196. Schools seeking Commonwealth infrastructure funding under the Investing in Our Schools Program must not commit themselves to proceeding with a project (eg. by signing a contract) prior to being advised by their BGA that the Minister has approved the project via a letter of offer. Grants will not be approved where a commitment has already been made to proceed with the project. Subject to their BGA’s agreement, schools may proceed.
to prepare working drawings and to call tenders prior to project approval, but the Commonwealth does not accept liability for the costs of doing so in the event of the project not being approved.

**Commonwealth Right to Repayment**

197. The Commonwealth retains, for 20 years from the date of completion of a project, a Right to Repayment from non-government bodies of grants of more than $75,000 when the following circumstances arise. Schools may be required to repay the whole or a portion of the grant provided for facilities should they, within the 20 years, sell or otherwise dispose of the facilities or cease to use the facilities principally for the purpose approved by the Commonwealth. BGA participant schools should advise their BGA if these circumstances arise. The amount of funds repayable will be calculated by applying a five per cent reduction to the grant paid for each year the facility was used by the approved authority for the approved purpose.

198. This right to repayment also applies to the equipment component of projects receiving grants, where the total value of the equipment exceeds $50,000, except that in the case of computer equipment the period of the repayment right is 5 years and for all other equipment is 10 years.

199. If there is evidence that a school has used grant money for facilities outside the scope of the approved project without BGA approval, the Minister may require the school to repay a portion of the grant to the Commonwealth.

**Applications**

**School Level**

200. Each year, BGAs will consider applications for funding until 2008. Schools wishing to apply for infrastructure grants under the Investing in Our Schools Program should contact their BGA for application forms and information about closing dates. A list of BGA addresses, telephone and facsimile numbers appears at Appendix 2.2.D.

**Block Grant Authority Level**

**General Element**

201. *Paragraph removed.*

**Assessment of Applications**

**Block Grant Authority Level**

202. BGAs will initially assess applications for eligibility. Eligible projects will then be placed in order of priority for funding on the basis of primarily:

a) the relative educational disadvantage of students at the schools; and Secondarily

b) where relevant, the extent of shortfall against Commonwealth area standards;

c) the relative contributions of the projects to the Program’s objectives;

d) the condition and suitability of existing facilities in relation to the level of facilities needed;

e) where relevant, the extent to which the projects effect economies through the shared provision of educational or recreational services otherwise provided independently by State governments, local governments and non-government schools; and
f) the extent to which the school is making adequate and regular provision for the upkeep of its facilities.

203. For the purposes of the Investing in Our Schools Program, the relative educational disadvantage of students at applicant schools should, where possible, be assessed in terms of their educational outcomes. However, if the necessary data or methodologies are not available to a BGA, it may rely on assessment of student background variables, such as socio-economic disadvantage, that are strongly correlated to student educational outcomes.

Finalisation of Recommended Grants

204. In negotiating with applicants the nature of each project to be recommended for funding, BGAs should aim for a minimum viable project that:
   a) is supported by the principal and school community;
   b) is based on sound enrolment projections for the period closely following project completion;
   c) meets the major educational needs in a way that is cost effective over the life of the facilities;
   d) avoids design features (e.g., inefficient siting of buildings) that make no significant educational contribution and that may increase construction, maintenance or operating costs;
   e) takes appropriate account of the contribution which aesthetically pleasing design and good quality materials can make to school morale and to the care with which students treat their environment; and
   f) in the case of small projects up to and including $75,000 (GST exclusive) in value, is a high priority for improving the educational amenity of the school.

205. For projects greater than $75,000 (GST exclusive) in value, in determining the size of infrastructure grants recommended, BGAs must assess all sources of funds available to schools (including funding available from their supporting communities and state governments) and require schools to make the maximum contribution possible (including through borrowings) without preventing the provision of an adequate level of recurrent resources nor jeopardising schools' financial viability. Detailed financial analysis is not required for projects less than or equal to $75,000 (GST exclusive) in value, in line with paragraph 177(d), and co-contributions are not essential for these smaller projects.

Appeal Process

206. Where applications are not recommended for approval, BGAs must provide reasons for rejection to the applicant schools and afford these schools the opportunity to have their applications reviewed by a process that is independent of the original assessment process, and mutually acceptable to the BGA and its participating schools. This may be done prior to, or in parallel with, submission of recommendations to the Department.

National Code of Practice for the Construction Industry

207. It is Commonwealth policy that the National Code of Practice for the Construction Industry (the Code) and the Commonwealth Implementation Guidelines for the National Code of Practice for the Construction Industry (the Implementation Guidelines), revised September 2005, reissued
June 2006, will be applied to all construction projects directly funded by the Commonwealth and to those projects indirectly funded by the Commonwealth where:

i) the value of the Commonwealth grants for the particular project is at least $5 million and represents at least 50 per cent of the total project value; or

ii) the Commonwealth grant for the particular project is $10 million or more.

208. BGAs should ensure that the Code and Implementation Guidelines (as outlined above and available at http://www.workplace.gov.au/building) are applied in respect of grants under the Investing in Our Schools Program, for 2005 and beyond.

209. BGAs must include with their schedule of recommended projects for infrastructure funding, a statement confirming that the Code and Implementation Guidelines are being applied in respect of school construction projects funded wholly or in part using Commonwealth funding where the projects fall under the funding parameters above.

Accountability

210. Educational and financial accountability requirements for capital infrastructure grants are set out in Appendix F, Part 3.

Funding of Existing and New Places

211. BGAs must include with their schedules of recommended projects for infrastructure funding, a statement confirming that they have given due consideration to refurbishment/upgrading of infrastructure for existing students, while making provision for needs arising from new demographic and enrolment trends.

School Openings

212. To assist the Department with the monitoring of school opening ceremonies required under the recognition arrangements, BGAs must provide quarterly statements of opening ceremonies of school facilities funded under the Investing in Our Schools Program (see details in Appendix 2.2.K).
Part 2.2: Grants for Non-Government Schools - Appendices


1. Under section 8 of the *Schools Assistance (Learning Together – Achievement Through Choice and Opportunity) Act 2004* (the Act), the *Guidelines for Calculating a School SES Score* are a legislative instrument for the purposes of the *Legislative Instruments Act 2003*.

Schools other than Special Assistance Schools and Special Schools

SES Index

2. The SES Index, from which the SES scores for Census Collection Districts (CDs) are derived, comprises the following dimensions - Occupation, Education and Income [½ Household Income / ½ Family (with children) Income]. Where a complete set of the four dimensions is not available (for 2001 Census - about 3% of over 37,000 CDs in Australia), because the Australian Bureau of Statistics (ABS) does not release data which could be used to identify an individual, some CDs do not have a CD SES score. [The table below shows a school SES score calculated using CDs with missing dimensions.] If these CDs were omitted altogether from the calculation of the school SES score, the score would not be truly representative of the school community and could either advantage or disadvantage the school.

School SES Score

3. In order that every geocoded address contributes to the school SES score, the score will be based on the four individual dimensions for each CD and averaged by the number of addresses for which a dimension score exists. The school SES score will then be calculated from the average of each dimension. A practical example of how a school SES score will be calculated is shown in the table below.

Methodology for Calculating a School SES Score

4. The Schedule to the Regulation approved the methodology for the calculation of SES Scores, dated 21 December 2000, and tabled in the Commonwealth Parliament, is repeated in full below: It has been updated for 2005-2008 in line with transitional provisions provided at Section 151 of the *Schools Assistance Act 2004*. 

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SCHEDULE Guidelines for determining the SES score of a school

Application of Guidelines

5. These Guidelines apply to any determination of an SES score for a school for the purposes of the Act.

Definitions

6. In these Guidelines, the following definitions apply:

- **Act** means the *Schools Assistance (Learning Together – Achievement Through Choice and Opportunity) Act 2004;*

- **Australian Bureau of Statistics** means the Australian Bureau of Statistics established under section 5 of the *Australian Bureau of Statistics Act 1975;*


- **CD number**, for a CD, means the number attributed to the CD by the Australian Bureau of Statistics for the purposes of the Census;

- **Census** means the 2001 Census of Population and Housing conducted by the Australian Bureau of Statistics;

- **Census Collection District** (or **CD**); means an area designated by the Australian Bureau of Statistics as a Census Collection District for the purposes of the Census;

- **geocoding**, for a student residential address included in a statement of addresses for a school, means the process of assigning that address to a CD;

- **school** means a non-government school;

- **SES dimension** means any of the following dimensions:
  
  (a) Occupation;

  (b) Education;

  (c) Household Income;

  (d) Household Income based on Families with Dependent Children;

- **SES dimension score**, for a CD, means the number, rounded to 4 decimal places, derived from data collected by the Australian Bureau of Statistics for the purposes of the Census and shown in the column **SES dimension score** for an SES dimension opposite the CD number for that CD shown in the column **CD number** in the document entitled *SES Dimension Scores for Census Collection Districts (CDs) based on the SES Index for General Recurrent Grants Funding 2005-2008* published by the Department;

- **statement of addresses**, for a school, means a statement:

  (a) that contains student residential addresses for the school for the calendar year specified in the statement; and

  (b) that is provided by the approved authority of the school to the Department;

- **student residential address**, for a school, means the residential address of a student receiving primary education or secondary education at the school other than a student:

  (a) who is an overseas student; or
(b) who is receiving primary distance education or secondary distance education at the
school.

Geocoding of students’ residential addresses
Each student residential address contained in the statement of addresses for a school is to be
geocoded unless it is not reasonably practicable to geocode that address. A minimum of 95 per
cent of total student residential addresses is required to calculate a school’s SES score.
Method to be followed in determining the SES score for a school

7. Work out the SES score for a school using the following method statement:

Method statement

Step 1
Set out opposite each geocoded student residential address in the statement of addresses for the school, the applicable CD number for that address.

Step 2
Where a CD that is listed as a result of step 1 has one or more SES dimension scores, set out opposite the CD number the SES dimension score applicable to each such dimension for the CD.

Step 3
Total the SES dimension scores set out in step 2 for each SES dimension for the school.

Step 4
Divide the result of step 3 for each SES dimension by the number of geocoded student residential addresses for which there is an SES dimension score for that dimension. The average values are to be rounded to 4 decimal places, with rounding up if the fifth decimal place is 5 or more.

[Note: If a geocoded student residential addresses does not have an SES dimension score for that dimension it is not counted for the purpose of arriving at an average value for the dimension.]

Step 5
Apply the resulting average values from step 4 to the following formula to produce a raw SES score. The resulting raw SES score is to be rounded to 4 decimal places, with rounding up if the fifth decimal place is 5 or more:

\[ A + B + C + D \]

where:

- A is the average value from step 4 for the SES scores for the Occupation dimension;
- B is the average value from step 4 for the SES scores for the Education dimension;
- C is the average value from step 4 for the SES scores for the Household Income dimension; and
- D is the average value from step 4 for the SES scores for the Household Income based on Families with Dependent Children dimension.

Step 6
Round the result of step 5 to a whole number, with rounding up if the first decimal place is 5 or more, to produce the SES score for the school.
Example of the method to be followed in calculating the SES score for a school

Table: Example of calculation of the SES score for a school

<table>
<thead>
<tr>
<th>SRN</th>
<th>Address</th>
<th>CD</th>
<th>Occupation Dimension</th>
<th>Education Dimension</th>
<th>Household Income Dimension</th>
<th>Family Income with Children Dimension</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5 Smooth St Curcuilt NSW 2000</td>
<td>2587415</td>
<td>140.2584</td>
<td>126.6541</td>
<td>132.2541</td>
<td>131.8956</td>
</tr>
<tr>
<td>2</td>
<td>4 Rough St Flattown NSW 2000</td>
<td>2587416</td>
<td>69.0125</td>
<td>78.2569</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>7 Wavy St Ziptown NSW 2000</td>
<td>2587345</td>
<td>58.2143</td>
<td></td>
<td>85.2569</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>2 Red St Red Town NSW 2000</td>
<td>2587417</td>
<td>51.2698</td>
<td>25.1587</td>
<td></td>
<td>41.3658</td>
</tr>
<tr>
<td>5</td>
<td>1 Flat Street, Flattown NSW 2000</td>
<td>2587417</td>
<td>51.2698</td>
<td>25.1587</td>
<td></td>
<td>41.3658</td>
</tr>
</tbody>
</table>

(a) Total of the SES dimension scores

(b) Total number of geocoded student residential addresses with a score for that dimension

Average value of dimension

Occupation dimension/3 + Education dimension/3 + Household Income dimension/6 + Income of Families with Children dimension/6

: 86.8469 / 3 + 72.0710 / 3 + 108.7555 / 6 + 86.6307 / 6

School’s raw SES score (to 4 decimal places)

School’s SES score (rounded)

Special Assistance Schools and Special Schools

8. The SES score for Special Assistance Schools and Special Schools will be the score that, for the purposes of the Tables in Parts 1 and 2 of Schedule 4 of the Act, has an associated current SES funding level of 70 per cent of Average Government School Recurrent Costs.

9. Also refer to the SES information at

http://www.dest.gov.au/sectors/school_education/programmes_funding/general_funding/operating_grants/general_recurrent_grants/default.htm#SES_Funding_Arrangements
Appendix 2.2.B: Review of Non-Government Schools’ SES Scores for 2005-2008

10. Under Section 52 of the Schools Assistance (Learning Together – Achievement Through Choice and Opportunity) Act 2004, the approved authority of a school that is included in the list of non-government schools with an SES score may seek a review of a school’s SES score if it is considered that the SES score:

- has not been determined correctly; or
- does not reflect the socio-economic circumstances of the school’s community; or
- is no longer accurate because of a significant change in the school’s circumstances.

Eligibility for Review

11. All schools, whether or not they are funded according to an SES score, a funding maintained level or a funding guarantee level, may seek a review if they consider that their SES score:

- has not been determined correctly; or
- is no longer accurate because of a significant change such as a new intake of students or a decline in enrolments.

A review will be undertaken on the basis of the geocoding of the residential addresses of the students at the school at the time of the application for a review.

12. A school’s score must change by at least one whole number before it will receive additional funding or have its funding reduced. An SES score is a whole number, determined by rounding to the nearest whole number. The score on which a change of funding is judged is a school’s raw SES score, not its rounded score. For example, a school with a raw calculated SES score of 95.4567 would have its SES score rounded to 95. Its raw score would have to decrease to 94.4567 or lower before it would be eligible to receive additional per capita funding. Similarly, for the same school, the SES score before rounding would have to increase to 96.4567 or higher, before it would be liable to have its per capita funding reduced.

13. A funding maintained or a funding guaranteed school that believes that its SES score has decreased to the extent that it would receive a higher rate of per capita funding if it were funded on the basis of the SES score of its school community may apply for a review of its SES score.


Applying for a Review of SES Score

15. A school will be permitted one funding review in any program year.

16. A school requesting a review of its SES score must provide the Department with a written application that sets out the name and address of the school, the name of the system if it is a systemic school, and the name and address of the approved authority of the school. A school seeking a review must provide the addresses of all currently enrolled students and a covering Statutory Declaration. Before furnishing the addresses to the Department, a school must send a copy of the Privacy Notice provided to the school by the Department, to each parent or caregiver whose address is submitted. In order to geocode the student address data
effectively, the Department requires that these addresses be submitted in the format shown in Attachment A. A new SES score will be calculated following the geocoding of the student addresses.

17. Following the acceptance of a written application which includes the student address data, the Department will consider the school’s application. The school may be required to provide additional information and documentation in relation to its student residential addresses, in order to facilitate the geocoding process before the Department can forward a recommendation to the Minister.

**Outcome of Review**

18. The school will receive written notification of the outcome of the review when the Minister has considered the Department's recommendation. Where, as an outcome of the review, it is accepted that the school should have a different SES score to the score currently shown on the list of non-government schools kept under the *Schools Assistance Act 2004*, new funding will be determined based on the recalculated SES score.

19. The outcome of the review determines an SES score as the funding level for the school. The school will not be able to retain its former funding level (ie year 2005 SES funding level, year 2000 funding maintained level, year 2004 funding maintained level, or year 2004 funding guaranteed level) even if that funding is more favourable.

**Date of Effect**

20. If the outcome of a review is favourable, in that the school receives a different SES score which entitles it to an increase in general recurrent grant funding, then the date of effect of the change in funding will be no earlier than 1 January in the program year in which the review application, including the appropriate data, was lodged with the Department.

21. If the outcome of a review is unfavourable, in that the school receives an SES score which would result in a decrease in general recurrent grant funding, the change in funding will be no earlier than 1 January of the year following that in which the school lodged its application.

**Further Information**

22. Schools facing financial difficulties may apply for assistance under the Short Term Emergency Assistance (STEA) Program.

23. Schools wishing to apply for a review of their present SES score should apply to the address below. Additional information about the review process and the STEA Program is available by contacting:

The Branch Manager
Grants to Schools Branch (location 1M1)
DEEWR
GPO Box 9880
CANBERRA ACT 2601

Or contact the Helpline:
Tel: 1800 677 027

Also refer to the SES information at [http://schoolgrg.dest.gov.au](http://schoolgrg.dest.gov.au)
## Attachment A: Format for Student Residential Data

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24. Under Section 52(1)(b) of the *Schools Assistance (Learning Together – Achievement Through Choice and Opportunity) Act 2004*, the approved authority of a school that is included in the list of non-government schools with an SES score may seek to change a school’s SES score if it considers that the SES score:
  • does not reflect the socioeconomic circumstances of the school’s community.

Eligibility for Appeal

25. All schools, whether or not they are funded according to an SES score, a funding maintained level or a funding guarantee level, may lodge an appeal if they consider that their SES score:
  • does not reflect the socioeconomic circumstances of the school’s community.

26. An appeal will be undertaken in accordance with the Guidelines at Attachment A.

Appealing an SES Score

27. The Appeals Process allows a school to apply to the Minister to vary its SES score if the school considers that its score does not reflect the socioeconomic status of its community. In providing a written submission to the Department, an appellant school must demonstrate how the SES score does not reflect the socioeconomic circumstances of the school’s community. In other words a school must demonstrate:
  • how the circumstances of the community have changed significantly since the 2001 ABS Population Census and how this has affected the school. For example, a high proportion of families at the school have been financially disadvantaged by the closure of a major industry; or
  • that there is an identifiably unique characteristic of the families at the school which affects the school community’s capacity to support the school. For example, a survey of parents at the school would show the disproportionate impact on the school of a particular social characteristic.

28. The Department will accept written submissions from schools/system authorities until close of business on 31 August of each year. Submissions will be examined for completeness before being sent to an Independent Appeals Committee for consideration.

29. The Appeals Process involves two distinct steps, with progression to the second step dependent on the success of the first.

30. A school appealing its SES score must provide the Department with a written submission that sets out the name and address of the school, the name of the system if it is a systemic school, and the name and address of the approved authority of the school.

31. As part of the first step, it is important that the appeal submission includes appropriate empirically-based evidence to support the school’s claim that its SES score does not reflect the socioeconomic circumstances of the school community. At the same time, the school must also provide a statement declaring that at least 95 per cent of families of students at the school would be willing to complete a survey to determine the income, occupation and education levels of parents of children attending the school. The school may be required to provide additional information and documentation in relation to its appeal.
32. Following the acceptance of a written submission, the Department will send the submission to the Independent Appeals Committee for consideration. This Committee comprises a senior Departmental representative, an independent statistician and a person independent of the Department and the school.

33. The role of this Committee is to judge the merits of a school’s appeal, to make recommendations to the Minister on the validity of its case, and to recommend any change in SES score. In the first instance, the Committee will examine a school’s submission and determine whether or not the school has a valid case.

34. If the Committee determines that a school has a valid case, the appeal progresses to the second stage and a survey of families of children at the school is conducted. This survey is used to construct a social profile of the appellant school. Procedures are in place to ensure strict confidentiality of survey data.

35. Once the survey is completed, it will be used to compare the social profile of the appellant school with the social profiles of schools in the Benchmark Data Set (referred to in the Guidelines) and determine, if appropriate, a revised SES score for the appellant school for the remainder of the funding quadrennium (2005-2008).

**Outcome of an Appeal**

36. The school will receive written notification of the outcome of the appeal when the Minister has considered the Independent Appeal Committee’s recommendation. Where, as an outcome of the appeal, it is accepted that the school should have a different SES score to the score currently shown on the list of non-government schools kept under the *Schools Assistance Act 2004*, funding will be determined based on the revised score.

37. The outcome of the appeal determines an SES score as the funding level for the school. The school will not be able to retain its former funding level (that is, year 2005 SES funding level, year 2000 funding maintained level, year 2004 funding maintained level, or year 2004 funding guaranteed level) even if that funding level is more favourable.

**Date of Effect**

38. Where, as an outcome of the appeal, the school’s SES score is lowered then a new, higher funding level will apply from 1 January of the year in which the appeal submission was made.

39. If, as an outcome of the appeal, a higher SES score is determined then a new, lower funding level will apply with effect from 1 January of the year following the year in which the appeal submission was made.

**Further Information**

40. Schools wishing to apply for an appeal of their 2005-2008 SES score should apply to the address below:

The Director
SES Policy, Monitoring and Review Section (location 1M1)
DEEWR
GPO Box 9880
CANBERRA ACT 2601
41. Additional information about the appeal process is available at https://schools.dest.gov.au/ssp/help/html/ses/funding_05_08.html or by contacting the Telephone Helpline (1800 677 027) or by emailing sesfunding@dest.gov.au.
ATTACHMENT A

SES FUNDING ARRANGEMENTS FOR NON-GOVERNMENT SCHOOLS
2005-2008

Guidelines for an application to change funding level under section 52(1)(b), Part 4, Division 3 of the Schools Assistance (Learning Together – Achievement Through Choice and Opportunity) Act 2004 (the Act)

Purpose

42. These guidelines provide information on:

- what a school can do if it considers that its SES score does not reflect the socioeconomic circumstances of the school’s community; and
- the procedure for reviewing a school’s application to change its funding level.

Power under the Act

43. SES scores for a school are determined by the Minister under section 8 of the Schools Assistance (Learning Together – Achievement Through Choice and Opportunity) Act 2004 (“the Act”). Pursuant to section 52(1)(b) of the Act, a school can apply to change its level of funding if a school considers that the SES score does not reflect the socioeconomic circumstances of the school’s community.

44. The Minister has a discretionary power to determine a different SES score pursuant to section 53 of the Act on condition that a school meets the requirements set out in section 52 and the Minister is satisfied that the school’s old SES score does not reflect the socioeconomic circumstances of the school’s community.

What can a school do if it considers that its SES score does not reflect the socioeconomic circumstances of the school’s community?

45. A school can submit an application to the Department if it considers that the SES score does not reflect the socioeconomic circumstances of the school’s community.

46. A school must ensure that the application meets the following requirements as set out in section 52(2). The application must:

(a) be in writing; and
(b) set out the name and address of the school and of the approved authority of the school; and
(c) if the school is a systemic school – set out the name of the approved school system; and
(d) set out the reasons why the approved authority considers the SES score should be changed.

47. In relation to section 52(2)(d), a school should provide empirically-based evidence which demonstrates how the SES score does not reflect the socioeconomic circumstances of the school’s community. In other words, demonstrate:
• how the circumstances of the community have changed significantly since the 2001 ABS Population Census and how this has affected the school. For example, a high proportion of families at the school may have been financially disadvantaged by the closure of a major industry; or

• that there is an identifiably unique characteristic of the families at the school which affects the school community’s capacity to support the school. For example, a survey of parents at the school would show the disproportionate impact on the school of a particular social characteristic.

48. This evidence must be attached to the application. This may include specific data such as evidence of the number of students who come from families holding a health care card or the proportion of unemployed parents. A school must provide any additional information that the Department requests.

49. A school must also provide with the application a statement declaring that at least 95 per cent of the families of students at the school would be willing to complete a survey to determine the income, occupation and education levels of parents with children attending the school. These surveys, to be undertaken by the Department if the school’s application is deemed to have merit, will enable a School Community Profile to be constructed.

How will the application be processed?

50. The Department will convene a committee which will consist of a senior Departmental officer, an independent statistician and a person independent of both the Department and the school.

51. The Committee’s role will be to assess a school’s application and determine whether a school has sufficient grounds to show that its SES score does not reflect the socioeconomic circumstances of the school’s community. Before making its assessment, the Committee may, at its discretion, request a school to provide further information in relation to its application.

52. If a school does demonstrate sufficient grounds to show that its SES score does not reflect the socioeconomic circumstances of its community, the Committee will compare the School Community Profile with the profiles of all non-government schools in the Benchmark Data Set.

53. The Benchmark Data Set consists of profiles for every non-government school. These profiles have been constructed using income, education and occupation data derived from the unit record files of the Australian Bureau of Statistics 2001 national Census.

54. For an application to be successful, the School Community Profile must differ significantly from the profiles of schools with similar SES scores in the Benchmark Data Set.

55. The Committee will consider each application according to its merits, ensuring that a school receives a fair and impartial assessment of its case.

56. Once the Committee has made its assessment, it will make a recommendation to the Minister.

57. The Minister will then review the Committee’s recommendation, the information provided in the school’s application, the School Community Profile and any other relevant information to determine whether he/she is satisfied that the SES score should be changed.
What is the procedure for reviewing a School's Application?

58. The procedure for reviewing a school's application involves the following steps:

1. A school lodges an application with the Department. The Department will forward the application to the Committee for assessment.

2. The Committee will review the application to ensure it meets the requirements of section 52 and by following the Assessment Process set out below.

3. The Committee will provide a recommendation to the Minister. The Minister will determine whether he/she is satisfied that the school has met the requirements of subsection 53(1)(b).

4. If a school’s application complies with the requirements of section 52 and the Minister is satisfied under subsection (b) that the SES score is no longer accurate, the Minister must make the determinations provided for in subsection (d) – (h).

5. If a school’s application does not satisfy the Minister under 53(1)(b), the Minister must refuse the application.

How will the Committee Assess the Application?

59. The Committee will review the application to: (1) ensure it complies with section 52 of the Act, and (2) determine whether, in its view, a school has provided sufficient reasons why it considers that the SES score should be changed.

60. If the Committee considers that a school’s application meets the requirements of section 52 and provides sufficient reasons as set out in point 1 above, the Committee will ask the Department to collect the necessary information to construct a School Community Profile based on actual parent data.

61. The School Community Profile will be constructed from information about income, education and occupation collected from parents of students attending the school and any other information the Department considers necessary or relevant. Where the appeal is based on the size of families attending the school, the profile will be constructed solely on the basis of income, with the education and occupation information used to validate the income data.

62. The school will be given the opportunity to review its School Community Profile, along with comparison information from the Benchmark Data Set, to determine whether it will proceed with its appeal.

63. The School Community Profile would be compared with the profiles of all non-government schools in the Benchmark Data Set in order to measure whether, in the Committee's opinion, it differs significantly from the profiles of schools with similar SES scores.

64. Taking into account the results of the School Community Profile, the Committee will provide a recommendation and reasons to the Minister about subsection 53(1)(b): whether or not the SES score reflects the socioeconomic circumstances of the school’s community.
65. The Minister must then review the Committee’s recommendation and any other relevant information.

66. If the Minister is satisfied that the school’s application meets the requirements of subsection 53(1)(b), then the Minister must adjust the SES score by making the relevant determinations provided for in subsections 53(1)(d) – (h) of the Act.

67. The adjusted score will apply:

- in the program year the application is made if the current SES funding level is equal to or greater than the percentage of Average Government School Recurrent Costs (AGSRC) relating to the school’s old SES score; or
- in the program year immediately after the program year the application is made if the current SES funding level is less than the percentage of AGSRC relating the school’s old SES score.

68. If the Minister is not satisfied as described above then the school’s SES score is not changed.
Appendix 2.2.C: Operational Requirements for Approved School Systems - 2005-2008

69. Since 2001, the Commonwealth formally recognises the school systems which are included in the list of approved school systems immediately before the commencing day of the legislation for the 2001-2004 funding quadrennium. This recognition is continued to the 2005 to 2008 funding quadrennium. The following conditions apply to these systems.

70. In addition to the conditions required to be observed by all schools, the following conditions will continue to apply to established approved school systems:

   a) all of the constituent schools must be located in the same State or Territory;
   b) the approved authority of the system must allocate no more than 2 per cent of amounts paid under the Commonwealth General Recurrent Grants Program for the purpose of meeting administrative expenditure incurred by the approved authority in respect of a program year, excluding specialist support staff (as defined in the Schools Census). The remaining proportion is to be allocated for the purpose of meeting recurrent expenditure incurred by the systemic schools in the approved system having regard to the respective needs of those schools;
   c) the approved authority of the system will have the overall responsibility for the distribution between constituent schools of the total financial and other resources of the system, and will have the responsibility to distribute those resources between schools differentially according to need within overall Commonwealth policy guidelines and must accept responsibility for any liabilities that constituent schools incur to the Commonwealth;
   d) the approved authority of the system will be responsible for developing policies with respect to educational standards within the system;
   e) the approved authority for the system authority must remain non-profit and, where it has been required to be incorporated, must remain a body corporate; and
   f) the system and the constituent schools must have separate financial statements.

71. Since 2001, the Commonwealth no longer has a role in the formal recognition of new school systems.
Appendix 2.2.D: Block Grant Authorities

New South Wales

New South Wales Catholic
Block Grant Authority
PO Box A169
SYDNEY SOUTH NSW 1235
Tel: (02) 9287 1555
Fax: (02) 9264 6308
Email: bill.walsh@cecnsw.catholic.edu.au

The Association of Independent Schools of NSW Block
Grant Authority Ltd
Level 4
99 York Street
SYDNEY NSW 2000
Tel: (02) 9299 2845
Fax: (02) 9279 2206
Email: nwhitfield@aisnsw.edu.au

Western Australia

Catholic Education Commission of WA Trustees Association
Inc (BGA)
PO Box 198
LEEDERVILLE WA 6007
Tel: (08) 9212 9212
Fax: (08) 9212 9347
Email: thorne.jeff@cathednet.wa.edu.au

AISWA Capital Grant Association Inc
Suite 3, 41 Walters Drive
Herdsmen Business Park
OSBORNE PARK WA 6017
Tel: (08) 9441 1600
Fax: (08) 9441 1600
Email: bradley@ais.wa.edu.au

Victoria

Catholic Capital Grants (Victoria) Ltd
PO Box 3
EAST MELBOURNE VIC 8002
Tel: (03) 9267 0228
Fax: (03) 9415 9325
Email: mianou@ceo.melb.catholic.edu.au

Victorian Independent Schools BGA Limited
20 Garden Street
SOUTH YARRA VIC 3141
Tel: (03) 9825 7200
Fax: (03) 9826 6066
Email: andrew.smith@ais.vic.edu.au

South Australia

South Australian Commission for Catholic Schools Inc
(BGA)
PO Box 179
TORRENSVILLE PLAZA SA 5031
Tel: (08) 8301 6600
Fax: (08) 8301 6611
Email: greg.simon@ceo.adl.catholic.edu.au

SA Independent Schools Block Grant Authority Inc
301 Unley Road
MALVERN SA 5061
Tel: (08) 8179 1400
Fax: (08) 8373 1116
Email: simonsb@ais.sa.edu.au

Queensland

Queensland Catholic Block Grant Authority
Queensland Catholic Education Commission
GPO Box 2441
BRISBANE QLD 4001
Tel: (07) 3336 9393
Fax: (07) 3229 0907
Email: terry@qcec.qld.catholic.edu.au

Independent Schools of Queensland
Block Grant Authority Pty Ltd
PO Box 957
SPRING HILL QLD 4004
Tel: (07) 3839 2142
Fax: (07) 3229 1588
Email: isqbga@aisq.qld.edu.au

Queensland Catholic Education Commission
GPO Box 2441
BRISBANE QLD 4001
Tel: (07) 3336 9393
Fax: (07) 3229 0907
Email: terry@qcec.qld.catholic.edu.au

Northern Territory

Northern Territory Block Grant Authority
GPO Box 219
BERRIMAH NT 0828
Tel: (08) 8984 1400
Fax: (08) 8984 1444
Email: greg.omullan@ceo.nt.catholic.edu.au

Tasmania

Tasmanian Catholic Block Grant Authority
PO Box 102
NORTH HOBART TAS 7002
Tel: (03) 6210 8888
Fax: (03) 6210 8844
Email: ann.daley@ceo.hobart.catholic.edu.au

Independent Schools Block Grant Authority of Tasmania Pty
Ltd
PO Box 616
SANDY BAY TAS 7006
Tel: (03) 6224 0125
Fax: (03) 6224 0174
Email: tcrehan@tassie.net.au

Australian Capital Territory

ACT Block Grant Authority
National Surveyors House
27-29 Napier Close
DEAKIN ACT 2600
Tel: (02) 6285 1808
Fax: (02) 6285 1860
Email: actbga@ozemail.com.au
Appendix 2.2.E: Area and Cost Standards

Access for People With Disabilities

72. The Commonwealth expects all new and significantly altered or refurbished buildings to be designed to facilitate access by people with disabilities. All projects should comply with the requirements of section 23 of the Disability Discrimination Act 1992 as reflected in the Building Code of Australia applying at the time.

Area Standards

Non-Government schools

73. Where appropriate State standards exist, BGAs may use the relevant State standards in lieu of the Commonwealth standards. Where an appropriate State standard does not exist, BGAs may use another State’s standards in lieu of the Commonwealth standards, where this is deemed appropriate by the BGA. Commonwealth global area standards for school buildings are 6.13m² per student for primary schools and 9.75m² per student for secondary schools. For accommodation in boarding schools and student hostels, the Commonwealth global area standard is 24m² per boarding or hostel student. Projects which increase the global area of a school beyond these standards will not normally be eligible for Commonwealth funding. Schools should seek advice from their BGA on the application of these area standards to their projects.

74. To encourage protection from sunlight for children, the area of unenclosed, external covered areas (including travel areas) may be totally discounted for the purpose of calculating a school's total area.

75. Demountable buildings, which will continue to be used after the funded facilities are completed, must be included in a school's area.

76. The percentage of area standards that a school's area will be after completion of a project must be calculated in the following way:

\[
\text{Percentage of area standard} = \left( \frac{\text{Total area of school after project completed} - \text{discounted area} (\text{m}^2)}{\text{Standard area for the school} (\text{m}^2)} \right) \times 100
\]

77. The standard area (m²) for the school is primary enrolments in the appropriate year multiplied by 6.13m² plus secondary enrolments in the appropriate year multiplied by 9.75m². The appropriate year for enrolments is the first full school year after completion in all cases other than that of new, rapidly growing schools, in which case enrolments for the second full school year after completion may be used. Internal wall measurements should be used in calculating areas.

Guidance on functional spaces

78. Functional spaces in a school may serve a variety of purposes and these are outlined in paragraph 80 below. Schools are free to plan the types of functional spaces they require and need only conform to global area standards, if they wish to obtain Commonwealth funding. However, they should ensure that important facilities are provided for within these standards. All fully enclosed structures (including demountables) are to be included in the calculation of a school's area.

79. The types of facility needed in schools - especially secondary schools, but also to a lesser extent primary schools - are changing significantly and the areas required are also changing to some extent. The following descriptions and areas are advisory only. Adherence to them is not an Commonwealth requirement. It is also emphasised that,
because some of the newer types of facility are larger than the older types they replace, a school may not be able to provide all of these spaces and still remain within the Commonwealth global standards. Schools may therefore need to make choices between the types of facilities that it is possible to provide, if they wish to remain eligible for Commonwealth capital grants, though BGAs may recommend exemptions to the Standards where they consider this is justifiable.

80. Functional spaces in primary schools may be classified as follows:

a) Library - including main reading room, seminar rooms, individual study areas, office, workroom store, librarian's office and satellite libraries if any.

b) Resource centre - similar to library, but including provision for use and storage of computer and audio-visual equipment and possibly for small group work.

c) General learning area - including classrooms, home bases, practical activities areas including wet areas and craft rooms, audio-visual rooms, store work area, quiet or withdrawal rooms, tiered lecture theatre, multi-purpose room, stores.

d) Physical education - including general purpose hall, gymnasium, stores, change room and showers.

e) Administration staff - including principal's and assistant principal's offices, clerical office, reception/waiting area, store and duplicating rooms, staff lounge, showers and toilets, interview room, sickbay/clinic, janitor's and gardener's rooms and cleaner's stores, general bulk store. (For secondary schools mainly, staff preparation rooms.)

f) Pupils' amenities - including canteen and servery, covered luncheon area, lockers, student rest room and toilets.

g) Travel/engineering - including corridors, stairways, building equipment rooms, veranda's and covered ways between buildings.

81. Additional functional spaces for secondary schools include:

Science - including laboratories and preparation rooms for general science, physics, chemistry, biology and earth science, animal and plant (botanical) rooms, darkroom.

Art - including graphics and design including CAD, fabric art, painting and drawing, pottery, sculpture, photography studio and darkroom, stores.

Technology and applied studies - light and heavy fabrication and construction using hand and machine tools on wood, metals, plastics and composite materials; drawing and graphics; computer aided design and modelling; food technology; textiles technology and design, applied electricity and electronics, and mechanics, associated stores and seminar spaces. May take the place of either or both manual industrial arts and home economics spaces.

Manual industrial art - including woodwork, metalwork, plastics and craft generally, applied electricity, technical drawing and stores.

Home economics/textiles - including kitchen, home craft generally, textiles, needlecraft, change rooms and stores.

Hospitality and catering - an alternative to 'home economics' designed with commercial operations in mind.

Business studies - provides for secretarial, receptionist, commercial accounting, office practices and legal studies with group learning areas, office work stations and office equipment areas.

Music/dance/drama - including room for instrumental and vocal groups, practice rooms, stores and, possibly, performance and film and television areas.
82. Each of the above functional spaces should include an allowance for internal circulation while movement between them, in corridors and walkways, is included in Travel/engineering.

**Advisory Area Ranges for Functional Spaces**

83. The following table gives advisory low and high areas in square metres per student for each functional space for primary and for secondary schools as derived from national studies of school buildings. Schools with small enrolments are likely to be at the high end of the range while big schools will be at the lower end. Primary schools, however, are less sensitive than secondary schools to the effects of size.

Area ranges for functional spaces

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<td>3.60</td>
<td>1.60</td>
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<td>0.55</td>
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<tr>
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<td></td>
<td></td>
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<tr>
<td>Hospitality &amp; Catering</td>
<td>ND</td>
<td>ND</td>
<td></td>
<td></td>
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<td>Business Studies</td>
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<td></td>
</tr>
<tr>
<td>Music/Drama/Dance</td>
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<td>0.30</td>
<td></td>
<td></td>
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<tr>
<td>Music/Drama/Dance with Performance Space</td>
<td>ND</td>
<td>ND</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ND = Not developed.

84. Advisory areas for school sites are:

- Primary schools for enrolments:
  - up to 100 students - 1.5 hectares
  - 101 to 200 students – 2.4 hectares
  - more than 200 students - add 0.2ha per each additional 100 students.

- Secondary schools for enrolments:
  - up to 100 students – 3.0 hectares
  - 101 to 200 students – 4.8 hectares
  - more than 200 students - add 0.4ha per each additional 100 students

**Hostels for Rural Students**

85. The area standard for an Commonwealth funded project at a hostel for rural students is 24m² per student. However, for hostels with a capacity of 10 or less students, the supervisors'/house-parents' numbers should be added to the student numbers and the total multiplied by 24m² to determine the standard area.

86. To address the issue of protection from sunlight, the area of unenclosed, external travel is to be discounted by two-thirds for the purpose of calculating a hostel's total area.

87. Demountable buildings, which will continue to be used after the funded facilities are completed, must be included in a hostel's area.
88. The percentage of area standards that a hostel's area will be after completion of a project must be calculated in the following way:

\[ \frac{\text{Total area of hostel after project completed} - \text{discounted area (m}^2\text{)}}{\text{Standard area (m}^2\text{)}} \times 100 \]

89. The standard area is the number of students (plus supervisors/house-parents if applicable, see paragraph 85 above) expected to attend the hostel in its first year of full use (i.e., project completion year + 1) multiplied by 24m²/person.

90. The percentage of area standards should not exceed 100 per cent. An exception is a project for the upgrading or refurbishing of hostel facilities to make existing or unused places more habitable and therefore more likely to be used. These area standards also apply to non-government school boarding facilities.

91. The functional spaces are classified as follows:
   (a) living area - dormitories, students' and supervisors'/house-parents' bedrooms, lounge and dining rooms, study, office, storerooms and recreational rooms
   (b) kitchen
   (c) ablution - students' and supervisors'/house-parents' toilets and bathrooms and laundry.

**Cost Standards**

92. BGAs are required to assess the cost of projects against current industry costs.
Appendix 2.2.F: Recognition of Commonwealth Assistance for Capital Projects

Non-Government Schools or Centres

Publicity and Promotion Relating to Projects

93. All media publicity and promotion by education authorities or schools relating to projects receiving Commonwealth funding must refer to the level of financial support provided by the Commonwealth through its Capital Grants Program. The Commonwealth will advise relevant Federal Members of Parliament of projects approved for funding. Both the Minister and the relevant Parliamentarians may choose to issue media releases.

Official Openings

94. The Commonwealth Minister must be invited to attend, or to send a representative to, any official opening ceremony of a capital project, receiving Commonwealth funding.

95. There must be an official opening, construction sign and plaque erected for any capital project costing more than $75,000 to which the Commonwealth contributes. Where a project is an early part of a larger, multi-stage development, the opening can be deferred until after the completion of an appropriate, later stage. If a school believes that the nature of a project is such that it would be inappropriate to open it officially, it must seek the Commonwealth Minister's agreement to there not being an official opening or to the opening being deferred until an appropriate later date or stage.

96. The following procedures apply:

- an official opening must be held within seven months of the physical completion of the project, unless otherwise agreed by the Commonwealth Minister;
- an invitation to each opening is to be sent by the school least two months in advance of the opening, to the Capital Grants Section at schoolopenings@deewr.gov.au or fax (02) 6240 7849;
- dates of openings must be at times convenient to all the parties, including the Commonwealth;
- there is to be provision in the official proceedings for the Commonwealth's representative to speak if he or she desires. Where the Commonwealth has met more than 50 per cent of the project cost, the Commonwealth Minister, or his/her representative, will have the option of officially opening the facilities;
- BGAs must provide a statement by the 15th of the month preceding every quarter to the Commonwealth Minister's office (and a copy to the Department) indicating which Commonwealth assisted projects are to be opened in the next quarter;
- BGAs’s must also provide a statement by the 15th of the month preceding every quarter to the Department indicating whether openings scheduled for the previous quarter have occurred and a list of projects that have been completed in the previous quarter; and
• BGAs must advise relevant schools of the Commonwealth contribution to their projects and of the relevant Commonwealth recognition requirements, including ensuring that school communities are advised directly about assistance received from the Commonwealth by such means as school newsletters, and monitor compliance with those requirements.

**Construction Signs and Building Plaques**

97. Signs acknowledging Commonwealth funding of projects must be erected on construction sites prior to the construction phase. Signs erected at construction sites must indicate that the building is being constructed entirely, principally or partly, as appropriate, at Commonwealth expense. Wording on construction signs acknowledging Commonwealth funding must be of similar size and style to wording acknowledging other funding sources. Construction signs acknowledging Commonwealth and other funding of a project are to be separate from any advertising sign erected by a building contractor on the site.

98. Where the Commonwealth has contributed funding to a project, the construction sign must include the words ‘This project has been partly/principally/entirely funded with a grant from the Commonwealth of $X’ (as appropriate). The text and layout of construction signs must be sent to schoolopenings@deewr.gov.au for approval prior to being erected at the construction site.

99. Plaques acknowledging Commonwealth funding and, where opened by a Commonwealth representative, the name of the person opening the facility, must be affixed to new and refurbished buildings. Wording on plaques acknowledging Commonwealth funding must be of similar size and style to wording acknowledging other funding sources. The text for plaques must be sent to schoolopenings@deewr.gov.au for approval prior to the official opening.

100. The *Schools Assistance Act 2004* provides that if a BGA or a grantee does not fulfil an obligation under an agreement between the authority and the Commonwealth or a condition of a grant, the Minister may recover funds, reduce further payments or delay any further payments.

**Hostels**

101. For a hostel conducted by a non-government, non-school organisation, the requirements are the same as for non-government schools but with the additional condition that the official opening ceremony is to be performed within six months of the completion of the project.
Appendix 2.2.G: Non-Government Schools and Hostels - Provision of Employment and Training Opportunities for Indigenous Australians and the Involvement of Indigenous Australian Communities in Tender Evaluation

Background

102. The Commonwealth has adopted two contracting policies in response to the recommendations of the Royal Commission into Aboriginal Deaths in Custody which propose that Commonwealth procurement activity be used to improve the disproportionately high unemployment rate in Indigenous Australian communities, and that Indigenous Australian communities be given more opportunity to participate in the award of Commonwealth contracts for construction and associated works to be undertaken specifically for their communities.

Employment and Training Opportunities

103. As an extension of these policies Commonwealth capital grants for government and non-government schools and hostels are offered on the condition State and Territory Governments, and non-government schools and hostels receiving capital grants must allow DEEWR, and/or other relevant agencies wishing to encourage the provision of employment or training opportunities, or both, for Indigenous Australians, access to those tendering for the work. Grantees are not required to initiate contact in this regard, but if they are contacted must provide reasonable assistance including provision of the relevant project details and contact details about relevant tenderers. Grantees should advise tenderers that they may be contacted by DEEWR of other relevant agencies in relation to employment and training opportunities.

Involvement of Indigenous Australian Communities in Tender Evaluation

104. Commonwealth capital grants for government and non-government schools and hostels are also offered on the condition that, where the capital works associated with the grant are undertaken specifically for an Indigenous Australian community, the grantee must use best endeavours to involve that community in the evaluation of quotations or tenders. The community should be encouraged and assisted to be involved in the planning, tender process and execution of the projects so that there can be genuine community participation in the process. In this context, the term 'Indigenous Australian community' signifies a group of Indigenous Australians who live in a distinct geographical location and interact on a day to day basis as a social group.

105. Where members of an Indigenous Australian community wish to bid for a contract, conflict of interest must be avoided. Where a community member participating in the evaluation of a bid has a conflict of interest, he or she must disclose the interest and may be required to divest themselves of the interest or to withdraw from the evaluation process. The intention of involving the community is to ensure that the design and the construction of the project are appropriate to community needs. But this does not overtake normal selection criteria and there is no conflict intended with standard procurement guidelines.
106. For commencing schools and schools undertaking changes, it is necessary to have State/Territory registration/recognition in order to receive Commonwealth General Recurrent Grants funding for the new school or change.

Listed below are state registration contacts:

<table>
<thead>
<tr>
<th>State/Territory</th>
<th>Contact Details of State/Territory School Registration Boards</th>
</tr>
</thead>
</table>
| NEW SOUTH WALES | Administration Officer Registration  
Office of Board of Studies New South Wales  
GPO Box 5300  
SYDNEY NSW 2001  
Ph (02) 9367 8111  
| VICTORIA        | Victorian Registration and Qualifications Authority (VRQA) (replaced the Registered Schools Board)  
Level 2, 33 St Andrews Place  
EAST MELBOURNE VIC 3002  
Ph (03) 9637 2806  
Fax: (03) 9637 2422  
Email: vrqa@edumail.vic.gov.au  
| QUEENSLAND     | Director  
Office of Non-State Education  
Education Queensland  
PO Box 15347  
CITY EAST QLD 4002  
Ph (07) 3237 9947  
Email: enquiries@nssab.qld.edu.au  
| WESTERN AUSTRALIA | The Corporate Governance and Non-Government Schools Directorate  
Department of Education Services  
PO Box 1766  
OSBORNE PARK WA 6916  
Ph (08) 9441 1900  
| SOUTH AUSTRALIA | Registrar  
Non-Government Schools Registration Board  
GPO Box 2370  
ADELAIDE SA 5001  
Ph (08) 8226 1006  
| TASMANIA        | Executive Officer  
Schools Registration Board  
GPO Box 169  
HOBART TAS 7001  
Ph (03) 6233 7104  
| NORTHERN TERRITORY | Director  
Financial Services  
Northern Territory Department of Employment, Education and Training  
GPO Box 4821  
DARWIN NT 0801  
Ph (08) 8999 1637  
| AUSTRALIAN CAPITAL TERRITORY | Manager  
ACT Non-Government Schools Office  
PO Box 1584  
TUGGERANONG ACT 2901  
Ph (02) 6205 9301  
Fax: (02) 6205 9453  
Email: det.ngso@act.gov.au |
Appendix 2.2.I: Non-Government Schools Data Collections

107. To support general recurrent grant payments, non-government schools are required to provide the following to the Department: the Financial Questionnaire for Non-Government Schools and the Census of Non-Government Schools. The Financial Questionnaire must be drawn from audited accounts based on the program year, and a copy of the auditor’s opinion must be forwarded to the Department. The Financial Questionnaire will collect data in respect of the previous program year. Schools are required to submit their Financial Questionnaire data via the Internet. The return date is 30 April, and the auditor’s opinion must be provided no later than 30 June.

108. The annual Census date is the first Friday in August for all States and Territories. The return date for the Statutory Declaration covering the Census data will be one week after the Census date. Schools are required to submit both the Census and Financial Questionnaire their data via the Internet using the ‘Census on the Internet’ or ‘FQ on Internet’ applications. The address for these applications is [https://schools.dest.gov.au/SSP/](https://schools.dest.gov.au/SSP/).

109. The Minister may delay payment of grants (including general recurrent grants) if the Financial Questionnaire or the auditor's opinion are not submitted on time or if there are undue delays in providing the Department with additional information needed to finalise the data. Payment may also be delayed if Census information is submitted late or there are undue delays in finalising the data.

110. Schools/Systems must satisfy themselves that the data submitted are accurate, before submitting the Census Statutory Declaration and the Financial Questionnaire Declaration. In particular, school’s financial accounts must be audited early enough to ensure that as far as possible, the Financial Questionnaire is based on these audited accounts. Once data have been certified as accurate and final by School or System Authorities (and payments have been processed in relation to census data) amendments will be made only in exceptional circumstances, and then only after the provision of independent evidence (eg audited financial statements). However errors detected during Census post-enumeration or Financial Questionnaire verification will be corrected (these affect only a small number of schools each year, and form part of the GRG Program financial management strategy).

111. Also refer to Appendix F, Part 3, Accountability Requirements for 2005-2008.

112. General recurrent funding is available to meet the educational needs of all students, including Indigenous students. While the Commonwealth does provide Indigenous-specific funding, it is supplementary to this mainstream funding and is given to accelerate progress towards achieving equitable and appropriate outcomes for Indigenous students over and above what could be expected through mainstream funding. The Commonwealth expects that general recurrent grants will be used to redress the significant gaps in educational outcomes between Indigenous and non-Indigenous Australians.

113. This is particularly so as all State and Territory governments, as well as the Commonwealth, have made a commitment to achieve the National Goals of Schooling which include:

3.3 Aboriginal and Torres Strait Islander students have equitable access to, and opportunities in, schooling so that their learning outcomes improve and, over time, match those of other students

3.4 all students understand and acknowledge the value of Aboriginal and Torres Strait Islander cultures to Australian society and possess the knowledge, skills and understanding to contribute to and benefit from, reconciliation between Indigenous and non-Indigenous Australians

114. In addition, all State and Territory governments and the Commonwealth have made a commitment to achieve the 21 Goals of the National Aboriginal and Torres Strait Islander Education Policy (AEP) which cover four broad themes:

1. the involvement of Aboriginal people in education decision making
2. equality of access to educational services
3. equity of educational participation
4. equitable and appropriate educational outcomes

115. To ensure that Indigenous education is accorded a mainstream education priority in order to achieve these goals, government education authorities and non-government school systems are required to complete this annual Indigenous Education Statement (IES) as a condition of receiving general recurrent grants under the Schools Assistance Act 2004. The Indigenous Education Statement on 2007 initiatives and expenditure is required by 30 June 2008. Information in these statements will be used in the National Report to Parliament on Indigenous Education and Training 2007.

116. A proforma IES detailing the information required by the Commonwealth will be provided to States/Territories and non-government school system authorities. The IES is available on the DEEWR website at: www.dest.gov.au/indigenous/iesof
Appendix 2.2.K: Recognition of Commonwealth Assistance for the Investing in Our Schools Program

Non-Government Schools

School Requirements

117. Schools must hold recognition ceremonies as part of their conditions of funding, however, under recent changes to the Recognition requirements for schools under IOSP, the Department will automatically exempt schools from holding an opening ceremony for all IOSP projects that received funding of $50,000 or less. School records on the IOSP grant management system will be updated to reflect this.

118. For schools that received funding of $50,000 or more:
   a. The Minister must be invited to all opening ceremonies;
   b. A convenient date for the ceremony for all parties should be chosen. Schools are required to choose three dates to allow greater flexibility for the Minister or her representative to attend;
   c. Provide the Minister with at least two months’ notice of any openings and public events relating to the projects;
   d. Ceremonies should not be scheduled on Parliamentary Sitting Days;
   e. Schools are required to hold only one combined opening ceremony for all IOSP projects with a project value of greater than $50,
   f. Make provision in the official proceedings for the Minister or her representative to speak;
   g. For assistance with organising an official opening, contact the DEEWR Hotline on 1300 363 079 to arrange the Commonwealth’s participation;

119. Once it is established that the Minister or her representative is to open a facility, this arrangement cannot be changed without the Commonwealth’s agreement.

Additional School Acknowledgement of Funding Required Construction Projects

120. Publicity: Schools should acknowledge the Commonwealth’s assistance in publicity issued by the school regarding its IOSP project such as newsletters, web sites, articles in the local media, school outdoor signs and any other form of advertising available to the school.

121. Plaques: Schools will be required to affix a plaque to all completed projects where appropriate. This includes but is not limited to new buildings, playground equipment, toilet blocks, shade structures, new classrooms and landscape beautification etc. The size of the plaque should be commensurate with the size of the project / structure to which it is to be affixed.

122. Where a plaque cannot be attached to a construction project because of the nature of the project, for example painting, new floor coverings or school grounds improvements, then a plaque must be purchased and placed in an appropriate location in the school such as the front foyer or administration area.
Procurement Projects

123. Publicity: Schools should acknowledge the Commonwealth’s assistance in publicity issued by the school regarding their IOSP project such as newsletters, web sites, articles in the local media, messages from the Minister, school signage and any other form of advertising available to the school.

124. Plates: Where possible, a small PVC plate should be attached to all procurement items, for example the purchase of ICT, digital whiteboards and audio visual equipment, desks, chairs, mowers, fences, etc.

125. Other sources of funding must not be acknowledged on the Investing in Our Schools plaques for state government schools.

126. Stickers: Stickers with modified plaque wording are to be attached to all books and smaller library resource items.

127. Where a plate or sticker cannot be attached to a procurement project because of the nature of the project, for example planning or scoping projects, multiple items across multiple areas, then a plaque must be purchased and placed in an appropriate location in the school such as the front foyer or administration area.

128. Costs for meeting recognition requirements should be included in the funding application.
Part 2.3: Grants for Commonwealth Targeted Programs

1. The Commonwealth provides funding for a range of targeted programs. This part covers the following programs funded under the *Schools Assistance Act 2004*:

   - Grants for Improving Learning Outcomes for Educationally Disadvantaged Students
     - Literacy, Numeracy and Special Learning Needs Program
     - English as a Second Language – New Arrivals Program
     - Country Areas Program
   - School Languages Program

   It also includes the following Programs funded under Annual Appropriations Acts:

   - Enterprise and Career Education Program
   - Projects to Enhance Literacy and Numeracy Outcomes Program
   - Quality Outcomes Program
     - Quality Outcomes – Other
     - Prime Minister’s Prize for Australian History
     - Parliament and Civics Education Rebate (PACER)
     - Values Education
     - Civics and Citizenship Education Program
     - The Commonwealth Quality Teacher Program
     - The National School Drug Education Strategy
     - Boosting Innovation, Science, Technology and Mathematics Teaching Program

Grants for Improving Learning Outcomes for Educationally Disadvantaged Students

Introduction

2. Improving the learning outcomes of educationally disadvantaged students is a high priority for the Commonwealth. It is also one of the *National Goals for Schooling in the Twenty-First Century*: “that the learning outcomes of educationally disadvantaged students improve and, over time, match those of other students.”

3. In 2008, programs of targeted assistance which aim to improve the learning outcomes of educationally disadvantaged students include the:

   - Literacy, Numeracy and Special Learning Needs Program;
   - English as a Second Language - New Arrivals Program;
   - Country Areas Program.

4. The targeted assistance program structure for the 2005-2008 quadrennium is reflected in the *Schools Assistance Act 2004*.

Agreement Arrangements

5. The Literacy, Numeracy and Special Learning Needs Program, ESL - New Arrivals Program and Country Areas Program are included in the four year funding agreements between the Commonwealth and each of the three school education authorities in each State and Territory.
Conditions of Funding

Accountability Requirements
7. Financial and educational accountability requirements will be specified as appropriate in agreements or contracts with clients, consistent with the Schools Assistance Act 2004, and regulations. See Appendix F, Part 3 for more information.

Supplementation
8. Program grants are supplemented annually in respect of movements in average government school recurrent costs through the application of the AGSRC Index and in accordance with Section 124 of the Schools Assistance Act 2004. See Appendix G, Part 3 for more information.

Literacy, Numeracy and Special Learning Needs Program
Introduction
9. The Literacy, Numeracy and Special Learning Needs (LNSLN) Program has three distinct elements:
   A. Schools Grants (formerly known as the Strategic Assistance for Improving Student Outcomes Program);
   B. Non-Government Centres Support (formerly known as the Special Education Non-Government Centre Support Program); and
   C. National Projects (formerly known as the Grants for National Literacy and Numeracy Strategies and Projects Program)

Objective
10. The LNSLN Program aims to improve the literacy, numeracy and other learning outcomes of students who are educationally disadvantaged through Schools Grants, and Grants for National Projects and to assist children and students with disabilities through Grants for Non-Government Centres Support.

A. Schools Grants Element
Introduction
11. The Schools Grants element constitutes the Commonwealth’s key targeted program contributing assistance for schools to meet the needs of educationally disadvantaged students, including students with disabilities. Schools Grants funding is allocated to government and non-government school education authorities in the States and Territories.
12. Schools Grants funding, including the strategic assistance (per capita) payment, is not intended to represent the benchmark or ceiling level of support for educationally disadvantaged students. The Schools Grants element is only one source of funding available to schools to meet the needs of educationally disadvantaged students and is not related to the total level of resources required.
Objective

13. This element helps government and non-government school education authorities to improve the learning outcomes of educationally disadvantaged students, including students with disabilities, particularly in literacy and numeracy, by contributing funding for additional teaching and learning assistance.

Target Groups


15. Funding is targeted at the most educationally disadvantaged school students, including special school students, from K (or equivalent) to Year 12 who may face barriers to effective participation at school and who:
   
   • are not achieving or are at risk of not achieving a national benchmark standard of literacy and/or numeracy or other appropriate standard of achievement; and/or
   • require additional assistance to reach an appropriate standard of achievement.

16. Educational disadvantage may be associated with a range of factors such as a disability or learning difficulty, a language background other than English, Aboriginal or Torres Strait Islander background, low socio-economic background or geographical isolation.

17. Funding provided to State and Territory government education authorities may be targeted for children with disabilities, including those below school age, who attend government centres (government centre means a place conducted by or on behalf of the government of a State at which special education is provided).

Funding Allocations

18. Details of funding available under the Schools Grants element of the LNSLN Program are provided at Appendix C Part 3, including total funding available and allocations for State and Territory government and non-government education authorities.

19. During the quadrennium, there are some factors that will have an effect on the funding levels for education authorities. The Commonwealth will provide education authorities with advice on changes to funding levels as early as possible in advance of each program year.

20. The mechanism for allocating funds to sectors under this Program is outlined in the section titled ‘Allocative Mechanism’ below.

Administration

21. State and Territory government and non-government school education authorities are responsible for the detailed administration of the Schools Grants element in their systems and schools.

22. School education authorities have the flexibility to make decisions on which schools, including special schools (or government centres where appropriate), have the greatest need for additional assistance for educationally disadvantaged students and to determine appropriate funding amounts for those schools. Schools have the flexibility to use funding innovatively to meet the needs of their students.
23. The Commonwealth requires education authorities to take the following three principles into account in all aspects of managing Schools Grants funding:

- Equity (ensuring resources are targeted to students in greatest need)
- Effectiveness (ensuring that resources are used to support effective instructional approaches); and
- Efficiency (ensuring that resources are not consumed in administrative procedures).

24. This includes taking account of outcomes measures in a strategic way as part of the process for managing funding.

**Recognition of Commonwealth Funding**

25. The Commonwealth wants to increase recognition of its funding contribution for educationally disadvantaged students. Education authorities are required to invite the Commonwealth Minister for Education, (or her nominated representative) to address key events and launches of initiatives to which Schools Grants funding has made a significant contribution. This invitation must be issued sufficiently in advance of the key event so as to allow consideration of the event in the context of other commitments and to allow for appropriate preparation time.

**Information to be provided to the Commonwealth**

26. Government and non-government school education authorities are required to provide the Commonwealth with information concerning the way in which the funds are managed, including information on:

- principles for allocating funding within systems and to schools, including information on how the principles of equity, effectiveness and efficiency are implemented and information on plans to review or update allocative mechanisms; and
- arrangements for consulting with relevant educational and community stakeholders including information on application and marketing processes and procedures for determining Schools Grants funding priorities and targeting arrangements.

27. This information requirement reflects the Commonwealth’s interest in ensuring that relevant stakeholders are consulted in decision-making about the allocation of Commonwealth targeted funding to schools. In the independent sector, which is non-systemic by nature, this is expected to include consultation, where appropriate, with school ‘systems’ or representative groups within the sector.

28. This information was provided to the Commonwealth in March 2005. However, if there are any significant subsequent changes to the information on funding management processes during the 2005-2008 quadrennium, advice of these changes is to be provided to the Commonwealth as they occur over the remainder of the quadrennium. Education authorities should keep appropriate records of their Schools Grants element management processes and be prepared to provide information on these processes to the Commonwealth if requested.

29. In the interest of sharing information and improving practice, it is requested that if State and Territory government or non-government school education authorities conduct an evaluation of relevance to funding for literacy and numeracy and funding for educationally disadvantaged students, including students with disabilities, that a copy is forwarded to the Department for information.
30. State and Territory government and non-government school education authorities may from time to time be required to provide supplementary material in areas to be determined. Any such requirement would be incorporated into the annual update of program guidelines throughout the quadrennium.

**Use of Funds**

31. Funds may be used for system, sector or school strategies which directly contribute to achieving Schools Grants element objectives.

32. It is expected that school education authorities, in administering this funding in their systems and schools, will take account of relevant national initiatives and agreements and areas of importance to the Commonwealth such as those described below:

- Australia’s *National Goals for Schooling in the Twenty-First Century*, including the goals:
  - that the learning outcomes of educationally disadvantaged students improve, and over time, match those of other students; and
  - that when students leave school they should have attained the skills of numeracy and English literacy: such that every student should be numerate, able to read, write, spell and communicate at an appropriate level.

- Implementing the National Literacy and Numeracy Plan (see Appendix 2.3.B) as agreed by Education Ministers in 1997 which focuses on the crucial early years (K-3) so that every child commencing school from 1998 will achieve a minimum acceptable literacy and numeracy standard within four years.

- Achieving the Years 3, 5, 7 literacy and numeracy targets (see Appendix E Part 3).

- Assisting the integration of children with disabilities into regular school settings and supporting the needs of students with disabilities and learning difficulties to enable them to fully access the curriculum and improve their participation and outcomes.

- Assisting Indigenous students who have not developed adequate English literacy and numeracy skills and are therefore having difficulty coping with the school curriculum.

- Assisting students from a language background other than English by developing their English language competence and facilitating their participation in mainstream education activities.

- Assisting students from a low socio-economic status background who have not developed appropriate English literacy and numeracy skills.

- Assisting students in the middle years of schooling who have not developed adequate literacy and numeracy skills and who are therefore having difficulty coping with the school curriculum.

- Assisting schools with a high proportion of students who are educationally disadvantaged and who have the highest needs for additional assistance.

33. Schools Grants funding is intended to contribute towards additional learning assistance in schools. It is not to be used for major capital works expenditure.

**Allocative Mechanism**

34. The Schools Grants element contributes funding to education authorities for additional assistance for a wide range of students, including students with disabilities. As there is no agreed national definition that would cover all students with special needs, the
mechanism for allocating funds to government and non-government school education authorities is intended to provide levels of support commensurate with the sector’s size and other indicators of need where these are available and suitable to use on a national basis.

35. A detailed description of the allocative mechanism can be found at Appendix 2.3.A.

**Strategic Assistance (per-capita) funding for students with disabilities**

36. Schools Grants funding includes a strategic assistance (per capita) payment which is provided to education authorities based on the number of eligible students with disabilities reported for the year immediately before the program year.

37. The formula used for calculating the strategic assistance (per capita) payment for a sector is as follows:

\[ \text{Strategic assistance amount} \times \text{number of eligible students with disabilities for the year immediately before the program year} \]

38. The strategic assistance payment is based on the number of eligible students with disabilities in a sector the year immediately before the program year. For new non-government schools that open in 2008, the relevant school education authority will receive a payment at the end of the year that is based on the number of eligible students with disabilities on schools census day in 2008.

39. Education authorities will need to ensure that program administration arrangements reflect this change as payments will no longer be based on estimated entitlements. This means that there will be no update of numbers of eligible students with disabilities throughout the program year. In addition, no retrospective payments, for previous program years or the current program year, will be entered into.

40. The Commonwealth requires details of enrolments eligible for this funding. (See Appendix 2.3.A for the definition of a student with a disability for the purposes of determining eligibility).

- State and Territory government school education authorities are requested to provide to the Commonwealth, by November each year, details of their final enrolments eligible for this payment for the program year. This figure will then be used to calculate the following year’s strategic assistance (per-capita) payment for their sectors.

- Non-government enrolments eligible for this payment will be obtained from the non-government schools census data of the year prior to the program year.

**Payment Procedures**

41. Government school education authorities receive twelve payments over the period January-December (being made each month) of which each payment is one twelfth of entitlement.

42. Non-government school education authorities receive four payments over the period January-December (being made in January, April, July and October) of which each payment is one quarter of entitlement.

**Accessing Funds**

43. For information about accessing funding, schools should contact the relevant school education authority which is representative of the school. Generally, government schools should contact their State or Territory school education authority, Catholic schools should
contact the Catholic Education Commission in their State or Territory and independent schools should contact the Association of Independent Schools (or equivalent) in their State or Territory.

**Additional Information**

44. For additional information about Schools Grants funding, refer to:
- DEEWR Addresses and Contact Details, Appendix A, Part 3; and
- Calendar of Events, Appendix B, Part 3.

**Relevant Sections of the Act**

45. The relevant sections of the *Schools Assistance Act 2004* are 115, 116, 117, 118.
B. Non-Government Centres Support Element – Literacy, Numeracy and Special Learning Needs Program

Objective

46. The Non-Government Centres Support element of the Literacy, Numeracy and Special Learning Needs (LNSLN) Program aims to improve the educational opportunities, learning outcomes and personal development of children with a disability.

Target group

47. Children with a disability who receive services provided at or in connection with non-government centres.

48. Funding under this element is to be targeted to:
   • support learning and educational development opportunities for children with a disability who are below school age to prepare them for integration into regular pre-schools or schools;
   • assist school-aged children with a severe disability by improving their access to educational programs; or
   • assist children in residential care.

Eligibility

49. For the purposes of this element of the Program:
   • A ‘child with a disability’ means a child, whether below or of school age, who has been assessed by a person with relevant qualifications as having an intellectual, sensory, physical, social or emotional impairment or more than one of those impairments to a degree that satisfies the criteria for eligibility to access special education services or programs provided by the government of the State in which the child resides.
   • Children whose only impairments are specific learning difficulties or for whom remedial education or remedial support is appropriate, are not eligible.
   • ‘Children in residential care’ means children who satisfy the above definition of a child with a disability and are:
     - separated from their families for welfare, rehabilitation, corrective or medical purposes; and
     - living in establishments that provide counselling, education or guidance services.
   • A ‘non-government centre’ means a place in a State that:
     - provides programs or activities designed specifically for children with a disability
     - is not managed or controlled by or on behalf of the government of the State
     - is not conducted for profit; and
     - is not registered as a school.
For example, a non-government centre may be:
- a pre-school (This may include a pre-school which operates as part of a non-government school but is not established as a separate entity. In such cases, the school may apply for funding under this Program for its pre-school special education activities)
- an early intervention centre
- a registered charity
- a religious organisation
- a local government instrumentality; or
- a community organisation, e.g. parent group.

**Funding**

50. Details of funding allocations to States/Territories under the Non-Government Centres Support Element of the LNSLN Program are provided at Appendix C, Part 3.

51. Commonwealth funding is supplementary to funding that non-government centres receive from other sources.

**Administration**

52. Funding allocations for this element of the Program are provided to an ‘agent’ in each State. The agent is the State Department of Education or equivalent.

53. The agent in each State is responsible for the detailed administration of funding provided under this element of the Program.

54. Non-government centres should contact the agent to obtain details about the process for accessing funding.

55. In determining priorities for allocating the funding to individual non-government centres, agents are expected to consult with all relevant stakeholders, including education authorities and community groups.

56. The agents are responsible for allocating the funds to individual non-government centres. It is a condition of funding that agents:

- allocate at least 5% of the program funding to the construction or refurbishment of non-government centre facilities or the purchase of property to establish a non-government centre; and
- submit an annual building plan outlining the building projects to be undertaken; or
- provide an explanation giving reasons why this condition has not been met.

57. The building plan for 2008 should outline the process used to select the projects to be undertaken and include the following information for each project:

- the name of the non-government centre
- details of the educational services provided by the non-government centre to children with disabilities
- a description of the building work to be undertaken, including the expected benefits for children with disabilities
- the location of the project (street number and name, suburb, town/city)
- the estimated total project cost
- the Commonwealth’s contribution (grant amount)
- the timeframe for the project; and
- the Federal electorate in which the project is located.

58. The building plan for 2008 is to be submitted as soon as practicable following approval of the building projects, but no later than the end of February 2008. (See paragraph 71 for announcement of building projects)

59. Agents are also required to:
- advise the Department of any significant changes to the building plan for 2008 as the year progresses; and
- report on progress with the 2007 building plan, and any residual projects from previous program years, by the end of May 2008.

**Information to be provided to the Commonwealth**

60. In 2005, Government education authorities were required to provide the Commonwealth with information concerning the way in which funds are managed including information on:
- principles for allocating funding to Non government organisations, including information on how the principles of equity, effectiveness and efficiency are implemented and information on plans to review or update allocative mechanisms; and
- arrangements for consulting with relevant educational and community stakeholders including information on application and marketing processes and procedures for determining funding priorities.

61. This information was provided to the Commonwealth in March 2005. However, if there are any significant subsequent changes to the information on funding management processes during the 2005-2008 quadrennium, advice of these changes must be provided to the Commonwealth as they occur over the remainder of the quadrennium. Education authorities should keep appropriate records of their Non-Government Centres Support element management processes and be prepared to provide information on these processes to the Commonwealth if requested.

62. Under the Non-Government Centres Support Element, information should also be provided using the template provided to agents, on:
- the organisations directly assisted and the amount of funding provided, by target group, in 2007 and;
- the number of children with a disability who received services provided at or in connection with these organisations, by target group, in 2007.

63. This information is required by 14 March 2008.

**Use of Funds**

64. The funds may be used by non-government centres for purposes which contribute to achieving the objectives of this element of the Program, and may include the following:
• the salaries of teachers, specialists, professionals, e.g. therapists and support personnel
• essential travel and transport costs of children, teachers, specialists, professionals and support personnel
• consultancy and advisory services
• curriculum development
• monitoring and evaluation of educational programs and other services
• professional development programs associated with special education
• the purchase of specialist educational equipment and technology; and
• the construction of non-government centre facilities, extension or refurbishment of existing non-government centre facilities or the purchase of property to establish a non-government centre.

65. The Commonwealth retains, for 20 years from the date of completion of a project, a right to repayment of the whole or a portion of any grant of more than $50,000 if the facilities are sold or otherwise disposed of or cease to be used for purposes that benefit children with a disability. The amount of funds repayable will be calculated by applying a five per cent reduction to the grant paid for each year the facility was used to assist children with a disability.

Allocative Mechanism
66. From 2005, allocations are based on the estimated State/Territory shares of the population aged 0-18 years who have a disability.
67. A detailed description of the allocative mechanism can be found at Appendix 2.3.A.

Payment Procedures
68. Payments to the agents will be made in January, April, July and October. Each payment will be one quarter of the entitlement.
69. Further details are included in the Funding Tables and Payment Procedures for 2008 in Appendix C, Part 3

Recognition of Commonwealth assistance for building projects
70. Non-government centres must give appropriate recognition of Commonwealth assistance for building projects. Recipients of grants must comply with the procedures specified in Appendix 2.2.F, Part 2.

Announcement of building projects
71. Following receipt of the building plan from agencies (see section 59), the Commonwealth will advise relevant Federal Members of Parliament of building projects approved for funding in their electorates. Individual non-government centres and State Members of Parliament, if applicable, must not be notified of approved building projects until the Department has confirmed with agencies that Federal Members of Parliament have been notified.
Additional Information

72. For additional information about Non-Government Centres Support funding, refer to:
   - DEEWR Addresses and Contact Details (Appendix A, Part 3); and
   - Calendar of Events (Appendix B, Part 3).

Relevant sections of the Act

73. The relevant sections of the Schools Assistance Act 2004 are 115 and 119.
C. Grants for National Projects Element (incorporating Projects to Enhance Literacy and Numeracy Outcomes) - Literacy, Numeracy and Special Learning Needs Program

Objective

74. To support strategic national research projects and initiatives aimed at improving the learning outcomes of educationally disadvantaged children and school students.

Target group

75. National projects and initiatives focus on improving the learning outcomes of educationally disadvantaged students, ie those who:
   - are not achieving a national benchmark standard of literacy and/or numeracy or other appropriate standard of achievement; and/or
   - require additional assistance to achieve an appropriate standard of achievement.

76. Educational disadvantage may be associated with a range of factors such as a disability or learning difficulty, a language background other than English, Aboriginal or Torres Strait Islander background, low socio-economic background or geographical isolation.

Eligibility

77. The Commonwealth determines the method of application to conduct projects and eligibility for project funding, depending upon the nature of each project.

78. Where applicable, national priorities and project briefs are developed in consultation with education authorities, relevant national organisations and professional bodies approved by the Minister.

79. Funding under the National Projects element of the LNSLN Program is not directed at individual schools. School education authorities may apply to undertake national projects if they consider they have the necessary expertise and resources.

80. Collaboration between school education authorities, parents, teacher professional associations, principals, national literacy and numeracy organisations and higher education institutions is a key aspect of projects supported under this element of the LNSLN Program.

Funding

81. Details of funding are outlined in Appendix C, Part 3.

82. Amounts for individual projects will be determined in the context of the process of selecting applicants to carry out projects and approved by the Minister.

Use of Funds

83. In 2008, the National Projects element may include a focus on the following areas:
   - national strategic literacy and numeracy research and development
   - identifying and promoting effective school and classroom practices to enhance learning outcomes
• further development of a nationally comparable reporting framework in the eight key priority areas agreed by MCEETYA
• early childhood education initiatives
• the effective use of information and communication technologies to improve learning outcomes
• community literacy and numeracy initiatives
• contributing towards national and international data collection on educational achievement; and
• national coordination, dissemination and promotion.

Applications
84. The Commonwealth will determine the method of application for funding depending on the nature of the project. This may include projects being advertised as open to competitive tender in the national press, selective tendering or submissions sought from pre-eminent experts.

Payment Procedures
85. Payment schedules for projects are detailed in an agreement between the Commonwealth and the successful applicant/s.

Reporting Requirements
86. Reporting and acquittal requirements for projects are detailed in an agreement between the Commonwealth and the successful applicant/s.

Additional Information
87. For additional information about this Program, refer to:
  • DEEWR Addresses and Contact Details, Appendix A, Part 3; and
  • Calendar of Events, Appendix B, Part 3.

Relevant Sections of the Act
88. Refer to section 120 of the Schools Assistance Act 2004.
English as a Second Language - New Arrivals

Introduction
89. The English as a Second Language – New Arrivals (ESL-NA) Program provides Commonwealth funding to State and Territory government and non-government education authorities to assist with the cost of delivering intensive English language tuition to eligible newly arrived migrant primary and secondary school students.

Objective
90. To improve the educational opportunities and outcomes of newly arrived students of non-English speaking backgrounds by developing their English language competence and facilitating their participation in mainstream education activities.

Target group
91. Students who have recently arrived in Australia and whose first language is not English or whose language commonly spoken in the home is not English, and whose proficiency in the English language is determined, at the local level, to require intensive assistance to enable them to participate fully in mainstream classroom activities.

Eligibility
92. Unless determined otherwise by the Minister, in order to be eligible students are required to be:

- Either:
  - Australian citizens or hold permanent residency status; or
  - be minors (under 18 years of age at the time of enrolling in the initial course of intensive English language instruction); and
    - accepted as a temporary migrant under any part of the Australian Government’s Humanitarian Program; or
    - holding a provisional visa granted under the Business Skills Category of the Commonwealth’s Non-Humanitarian Migration Program; or
    - holding a provisional visa granted under the Family Migration Stream of the Commonwealth’s Non-Humanitarian Migration Program and who will start school for the first time in Australia after 1 January 2007; or
    - holding a Removal Pending Bridging Visa.

- and:
  - at the time of enrolling in the initial course of intensive English language instruction, be undertaking primary or secondary education at a government or non-government school, or have an intention to undertake such education as soon as practicable after completion of the course; and
  - if entering the first year of primary schooling, to have enrolled in an intensive English class funded under this Program within 18 months of arrival in Australia or being granted a temporary visa under the Humanitarian Program; or
  - if entering any other year of schooling, have enrolled in an intensive English class funded under this Program within six months of arrival in Australia or being granted a temporary visa under the Humanitarian Program.
93. Students who do not meet the eligibility criteria set out in paragraph 92 will not attract ESL-NA Program funding but may, at the discretion of the authority, be included in programs/classes organised for eligible students.

**Funding**

94. Students who meet the eligibility criteria set out in paragraph 92 will, for the purpose of this program, be categorised as either eligible new arrivals or eligible humanitarian new arrivals. Eligible humanitarian new arrivals include those students who are in Australia under any part of the Commonwealth’s Humanitarian Program that hold permanent residency status; or are minors (under 18 years of age at the time of enrolling in the initial course of intensive English language instruction) and accepted as a temporary migrant. Eligible new arrivals include students that meet the eligibility criteria set out in paragraph 92 excluding those who are in Australia under any part of the Commonwealth’s Humanitarian Program.

95. The Commonwealth will allocate per capita funding to education authorities in respect of each eligible new arrival student from 1 November 2007. The per capita grant payable for eligible humanitarian new arrivals will apply from 1 January 2008.

96. Funding for this program is detailed in the Funding Tables and Payment Procedures in Appendix C, Part 3 and in the Summary Table of Funding at Appendix D, Part 3.

**Funding Arrangements**

97. The grant provided is a once-only payment for each eligible student and is paid to the education authority responsible for the provision of the student’s initial course of intensive English instruction.

98. Education authorities should lodge claims for funding with the Department twice a year:

- by the second Friday in August (covering the period from 1 November in the previous year to 30 June in the current year); and
- by the last Friday in November (covering the period 1 July to 31 October in the current year).

Note: See paragraph 103 for information on eligible student visa subclasses to be provided with the claim for funding.

**Use of Funds**

99. Eligible new arrival students are expected to receive a minimum of six months intensive English language tuition either in intensive language centres/units or in schools. Eligible humanitarian new arrival students are expected to receive a minimum of 12 months intensive English language tuition in intensive language centres/units or in schools. Where tuition is provided in schools, it is expected that students will be provided with a minimum of ten hours of ESL assistance per week. The amount and duration of assistance to be provided for individual students is, however, a matter for education authorities to determine.

100. Funds may be used at the discretion of the educational authority for such purposes as:

- the employment of specialist teachers, including bilingual teachers, to teach ESL in a variety of situations, including but not restricted to:
  - intensive and part-time withdrawal instruction;
• parallel and team teaching;
• assistance to regular teachers to enable them to attend more effectively to English language development across the curriculum for ESL learners;

- the employment of advisory staff, interpreters, translators, bilingual welfare officers, teachers aides and school-community liaison workers;
- curriculum development and the provision of ESL teaching and learning materials;
- the provision of small items of equipment such as teaching aids. (Funds may not otherwise be used for capital purposes); or
- the provision of ESL in-service courses for ESL specialists as well as mainstream teachers.

Administration

101. Government and non-government education authorities in each State and Territory are responsible for detailed administration of the Program.

102. The Accountability Requirements, at Appendix F, Part 3, sets out the financial and educational reporting requirements for government and non-government education authorities relating to the ESL-NA Program. Education authorities need to advise the Commonwealth of any changes to the State and Territory government and non-government developed assessment tool used to assess English language when changes occur over the remainder of the Quadrennium.

103. The Commonwealth requires details of the number of eligible students in all visa subclasses (permanent and temporary) and under the existing categories of male and female at primary and secondary levels. This information should be provided with claims for funding (see paragraph 98.) Where no students are claimed for a period, a NIL return is required.

Applications

104. For information about applying for ESL-New Arrivals funding, government schools should contact their State or Territory education authority and Catholic schools should contact the Catholic Education Office/Commission in their State or Territory. Independent schools should contact the Association of Independent Schools in their State or Territory.

105. Applications are assessed by the relevant education authority or school in each State or Territory. Authorities then submit the claims to the Commonwealth.

Payment Procedures

106. Three payments are made to education authorities:

- January: An advance payment totalling 75 per cent of the payment made for the previous program year will be made in respect of the estimated number of eligible students for the period 1 November to 30 June. Advance payments will only be made where eligible students numbered five or more in the previous program year;
- August: in respect of the actual number of eligible students for the period 1 November to 30 June, taking into account any advance that may have been paid in January; and
December: in respect of the actual number of eligible students for the period 1 July to 31 October in the current program year.

(Supplementation is included in the second period payment to the State and Territory government and non-government education authorities).

Additional Information

107. For additional information about this Program, refer to:

DEEWR Addresses and Contact Details, Appendix A, Part 3; and

Calendar of Events, Appendix B, Part 3.

108. Information about staying permanently in Australia and about visas and visa:


Relevant Sections of the Act

109. The relevant sections of the Schools Assistance Act 2004 are 4, 112, 113 and 114.
Country Areas Program

Introduction
110. The Commonwealth recognises that students attending primary and secondary schools in geographically isolated areas have less access to educational opportunities than metropolitan students. The Country Areas Program (CAP) provides support additional to that provided by State and Northern Territory education authorities and schools to address this issue.

Objective
111. The CAP aims to help schools and school communities improve the educational outcomes and opportunities of students who are educationally disadvantaged because of their geographical isolation so that their learning outcomes match those of other students.
112. The CAP is available for projects that would enhance the educational achievements and increase the opportunities and choice available to students disadvantaged by geographical isolation.

Target group
113. Students who are attending primary and secondary schools in geographically isolated areas who are educationally disadvantaged by their geographic isolation.

Eligibility
114. Funding is available to government and non-government primary and secondary schools located in geographically isolated areas, or distance education facilities servicing these areas.
115. Projects in special schools or schools with special units for students with disabilities that meet the above criteria are eligible for support.
116. Boarding schools which are not located in geographically isolated areas are not eligible for support.

Funding
117. Funding is detailed in the Funding Tables and Payment Procedures in Appendix C, Part 3 and in the Summary Table of Funding at Appendix D, Part 3.
118. The 2001 Australian Bureau of Statistics Census geographical data was used for the CAP allocative mechanism (see Appendix 2.3.A), which determines the distribution of CAP funds between the States and the three educational sectors.

Use of Funds
119. The CAP provides additional funds to support geographically isolated students. Its purpose is to supplement the education provided by schools.
120. The Commonwealth’s contribution through the CAP is supplementary to funding provided by education authorities to support quality learning outcomes. CAP funds are not to be used as a substitute for funding resources or services, which are the responsibility of education systems, other agencies or providers. CAP funds are intended to enable projects
to meet the particular needs of rural students and are not intended to replace funding that
would normally be provided to schools.

121. CAP funds are available for projects which support:

**Curriculum enhancement**

122. Accessing activities which complement, support and enrich the curriculum for
geographically isolated primary and secondary school students such as:

- Excursions and hosting visits where the costs associated with excursions and
visits are greater because of geographic isolation
- Provision of support for subjects such as Languages Other Than English (LOTE), music and attendance at sporting events
- Additional costs associated with activities which support secondary students in
making the transition to further education, training and work (post school
pathways) including VET in schools and work experience.

**Information and Communication Technology**

123. Providing Information and Communication Technology (ICT) to enable
geographically isolated students to be confident, creative and productive users of the new
technologies, particularly ICT and understand the impact of these technologies on society.
CAP’s role is to enhance education system responsibilities in the application of technology to
teaching and learning. Where State/Territory education authorities have made a
commitment to roll out ICT equipment to all schools over several years, projects purchasing
ICT equipment would need to demonstrate clearly that it is a necessary addition within the
long-term planning of the State rollout.

**Professional Development**

124. Professional development and support which address particular development needs
of teachers in geographically isolated areas. The provision of professional support may help
to attract and retain teachers. CAP funds may be used to cover course costs, the supply of
relief staff and travel costs. Given that responsibility for professional development of
teachers rests with State education authorities/schools and that the Commonwealth makes a
significant contribution to the professional development of teachers through the
Commonwealth’s Quality Teacher Program, projects in this area would need to demonstrate
they are a necessary addition to what is the usual responsibility of the education
authority/school. Projects of their type should keep in mind what would be normal for
teachers in metropolitan areas and only address any additional costs to teachers due to their
rural location.

**Promotion of CAP**

125. The promotion of information to inform CAP school communities including the
evaluation, documentation and dissemination of information regarding program activities
with emphasis, as appropriate, on best practice. Note that it is a requirement that all
information dissemination including information on State education authority websites
include acknowledgement that CAP is an Commonwealth initiative.
School Support

126. Where sectoral costs associated with CAP program development and delivery (for example, salary costs of professional staff such as CAP co-ordinators and advisers) are necessary for the effective delivery of CAP, these should be treated as projects and must be identified in the Electronic Schedule of CAP projects as separate projects with outcomes (See paragraph 137-139).

Purchase of Tangible Items

127. Where a school can satisfy itself that the purchase of equipment (such as a computer, musical instruments, tools, library books etc) is consistent with the purpose of the Program, it may expend up to $5,000 on such items. These must be identified in the Electronic Schedule of CAP projects (see paragraph 137) but do not require prior agreement from the Commonwealth.

128. CAP funds may be used for the purchase of capital items. For items of $5,000 or over, recipients must keep a register of assets in the following form.

<table>
<thead>
<tr>
<th>Asset No.</th>
<th>Details of Asset</th>
<th>Purchase Price</th>
<th>Purchase Date</th>
<th>Sale Price</th>
<th>Depreciation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

Note: sufficient detail must be included under ‘Details of Asset’ to enable identification of the Asset, e.g. make, model, colour, serial number, engine number, registration number etc. The register must be available for inspection by DEEWR, if requested. A copy of the assets register must be provided to DEEWR in December each program year.

129. CAP supplementation funds may be used for any projects that are consistent with the objectives and purposes of the CAP program as set out in the Act and Guidelines. Where CAP projects cost more than was anticipated at the time the CAP Electronic Schedule was provided to the Department, CAP supplementation may be used to defray those additional costs.

Administration

130. Government and non-government education authorities in each State and the Northern Territory are responsible for detailed administration of the Program.

131. Government and non-government education authorities must allocate the funds according to the national program objectives, on a transparent basis and with appropriate targeting, including arrangements for consulting with and ensuring the participation of key stakeholders in the planning and delivery of the Program. Government and non-government education authorities are encouraged to consult and cooperate with each other in the administration and operations of the Program.
132. In selecting activities for CAP funding, administrators need to consider the following:

(i) to ensure flexibility, projects may vary in size according to the number and needs of students

(ii) projects should be regularly reviewed to ensure effectiveness. A balance must be achieved between new and recurrent projects so that CAP remains innovative and dynamic, building on existing best practice and developing innovative approaches

(iii) projects should be complementary to the curricula and be part of an integrated approach to improving learning outcomes

(iv) projects should promote the importance of education to parent and community groups and foster the involvement of parents, communities and community agencies; and

(v) where possible, the funds should be maximised by the effective utilisation and sharing of local resources across school communities to supplement, complement and develop CAP initiatives.

133. To enable better program performance monitoring, the Commonwealth requires government and non-government education authorities to advise in writing of the:

- principles for allocating funding within systems and to schools, including reviewing or updating of allocative systems involved in the Program; and

- arrangements for consulting with the relevant educational and community groups on Program priorities and targeting.

134. This information requirement reflects the Commonwealth’s interest in ensuring that relevant stakeholders are consulted in decision making about the allocation of Commonwealth targeted funding to schools.

135. As administration arrangements within authorities may vary, advice on these two issues should be provided by 15 March. This information is sought at the beginning of the quadrennium and any subsequent changes to the arrangements should be provided as they occur during the remaining funding period to the end of 2008.

136. A limit of five percent of the total allocation for each school sector is placed on the amount of CAP funds that may be used for administration purposes.

**Information to be provided to the Commonwealth**

137. The State/Northern Territory government and non-government education authorities will submit an Electronic Schedule of CAP projects at the beginning of each year being funded. The CAP Electronic Schedule will, among other things, identify each school receiving CAP funding along with a short description of the proposed project/s, intended outcomes and costs of the project/s. Where cluster or district/Diocesan projects are planned, the Electronic Schedule will identify the schools in the cluster or district/Diocese as well as the project type, description, intended outcomes and funding. Where State-wide projects are planned, the Electronic Schedule will identify project type, description, intended outcomes and funding. Electronic Schedules will fully commit the initial allocation of Commonwealth funding for the year.

138. The Electronic Schedule is to be submitted to the Department for approval by e-mail as soon as possible following the confirmation of final allocations and no later than 15 March each year. Projects that are cross-sectoral will need to identify the parties and their
funding contribution and notify the Department who the managing authority will be. Education authorities must notify the Department in writing of the name and position of the person authorised by the education authority to submit the Electronic Schedule on behalf of the education authority.

139. State/Northern Territory government and non-government education authorities agree that projects listed in the Electronic Schedule are those that schools will undertake. Any changes must be agreed to by the Department.

Recognition of Commonwealth funding

140. State/Northern Territory government and non-government education authorities/schools can not announce funds until the Commonwealth Minister has announced the CAP projects and funding allocations. The Commonwealth will advise relevant Federal Members of Parliament of CAP projects approved for funding and may also issue press releases. Government and non-government education authorities will be required to ensure that schools and communities are aware of Commonwealth assistance to their CAP project and of the recognition requirements. All publicity or promotional Material related to CAP must refer to CAP by name, acknowledge the financial assistance and other support provided by the Commonwealth and include the following disclaimer notice with the Material. Disclaimer: “The views expressed herein do not necessarily represent the views of the Commonwealth Department of Education, Employment and Workplace Relations.”

Accessing Funds

141. For information about access to funds for CAP, government and non-government schools should contact their State/Northern Territory education authority, Catholic schools should contact the Catholic Education Commission in their State, and Independent schools should contact the Association of Independent Schools in their State/Northern Territory.

Payment Procedures

142. Government systems receive twelve payments over the period January-December (being made each month) of which each payment is one twelfth of entitlement.

143. Non-government systems receive four payments over the period January-December (being made in January, April, July and October) of which each payment is one quarter of entitlement.

144. This is outlined in the Funding Tables and Payment Procedures in Appendix C, Part 3.

Additional Information

145. For additional information about this program, refer to:
   o DEEWR Addresses and Contact Details at Appendix A, Part 3;
   o Calendar of Events at Appendix B, Part 3; and

Relevant Sections of the Act

146. The relevant sections of the Schools Assistance Act 2004, are 103, 104, 105 and 106.
School Languages Program

Objective

147. To help schools and school communities to improve the learning outcomes of students who are learning languages other than English in Australian schools or after hours ethnic schools.

Target group

148. School students from K to Year 12.

Eligibility

149. To benefit from funding, students must be enrolled in a regular school which attracts general recurrent grants funding.

150. Final eligibility for funding under the School Languages Program is determined by the education authorities which administer the funds at the State and Territory level.

151. Funding under the national projects element (refer paragraph 154) of the School Languages Program is not directed to schools. The Commonwealth may seek advice from the MCEETYA Languages Education Working Party in relation to national projects. Depending on the nature of the project, projects may be offered for tender under normal Commonwealth procurement procedures of open tender, limited tender or exemption from tender.

Funding

152. Funding for this Program is outlined in the Funding Tables and Payment Procedures in Appendix C, Part 3 and in the Summary Table of Funding, Appendix D, Part 3.

Funding Arrangements

153. Funding is paid to government education authorities, Catholic Education Commissions and Associations of Independent Schools (Independent Schools Targeted Programs Authority Inc. in South Australia).

154. 5% of funds available for the School Languages Program in the program year will be set aside for national projects. The balance of funds is to be distributed to administering authorities as block grants.

155. The distribution of annual supplementation will be based on an authority’s student per capita entitlement, according to ABS school enrolment data. Supplementation will be distributed to education authorities as follows:

- education authorities currently receiving more than a per capita entitlement of School Language Program funds will be maintained at their initial 2005 level until their per capita entitlement is reached. They will then receive supplementation consistent with their entitlement, proportional to the supplementation available.

- education authorities currently receiving less than a per capita entitlement of School Language Program funds will receive annual supplementation based on their per capita entitlement proportional to the supplementation available.
Conditions of Funding

156. As a condition of receiving funds the education authority must include in its agreement with the Commonwealth a statement that it will meet the relevant commitments outlined in Appendix E and the Financial Accountability requirements outlined at Appendix F.

157. Consistent with the resolution made by the Australian Education Systems Officials Committee (AESOC) in May 2006 to endorse the proposed timeline for collection and analysis of student participation data in languages, education authorities are required to ensure measures are in place to achieve this. The first collection took place in May 2007, with a request for 2005 and 2006 data by language and by year level from K-12.

Use of Funds

158. Funding may be used to support languages education at any level K-12, including Asian, European, Indigenous languages and Auslan. Education authorities must ensure that activities funded under the SLP correspond to the 6 strands of the MCEETYA National Plan for Languages Education in Australian Schools 2005-2008, listed below. It is not expected that each education authority will fund activities relating to all six strands in any one year. The strands supported through SLP funds will depend ultimately on the priorities of education authorities.

- Teaching and Learning
- Teacher Supply and Retention
- Professional Learning
- Program Development
- Quality Assurance
- Advocacy and Promotion of Languages Learning.


160. Funds may not be used for:
- capital purposes; and
- programs, which are predominantly religious or political.

Administration

161. Government, Catholic and Independent education authorities are responsible for detailed administration of the Program.

162. Additional to the financial and accountability reporting requirements set out in Accountability Requirements, Appendix F, Part 3, and to enable better program monitoring, education authorities are required to submit a report by 31 January each year that provides information on program activities for the preceding year. The report is to specify the amount of program funds that have been expended on Australian Indigenous languages and after-hours ethnic schooling. (Refer to Part 3, Appendix J.)

163. The Commonwealth supports three principles to underpin resource allocation decisions at all levels. These are:
- equity (ensuring resources are targeted to students in greatest need)
- effectiveness (ensuring that resources are used to support the introduction of effective approaches); and
efficiency (ensuring that resources are not consumed in administrative procedures).

164. The Commonwealth requires education authorities to take these principles into account in all aspects of managing this Program. This includes, where appropriate, taking account of outcomes measures in a strategic way as one part of the process for managing funding.

Information to be provided to the Commonwealth

165. Government and non-government school education authorities are required to provide the Commonwealth with information concerning the way in which the Program funds are managed. This advice was required to be in writing and provided by the end of March 2005, to include information on:

- principles for allocating funding within systems and to schools including information on how the principles of equity, effectiveness and efficiency are implemented and information on plans to review or update allocative mechanisms; and
- arrangements for consulting with relevant educational and community stakeholders including information on program application and marketing processes and procedures for determining program priorities and targeting arrangements.

166. This information requirement reflects the Commonwealth’s interest in ensuring that relevant stakeholders are consulted in decision-making about the allocation of Commonwealth targeted funding to schools. In the independent sector, which is non-systemic by nature, this is expected to include consultation, where appropriate, with school ‘systems’ or representative groups within the sector.

167. The information was required at the beginning of the quadrennium with any significant subsequent changes to the arrangements to be provided as they occur over the remainder of the 2005-2008 funding quadrennium. Authorities should keep appropriate records of their program management processes and be prepared to provide information on these processes to the Commonwealth, if requested.

168. State and Territory government and non-government school education authorities may from time to time be required to provide supplementary material in areas to be determined. Any such requirement would be incorporated into the annual update of program guidelines throughout the quadrennium.

Accessing Funds

169. For information about access to funds under the School Languages Program, government and non-government schools and after-hours ethnic schools should contact their respective State/Territory education authority.

170. The Commonwealth will determine the method of application for funding for national projects depending on the nature of the project.
Payment Procedures

171. There will be one payment to education authorities made annually in March. Failure to complete and submit the Program Activity Report in accordance with paragraph 162, could affect the timing of funds release to education authorities.

172. National Projects payments can be made at any time during the year, as new projects are approved by the Commonwealth Minister for Education. This is detailed in the Funding Tables and Payment Procedures, Appendix C, Part 3.

Additional Information

173. Specific information relating to individual schools’ allocations should be sought from the relevant education authority which is representative of the school for the purposes of languages education.

174. For additional information about this Program, refer to:
   - DEEWR Addresses and Contact Details, Appendix A, Part 3; and
   - Calendar of Events, Appendix B, Part 3.

Relevant Sections of the Act

175. The relevant sections of the *Schools Assistance Act 2004* are 107, 108, 109, 110 and 111.
Enterprise and Career Education Program

Description
176. The Enterprise and Career Education Program focuses primarily on enterprise education, career education, vocational learning and transition support for young people at school.

Objectives and Rationale
177. The primary objectives of the Enterprise and Career Education Program are to:
   - support the development of an enterprising culture in Australian schools; and
   - assist young people to develop the skills, attitudes and attributes to make smooth transitions through and from school to work and/or further education and training; and
   - support the development of career education that will assist students to develop the skills necessary to make educational, training and occupational choices and to manage their careers throughout their lives.

178. The Enterprise and Career Education Program supports strategic initiatives (including Enterprise Learning for the 21st Century) which develop the capacity of students to be creative, enterprising and confident in their future work and lives. It supports enterprise and career education across the school years, across curricula and across a range of activities that will improve the information, support and experiential learning opportunities provided to young people.

179. Through the application of strategic and innovative projects, the Enterprise and Career Education Program aims to strengthen support for enterprise and career education through partnerships between schools and parents, local businesses and community organisations to assist young people develop the skills and knowledge needed for a successful transition from school to independence.

Target Group
180. The Enterprise and Career Education Program is targeted primarily at school students in both primary and secondary schools.

Administration
181. The Minister will approve the scope of the Program and determine the objectives and broad priorities for projects to be funded under the Program.

Eligibility
182. Funding will primarily be disbursed on the basis of open and competitive purchasing principles. Public tenders may be called for individual projects or a suite of projects.

Funding
183. Details of funding under the Enterprise and Career Education Program is provided in the Funding Tables and Payment Procedures in Appendix C, Part 3, and in the Summary Table of Funding at Appendix D, Part 3.
Quality Outcomes Program

Introduction

184. The Quality Outcomes Program provides funding for strategic projects that support the Commonwealth’s key objective of improved student learning outcomes in schools and its national leadership role in school education.

185. The Program has the following main elements –

- Quality Outcomes – Other
- Prime Minister’s Prize for Australian History
- Parliament and Civics Education Rebate (PACER)
- Values Education
- Civics and Citizenship Education Program
- the Commonwealth Quality Teacher Program
- the National School Drug Education Strategy; and
- Boosting Innovation, Science, Technology and Mathematics Teaching Program.

186. General requirements are provided directly below.

187. Requirements for the last three elements are specific to each element and have been provided in separate program-specific sections below.

Objective

188. To support improved learning outcomes of Australian school students through strategic and collaborative initiatives which:

- improve the quality of teaching and learning;
- promote national collaboration on curriculum and assessment and reporting outcomes;
- enhance the professional role of principals and teachers to support national initiatives in school education;
- promote good practice in school organisation and leadership;
- promote greater national consistency in schooling; and
- support specific Commonwealth initiatives.

189. The Program will:

- increase the availability and effectiveness of educational research and development for teachers and principals, and curriculum materials and products related to Ministerial priorities for key policy issues; and
- provide opportunities for national collaboration in policy development by key education stakeholders on policy issues as determined by the Minister.
Eligibility

190. Funding will primarily be disbursed on the basis of open and competitive purchasing principles rather than on the basis of eligibility or submissions. In some cases funding may be allocated on a national basis for State/Territory initiatives.

191. Public quotations and tenders may be called for individual projects or suites of projects.

Funding

192. Details of funding under the Quality Outcomes Program is in the Funding Tables and Payment Procedures in Appendix C, Part 3 and in the Summary Table of Funding at Appendix D, Part 3.

Administration

193. The Minister will determine the priorities of the Program.

194. DEEWR officials will be represented on Advisory Committees established under contracts to manage projects or suites of projects.

Applications

195. The Commonwealth may use open tender arrangements through advertisement in the Commonwealth Purchasing and Disposals Gazette and national press. Calls for proposals may be made for State/Territory based initiatives.

Assessment

196. Quotations, tenders and proposals will be assessed on the basis of:

- capacity to deliver against predetermined selection criteria on the relevant project brief;
- value for money;
- the extent to which the proposal reveals a proper understanding of, and a sound approach to, the issues involved and addresses the requirements of the brief;
- the experience and demonstrated capability of the consultant or contractor in terms of meeting the Department’s requirements;
- the basis of the proposed fees to be borne by the Department in support of the contract;
- the suitability of arrangements proposed for the supervision of working level consultants/contractors by more senior Departmental staff;
- the extent, if any, that Departmental staff will need to be used;
- the length of time proposed to undertake the project; and
- the nature and detail of documentation to be produced.

Payment Procedures

197. Payment arrangements will be set out in contracts/funding agreements with successful parties. Progress payments will be conditional on progress against agreed project objectives and deliverables. Final payment will be conditional on satisfactory achievement of project objectives and deliverables.
Reporting requirements

198. Contractors will be required to provide written progress and final reports on the outcomes and evaluation of the project against project objectives and deliverables as specified in the contract. Contractors will also be required to provide statistical information and to participate in any program evaluation.
Commonwealth Quality Teacher Program sub-element

Introduction

199. The Commonwealth Quality Teacher Program (AGQTP) provides funding to support professional learning for teachers and school leaders. The Program also supports national projects related to teaching and school leadership and Teaching Australia: The Australian Institute for Teaching and School Leadership. Teaching Australia aims to raise the status, quality and professionalism of teachers and school leaders.

Objective

200. The new phase has the following objectives:
   - to equip teachers with the skills and knowledge needed for teaching in the 21st century;
   - to provide national leadership in high priority areas of teacher professional learning need; and
   - to improve the professional standing of school teachers and leaders.

201. These objectives are underpinned by an overall aim for schools and teachers to be better equipped to support Australian students in achieving improved learning outcomes.

Eligibility

202. Government and non-government education authorities in the States and Territories receive funding for teacher professional development activities on the basis of student enrolment share and under negotiated contracts.

203. Teaching Australia receives funding for an agreed series of activities reflecting priorities set by its Board in consultation with the Commonwealth.

204. National projects are offered for tender under normal Commonwealth procurement procedures of open tender, limited tender or exemption from tender.

Funding

205. Details of funding are under the Commonwealth Quality Teacher Program in the Funding Tables and Payment Procedures in Appendix C, Part 3, and under Quality Outcomes in the Summary Table of Funding at Appendix D, Part 3.

Administration

206. The Commonwealth Quality Teacher Program supports three types of activity: State and Territory activities; national initiatives; and Teaching Australia. For State and Territory activities, education authorities put forward submissions which form the basis for funding agreements between the Commonwealth and education authorities. Payment arrangements and reporting conditions are set out in agreements.

207. Teaching Australia and the Commonwealth agree on activities to be funded from the AGQTP. Funding is provided under a funding agreement which sets out payments arrangements and reporting conditions.

208. The Minister (or his/her delegate) approves strategic national initiatives which are generally offered for tender under normal Commonwealth procurement requirements. Tenders are assessed against criteria specified in tender documentation. Payment arrangements and reporting conditions are set out in contracts.
National School Drug Education Strategy sub-element

Introduction

209. The National School Drug Education Strategy strengthens the provision of educational programs and supportive environments which contribute to the goal of 'no illicit drugs in schools.' This goal is based on the belief that illicit and other unsanctioned drug use in schools is unacceptable. The focus is on educational outcomes. Assisting students with drug related problems and deterring the presence and use of unsanctioned drugs in schools are also issues to be addressed under the Strategy.

Objectives

210. The Strategy has the following objectives:

1. Support the development of safe school environments for Australian school students.
2. In conjunction with students, parents, related agencies and the broader school community, develop initiatives, programs and guidelines to support and enhance State and Territory drug education strategies.
3. Identify, disseminate and promote the use of good practice models of school drug education policies, programs, curriculum and resources.
4. Enhance the range of drug education curriculum materials and resources.
5. Enhance the professional practice of teachers and school support staff and support the training of pre-service teachers.
6. In partnership with other stakeholders such as the Department of Health and Ageing, inform, engage and involve parents about drug related issues.
7. Observe community cultural protocols and in conjunction with students, parents and the broader school community, identify areas of particular need and provide strategies for regions and/or targeted groups.
8. Maintain and strengthen the role of research in the development and delivery of school drug education programs and ensure that school aged children are included in other relevant research under the National Drug Strategy.

Eligibility

211. Government and non-government education authorities in the States and Territories receive funding for school drug education activities under negotiated contracts/funding agreements.

212. National projects are offered for tender under normal Commonwealth procurement procedures.

Funding

213. Detail of funding under the National School Drug Education Strategy is in the Funding Tables and Payment Procedures in Appendix C, Part 3, and in the Summary Table of Funding at Appendix D, Part 3.
Administration

214. The National School Drug Education Strategy supports two types of activity; State and Territory activities and strategic national initiatives. For State and Territory activities, education authorities put forward cross-sectoral submissions for the conduct of school drug education activities under the Program. Once approved by the Commonwealth these submissions form the basis for a funding contract between the Commonwealth and education authorities. Payment arrangements and reporting conditions will be set out in contracts.

215. The Minister will approve strategic national initiatives which will be offered for tender under normal Commonwealth procurement requirements. Tenders are assessed against criteria specified in tender documentation. Payment arrangements and reporting conditions will be set out in contracts.
Boosting Innovation, Science, Technology and Mathematics Teaching Program

Introduction
216. The Boosting Innovation, Science, Technology and Mathematics Teaching (BISTMT) Program aims to raise the scientific, mathematical and technological literacy and the innovative capacity of Australian school students to create learning environments from which more world-class Australian scientists and innovators will emerge, and to provide impetus for the development of a new generation of excellent teachers of science, technology and mathematics.

217. The Program was announced with three elements:
   - National school initiatives in science and innovation- through school clusters (school partnerships with science organisations, tertiary education institutions, industry and the broader community) to promote innovative approaches and cultures in schools;
   - Teacher Associates - Placement of a number of university students, undergraduates and researchers to be placed in schools to help improve teaching and learning; and
   - Data collection and research - to inform teacher workforce planning and advance professional practice in schools.

218. The first two elements are integrated, with their activities being conducted as school projects under the Australian School Innovation in Science, Technology and Mathematics (ASISTM) Project. Teacher assistants are renamed Teacher Associates and include scientists-in-residence, peer tutors, or other terms which describe suitably skilled and experienced persons, such as a tertiary student, researcher and other specialists with expertise in science, technology and/or mathematics.

Objective
219. The objectives of the Program are to:
   - promote world-class teaching and learning of science, technology and mathematics in Australian schools;
   - encourage innovation in Australian schools and extend the innovative capacity of students; and
   - assist in attracting to, and retaining in, the teaching profession, sufficient numbers of high quality graduates in the fields of science, technology and mathematics.

220. The Program is intended to contribute to the assessment and reporting of the Outcome “Individuals achieve high quality foundation skills and learning outcomes from schools and other providers”.

Eligibility
221. Funding will primarily be disbursed on the basis of applications. Public quotations and tenders may be called for individual projects or suites of projects.
Funding
222. Details of funding are provided in Appendix C and in the Summary Table of Funding at Appendix D.

Administration
223. The ASISTM Project will be administered by a national administrator contracted to, and overseen by, DEEWR. DEEWR will manage the research projects.
224. DEEWR officials will be represented, as required, on Advisory Committees established under contracts to manage projects or suites of projects.

Applications
225. Applications relating to the school innovation projects and the teacher associate elements will be administered through a national administrator, overseen by DEEWR, with advice from, and in collaboration with, key government and non-government education authorities and other stakeholder organisations. DEEWR may use open tender in relation to research projects.

Assessment
226. Quotations, tenders and proposals will be assessed on the basis of criteria to be specified in BISTMT Program Guidelines and, where relevant, Departmental procurement guidelines.

Payment Procedures
227. Payment arrangements will be set out in contracts/funding agreements.

Reporting Requirements
228. Contractors will be required to provide written progress and final reports on the outcomes and evaluation of the project against project objectives and deliverables as specified in the contract. Contractors will also be required to provide statistical information and to participate in any program evaluation.
Appendix 2.3.A: Allocative Mechanisms for Commonwealth Targeted Programs

Literacy, Numeracy and Special Learning Needs Program

Schools Grants Element

229. The Commonwealth uses a composite allocative mechanism for determining funding allocations to State and Territory government and non-government school education authorities under the Schools Grants element.

230. The composite allocative mechanism is made up of the following four elements:

A. Approximately 38% of Schools Grants funding is allocated using a mechanism of socio-economic disadvantage which uses the ABS Index of Relative Socio Economic Disadvantage (IRSED) and ABS school enrolment data for the 500,000 most disadvantaged students.

B. Approximately 28% of Schools Grants funding is allocated using a Language Background Other than English (LBOTE) mechanism which uses ABS Census data of students with ESL characteristics.

C. Approximately 26% of Schools Grants funding is divided into a government funding pool and a non-government funding pool and these funding pools are allocated to sectors on the basis of their shares of government or non-government enrolments.

D. Approximately 8% of Schools Grants funding for a strategic assistance (per capita) payment which is calculated using the formula:

\[
\text{strategic assistance amount} \times \frac{\text{Number of eligible students with disabilities for the year immediately before the program year}}{}.
\]

Socioeconomic disadvantage mechanism

231. The mechanism of socio-economic disadvantage examines the distribution of socio-economic disadvantage between Government, Catholic and Independent schools. The mechanism uses information from the Index of Relative Socio Economic Disadvantage (IRSED) Index of the ABS Socio-economic Indexes for Areas (SEIFA) in conjunction with the latest (2001) ABS Census school enrolment data.

232. Education authorities’ funding allocations are based on calculated percentage shares of the total amount of funding available for distribution using this element of the mechanism. Allocations for each education authority are derived from calculations at the national level of the distribution of the 500,000 most disadvantaged students between sectors.

233. The IRSED assigns each collection district (the primary unit for the collection and dissemination of Census data) with an index score. All Australian collection districts are ranked according to their index scores. Student enrolment numbers for each collection district are used to identify the collection districts with the 500,000 most disadvantaged students. ABS Census data on the number of student enrolments by type of school for each collection district enables a calculation of the percentage of those 500,000 students enrolled in each sector for each State or Territory.
NB: 2005 was the first year that 2001 Census data has been used in the allocative mechanism. This data reflects population movements and therefore may result in changes to funding allocations for sectors. Under the staggered implementation of the new data over three years, no sector will receive less than their final 2004 SAISO recurrent allocation. The staggered implementation means that in 2005 0.35% of the difference was implemented, in 2006 0.70% of the difference will be implemented, and in 2007 there was full implementation of the new data.

Language Background Other than English (LBOTE) mechanism

234. The LBOTE mechanism distributes funding between Government, Catholic and Independent education authorities based on the proportion of enrolments of students with English as a Second Language characteristics. Education authorities’ funding allocations are based on calculated percentage shares of the total amount of funding available for distribution using this element of the mechanism.

235. The methodology for calculating percentage shares using the LBOTE mechanism is based on ABS Census data (2001) relating to the non English speaking background of students of school age. The population is categorised under three main groups, with differential weightings for each group:

- home language other than English, weighted most heavily;
- country of birth of the student deemed a non English speaking country, weighted less; and
- one or both parents born in a non English speaking country, weighted least.

236. The percentage share for each education authority is calculated from the totalled weighted student numbers for each category of need for each type of school attended.

NB: 2005 was the first year that 2001 Census data has been used in the allocative mechanism. This data reflects population movements and therefore may result in changes to funding allocations for sectors. Under the staggered implementation of the new data over three years, no sector will receive less than their final 2004 SAISO recurrent allocation. The staggered implementation means that in 2005 0.35% of the difference was implemented, in 2006 0.70% of the difference was implemented, and in 2007 there was full implementation of the new data.

26% portion for government and non-government sector funding pools

237. This portion of Schools Grants funding was allocated to sectors on a new basis from 2005. The total level of resources provided to the government sector and non-government sectors in 2004 was retained, with additional funding announced in the 2004-05 Budget allocated to each pool. Also, funding previously provided through the “compensation element” was allocated to the non-government pool of funds.

- The government sector funding pool is allocated to government sectors on the basis of the latest (2006) share of government enrolments.
- The non-government sector funding pool is allocated to non-government sectors on the basis of their latest (2006) share of non-government enrolments.

238. A funding guarantee applies to this 26% portion of Schools Grants funds that is the subject of the new allocative arrangements. It ensures that no sector receives less (annual) funding under this portion of Schools Grants than the amount it received in 2004.
• If a sector’s notional 2008 allocation under this portion of funding is less than their 2004 funding, the sector will receive its 2004 level of funding.
  - This will continue until the sector’s funding allocation, calculated under the new arrangement as a share of the total pool, (noting that the total pool increases annually with supplementation), is greater than its 2004 level of funding.

**D. Strategic Assistance (per-capita) portion of funding**

239. Each sector’s Schools Grants funding includes a strategic assistance payment based on the number of students with disabilities in the sector.

240. The formula used for calculating the strategic assistance (per capita) payment for a sector is as follows:

\[ \text{Strategic assistance amount} \times \text{number of eligible students with disabilities for the year immediately before the program year}. \]

241. There are different strategic assistance amounts (per capita rates) for students with disabilities in the government and non-government sectors, consistent with historical arrangements from previous programs. The strategic assistance amounts are provided in Schedule 9 Part 2 – Strategic assistance amounts of the Schools Assistance Act 2004.

For the purposes of determining eligibility, a student with a disability means:

A student who is attending a government or non-government school and who has been assessed by a person with relevant qualifications as having intellectual, sensory, physical, social/emotional or multiple impairments to a degree that satisfies the criteria for enrolment in special education services or programs provided by the government of the State or Territory in which the school or centre is located. (A student whose only impairment is a specific learning difficulty or for whom remedial education or remedial support is appropriate is not an eligible enrolment for the purposes of calculating per capita funding).

**Number of eligible students with disabilities, for a program year means:** ‘the number of students with disabilities (including the full-time equivalent of part time students with disabilities) receiving primary education or secondary education at government or non government schools in the State for the program year immediately before the program year on the schools census day for the State for the program year’

242. The strategic assistance payment is based on the number of eligible students with disabilities in a sector the year immediately before the program year.

**Strategic Assistance Amount - Additional information for Non-government Education Authorities Only**

243. This supplementary information is intended for non-government school education authorities responsible for administering the Schools Grants element of the Literacy, Numeracy and Special Learning Needs Program for independent schools (including non-systemic Catholic schools). This is generally the State/Territory Association of Independent Schools (Independent Schools Targeted Programs Authority in South Australia) in relation to independent schools and the State/Territory Catholic Education Commission for non-systemic Catholic schools.

244. In administering the Schools Grants element for eligible independent and non-systemic Catholic schools, relevant authorities are required to ensure that these schools receive their strategic assistance entitlement (per capita payment for students with disabilities).
245. At the beginning of each year, the Commonwealth will provide administering authorities with details of the number of eligible students with disabilities in each independent and non-systemic Catholic school in their sector. This information will enable administering authorities to provide the correct strategic assistance amount to independent and non-systemic Catholic schools in their sector.

246. Information on the number of eligible students with disabilities in each independent and non-systemic Catholic school and their strategic assistance allocation will be provided at the beginning of the year using non-government schools census data from the preceding year. In the case of new schools opening in 2008, a strategic assistance payment for 2008 will be made at the end of 2008 and will be based on the number of eligible students with disabilities at the school on non-government schools census day in 2008.

247. In addition to the strategic assistance amount, the authority will also have the flexibility to use the broad banded pool of funds provided under Schools Grants and to determine the total level of assistance appropriate for a school in the context of needs across the system.

Non-Government Centres Support element

248. Funding under this element is based on the estimated State/Territory shares of the population aged 0 – 18 years that have a disability using:

- data from the ABS Disability, Ageing and Carers (DAC) Survey for the 0-4 year age group; and
- the number of SWDs in schools reported by State/territory education authorities, which approximates to the 5-18 year age group.

249. Details of the State allocations are included in the Funding Tables and Payment Procedures at Appendix C, Part 3.

English as a Second Language – New Arrivals

250. The grant is a once-only payment for each eligible student and is paid to the education authority responsible for the provision of the student's initial course of intensive English instruction.

Country Areas Program (CAP)

251. Allocations to States and Northern Territory government and non-government sectors is based on an index which takes account of student numbers in small settlements (population centres of less than 1,000 and less than 5,000) and student remoteness (distances of 100–150 km and more than 150 km from a larger town of 10,000).

252. The Commonwealth recognises that the States and Northern Territory education authorities are best placed to determine the allocation of CAP funds, according to the priorities identified by them, using their knowledge of local need, provided they comply with CAP guidelines.
Appendix 2.3.B: The National Literacy and Numeracy Plan

253. The *Adelaide Declaration on National Goals for Schooling in the Twenty-First Century* agreed to at the April 1999 Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) meeting contains the goal:

*that students should have attained the skills of numeracy and English literacy: such that every student should be numerate, able to read, write, spell and communicate at an appropriate level.*

254. Previously, in March 1997, Commonwealth, State and Territory Ministers of Education agreed to achieve a national literacy and numeracy goal:

*that every child leaving primary school should be numerate, and be able to read, write, and spell at an appropriate level*  

and to a sub-goal:  

*that every child commencing school from 1998 will achieve a minimum acceptable literacy and numeracy standard within four years.*

255. These goals recognise that a very small percentage of students suffer from severe educational disabilities.

256. To help support the achievement of these goals, Ministers also agreed on a National Literacy and Numeracy Plan to provide a clear framework for the improvement of school literacy and numeracy standards in Australia. The National Literacy and Numeracy Plan includes the following key and interrelated elements:

a) assessment of all students by their teachers as early as possible in the first years of schooling with the purpose of adequately addressing their numeracy and literacy needs and identifying those students at risk of not making adequate progress towards the national numeracy and literacy goals;

b) intervening as early as possible to address the needs of all students identified as having difficulty;

c) the development of agreed benchmarks for Years 3, 5, and 7 against which all children’s achievement in these years can be measured:
   - the measurement of students’ progress against these benchmarks using rigorous assessment procedures;
   - national reporting on student achievement against the benchmarks through the annual National Report on Schooling in Australia;

d) professional development to support the key elements of the National Literacy and Numeracy Plan.
Part 2.4: Indigenous Education Programs

Introduction

1. The National Aboriginal and Torres Strait Islander Education Policy (AEP) is Australia’s national policy on Indigenous education, and is supported by all Commonwealths. Its primary objective is to bring about equity in education for Indigenous Australians. The policy contains 21 National Goals, with four main objectives:

   - involvement of Aboriginal and Torres Strait Islander people in educational decision-making;
   - equality of access to educational services;
   - equity of educational participation; and
   - equitable and appropriate educational outcomes.

2. In 1999, the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) reaffirmed a set of eight priority areas for Indigenous education and training, initially endorsed by Council in 1995. They focus attention on ensuring that systems and other education providers improve their practices to make education and training accessible and appropriate for Indigenous Australians. The priority areas are:

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

3. Through the implementation of the MCEETYA National Goals for Schooling in the Twenty-First Century regarding literacy and schooling, the aim is to ensure that all children leaving primary school are numerate, and able to read, write and spell at an appropriate level. The key aim is to ensure that every child commencing school will achieve a minimum acceptable literacy and numeracy standard within four years of commencing schooling.

4. The Commonwealth, along with all State and Territory governments, endorses and promotes the 21 National Goals of the AEP. In the context of those Goals and of the national strategy for Indigenous education, and through both mainstream and targeted programs, the Commonwealth aims to improve the learning outcomes of Indigenous students. It addresses nationally significant issues and problems through policy development, research and analysis. It also supports emerging and ongoing national initiatives in relation to the teaching profession and professional development, curriculum, assessment and student welfare.
**Indigenous Education Programs**

5. The Commonwealth contributes to the AEP through a variety of targeted programs which are additional to mainstream programs. These include:
   - Supplementary Recurrent Assistance
   - English as a Second Language – Indigenous Language Speaking Students
   - Indigenous Education Projects – Capital and Non-capital
   - Short Term Special Assistance
   - “Mixed-Mode” Away From Base
   - Indigenous Tutorial Assistance Scheme In-Class Tuition
     - In-Class Tuition
     - Year 9, 10, 11 and 12 Tuition (DEEWR and Provider Administered)
     - Tertiary Tuition
     - Remote Indigenous Students Tuition
   - Whole of School Intervention Strategy
     - Parent School Partnership Initiatives
     - Homework Centres

6. The Commonwealth also provides funding for programs such as ABSTUDY, Indigenous Support Program (ISP), the Indigenous Youth Mobility Program (IYMP) and the Indigenous Youth Leadership Program (IYLP).

7. Throughout these guidelines, the word ‘Indigenous’ means a member of the Indigenous race of Australia or a descendant of the Indigenous inhabitants of the Torres Strait Islands.
Supplementary Recurrent Assistance (SRA)

Introduction
8. SRA provides supplementary per capita funding to education providers across the pre-school, school and vocational education and training (VET) sectors for Indigenous students.

Objective
9. The objective of SRA is to accelerate educational outcomes for Indigenous Australians beyond those which could reasonably be expected from mainstream and own-source funding alone, by focussing provider effort on the eight MCEETYA priority areas for Indigenous education (Refer to Part 1 of these Guidelines).

Eligibility
10. All pre-school, school and VET providers delivering education and accredited training to Indigenous students, and who meet the specific eligibility conditions of each sector, are eligible for this assistance. Funding is provided to education systems rather than individual institutions, except for independent institutions.

Accessing Funds
11. Education providers should contact their nearest DEEWR State or District Office for information on how to apply for SRA funding.

Funding
12. Entitlement is calculated according to whether the provider is a government or non-government; pre-school, school or VET provider and delivering in Category 1, 2, 3 or 4 geographic locations.

Payment Procedures
13. Annual funding will usually be paid in three instalments – 50% in January, 25% in July and the balance on finalisation of enrolment data. Payments are subject to provider compliance with program monitoring and reporting obligations.

Accountability
14. Providers must negotiate and report on performance targets with DEEWR against the eight MCEETYA priority areas.

15. Providers are required to report annually by 31 May of the year following the funding year, on their performance against agreed targets and indicators for the funding year.

16. Providers must supply an audited detailed statement of income and expenditure for the funding year by 31 May of the year following the funding year.

Additional Information
17. For information on supplementation for this program, refer to Appendix G, Part 3.
English as a Second Language - Indigenous Language Speaking Students (ESL-ILSS)

Introduction
18. ESL-ILSS makes funding available to providers who are educating Indigenous students from a non-English speaking background undertaking their first year of formal instruction in English. Eligible students receive intensive English language tuition over a funding year (school year).

Objective
19. The objective of this Program is to facilitate the entry of eligible Indigenous students into education by providing intensive English language tuition to each eligible student.

Eligibility
20. Funding is provided to education systems rather than individual institutions, except for independent institutions. Funding is available to education providers for enrolled Indigenous students who:

- are assessed as having a ‘pre-level 1’ rating in English which is a barrier to their participation in the classroom; and
- have a home language that is an Indigenous language, Kriol or Torres Strait Creole; and
- are commencing formal schooling in English for the first time; and
- have not previously attracted ESL-ILSS payment

Funding
21. Funding is a per capita entitlement based on eligible student numbers. Payment is only made once in respect of each student.

Accessing Funds
22. For information on how to apply for funding, individual schools should contact their State or Territory education authority, the Catholic Education Commission or relevant school system in their State or Territory or their local Independent Schools Association, as applicable.

Payments Procedures
23. Annual funding is usually paid in two instalments in January and July. If necessary a third adjusting instalment may be paid in November. Payments are subject to Provider compliance with program monitoring and reporting obligations.

Accountability
24. Providers must negotiate and report on performance targets for students receiving ESL-ILSS Program support.

25. Providers are required to supply an annual performance report by 31 May of the year following the funding year. Providers are required to report against the standard national performance indicators for the ESL-ILSS program.
26. Providers must acquit all funds received and expended in the funding year by 31 May of the year following the funding year.
Indigenous Education Projects (Capital and Non-Capital)

Introduction

27. Project funding may be approved for capital and non-capital projects which clearly demonstrate that they will advance the objects of the Act and the goals of the National Aboriginal and Torres Strait Islander Education Policy (AEP). The strategic priorities for Indigenous Education Projects are the early childhood years; accelerating literacy and numeracy achievements, especially in primary school; improving school attendance; improving retention of students to Year 12 or its vocational equivalent; and improving transitions at critical points in education.

Objective

28. The objective of this Program is to improve education and training outcomes for the specific cohort of Indigenous students identified by the project sponsor.

Eligibility

29. Funding is provided to preschool, school and VET providers, or any other person or bodies who can demonstrate the capacity to implement projects which address the Commonwealth’s strategic priorities for Indigenous education and training, are eligible. Funding is provided to education systems rather than individual institutions, except for independent institutions. Funding for Indigenous Education Projects is limited and applicants are not guaranteed that any application will be approved.

Accessing Funds

30. Interested organisations should contact their local DEEWR State Office for additional information about Indigenous Education Projects.

31. Project submissions are assessed and approved on an individual basis.

Payments Procedures

32. Funding shall be paid on an agreed schedule of payments which will be detailed in the Indigenous Education Agreement (IEA).

Accountability

33. Project targets and milestones must be negotiated and reported against on an individual basis. Recipients of funding for specified projects are required to monitor progress regularly, and report project outcomes to DEEWR as agreed in their IEA.

34. Providers must supply an audited detailed statement of income and expenditure at the conclusion of the project, or by 31 May of the year following the funding year, for projects of longer duration. The Department may also require this information at other times.
Short Term Special Assistance (STSA)

Introduction
35. STSA provides assistance to providers in short-term emergency situations who fulfil the eligibility conditions set out in the Indigenous Education Programs Provider Guidelines 2005-2008.

Objectives
36. The objective is to assist providers to overcome short-term unforeseeable financial difficulties that threaten their continued viability.

Eligibility
37. Funding may be available for non-systemic preschool, school and VET providers which have a current IEA with the Commonwealth are eligible.

Accessing Funds
38. Providers wishing to apply for STSA funding should contact their local DEEWR State office.
39. Applications for assistance will be assessed on an individual basis.

Payments Procedures
40. Funding shall be paid on an agreed schedule of payments which will be detailed in the IEA.

Accountability
41. Targets and milestones will be negotiated and reported against on an individual case basis.
42. The reporting requirements for each case of STSA will be determined during negotiations and will differ according to the specific circumstances of each application. Customised performance indicators may be devised in some circumstances.
43. Providers are required to acquit funding at the conclusion of the assistance period.
‘Mixed-Mode’ Away From Base (AFB)

Introduction

44. ‘Mixed-Mode Away-from-base’ (AFB) assistance provides funding for travel, meals and accommodation to assist a student (or staff member) to attend a residential as part of a ‘mixed-mode’ course of study. This is a term used to describe nationally accredited courses delivered through a combination of distance education and face-to-face teaching for students who are based in their home communities and undertake occasional intensive study periods on campus.

Objective

45. The objective of ‘Mixed-Mode Away-from-Base’ is to facilitate the access and participation of Indigenous students in higher education and vocational and technical education.

Eligibility

46. Funding may be available to providers who are delivering ‘mixed-mode’ courses to ABSTUDY approved students to assist with meeting certain costs in attending residential study periods.

Accessing Funds

47. Interested organisations should contact the Department’s local State or District office for information on accessing funds and for referral to the national Away-From-base contact officer.

Funding

48. Funding is available for providers to arrange travel, accommodation and meals for Indigenous students undertaking study by mixed-mode course delivery. The students will need to separately test their eligibility for ABSTUDY assistance via Centrelink.

Payments Procedures

49. Annual funding is paid in two instalments – 50% is paid during 1st semester and 50% paid during 2nd semester subject to provider compliance with program monitoring and reporting obligations.

Accountability

50. Providers must negotiate performance targets with DEEWR.

51. Providers must supply an audited detailed statement of income and expenditure for the funding year by 31 May of the year following the funding year.

52. Providers are required to report annually by 31 May of the year following the funding year, on their performance against agreed targets and indicators for the funding year.
Indigenous Tutorial Assistance Scheme (ITAS) In-Class Tuition

Introduction
53. In-Class tuition is literacy and/or numeracy tuition which is arranged by a funded education provider (a school or school system) targeted to achieving improved literacy and numeracy skills for Indigenous students at key points of schooling.

54. Tutors normally provide tuition in the students’ usual classroom, although students may also receive tutorial support outside their classroom.

Objectives
55. In-Class tuition aims to improve English literacy and numeracy attainment of Indigenous school students.

Eligibility
56. In-Class Tuition is available for Indigenous students in Years 4, 6 and 8 who did not meet one or more Year 3, 5 or 7 literacy or numeracy benchmarks. In State capitals and Canberra, In-Class tuition is restricted to schools with at least 20 Indigenous enrolments.

Accessing Funds
57. For information on accessing funding, interested organisations should contact their DEEWR State or District office.

Funding
58. At the end of each year, the provider must provide data on the number of Indigenous students who did not meet one or more of the year 3,5 and 7 literacy and numeracy benchmarks, including exempted students to the relevant DEEWR State Office. The Department will offer a funding agreement based on this advice and the availability of funding.

59. Education providers must make a submission for funding of an In-Class tuition program that makes tuition available for all eligible students. Funding is provided to education systems rather than individual institutions, except for independent institutions.

60. Funding may be provided for up to 2.5 hours of tuition per week, for up to 32 weeks per academic year. Tuition is only available for literacy and numeracy subjects.

Payments Procedures
61. Funding payments to education providers will be made in advance of tuition, in accordance with the funding contract, based on the number of students who did not meet the literacy or numeracy benchmarks in the previous year, including exempted students. Subsequent payments are conditional on compliance with performance and financial reporting requirements.
Accountability

62. The provider must:
   • manage funding in a transparent and accountable manner;
   • retain appropriate financial records relating to the administration of funding;
   • provide an audited financial statement each year to report on the use of funds; and
   • cooperate with any audit or financial monitoring activity which the Department may require.

63. The provider must report on student learning outcomes twice per year, detailing the number of students assisted, students’ learning growth and the impact of the tuition. The end of year report is expected to be more comprehensive than the mid year progress report.

64. The provider may be required to determine and report on performance targets for performance indicators.
Indigenous Tutorial Assistance Scheme (ITAS) Year 9, 10, 11 and 12 Tuition

Introduction

65. Year 9, 10, 11 and 12 Tuition provides supplementary tuition for Indigenous students enrolled in Year 9, 10, 11 or 12. Tuition may be arranged by the Department or by funded education providers. Tuition may be provided outside normal hours of schooling or during “study” periods. Provider administered tuition may also occur in conjunction with classroom study.

Objectives

66. Year 9, 10, 11 and 12 Tuition aims to improve learning outcomes of Indigenous students in Years 9, 10, 11 and 12 and to increase retention to and completion of Year 12 by Indigenous students.

Eligibility

67. Year 9, 10, 11 and 12 Tuition may be approved for Indigenous students who are studying subjects necessary for completion of Year 9, 10, 11 or 12.

68. Assistance is based on an assessment of how much students would benefit from tuition and the availability of funding. Students in remote locations are a priority in providing tuition.

Accessing Funds

69. For information on accessing funds, interested organisations should contact their DEEWR State or District office.

Funding

70. For tuition administered by the Department, an applicant (the student, parent/caregiver of students under 16 years of age, or school where Institutional tuition is to occur), submits an application for assistance to the local DEEWR Indigenous Education office. The Department may also enter a funding agreement with education providers to deliver tuition to eligible enrolled students. Providers should discuss this option with their local DEEWR office.

71. Eligible students may receive tuition of up to 4 hours per week up to a maximum of 35 weeks per year. ITAS assistance is not available for subjects outside the student’s Year 9, 10, 11 or 12 school program.

Payments Procedures

72. Payments to tutors and coaching colleges for tutorial services are paid in arrears upon receipt of a claim for payment at any time after commencement of a contract.

73. Funding payments to education providers are made in two instalments. The first payment will usually be made within 28 days of executing the funding agreement. Subsequent payments are conditional upon compliance with progress, performance and financial reporting requirements.

Accountability

74. Tutors must maintain a register of each student’s attendance at tutorial sessions, countersigned by students, parents/caregivers or teachers as appropriate. Coaching colleges must
submit a tax invoice showing details of student(s) tutored and dates, times and hours of tuition.

75. Education providers must maintain appropriate financial records relating to ITAS funding and must report on expenditure at the end of each year. Tutors, coaching colleges and funded providers must cooperate with any monitoring or audit requirements.

76. For tuition administered by the Department, students, parents/caregivers or teachers must assess tuition effectiveness at the end of each year, and midway through longer contracts.

77. For tuition administered by education providers, the provider must detail the number and outcomes of tutored students at the beginning, mid-point and end of each year.
Indigenous Tutorial Assistance Scheme (ITAS) Tertiary Tuition

Introduction
78. ITAS Tertiary tuition is arranged by funded education providers and provides supplementary tuition to eligible students studying university award level courses and Australian Qualifications Framework accredited vocational education and training courses at ITAS funded institutions. Tuition is available only for subjects in a student’s formal education program and is not usually available for basic literacy, numeracy, enabling and bridging courses.

Objective
79. Tertiary tuition aims to improve the outcomes of Indigenous students in tertiary education.

Eligibility
80. Tertiary tuition is available for Indigenous students enrolled in approved award level tertiary or Australian Qualifications Framework accredited vocational education and training courses at funded institutions.

Accessing Funds
81. For information on accessing funds, interested organisations should contact their DEEWR State or District office.

Funding
82. The Department will contact eligible institutions to offer a funding contract for the delivery of tuition. Students may be able to access tutorial assistance by contacting the Indigenous Student Support Unit of funded institutions.
83. Funded institutions can determine tuition delivery arrangements for eligible students, up to a limit of 2 hours per subject per week and up to 5 additional hours in total during examination preparation breaks. Hours cannot be ‘saved up’ or grouped together for tuition in one subject. Tuition is only available to improve outcomes in students’ accredited subjects of study.
84. Annual funding for tertiary level students is based on the institution’s Indigenous Equivalent Full Time Student Load (EFTSL) numbers for the previous year of study, and available funding, and is dependent on satisfactory acquittal of previous funding.

Payments Procedures
85. Funding payments to education providers will be made in advance of tuition, as set out in the funding contract, based on the EFTSL numbers for the previous year of study. Payments are usually made twice per year, with 50 per cent of the payment in the first semester and the remaining funds paid in the second semester. Subsequent payments in the next academic year are conditional on compliance with performance and financial reporting requirements.

Accountability
86. The provider must:
• manage funding in a transparent and accountable manner;
• retain appropriate financial records relating to the administration of funding;
• provide a financial acquittal by 31 May of the next year and a financial statement at the end of semester one by 31 July, to report on the use of funds; and
• cooperate with any audit or financial monitoring activity which the Department may require.

87. Providers are required to report annually, by 31 May of the year following the funding year, on their performance against the performance reporting framework in their funding agreement.
Indigenous Tutorial Assistance Scheme (ITAS) Remote Indigenous Students (RIS) Tuition

Introduction

88. ITAS Remote Indigenous Students (RIS) Tuition provides supplementary tuition for Indigenous school students who leave their remote community to attend school in a non-remote location (provincial or metropolitan), or to attend a remote boarding school. Education providers receive RIS Tuition funding for tuition in the first year that students are away from their remote community.

Objective

89. RIS Tuition aims to improve the learning outcomes of Indigenous students who leave their remote community to attend school. RIS Tuition also aims to maximise the educational opportunities of eligible Indigenous students and to increase the number of Indigenous students completing Year 12.

Eligibility

90. RIS Tuition may be approved for Indigenous students who leave their remote community to attend school in a non-remote location, or to attend a remote boarding school. Tuition is only available in the first year students are away from their remote community.

Accessing Funds

91. For information on accessing RIS Tuition funds, interested organisations should contact their DEEWR State or District office.

Funding

92. Education providers must submit an application to DEEWR for funding. Funding applications can be submitted at any time but payments may be made on a pro rata basis. At the beginning of each school year, education providers must advise DEEWR of the number of Indigenous students who have left their remote community to attend their school(s). Tuition is only available in the first year students are away from their remote community.

93. DEEWR may enter into a funding agreement with education providers to deliver tuition to eligible students. Education providers should discuss this option with their local DEEWR Office.

Payments Procedures

94. Funding payments to education providers will be made in advance of tuition, as set out in the funding contract, based on the number of Indigenous students who have left their remote community to attend school in a non-remote location or to attend a remote boarding school. Payments are usually made twice per year, with 50 per cent of the payment in the first semester and the remaining funds paid in the second semester. Subsequent payments are conditional on compliance with performance and financial reporting requirements.

Accountability

95. The provider must:
   • manage funding in a transparent and accountable manner;
• retain appropriate financial records relating to the administration of funding;
• provide a financial acquittal by 31 May of the next year; and
• cooperate with any audit or financial monitoring activity which the Department may require.

96. Providers are required to report annually, by 31 May of the year following the funding year, on their performance against the performance reporting framework in their funding agreement.
Indigenous Tutorial Assistance Scheme (ITAS) Vocational, Education and Training (VET) Tuition

Introduction

97. ITAS Vocational Education and Training (VET) Tuition provides supplementary tutorial assistance to Indigenous students undertaking Vocational Education and Training (VET) courses leading to the attainment of Certificate Level III or above.

98. VET Tuition targets TAFE students, students enrolled in Registered Training Organisations (RTO) and students completing a new apprenticeship or traineeship.

99. Eligible students may receive up to 2 hours tuition per week for up to 34 weeks per academic year.

100. VET Tuition is available through both Provider Administered and DEEWR Administered arrangements.

Objective

101. ITAS is intended to accelerate educational outcomes for Indigenous Australians beyond those which could reasonably be expected from mainstream funding alone.

102. VET Tuition assists students in support of the goals of the AEP. ITAS supports the Commonwealth’s policy position of reducing the education divide between Indigenous and non-Indigenous students.

103. VET Tuition aims to increase VET module and course completion rates, and encourage Indigenous students to complete courses at the Australian Qualifications Framework (AQF) Certificate III and IV levels as well as Diploma and higher levels of study.

Eligibility

104. VET Tuition may be approved for:

- Indigenous students who are enrolled in a formal VET course or structured training program leading to the attainment of a Certificate Level III or above qualification.

105. Students may be assisted whilst studying units for a Certificate I or II qualification if those units are being undertaken as prerequisite work and are part of a course of study leading to the attainment of a Certificate Level III or above qualification.

106. The provision of ITAS assistance to students is dependent upon the student’s eligibility and the availability of funds.

Accessing Funds

107. For information on accessing VET Tuition funds, interested organisations should contact their DEEWR State or District office.

Funding

108. For tuition administered by the Department, an applicant (the student, parent/caregiver of students under 16 years of age) submits an application for assistance to the local DEEWR Indigenous Education office.

109. The Department may also enter a funding agreement with education providers to deliver tuition to eligible students. Providers should discuss this option with their local DEEWR office.
Payments Procedures

110. Funding payments to education providers will be made in advance of tuition, as set out in the funding contract. DEEWR will calculate funding and offer a funding contract to approved VET providers based on eligible Indigenous Full Time Equivalent (FTE) student numbers. Funding will be calculated based on the number of FTE enrolments of eligible Indigenous students in eligible VET courses reported by VET providers in the National Centre for Vocational Education Research (NCVER) Provider Data Collection in the year prior to the Funding Year.

111. Payments are usually made twice per year, with 50 per cent of the payment in the first semester and the remaining funds paid in the second semester. Subsequent payments are conditional on compliance with performance and financial reporting requirements.

112. Under DEEWR Administered arrangements, payments to tutors for tutorial services are paid in arrears upon receipt of a claim(s) for payment at any time after commencement of a tutorial contract.

Accountability

113. The provider must:

• manage funding in a transparent and accountable manner;
• retain appropriate financial records relating to the administration of funding;
• provide a financial acquittal by 31 May of the next year; and
• cooperate with any audit or financial monitoring activity which the Department may require.

114. Providers are required to report annually, by 31 May of the year following the funding year, on their performance against the performance reporting framework in their funding agreement.
Parent School Partnerships Initiative (PSPI)

Introduction
115. As part of the Whole of School Intervention Strategy, the Parent School Partnerships Initiative (PSPI) focuses on the implementation of creative approaches to improving the educational outcomes of Indigenous school students. PSPIs encourage parents of Indigenous students, Indigenous communities and schools to work together in partnership to address local barriers to education. PSPIs will supplement mainstream education services and programs and may provide a mechanism for capacity building in Indigenous communities to enhance learning outcomes for Indigenous students.

Objectives
116. The objectives of the PSPIs are to:

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

Eligibility
117. Applications for funding for PSPIs can be made by individual or clustered schools, preschools, education systems, incorporated bodies and non-government organisations, in partnership with parents of Indigenous students and Indigenous communities.

Accessing Funds
118. Eligible applicants, in partnership with parents of Indigenous students and community members, can apply for PSPI funding by completing an Application for Funding form (available from http://www.dest.gov.au/sectors/indigenous_education/programmes_funding/forms_guidelines/guidelines_and_application_forms) and lodging it with DEEWR.

PSPI applications may be submitted online using the DEEWR’s INDIGO computer system at https://indigo.dest.gov.au/

119. Application for Funding selection criteria include, but are not limited to, evidence that:

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

120. PSPI Applications for Funding and Concept Plans will be assessed according to priorities for funding and selection criteria.
Payments Process

121. Payments will be made by DEEWR State and District offices and will be arranged in accordance with staged milestones and expenditure plans as outlined in the funding contract with DEEWR.

Accountability

122. The funding recipient must provide a financial acquittal showing expenditure against all items detailed in the Application for Funding and must show that the funds have been fully expended and/or committed to the purposes of the project within 60 days of the completion of the funding period. DEEWR may also require that any unspent funds be returned to DEEWR.

123. The funding recipient is required to provide to DEEWR performance reports at predetermined phases throughout the funding period and on completion of the project. The PSPI Performance Reports assess progress and performance against predetermined measures outlined in the funding agreement. Where performance targets have been negotiated, progress made toward the achievement of the targets must be described in the performance report/s.
Homework Centres

Introduction

124. As part of a Whole of School Intervention Strategy to improve the educational outcomes of Indigenous school students, Homework Centres provide a supportive environment for Indigenous students to complete their homework and to study. Homework Centres are designed to supplement other school strategies to improve educational outcomes of Indigenous students. Homework Centres are usually set up in a school classroom, library or other school building, and are supervised by personnel drawn from Indigenous communities and schools.

Objectives

125. Homework Centres (HWCs) are set up to assist Indigenous school students to:

• complete homework and school assignments;
• develop study skills; and
• receive tutorial assistance from a tutor attached to the HWC.

Eligibility

126. Organisations eligible to apply for funding include individual or clustered schools, education systems and legally incorporated organisations and non-government organisations, in partnership with parents of Indigenous students and Indigenous communities.

Accessing Funds

127. For additional information, interested organisations should contact their DEEWR State or District office. Eligible organisations, in partnership with Indigenous parents and community members, are responsible for completing the Application for Homework Centre form (available from http://www.dest.gov.au/sectors/indigenous_education/programmes_funding/forms_guidelines/guidelines_and_application_forms) and submitting it to DEEWR.

HWC applications may be submitted online using the DEEWR’s INDIGO computer system at https://indigo.dest.gov.au/

128. Homework Centre applications are required to have:

• a detailed description of the Homework Centre, how it will be managed and how it will meet the objectives of the initiative;
• confirmation of numbers of Indigenous students enrolled at the school;
• proof of Indigenous parent and community support for the project, i.e. letters of support and evidence of the level of Indigenous community participation in the development of the application;
• agreement to collect and report on Homework Centres at negotiated intervals and at the completion of the project;
• signatures of both the School Principal/s nominated representative (excluding the Indigenous Education Worker) and Indigenous parent/s on behalf of those parents of Indigenous students he/she represents;
• evidence that the project includes strategies to involve parents of Indigenous students and Indigenous communities in the management and monitoring of the initiative; and

• evidence the Homework Centre is linked with the School Development or Operational Plan.

129. Applications for Funding will be assessed against the specific selection criteria. Applications will be assessed alongside other Whole of School Intervention Strategy and Parent School Partnership Initiatives applications.

Payments Procedures

130. Funding will be paid in advance and staged in accordance with milestones and program expenditure plans as outlined in the Application for Funding.

Accountability

131. Funding recipients must provide a financial acquittal showing expenditure against all items detailed in the Application for Funding and must show that the funds have been fully expended and/or committed for the purposes of the projects. Any unspent funds are to be returned to DEEWR. The acquittal report is due within 60 days of the completion of each Homework Centre. Where a funding recipient has negotiated a multi-year Homework Centre, the acquittal is due by 31 December of the funding year.

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

• Homework Centre attendance;

• homework and assignments completed; and

• improved literacy and numeracy outcomes.
Part 2.5: Other Programs

Assistance for Isolated Children (AIC)

Objective

1. The primary objective of Assistance for Isolated Children (AIC) Scheme is to ensure that all Australian children have access to a school education. It is not the aim of the scheme to assist parents to send their children to a school of their choice where an appropriate government school is available. However, if a student does not have reasonable daily access to an appropriate government school, parents are free to send him or her to a school of their choice.

Program considerations

2. AIC provides four types of allowances free of income and assets tests. These allowances, which are matched to students’ different living and study circumstances, are the:
   - Distance Education Allowance;
   - Second Home Allowance;
   - Basic Boarding Allowance; and
   - Pensioner Education Supplement (for eligible pensioner students).

3. An Additional Boarding Allowance (ABA) is also available to those families receiving the Basic Boarding Allowance. The ABA is subject to a parental income test and also depends on actual boarding costs.

4. The Scheme does not provide assistance for students who live at home and travel to school daily, or for travel costs between the family home and a boarding institution. Enquiries about travel assistance should be directed to the relevant State or Territory education authorities and/or local transport authorities.

Target group

5. The AIC Scheme helps families of primary, secondary and certain tertiary students (see “Eligibility – Student”) who do not have reasonable daily access to an appropriate government school, mainly because of geographic isolation.

Eligibility (Applicant)

6. An application for AIC can be made by one of either a natural or legally adoptive parent of the student or the person having prime (or joint) responsibility for the student’s care and support and with whom the student normally lives.

7. While more than one person may meet these conditions, only one applicant can apply for AIC on behalf of any one student for a given period.

8. The applicant must be an Australian citizen or a permanent resident of Australia and must normally live in Australia.

Eligibility (Student)

9. The student must:
   - be an Australian citizen or a permanent resident of Australia;
- live in Australia or an external territory (Christmas, Norfolk and Cocos (Keeling) Islands) during the school year;

- generally be between minimum primary school entry age and 19 years (in special circumstances the range of ages is between 3½ and 20 years);

- undertaking a full-time workload of either primary, secondary, ungraded or tertiary study (tertiary – are tertiary level students and under either the minimum age that the state or territory requires compulsory participation in education or 16 years of age, whichever is the greater) including TAFE study; and

- be geographically isolated.

**Funding**

10. Funding is provided under the *Student Assistance Act 1973* on a yearly basis.

**Administration**

11. Centrelink is the agency responsible for administration and delivery of the AIC Program.

12. Claim forms may be lodged with any Centrelink Office.


**Payment Procedures**

14. Payments are normally made fortnightly in arrears and must be credited directly into a bank, credit union or building society account. Allowances may be paid a term in advance or fortnightly (dependent upon the allowance). Term in advance payments are made in three or four instalments, depending on the number of terms in the State/Territory where the student is studying.

**Reporting Arrangements**

15. There are no special reporting arrangements for the AIC Scheme.

**Additional Information**

16. Further information about the Scheme may be obtained by telephoning the AIC Hotline on 132318 or by accessing the Centrelink Internet home page, [http://www.centrelink.gov.au](http://www.centrelink.gov.au).
Non-Government School Term Hostels (NGSTH) Program

Introduction

17. The Non-Government School Term Hostels (NGSTH) Program is a four year initiative. The Program commenced on 1 January 2005.

18. The Department of Education, Employment and Workplace Relations (DEEWR) is responsible for the administration of the Program.

Objective

19. To assist non-government school term hostels to provide a high standard of care to rural primary and secondary school students.

Target group

20. Not-for-profit non-government school term hostels that provide accommodation to students primarily from rural and remote areas of Australia undertaking primary or secondary education.

Use of funds

21. Funds should be used for the maintenance, operational and capital costs associated with the non-government school term hostel. Funds should not be used to reduce hostel fees.

Overview

22. Under the NGSTH Program, each eligible student accommodated at a non-government school term hostel in 2008 will attract a grant of $2,653 per year to the non-government school term hostel.

23. The number of students per non-government school term hostel is determined by conducting a count of the number of students accommodated at a hostel on a date specified by the Commonwealth Minister for Education. In 2008, the count date will be Monday 3 March.

24. Hostels are required to collect and provide to DEEWR details of the students accommodated at the non-government school term hostel on the specified count date.

25. Each non-government school term hostel will be required to meet all the hostel eligibility criteria prior to entering into an Agreement with the Commonwealth represented by DEEWR. The Agreement will specify the number of eligible students for the calendar year.

26. Payments will be made in three instalments.

27. Non-government school term hostels receiving funding under this program will be required to meet all the financial and other accountability requirements as specified in the Agreement.

28. Each non-government school term hostel will be required to inform DEEWR in writing of any changes to staff and volunteers during the year.

Eligibility (Applicant/Hostel)

29. Unless determined otherwise by the Minister, in order to be eligible for assistance under the NGSTH Program, hostels must:
a) be conducted by a non-government body (i.e. a body that is not managed or controlled by or on behalf of the government of a State or Territory);

b) be a not-for-profit organisation;

c) be an incorporated body;

d) not be associated with a particular school (e.g. a boarding wing for a specific school);

e) not be receiving funding for the same purposes for the same period from other Commonwealth sources (for example, the Aboriginal Hostels Limited – Community Hostel Grants Program);

f) be open to a student irrespective of disability or religious or cultural background (a statement regarding the hostel's open residency policy should be included in any advertising);

g) have an open residency policy which will allow students to access a range of schools including the local government school as well as approved non-government schools in the local area (a statement regarding the hostel’s open residency policy should be included in any advertising);

h) operate principally to accommodate rural primary and secondary students. Approximately 80 percent of students accommodated at the hostel should be from rural and remote areas;

i) meet all local, State and Federal laws, regulations and licensing requirements applicable to student boarding establishments in the funding year;

j) have an annual fire safety inspection by an independent qualified organisation (to be included with application);

k) have Australian Federal Police (AFP) Criminal records Checks for all hostel staff and volunteers.

l) have ensured that any Working with Children requirements that exist in the States/Territories are met;

m) in the case of receipt of an adverse AFP criminal history report or other Working with Children checks, contact DEEWR to determine the suitability of the staff member or volunteer to work with children; and

n) meet all accountability requirements set out in the Agreement.
Eligibility (Students)

30. Unless determined otherwise by the Minister, in order to be eligible for to attract funding for a non-government school term hostel, students must:

- generally live in rural and remote areas of Australia; and
- be of school age; and
- be participating full-time:
  - in primary or secondary level education at a state or non-government school that is registered in an Australian State or Territory; or
  - in a secondary school level course offered by an Australian tertiary institution.

31. Students who are the children of house parents, who are living with their parents at the hostel and are not paying full fees, are not eligible to attract funding.

Ongoing hostel obligations

32. Each non-government school term hostel that enters into an Agreement with DEEWR is required to ensure that all hostel staff and volunteers who will be working with persons under the age of 18 undergo an Australian Federal police (AFP) Criminal Records Check, as well as complying with any additional requirements under relevant State or Territory law relating to working with children, prior to those staff or volunteers being permitted to work with people under the age of 18 in the hostel.

33. If the result of any check is anything other than nil, the non-government school term hostel must not allow the staff member or volunteer to work with children in the hostel without the written permission of DEEWR.

34. The non-government school term hostel must notify DEEWR within 14 days of any changes in personnel.

Applications

35. For application forms and information about applying for NGSTH Program funding, non-government school term hostels should contact the Director of the Rural Education Section, DEEWR National Office, on (02) 6240 7461 or by email at ngsth@dest.gov.au.

36. Application forms include:
   - the NGSTH Program Hostel Application Form (which seeks information about the hostel including ability to meet all the hostel eligibility requirements);
   - a NGSTH Program Student Details Form (which collects data on the students accommodated on the count date); and
   - a NGSTH Program Hostel Staff & Volunteers Working with Children Summary Form (which lists all the staff and volunteers at the hostel and provides their AFP and State-based working with children details).

37. Hostel information and details of the students accommodated at the non-government school term hostel will form the basis for the Schedule to the Agreement.
38. All applications must be submitted to DEEWR by the end of March of the calendar year for which the grant is being sought, unless a prior arrangement has been made with DEEWR.

39. Applicants should be aware that providing false or misleading information in an application for Commonwealth funds is a serious offence under the Criminal Code.

**Agreement arrangements**

40. To receive funding, each non-government school term hostel must enter into an Agreement with the Commonwealth.

41. The Agreement will cover NGSTH Program funding for one calendar year.

42. An Agreement will be prepared once:
   - the Application Forms are assessed by DEEWR; and
   - the non-government school term hostel has demonstrated that it has met all the hostel eligibility criteria, unless otherwise determined by the Minister, including its responsibilities in regard to Australian Federal Police and Working with Children checks and all other hostel eligibility criteria; and
   - DEEWR has agreed to the student numbers as derived from the student information.

**Funding arrangements**

43. A non-government school term hostel will attract an initial grant of $2,653 per year per eligible student in 2008. This grant will be adjusted to reflect movements in the Wage Cost Index No. 1 in the latter half of the calendar year.

44. The number of students per non-government school term hostel is determined by conducting a count of student’s resident at a hostel on a date each year specified by the Commonwealth Minister for Education. Payments will not be adjusted for student movements which occur after the count date.

45. Funding is provided under the Act.

**Payment procedures**

46. The grant consists of three payments.

47. The first payment will be made in April or once the Agreement between the non-government school term hostel and the Commonwealth is signed and the conditions specified in the Agreement have been met, whichever is the later. Payment will consist of 50 percent of the funding in respect of the number of students as at Monday 3 March in the current year as agreed to by DEEWR.

48. The second payment will be in July or on completion of a DEEWR audit of student details, whichever is the later. Payment will consist of the remaining 50 percent funding in respect of the actual total number of eligible students as at Monday 3 March in the current year. The second payment will not be made if the hostel is no longer operating as a hostel at the date of the second payment.

49. DEEWR will verify student eligibility through out the year. The amount of the second payment may be adjusted to reflect any discrepancies in the number of eligible students.

50. The third payment consisting of supplementation will be paid as soon as possible following the making of a regulation under the Act.
Acquittal Arrangements

51. Non-government school term hostels are required to acquit the funds as specified in the Agreement.

52. Funding in future years under the NGSTH Program may be contingent on an eligible hostel fully acquitting all previous NGSTH Program funding.

Hostel site audits

53. Under the terms and conditions of the NGSTH Program, DEEWR may require its officers to conduct a site audit of hostels to ensure compliance against the Agreement.

54. Hostels will be advised in writing of the time and date of the DEEWR site visit prior to taking place and outline the procedure and required documentation to be reviewed.

Further Information

55. Further information about the Program may be obtained by contacting the Rural Education Section, DEEWR National Office, on (02) 6240 7461 or by email at ngstth@dest.gov.au.

Relevant sections of the Act

56. The relevant sections of the Schools Assistance Act 2004 are sections 4, 30, 100 and 127 and Schedule 6.
Lord Florey Student Prize

Objective

57. To give national recognition to outstanding achievements in senior secondary education.

Target group

58. Australia’s top 500 students.

Eligibility

59. Students must have Australian Citizenship or permanent residency status.

60. Special provision is made for awarding a Lord Florey Student Prize to members of the Australian teams who win medals at the International Maths and Sciences Olympiads.

Funding

61. The Commonwealth allocation for this Program is $1 million annually under the Appropriations Act No. 1.

Funding Arrangements

62. Prizes are allocated to States and Territories according to their share of Year 12 enrolments.

63. Prize winners receive a certificate of excellence and $2,000.

Administration

64. Prizes are awarded by the Commonwealth Minister for Education, on the basis of recommendations by the relevant State or Territory Minister with responsibility for school education.

Applications

65. Students will be identified by the relevant State or Territory Minister.

Payment Procedures

66. The winners of the Lord Florey Student Prize for a given year will be announced in June of the following year. Each winning student will receive a payment direct from the Commonwealth.

Additional Information

67. For additional information about this program, refer to DEEWR Addresses and Contact Details, Appendix A, Part 3 or visit the web site:

Asia Education Foundation

68. The Asia Education Foundation (AEF) is a joint activity of the Asialink Centre at the University of Melbourne and the Curriculum Corporation.

Objective

69. Objectives of the Program are to:

- promote and support the studies of Asia across all curriculum areas in Australian schools
- develop Asia-related materials for Australian school children
- promote the studies of Asia within teacher education; and
- educate the broader community about the importance of school students undertaking studies of Asia.

Focus Areas

70. To achieve its objectives, the AEF liaises with key policy makers and program managers in government and non-government education authorities, teacher educators, schools, curriculum and material developers, professional associations, philanthropic trusts and the corporate sector. For more information see http://www.asiaeducation.edu.au/index_flash.htm and http://www.asialink.unimelb.edu.au/

Funding

71. The Commonwealth provides funding through the Grants and Awards Program under the Commonwealth Appropriations Act No. 1.

72. The majority of funding should be used to the maximum extent possible to support studies of Asia teaching and learning activities; and the total amount of the administrative cost must be approved by the Commonwealth Department of Education, Employment and Workplace Relations.

73. Funding details are at Appendix D, Part 3.
Curriculum Corporation

Objective

74. The Corporation is a national curriculum agency owned by the Commonwealth and State and Territory Education Ministers. It aims to facilitate greater efficiency and effectiveness in curriculum development and dissemination through sharing knowledge and scarce resources.

Focus Areas

75. The Corporation will continue to support outcomes based education. It will also be involved in initiatives dealing with civics and citizenship education, enterprise education and the development of benchmarks for literacy and numeracy. Work will also continue in vocational education and Asian languages. For more information see http://www.curriculum.edu.au/

Funding

76. The Commonwealth provides core funding through the Grants and Awards Program under the Commonwealth Annual Appropriations Act No. 1.

77. Funding details are at Appendix C, Part 3.
Grants-in-Aid

Objective

78. To assist in maintaining the operations of key national educational research and representative organisations.

79. In supporting these organisations, the Commonwealth seeks to facilitate the flow of information about issues relating to schools education into the community, and reciprocally from the community into Government; and facilitate long-term research into issues surrounding education and schooling.

Target Groups

80. Organisations to be supported are determined by the Minister. Grants are made available to national organisations which are corporate bodies whose objectives are closely aligned with the objectives of the Program.

Funding

81. The Commonwealth provides funding through the Grants and Awards Program under the Commonwealth Appropriations Act No. 1. There is no guarantee of funding beyond the current legislated financial year.

82. Funding details are at Appendix C, Part 3.

Accountability

83. The funding contract signed by the recipients requires them to submit a series of documents which report on both financial and educational issues and outcomes relating to the grant.
ICT Innovation to Support National Consistency

Introduction

84. This initiative was originally funded under the Framework for Open Learning Program, sub-component two. A further three years of funding was made available through the 2006 Budget initiative ‘ICT Innovation to Support National Consistency’. This funding provides for a further phase of The Le@rning Federation initiative from 2006–07 through to 2008–09.

85. The total amount of Commonwealth funding is $60 million over the eight financial years 2001-02 to 2008-09 to support the development of online curriculum resources, services and applications for Australian schools. States/Territories match this amount and New Zealand is also participating.

86. The Le@rning Federation work provides for the development and delivery of quality Australian online curriculum content to enhance teaching and learning in Australian schools. Funding is not paid directly to individuals. Funding during 2005-06 was provided to two ministerially owned companies - Curriculum Corporation and education.au limited. Curriculum Corporation took over sole management of this initiative from 1 July 2006.

87. This funding is administered by the Budget and Financial Reporting Team, Schools Funding Group. The management of the contract and other activities are managed by the Education Innovation and Infrastructure Section, Schools Teaching, Students and Digital Education Revolution Group.

Objective

88. In line with the National Goals for Schooling in the Twenty-First Century, the objective of this program is to undertake a collaborative role with the States and Territories. This will ensure Australian teachers and students have access to quality online content to,

“….be confident, creative and productive users of new technologies, particularly information and communication technologies, and understand the impact of those technologies on society.”

Target Group

89. The Initiative supports school education. The materials developed by The Le@rning Federation are available to all Australian school students.

Funding

90. Funding for this Program is through the Annual Appropriation Acts and is detailed in Appendices C and D, Part 3.

Funding Arrangements

91. Funds have been made available for the development of online curriculum resources for Australian schools through a collaborative Commonwealth/States initiative known as The Le@rning Federation.

Applications

92. This is specific purpose funding that has been set aside for the work of The Le@rning Federation.
Reporting Requirements

93. Reporting and acquittal requirements for projects will be detailed in agreements between the Commonwealth and funding recipients. Recipients may also be required to participate in any program evaluation.

Additional Information

94. For additional information about the ICT Innovation to Support National Consistency Initiative, refer to: Margot Bell on telephone (02) 6240 4164.
Structured Workplace Learning

Objective
95. The Structured Workplace Learning (SWL) program provides students with structured workplace learning opportunities in a real or simulated workplace. The structured work placement is usually a component of a Vocational Education and Training (VET) in Schools course undertaken by senior secondary students. On the job training and mentoring is provided which develops the students’ technical and generic employability skills. The skills are assessed, usually following the work placement, by a Registered Training Organisation and the VET qualifications are recognised nationally by the industry and education systems. The SWL program is currently delivered by Local Community Partnerships (LCPs).

Target Groups
96. Senior High School students.

Funding
97. See details of funding at Appendix C, Part 3.

Accountability
98. The Department will regularly review the performance of LCPs. This will be done through a variety of methods including performance reports, site visit monitoring results, desktop monitoring and stakeholder feedback. Performance is deemed to be satisfactory where it complies with the requirements of the Funding Agreement, its Schedules and Appendices. LCPs are to provide an audited financial acquittal as specified in the Funding Agreement.

Additional Information
99. For additional information about this program, refer to:
   - DEEWR Addresses and Contact Details, Appendix A, Part 3.
Youth Pathways

Objective

100. Youth Pathways assists young people aged 13 to 19 who are the most at risk of not making a successful transition into further education, training or employment and successful participation within the community. It aims to help them to reach their full potential by keeping them engaged or re-engaging them with education or training through the provision of intensive individualised assistance.

101. Youth Pathways commenced as part of the Careers Advice Australia program in January 2006. It replaced the Jobs Pathway program which ceased on 31 December 2005. Youth Pathways has national coverage.

102. Participants receive an assessment, assistance, and ongoing support and guidance. From the pool of eligible young people, providers identify those young people who are most at risk of not making a successful transition. The program targets young people who experience a combination of personal, social or educational barriers. Providers will refer those young people requiring professional assistance to appropriate services within the community.

Target Groups

103. To be eligible to participate in Youth Pathways, a young person must be an Australian citizen or permanent resident between the ages of 13 and 19 and either:

1. a) at risk of leaving school before completing Year 12; and
   b) at risk of not making a successful transition through school and from school to further education, training or employment.

   or

2. a) have left school in the preceding 12 months without completing Year 12; and
   b) at risk of not making a successful transition to further education, training or employment.

Funding

104. In 2006 Youth Pathways’ original funding was at approximately $24 million and assisted 19,341 young people. Following the release of the COAG Better Mental Health Services for Australians package in April 2006, Youth Pathways funding increased from 1 January 2007 to around $37 million per year. At least 25,500 young people will be assisted annually as a result. This funding will continue to 31 December 2008 in the current contract period.

Accountability

105. Funds are provided to contracted service providers and the funding contract requires them to meet compliance and service obligations, including achieving satisfactory periodic performance benchmarks by specified dates. Details of Youth Pathways providers can be found at http://www.careeradviceaustralia.gov.au/youthpathways/youth/default.htm
Local Community Partnerships

Objective

106. The Commonwealth Local Community Partnerships (LCPs) are incorporated, not-for-profit, community based and locally operated organisations. LCPs are contracted by DEEWR to provide a strategic approach to the implementation of the following three LCP career and transition programs:

- Structured Workplace Learning (SWL)
- Career and Transition Support Program; and
- Adopt a School Program

107. The role of LCPs has been expanded to facilitate assistance to all young people aged 13-19 years. These partnerships will help ensure that all young people have the skills, experience and professional guidance to achieve a successful transition through school, and from school to further education, training and employment. LCPs partner with industry and employer groups, schools, professional career advisers, community organisations, parents, young people, youth service providers, and other government and community organisations to assist young people.

108. In order to achieve National coverage and introduce a more equitable and transparent funding model, 213 Local Community Partnerships Service Regions have been established across Australia.

Target Groups

109. LCPs partner with industry and employer groups, schools, professional careers advisers, community organisations, parents, young people, youth service providers and other government and community organisations to assist all young people aged 13-19 years to gain the skills, experience and professional guidance to help them achieve a successful transition through school, and from school to further education, training and employment.

110. LCPs will play a significant and valued role in responding to emerging skills needs and gaps. Where appropriate, they can develop and implement strategies and/or activities that provide opportunities for young people to increase their awareness of the changing skills needs of industry, especially in emerging industries.

Funding

111. The Commonwealth, through the Department, will provide around $123.4 million to fund Local Community Partnerships for the period 1 January 2006 to 31 December 2008.

Accountability

112. LCPs are accountable for the programs they deliver and must adhere to reporting requirements in the funding agreement between LCPs and the Commonwealth (Funding Agreement) and in the LCP Guidelines. The information reported on by LCPs will be used by DEEWR for ensuring that LCPs are compliant with the requirements of the Funding Agreement and for monitoring their performance against the contracted milestones.
Connections

Objective
113. Connections assists young people aged 13 to 19 who have become disconnected from mainstream schooling and re-engages them in education, training or employment.

114. Connections provides individually tailored flexible accredited education and training to young people. Accredited education is delivered by qualified teachers either at the location of the program, or the young people can attend other education and training institutions such as TAFE. Through Connections, young people may also receive social and life skills training, career support and advice, and appropriate referral services (eg accommodation services, drug and alcohol counselling). Each Connections project must operate in a location and a setting in which the young people feel comfortable, typically in a community youth centre or community house. Young people develop a Transition plan which assists them to identify their goals and barriers and to develop and implement strategies to overcome these barriers.

Target Groups
115. Participants in Connections are those young people aged 13 to 19 who are disconnected from mainstream education and who, without assistance, are at high risk of not making a successful transition to further education, training or fulltime employment. Young people who are eligible for Connections face personal and social barriers which prevent their reengagement with education.

Funding
116. See details of funding at Appendix C, Part 3.

Accountability
117. Funds are provided to contracted providers who are required to meet financial as well as operational obligations, including contract deliverables and reporting by specified dates.

Additional Information
118. For additional information about this program, refer to:

- DEEWR Addresses and Contact Details, Appendix A, Part 3.
Regional Industry Career Advisers (RICA) Network

Objective

119. From December 2005, under the Career Advice Australia initiative, a network of Regional Industry Career Advisers (RICAs) has been established in 57 regions nationally to provide quality industry career advice, information and resources to Local Community Partnerships (LCPs), schools, employers and businesses.

120. RICAs are ‘on the ground’ industry champions and knowledge brokers with a comprehensive understanding of regional industry skills needs, employment patterns and career opportunities and will actively promote vocational and educational pathways including Australian School-Based Apprenticeships (ASBAs).

121. Career Advice Australia is an Commonwealth initiative supporting young Australians from 13 to 19 years of age to make successful transitions through school, and from school to further education, training and work. Career Advice Australia provides access to career information and advice, meaningful work experience and quality information about opportunities in industries to help young people make informed decisions about their futures.

122. The Commonwealth has committed over $330 million between January 2006 and June 2009 for the Career Advice Australia initiative.

123. The key elements of Career Advice Australia are:

- A national network of Local Community Partnerships (LCPs);
- Industry leadership at a regional and national level;
- Support for young people disconnected, or at risk of disconnecting, from school;
- Quality career development services for schools, teachers and career advisers.

Target Groups

124. Local Community Partnerships and employers/employer groups.

Funding

125. See details of funding at Appendix C, Part 3.

Accountability

126. The Department will regularly review the performance of the Regional Industry Career Advisers (RICA) Network. This will be done through the Career Advice Australia Monitoring Evaluation and Reporting Framework (MERF) which includes:

- Program specific reporting against Milestones and Key Performance indicators as specified in templates provided to RICAs by DEEWR for the Strategic Plan, Annual Business Plans, Progress Reports and Final Report; and
- Baseline data collection and ongoing evaluation activities to assess the appropriateness, quality and effectiveness of the services to be provided.
Additional Information

127. For additional information about this program, refer to:
   - DEEWR Addresses and Contact Details, Appendix A, Part 3.
National Industry Career Specialists (NICS) Network

Objective

128. From December 2005, under the Career Advice Australia (CAA) initiative, a national network of National Industry Career Specialists (NICS) is supporting the work of Regional Industry Career Advisers (RICAs) by identifying and/or developing and providing targeted, industry sector specific career advice, information and resources including information on skills needs and labour markets.

129. The NICS Network covers the following 10 Industry Sector groupings:
- Services Industries
- Transport and Logistics Industries
- Resources and Infrastructure Industries
- Electro Communications and Energy Utilities Industries
- Community Services and Health Industries
- Agri-Food Industries
- Innovation and Business Industries
- Construction and Property Services Industries
- Manufacturing Industries; and
- Government and Community Safety.

130. The Career Advice Australia initiative supports young people from 13 to 19 years of age to make successful transitions through school, and from school to further education, training and work. Career Advice Australia provides access to career information and advice, meaningful work experience and quality information about opportunities in industries to help young people make informed decisions about their futures.

131. The Commonwealth has committed over $330 million between January 2006 and June 2009 for the Career Advice Australia initiative.

132. The key elements of Career Advice Australia are:
- A national network of Local Community Partnerships (LCPs);
- Industry leadership at a regional and national level;
- Support for young people disconnected, or at risk of disconnecting, from school;
- Quality career development services for schools, teachers and career advisers.

Target Groups

133. Regional Industry Career Advisers (RICAs), industry and employers groups.

Funding

134. See details of funding at Appendix C, Part 3.
Accountability

135. The Department will regularly review the performance of the National Industry Career Specialists (NICS) Network. This will be done through the CAA Monitoring, Evaluation and Reporting Framework (MERF) which includes:

- Program specific reporting against Milestones and Key Performance Indicators as specific in templates provided to NICS by DEEWR for the Strategic Plan, Annual Business Plans, Progress Reports and Final Report; and

- Baseline data collection and ongoing evaluation activities to assess the appropriateness, quality and effectiveness of the services to be provided.

Additional Information

136. For additional information about this program, refer to:

- DEEWR Addresses and Contact Details, Appendix A, Part 3.
Australian Technical Colleges

Objective

137. The Australian Technical Colleges have been established as part of the Commonwealth’s response to meet industry’s need for trade skills and to provide young people with an integrated program of trade training, through a School-Based New Apprenticeship, senior secondary education and mentoring and support. The *Australian Technical Colleges (Flexibility in Achieving Australia’s Skills Needs) Act 2005* states the objectives as:

(a) promoting pride and excellence in trade skills training for young people; and
(b) providing skills and education in a flexible learning environment to build a solid basis for secure and rewarding careers; and
(c) adopting a new industry-led approach to providing education and training in partnership with local communities; and
(d) establishing an industry-led governing council for each Australian Technical College that is to set out strategic directions and performance objectives for the College and select the principal of the College; and
(e) providing trade training that is relevant to industry and that leads to nationally recognised qualifications through Australian School-based Apprenticeships, and academic and vocational education that is relevant to trade careers and that leads to a Year 12 Certificate; and
(f) ensuring the autonomy of the principal of each Australian Technical College to manage the College, to select the best staff and to meet the targets and performance measures set by the governing council of the College; and
(g) encouraging an environment of freedom and reward for effort for the staff of Australian Technical Colleges through flexible employment arrangements which provide rewards linked to excellent performance.

138. Announced regions for the Colleges are: Geelong, Eastern Melbourne, Gladstone, Gold Coast, Port Macquarie, Illawarra, Bairnsdale/Sale, Bendigo, Townsville, Darwin, Adelaide, North Brisbane, Hunter, North Tasmania, Perth South, Western Sydney, Gosford, Lismore/Ballina, Warrnambool, Dubbo, Queanbeyan, Pilbara, Whyalla/Port Augusta and Sunshine.

Target Groups

139. Year 11 and Year 12 students who wish to undertake an Australian School-based Apprenticeship in a trade.

Funding


141. A Request for Proposal to establish and operate Colleges was conducted in 2005.

Accountability

142. Successful Australian Technical College applicants will sign funding agreements which require them to meet compliance, service obligations and performance requirements for funding under this initiative.
Additional Information

143. Additional information may be found at:
An Even Start – National Tuition Program

Introduction

144. In the 2007-08 Budget, the previous Government announced funding of $457.4 million over four years to provide $700 of personalised assistance to students not achieving national benchmarks in literacy or numeracy. It is one of a range of Commonwealth initiatives aimed at addressing the learning needs of students who require additional assistance to acquire satisfactory literacy and numeracy skills. The Commonwealth Government has approved delivery of An Even Start – National Tuition Program for a 12 month period in 2008 to students not achieving 2007 literacy or numeracy benchmarks in years 3, 5 and 7. Any decision on the continuation of the program beyond 2008 will be a matter for future consideration by the Commonwealth.

145. The Program is to support parents/caregivers of students who did not meet 2007 national benchmarks in reading, writing and numeracy in Years 3, 5, and 7, or are exempt from taking the benchmark tests.

146. The Program provides eligible students with tuition to the value of $700 (GST exclusive). Parents/caregivers can decide where tuition occurs. Tutorial assistance may be provided by the eligible student’s school, or by a private tuition company or private tutor.

147. The Program builds on the pilot Tutorial Voucher Initiative which was delivered during 2005 and the Reading Assistance Voucher program, delivered during the 2007 school year.

148. The State and Territory education authorities will be engaged to administer provision of tuition to eligible students through schools. Tuition conducted by private tutors will be managed by a National Service Coordinator.

Objectives

149. The objectives of the Program are:

- to improve the educational outcomes of educationally disadvantaged students
- to specifically target the literacy and numeracy levels of Years 3, 5, and 7 students who do not achieve national benchmarks in literacy and numeracy, assisting these students acquire the skills that are necessary to progress satisfactorily at school
- to have a positive impact on young people and their future capacity to contribute to Australian society and the workforce.

Eligibility for Funding

150. The key target groups and stakeholders for this project are:

- students who did not achieve the Years 3, 5, and 7 national benchmarks in literacy or numeracy in 2007 and students who are exempted from benchmark testing
- individual tutors and private tuition companies
- parents and caregivers of eligible students
- schools.
Funding Available

151. In the 2007-08 Budget, the previous Government announced funding of $457.4 million over four years to provide $700 of personalised assistance to students not achieving national benchmarks in literacy or numeracy. The Commonwealth Government has approved delivery of An Even Start – National Tuition Program for a 12 month period in 2008.

Use of Funds

152. Funding will be used to:

- provide $700 in tuition assistance to eligible students
- support administration of the Program by State and Territory education authorities, schools and the National Service Coordinator.

Conditions of Funding

153. Financial management obligations will be detailed in contracts between DEEWR and State/Territory/Sector Administrators/National Service Coordinator.

Application Requirements

154. Funding will be provided to State/Territory/Sector Administrators and the National Service Coordinator following contracts with DEEWR being finalised.
Part 3: Generic Appendices

Appendix A: DEEWR Addresses and Contact Details

1. National Office – Schools Groups

Ms Margaret McKinnon  
Group Manager  
Schools Funding Group  
Department of Education,  
Employment and Workplace Relations  
GPO Box 9880 (Loc 743)  
CANBERRA ACT 2601  
Tel: 02 6240 7920  
Fax: 02 6123 7070

Dr Evan Arthur  
Group Manager  
Schools Teaching, Students and Digital Education Revolution Group  
Department of Education, Employment and Workplace Relations  
GPO Box 9880 (Loc 141)  
CANBERRA ACT 2601  
Tel: 02 6240 7900  
Fax: 02 6240 7100

Ms Rebecca Cross  
Group Manager  
Schools Quality Outcomes, Youth and Transitions Group  
Department of Education, Employment and Workplace Relations  
GPO Box 9880 (Loc 140)  
CANBERRA ACT 2601  
Tel: 02 6240 9169  
Fax: 02 6123 6227

DEEWR Internet: www.deewr.gov.au

National Office contacts

<table>
<thead>
<tr>
<th>General Recurrent Grants Program</th>
<th>Financial Questionnaire, Non-Government Schools Census, Financial Accountability, Short Term Emergency Assistance</th>
<th>Helpline</th>
<th>1800 677 027</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Grants Program</td>
<td>Mr Malcolm Thorp</td>
<td>02 6240 7939</td>
<td></td>
</tr>
<tr>
<td>Capital Grants Program – Schools openings</td>
<td></td>
<td><a href="mailto:schoolopenings@deewr.gov.au">schoolopenings@deewr.gov.au</a></td>
<td></td>
</tr>
<tr>
<td>Investing in Our Schools Program capital infrastructure grants</td>
<td></td>
<td>1300 363 079</td>
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</tr>
<tr>
<td>Educational Accountability</td>
<td>Ms Kelly Paxman</td>
<td>02 6240 8165</td>
<td></td>
</tr>
<tr>
<td>Student reports and school performance information</td>
<td>Ms Liz Dowd</td>
<td>02 6240 8037</td>
<td></td>
</tr>
<tr>
<td>Eligibility for temporary resident visa holders</td>
<td>Helpline</td>
<td>1800 677 027</td>
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<tr>
<td>Targeted Assistance</td>
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<tr>
<td>Literacy, Numeracy and Special Learning Needs Program Schools Grants element</td>
<td>Ms Sue Blackall</td>
<td>02 6240 8904</td>
<td></td>
</tr>
<tr>
<td>Literacy, Numeracy and Special Learning Needs Program Non-Government Centres Support element and Special Education</td>
<td>Mr Garry Winter</td>
<td>02 6240 7867</td>
<td></td>
</tr>
<tr>
<td>Literacy, Numeracy and Special Learning Needs Program National Projects element</td>
<td>Ms Anne Flynn</td>
<td>02 6240 9669</td>
<td></td>
</tr>
<tr>
<td>An Even Start – National Tuition Program</td>
<td>Ms Jo Groube</td>
<td>02 6240 7811</td>
<td></td>
</tr>
<tr>
<td>Non-Government Centres Support Program</td>
<td>Mr Garry Winter</td>
<td>02 6240 7867</td>
<td></td>
</tr>
<tr>
<td>ESL-New Arrivals</td>
<td>Ms Christine Lucas</td>
<td>02 6240 54782</td>
<td></td>
</tr>
<tr>
<td>Country Areas Program <a href="http://www.dest.gov.au/sectors/school_education/programmes_funding/programme_categories/special_needs_disadvantage/">http://www.dest.gov.au/sectors/school_education/programmes_funding/programme_categories/special_needs_disadvantage/</a></td>
<td>Ms Cathy Jubb</td>
<td>02 6240 7461</td>
<td></td>
</tr>
<tr>
<td>School Languages Program</td>
<td>Mr Rob Mason</td>
<td>02 6240 8894</td>
<td></td>
</tr>
<tr>
<td>Quality Outcomes Program</td>
<td>Ms Leanne Guymer</td>
<td>02 6240 7356</td>
<td></td>
</tr>
<tr>
<td>Commonwealth Quality Teacher Program</td>
<td>Mr Allan Hird</td>
<td>02 6240 9290</td>
<td></td>
</tr>
<tr>
<td>National School Drug Education Strategy</td>
<td>Ms Judy Petch</td>
<td>02 6240 7063</td>
<td></td>
</tr>
<tr>
<td>Civics and Citizenship Education Program</td>
<td>Mr Adrian Davies</td>
<td>02 6240 8183</td>
<td></td>
</tr>
<tr>
<td>Assistance for Isolated Children</td>
<td>Ms Cathy Jubb</td>
<td>02 6240 7461</td>
<td></td>
</tr>
<tr>
<td>Non-government School Term Hostels</td>
<td>Ms Cathy Jubb</td>
<td>02 6240 7461</td>
<td></td>
</tr>
<tr>
<td>Other Programs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lord Florey Student Prize <a href="http://www.dest.gov.au/sectors/school_education/programmes_funding/programme_categories/scholarships_awards_prizes/">http://www.dest.gov.au/sectors/school_education/programmes_funding/programme_categories/scholarships_awards_prizes/</a></td>
<td>Ms Deb Hamilton</td>
<td>02 6240 4158</td>
<td></td>
</tr>
<tr>
<td>Asia Education Foundation</td>
<td>Mr Adrian Davies</td>
<td>02 6240 8183</td>
<td></td>
</tr>
<tr>
<td>Grants in Aid</td>
<td>Ms Michelle Fitzgerald</td>
<td>02 6240 7831</td>
<td></td>
</tr>
<tr>
<td>ICT Innovation to Support National Consistency</td>
<td>Ms Margot Bell</td>
<td>02 6240 4164</td>
<td></td>
</tr>
<tr>
<td>Transitions Programs</td>
<td>Ms Georgina Webb</td>
<td>02 6240 7985</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
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<td></td>
</tr>
<tr>
<td>Enterprise and Career Education</td>
<td>YP Hotline or <a href="http://www.youthpathways.dest.gov.au">www.youthpathways.dest.gov.au</a></td>
<td>1800 635 035</td>
<td></td>
</tr>
<tr>
<td>Youth Pathways</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local Community Partnerships Network</td>
<td>Email: <a href="mailto:LCP@dest.gov.au">LCP@dest.gov.au</a></td>
<td>1800 635 035</td>
<td></td>
</tr>
<tr>
<td>Regional Industry Career Advisers</td>
<td><a href="http://www.connecttoyourfuture.dest.gov.au">http://www.connecttoyourfuture.dest.gov.au</a></td>
<td>1800 635 035</td>
<td></td>
</tr>
<tr>
<td>Email for queries:</td>
<td><a href="mailto:technicalcolleges@dest.gov.au">technicalcolleges@dest.gov.au</a></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Mr Tony Greer  
Group Manager  
Indigenous Education Group  
Department of Education, Employment and Workplace Relations  
GPO Box 9880 (Loc 151)  
CANBERRA ACT 2601

Tel: 02 6240 7910  
Fax: 02 6240 7934

<table>
<thead>
<tr>
<th>National Office contacts</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Information and General Enquiries</strong></td>
<td>Ms Sonia Forsyth</td>
</tr>
<tr>
<td><strong>Indigenous Education Programs</strong></td>
<td>Mr Danny Howard</td>
</tr>
<tr>
<td>Northern Territory</td>
<td>Mr Alan Haines</td>
</tr>
<tr>
<td>South Australia</td>
<td>Mr Craig Hendry</td>
</tr>
<tr>
<td>Tasmania</td>
<td>Mr Stephen Brown</td>
</tr>
<tr>
<td>Victoria</td>
<td>Mr Nicholas Condrottof</td>
</tr>
<tr>
<td>Queensland</td>
<td>Mr Dennis Ware</td>
</tr>
<tr>
<td>Western Australia</td>
<td>Ms Robin Keen</td>
</tr>
<tr>
<td>New South Wales</td>
<td>Ms Ros Field</td>
</tr>
<tr>
<td>Australian Capital Territory</td>
<td>Ms Ros Field</td>
</tr>
<tr>
<td>ESL Indigenous Language Speaking Students</td>
<td>Mr Danny Howard</td>
</tr>
<tr>
<td>Indigenous Education Statement/Other Funds Report</td>
<td>Mr Frank van der Heide (<a href="mailto:frank.vanderheidi@deewr.gov.au">frank.vanderheidi@deewr.gov.au</a>)</td>
</tr>
</tbody>
</table>

**Indigenous information websites**

- Indigenous Education Group  

- Indigenous Education Units - to contact your nearest IEU see link:  

  1800 800 821
Appendix A.1 DEEWR WEBSITE – SUBSCRIBE FOR UPDATES

DEEWR Subscription Service

3. The DEEWR Subscription Service notifies subscribers of significant updates added to DEEWR Web Sites, including publications, program updates and guidelines. Refer to http://www.dest.gov.au/dss/.

DEEWR Ministerial Service

4. DEEWR also provides separate subscription services for DEEWR Ministerial media releases and other special interest newsletters. These are listed under Related Pages on the site listed above.

Becoming a Subscriber

5. You may subscribe or unsubscribe at any time to either, or both, of these services. There is no cost for these services.

6. Before you decide to subscribe to the DEEWR Subscription Service please take time to carefully read the Conditions of Subscription and to review DEEWR’s Web Site Privacy Statement. (Follow links as provided on the DEEWR website).

7. NOTE: Information on new programs, funding applications, announcements etc. are made during the year on the School Education section of the DEEWR website at: www.deewr.gov.au
## Appendix B: 2008 Calendar of Events

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Program</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td></td>
<td>General Recurrent Grants payments to systemic and non-systemic schools</td>
<td>First General Recurrent Grants (GRG) payment.</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>Capital Grants - Non-Government Component</td>
<td>BGAs to receive first of 11 monthly payments for allocated administrative funds.</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>English as a Second Language - Indigenous Language Speaking Students</td>
<td>Catholic Schools should apply to their State Catholic Education Commission. Independent schools should apply to the Association of Independent Schools in their State or Territory. First payment to all education authorities will be made in January or as soon as possible thereafter. This payment is in advance on 50 per cent of the previous year payment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English as a Second Language - New Arrivals</td>
<td>Government schools should contact their State or Territory education authorities. Catholic schools should contact their State Catholic Education Commission. Independent schools should contact the Association of Independent Schools in their State or Territory. First payment to all education authorities will be made in January or as soon as possible thereafter. This payment is an advance of 75 per cent of the previous year payment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Indigenous Education Strategic Initiatives Program</td>
<td>First half-yearly (recurrent funding) payment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Schools Grants element of LNSLN Strategic Assistance</td>
<td>Commonwealth to provide Catholic and independent education authorities with details of sector and school level strategic assistance allocations.</td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>Non-Government Centres Support element of the Literacy, Numeracy and Special Needs Program</td>
<td>First quarterly payments</td>
</tr>
<tr>
<td></td>
<td>31</td>
<td>School Languages Program</td>
<td>Program Activity Reports due</td>
</tr>
<tr>
<td>February</td>
<td></td>
<td>Additional advance payments of General Recurrent Grants</td>
<td>Non-systemic schools with substantial variations (15 per cent or more) in enrolments compared to previous census date enrolments to advise the National Office of the Department by the end of March. Additional advance payments will be made before October for schools with enrolment increases of 15 per cent or more. Notification of enrolment changes received after the end of March cannot be taken into account prior to the October payment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Capital Grants - Non-Government Component</td>
<td>Early February: Suggested time for BGAs to advise participating schools of closing date for applications for current round. Mid February: BGAs to receive first of 11 monthly payments of allocated project funds. February: Distribution to BGAs of preliminary estimate of funds expected to be available to BGAs for the following year’s schedule.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Non-Government Centres Support element of the Literacy, Numeracy and Special Learning Needs Program</td>
<td>The ‘agent’ in each State is required to submit details of the building projects to be undertaken in 2008.</td>
</tr>
</tbody>
</table>
## Commonwealth Programs for Schools – 2008 UPDATE

### Quadrennial Administrative Guidelines – 2008 Update

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Program</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>March</td>
<td>1 March</td>
<td>Non-Government Schools Term Hostels Program</td>
<td>Census date for determining the number of eligible students resident at a non-government school term hostel.</td>
</tr>
<tr>
<td>End March</td>
<td>General Recurrent Grants: non-systemic school enrolments</td>
<td><strong>End of March:</strong> If non-systemic school experiences a rise or fall of 15 per cent or more in enrolments at the beginning of the school year, it should notify the Department of its enrolments as at the end of February. Notification of enrolment changes received after the end of March cannot be taken into account prior to the October payment.</td>
<td></td>
</tr>
<tr>
<td>15 March</td>
<td>Capital Grants - Non-Government Component</td>
<td>BGAs to advise Commonwealth Minister (and copy to the Department) of projects assisted by the Commonwealth to be opened in the next quarter.</td>
<td></td>
</tr>
<tr>
<td>15 March</td>
<td>Capital Grants – Government Component</td>
<td>State Governments to advise Commonwealth Minister (and copy to the Department) of projects assisted by the Commonwealth to be opened in the next quarter. State Governments to submit to National Office an updated list of previously funded projects that, in the previous quarter, had yet to meet all relevant recognition requirements.</td>
<td></td>
</tr>
<tr>
<td>by 15 March</td>
<td>Country Areas Program (CAP)</td>
<td>State and Northern Territory government and non-government education authorities to submit to the Department an Electronic Schedule of CAP projects and funding allocations for 2008 and advise in writing of the person authorised to submit the Electronic Schedule on behalf of the education authority.</td>
<td></td>
</tr>
<tr>
<td>by 15 March</td>
<td>School Languages Program</td>
<td>First payment made pending receipt of Program Activity Report.</td>
<td></td>
</tr>
<tr>
<td>15 March</td>
<td>Schools Grants, Country Areas Program, School Languages Program</td>
<td>State and Territory government and non-government authorities to advise in writing of any changes to the principles for allocating funding within systems and to schools, including reviewing and updating of the allocative systems involved in the programs and arrangements for consulting with the relevant educational and community groups on program priorities and targeting (refer to relevant programs for further details).</td>
<td></td>
</tr>
<tr>
<td>by 14 March</td>
<td>Non-Government Centres Support element of the Literacy, Numeracy and Special Needs Program</td>
<td>The ‘agent’ in each State is required to report on organisations directly assisted and the number of children with a disability who received services, by target group.</td>
<td></td>
</tr>
<tr>
<td>April</td>
<td>30 April</td>
<td>Schools Financial Questionnaire</td>
<td>Financial Questionnaires to be completed by 30 April. The auditor’s opinion is due by 30 June.</td>
</tr>
<tr>
<td>30 April</td>
<td>Non-Government Centres Support element of the literacy, Numeracy and Special Needs Program</td>
<td>Second quarterly payments.</td>
<td></td>
</tr>
<tr>
<td>May</td>
<td>11 May</td>
<td>Vocational Students Prize</td>
<td>Nominations open. Forms available on DEEWR website or print copies.</td>
</tr>
<tr>
<td>End May</td>
<td>Non-Government Centres Support element of the Literacy, Numeracy and Special Needs Program</td>
<td>The ‘agent’ in each State is required to report on progress of the 2007 building plan and any residual projects from previous years building plans.</td>
<td></td>
</tr>
<tr>
<td>Month</td>
<td>Date</td>
<td>Program</td>
<td>Action</td>
</tr>
<tr>
<td>-------</td>
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<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>June</td>
<td>14 June</td>
<td>Lord Florey Student Prize</td>
<td>Announcement in metropolitan newspapers of the winners of the 2007 Lord Florey Student Prize by the Commonwealth Minister for Education.</td>
</tr>
<tr>
<td></td>
<td>14 June</td>
<td>Vocational Students Prize</td>
<td>Nominations close in all States/Territories except for Tasmania.</td>
</tr>
<tr>
<td></td>
<td>15 June</td>
<td>Capital Grants - Non-Government Component</td>
<td>BGAs to advise Commonwealth Minister (and copy to the Department) of projects assisted by the Commonwealth to be opened in the next quarter.</td>
</tr>
<tr>
<td></td>
<td>15 June</td>
<td>Capital Grants – Government Component</td>
<td>State Governments to advise Commonwealth Minister (and copy to the Department) of projects assisted by the Commonwealth to be opened in the next quarter. State Governments to submit to National Office an updated list of previously funded projects that, in the previous quarter, had yet to meet all relevant recognition requirements.</td>
</tr>
<tr>
<td></td>
<td>28 June</td>
<td>Vocational Students Prize</td>
<td>Nominations close for Tasmania.</td>
</tr>
<tr>
<td></td>
<td>30 June</td>
<td>Capital Grants - Non-Government Component</td>
<td>BGAs to send updated list of participating schools to National Office (if updates are not done regularly). BGAs to submit accountability statements to National Office.</td>
</tr>
<tr>
<td></td>
<td>30 June</td>
<td>Capital Grants – Government Component</td>
<td>State Governments to submit accountability statements to National Office.</td>
</tr>
<tr>
<td></td>
<td>30 June</td>
<td>Schools Financial Questionnaire</td>
<td>Auditors’ opinions to be returned to the Department.</td>
</tr>
<tr>
<td></td>
<td>30 June</td>
<td>Financial Accountability</td>
<td>Accountability Certificates to be completed by accountants.</td>
</tr>
<tr>
<td></td>
<td>30 June</td>
<td>English as a Second Language – Indigenous Language Speaking Students</td>
<td>Deadline for provision of information on eligible students for the first funding period. August payments to all education authorities.</td>
</tr>
<tr>
<td></td>
<td>30 June</td>
<td>General Recurrent Grants - Indigenous Education Statement</td>
<td>State and Non-government System education authorities to provide Indigenous Education Statement.</td>
</tr>
<tr>
<td>July</td>
<td>1 July</td>
<td>General Recurrent Grants: Schools Systems, Amalgamations and Separations</td>
<td>Schools proposing to join or leave existing systems, or schools proposing to amalgamate or separate, for the next year, should notify the Department by 1 July of the year before the proposed change is to commence. General Recurrent Grants payments to non-government systemic and non-systemic schools 2nd advance GRG payment Indigenous Education Strategic Initiatives Program Second half-yearly (recurrent funding) payment.</td>
</tr>
<tr>
<td></td>
<td>1 July</td>
<td>Compliance Certification</td>
<td>Compliance Certificate No 2 available for completion (covers publication of School Performance Information for 2007).</td>
</tr>
<tr>
<td></td>
<td>30 July</td>
<td>Non-Government Centres Support element of the Literacy, Numeracy and Special Needs Program</td>
<td>Third quarterly payments.</td>
</tr>
<tr>
<td>August</td>
<td>1 August</td>
<td>Schools Census</td>
<td>Schools Census date for all States and Territories.</td>
</tr>
<tr>
<td></td>
<td>8 August</td>
<td>Schools Census</td>
<td>Statutory Declarations should be completed and returned to the Department.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Supplementary Recurrent Assistance</td>
<td>National Indigenous Preschool Census undertaken.</td>
</tr>
<tr>
<td></td>
<td>August/September</td>
<td>Capital Grants</td>
<td>Advice to BGAs of final allocations for the current funding year and initial allocations for the following year’s schedule funds, subject to the making of Regulations for supplementation.</td>
</tr>
<tr>
<td></td>
<td>8 August</td>
<td>English as a Second Language - New Arrivals</td>
<td>Deadline for provision by all education authorities of information on new arrivals for first funding period, ie 1 November of the previous year to 30 June of the current year. August payments to all education authorities.</td>
</tr>
<tr>
<td>Month</td>
<td>Date</td>
<td>Program</td>
<td>Action</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------</td>
<td>-------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>September</td>
<td>15 September</td>
<td>Capital Grants - Non-Government Component</td>
<td>BGAs to advise Commonwealth Minister (and copy to the Department) of projects assisted by the Commonwealth to be opened in next quarter.</td>
</tr>
<tr>
<td></td>
<td>15 September</td>
<td>Capital Grants – Government Component</td>
<td>State Governments to advise Commonwealth Minister (and copy to the Department) of projects assisted by the Commonwealth to be opened in the next quarter. State Governments to submit to National Office an updated list of previously funded projects that, in the previous quarter, had yet to meet all relevant recognition requirements.</td>
</tr>
<tr>
<td></td>
<td>30 September</td>
<td>Capital Grants</td>
<td>BGAs to submit to the Department recommendations for capital expenditure proposed for the following three years.</td>
</tr>
<tr>
<td>October</td>
<td>30 October</td>
<td>General Recurrent Grants payments to non-government systemic and non-systemic schools</td>
<td>Third GRG payment</td>
</tr>
<tr>
<td></td>
<td>30 October</td>
<td>Non-Government Centres Support element of the Literacy, Numeracy and Special Needs Program</td>
<td>Fourth quarterly payments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Supplementary Country Areas Program payment</td>
<td>As soon as possible after MCEETYA publishes average government school costs figures.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Supplementary GRG payment</td>
<td>As soon as possible after MCEETYA publishes average government school costs figures.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Supplementary Capital payment</td>
<td>As soon as possible after Regulation has been signed.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Supplementary Non-Government Centres support element of the Literacy, Numeracy and Special Needs Program payment</td>
<td>As soon as possible after Regulation has been signed.</td>
</tr>
<tr>
<td>November</td>
<td>30 November</td>
<td>English as a Second Language – Indigenous Language Speaking Students</td>
<td>Deadline for the provision of information on eligible students for the second funding period 1 July to 31 October. December payment to all education authorities includes supplementation payment for the year.</td>
</tr>
<tr>
<td></td>
<td>28 November</td>
<td>English as a Second Language - New Arrivals</td>
<td>Deadline for the provision of information on new arrivals for the second funding period 1 July to 31 October. December payment to all education authorities includes supplementation payment for the year.</td>
</tr>
<tr>
<td></td>
<td>Early November</td>
<td>School Languages Program</td>
<td>Supplementation Payments made to eligible education authorities as soon as possible after advice on supplementation percentage.</td>
</tr>
<tr>
<td>November</td>
<td>28 November</td>
<td>English as a Second Language - New Arrivals</td>
<td>Deadline for the provision of information on new arrivals for the second funding period 1 July to 31 October. December payment to all education authorities includes supplementation payment for the year.</td>
</tr>
<tr>
<td>December</td>
<td>Early December</td>
<td>Capital Grants - General Element</td>
<td>BGAs to be advised of approval of the following year’s annual schedule of capital grants including administrative allowances.</td>
</tr>
<tr>
<td></td>
<td>15 December</td>
<td>Capital Grants – Non Government Component</td>
<td>BGAs to advise Commonwealth Minister (and copy to the Department) of projects assisted by the Commonwealth to be opened in next quarter.</td>
</tr>
<tr>
<td></td>
<td>15 December</td>
<td>Capital Grants – Government Component</td>
<td>State Governments to advise Commonwealth Minister (and copy to the Department) of projects assisted by the Commonwealth to be opened in the next quarter. State Governments to submit to National Office an updated list of previously funded projects that, in the previous quarter, had yet to meet all relevant recognition requirements.</td>
</tr>
</tbody>
</table>
Additional Programs Throughout the Year

Funding category reviews
8. Requests for a review of non-government schools’ SES scores may be submitted to the Department at any time during the year.

General Recurrent Grants
9. General Recurrent Grants payments for government school systems are made each month.
Appendix B1: 2008 Program Calendar – Commonwealth Programs for Schools

10. NOTE: Information on new programs, funding applications, announcements etc. are made during the year on the School Education section of the DEEWR website at: www.deewr.gov.au

11. **Non-Government schools and systems**

<table>
<thead>
<tr>
<th>Key Dates</th>
<th>Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td><strong>General Recurrent Grants to systemic and non-systemic schools</strong></td>
</tr>
<tr>
<td></td>
<td>First General Recurrent Grants (GRG) payment based on 50 per cent of estimated annual entitlements based on previous years Census.</td>
</tr>
<tr>
<td>End March</td>
<td><strong>Non-systemic school enrolments</strong>: If non-systemic school experiences a rise or fall of 15 per cent or more in enrolments in the beginning of the school year, it should notify the Department of its enrolments as at the end of February. Notification of enrolment changes received after the <strong>end of March</strong> cannot be taken into account prior to the October payment.</td>
</tr>
<tr>
<td>July</td>
<td><strong>Second GRG payment based on 75 per cent of estimated annual entitlement less payments already made for this year.</strong></td>
</tr>
<tr>
<td>October</td>
<td><strong>Adjustment GRG payment: 100 per cent of annual entitlement based on current years Census data less payments already made for this year.</strong></td>
</tr>
<tr>
<td>As soon as possible after MCEETYA publishes average government school costs figures.</td>
<td><strong>Additional advance payments of General Recurrent Grants</strong></td>
</tr>
<tr>
<td></td>
<td>Non-systemic schools with substantial variations (15 per cent or more) in enrolments compared to previous census date enrolments to advise the National Office of the Department by the <strong>end of March</strong>. Additional advance payments will be made before October for schools with enrolment increases of 15 per cent or more. Notification of enrolment changes received after the <strong>end of March</strong> cannot be taken into account prior to the October payment</td>
</tr>
<tr>
<td>1 July</td>
<td><strong>Schools systems, Amalgamations and Separations</strong></td>
</tr>
<tr>
<td></td>
<td>Schools Systems, Amalgamations and Separations: Schools proposing to join or leave existing systems, or schools proposing to amalgamate or separate, must notify the Department by 1 July of the year before the proposed change is to commence.</td>
</tr>
<tr>
<td>30 April</td>
<td><strong>Schools Financial Questionnaire and Census</strong></td>
</tr>
<tr>
<td></td>
<td>Financial Questionnaires to be completed.</td>
</tr>
<tr>
<td>30 June</td>
<td>Auditor’s opinion on the schools financial statements is to be returned to the Department.</td>
</tr>
<tr>
<td>1 August</td>
<td><strong>Schools Census date for all States and Territories.</strong></td>
</tr>
<tr>
<td>8 August</td>
<td>Statutory Declarations must be returned to the Department.</td>
</tr>
<tr>
<td>30 June</td>
<td><strong>Financial Accountability</strong></td>
</tr>
<tr>
<td></td>
<td>Accountability Certificates to be completed on line by the school’s Auditor.</td>
</tr>
</tbody>
</table>
### Key Dates

<table>
<thead>
<tr>
<th>Programs</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CAPITAL FUNDING</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Capital Grants: Non-government component</strong></td>
<td></td>
</tr>
<tr>
<td>Block Grant Authorities (BGA) to receive first of 11 monthly payments for allocated administered funds.</td>
<td>7 January</td>
</tr>
<tr>
<td>Suggested time for BGAs to advise participating schools of closing date for applications for current round.</td>
<td>Early February</td>
</tr>
<tr>
<td>BGAs to receive first of 11 monthly payments of allocated project funds.</td>
<td>Mid February</td>
</tr>
<tr>
<td>Distribution of BGAs of preliminary estimate of funds expected to be available to BGAs for the following year’s schedule.</td>
<td>February</td>
</tr>
<tr>
<td>BGAs to advise Commonwealth Minister (and copy to the Department) of projects assisted by the Commonwealth to be opened in the next quarter and confirm openings scheduled for previous quarter.</td>
<td>15 March</td>
</tr>
<tr>
<td>BGAs to advise Commonwealth Minister (and copy to the Department) of projects assisted by the Commonwealth to be opened in the next quarter and confirm openings scheduled for previous quarter.</td>
<td>15 June</td>
</tr>
<tr>
<td>BGAs to send updated list of participating schools to National Office (if updates are not done regularly).</td>
<td>30 June</td>
</tr>
<tr>
<td>BGAs to submit accountability statements to National Office.</td>
<td>30 June</td>
</tr>
<tr>
<td>Advice to BGAs of final allocations for the current funding year and initial allocations for the following year’s schedule funds, subject to Regulations for supplementation having been made.</td>
<td>August/September</td>
</tr>
<tr>
<td>BGAs to advise Commonwealth Minister (and copy to the Department) of projects assisted by the Commonwealth to be opened in the next quarter and confirm openings scheduled for previous quarter.</td>
<td>15 September</td>
</tr>
<tr>
<td>BGAs to submit to the Department recommendations for capital expenditure proposed for the following three years.</td>
<td>30 September</td>
</tr>
<tr>
<td>Supplementary Capital payment.</td>
<td>October</td>
</tr>
<tr>
<td>BGAs to be advised of the following year’s annual schedule of capital grants including administrative allowances.</td>
<td>Early December</td>
</tr>
<tr>
<td>BGAs to advise Commonwealth Minister (and copy to the Department) of projects assisted by the Commonwealth to be opened in the next quarter and confirm openings scheduled for previous quarter.</td>
<td>15 December</td>
</tr>
<tr>
<td><strong>TARGETED PROGRAMS</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Literacy, Numeracy and Special Learning Needs – Schools Grants element – Recurrent Component</strong></td>
<td></td>
</tr>
<tr>
<td>Payment is one quarter of entitlement.</td>
<td>January</td>
</tr>
<tr>
<td>Schools Grants element: Commonwealth to provide Catholic and Independent education authorities with details of sector allocations for recurrent component.</td>
<td>January</td>
</tr>
<tr>
<td>Payment is one quarter of entitlement</td>
<td>April</td>
</tr>
<tr>
<td>Payment is one quarter of entitlement</td>
<td>July</td>
</tr>
<tr>
<td>Payment is one quarter of entitlement</td>
<td>October</td>
</tr>
<tr>
<td>Key Dates</td>
<td>Programs</td>
</tr>
<tr>
<td>-----------</td>
<td>---------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| November  | **Literacy, Numeracy and Special Learning Needs – Schools Grants element - Strategic Assistance component**  
           | Strategic assistance component deadline for non-government education authorities to provide and confirm details of number of students with disabilities based on August schools census for the next program year. |
| January   | **English as a Second Language – New Arrivals**                                              
           | Catholic schools should apply to their State Catholic Education Commission.                   |
| January   | Independent schools should apply to the Association of Independent Schools in their State or Territory. |
| January   | First payment to all education authorities will be made in January or as soon as possible thereafter. This payment is an advance of 75 per cent of the previous year payment. |
| 8 August  | Deadline for provision by all education authorities of information on new arrivals for first funding period, i.e. 1 November of the previous year to 30 June of the current year. |
| August    | August payments to all education authorities based on numbers of eligible students claimed for the period 1 November of the previous year to 30 June of the current year. |
| 28 November | Deadline for the provision of information on new arrivals for the second funding period, i.e. 1 July to 31 October. |
| December  | Payment is based on numbers of eligible students claimed for the period 1 July of the current year to 31 October of the current year; and includes supplementary payment in line with the Average Government School Costs figures. |
| January   | **Country Areas Program (CAP)**                                                             
           | Non-government education authority - Payment is one quarter of entitlement                   |
| By 15 March | State and Northern Territory non-government education authorities to submit to the Department an Electronic Schedule of CAP projects and funding allocations for the year. |
| 15 March  | State and Territory non-government authorities to advise in writing of the principles for allocating funding within systems and to schools, including reviewing and updating of the allocative systems involved in the programs and arrangements for consulting with the relevant educational and community groups on program priorities and targeting (refer to program for details). |
| April     | Payment is one quarter of entitlement                                                       |
| July      | Payment is one quarter of entitlement                                                       |
| October   | Payment is one quarter of entitlement                                                       |
| October   | Supplementary CAP payment as soon as possible after MCEETYA publishes average government school cost figures. |
### Key Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Languages Program</strong></td>
<td></td>
</tr>
<tr>
<td>31 January</td>
<td>Deadline for education authorities to submit reports on program activities for the preceding year. The report must include the amount of SLP funds that have been expended on Australian Indigenous languages and after-hours ethnic schooling.</td>
</tr>
<tr>
<td>By 15 March</td>
<td>First payment to education authorities made pending receipt of Program Activity Report.</td>
</tr>
<tr>
<td>October</td>
<td>Letters sent to education authorities advising of the supplementation entitlements.</td>
</tr>
<tr>
<td>November</td>
<td>Supplementation payments made to eligible education authorities as soon as possible after advice on supplementation percentage.</td>
</tr>
<tr>
<td><strong>Australian School Innovation in Science, Technology and Mathematics - (ASiSTM) Project</strong></td>
<td></td>
</tr>
<tr>
<td>February</td>
<td>Expressions of interest expected to be invited for fourth funding round.</td>
</tr>
<tr>
<td>June</td>
<td>Expressions of interest short-listed. Those short-listed invited to submit full applications.</td>
</tr>
<tr>
<td>October-November</td>
<td>Successful applicants expected to be advised.</td>
</tr>
<tr>
<td>February</td>
<td>Most fourth round projects expected to get underway.</td>
</tr>
</tbody>
</table>
Program Calendar: Commonwealth Programs for Schools

12. States/Territories - Government schools

<table>
<thead>
<tr>
<th>Key Dates</th>
<th>Programs</th>
</tr>
</thead>
</table>
| January to November| **General Recurrent Grants for State Government School**  
Each payment is one twelfth of the estimated entitlement for payments 1-11.  
Entitlements are based on current year’s enrolment as estimated in November of the previous year. |
| November           | State Education Departments to advise the Department of actual current program year student numbers and estimated enrolments for the following program year. |
| December           | Adjusting payment: 100 per cent of actual entitlement less payments already made. Entitlement is based on current year’s Census.                     |

**CAPITAL FUNDING**

<table>
<thead>
<tr>
<th>Key Dates</th>
<th>Programs</th>
</tr>
</thead>
</table>
| Mid February       | **Capital Grants: Government component**  
States/Territories receive first of 11 monthly payments of allocated project funds. |
| 15 March           | States/Territories advise Minister (and copy to the Department) of projects receiving Commonwealth funding to be opened in the next quarter. |
| 15 June            | States/Territories advise Minister (and copy to the Department) of projects receiving Commonwealth funding to be opened in the next quarter. |
| 30 June            | States/Territories submit accountability statements to the Department.                                                                       |
| 15 September       | States/Territories advise Minister (and copy to the Department) of projects receiving Commonwealth funding to be opened in the next quarter. |
| September/October  | States/Territories advised of final allocations for the current funding year and initial allocations for the following year.                 |
| 15 December        | States/Territories advise Minister (and copy to the Department) of projects receiving Commonwealth funding to be opened in the next quarter. |

**TARGETED PROGRAMS**

<table>
<thead>
<tr>
<th>Key Dates</th>
<th>Programs</th>
</tr>
</thead>
</table>
| January            | **Literacy, Numeracy and Special Learning Needs – Schools Grants element – Recurrent component**  
Payment is one twelfth of entitlement. |
| January            | Schools Grants element: Commonwealth to provide government education authorities with details of sector allocations for recurrent component. |
| January to December| Monthly payment is one twelfth of entitlement                                                                                           |
| November           | **Literacy, Numeracy and Special Learning Needs – Schools Grants element Strategic assistance component**  
Deadline for government education authorities to provide details of number of students with disabilities for the next program year based on August schools census to be eligible for this funding |
<p>| January to December| Monthly payment is one twelfth of entitlement                                                                                           |</p>
<table>
<thead>
<tr>
<th>Key Dates</th>
<th>Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>January</strong></td>
<td><strong>Literacy, Numeracy and Special Learning Needs – Non-Government Centres</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Support element</strong></td>
</tr>
<tr>
<td></td>
<td>Payment is one quarter of entitlement.</td>
</tr>
<tr>
<td><strong>End February</strong></td>
<td>The ‘agent’ in each State is required to submit details of the building projects to be undertaken for that year.</td>
</tr>
<tr>
<td><strong>By 14 March</strong></td>
<td>The ‘agent’ in each State is required to report on organisations directly assisted and the number of children with a disability who received services, by target group.</td>
</tr>
<tr>
<td><strong>April</strong></td>
<td>Payment is one quarter of entitlement.</td>
</tr>
<tr>
<td><strong>End May</strong></td>
<td>The ‘agent’ in each State is required to report on progress of the previous years building plan and any residual projects still outstanding.</td>
</tr>
<tr>
<td><strong>July</strong></td>
<td>Payment is one quarter of entitlement.</td>
</tr>
<tr>
<td><strong>October</strong></td>
<td>Payment is one quarter of entitlement.</td>
</tr>
<tr>
<td>October (As soon as possible after Regulations signed.)</td>
<td>Supplementation payment</td>
</tr>
</tbody>
</table>

By **15 March**  
**Country Areas Program (CAP)**  
State and Northern Territory government and non-government education authorities to submit to the Department an Electronic Schedule of CAP projects and funding allocations for 2008, and advise in writing of the person authorised to submit the Electronic Schedule on behalf of the education authority.

**Monthly**  
**CAP: Government System Payments**  
Government systems receive twelve equal payments over the calendar year.

**English as a Second Language – New Arrivals**

| **January** | First payment to all State education authorities will be made in January or as soon as possible thereafter. This payment is an advance of 75 per cent of the previous year payment. |
| **8 August**| Deadline for provision by all State education authorities of information on new arrivals for first funding period, i.e. 1 November of the previous year to 30 June of the current year. |
| **August**  | August payments to all State education authorities based on numbers of eligible students claimed for the period 1 November of the previous year to 30 June of the current year. |
| **28 November** | Deadline for the provision of information on new arrivals for the second funding period, i.e. 1 July to 31 October. |
| **December**| Payment is based on numbers of eligible students claimed for the period 1 July of the current year to 31 October of the current year. |

**School Languages Program**

<p>| <strong>31 January</strong> | State and Territory education authorities to submit reports on program activities for the preceding year, including the amount of funds that have been expended on Australian Indigenous languages and after-hours ethnic schooling. |
| By <strong>15 March</strong> | First payment to education authorities pending receipt of Program Activity Report. |
| <strong>Early November</strong> | Supplementation payments made to eligible education authorities as soon as possible after advice on supplementation percentage. |</p>
<table>
<thead>
<tr>
<th>Key Dates</th>
<th>Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>February</td>
<td><strong>Australian School Innovation in Science, Technology and Mathematics - (ASiSTM) Project</strong></td>
</tr>
<tr>
<td></td>
<td>Expressions of interest expected to be invited for fourth funding round.</td>
</tr>
<tr>
<td>June</td>
<td>Expressions of interest short-listed. Those short-listed invited to submit full applications.</td>
</tr>
<tr>
<td>October-November</td>
<td>Successful applicants expected to be advised.</td>
</tr>
<tr>
<td>February</td>
<td>Most fourth round projects expected to get underway.</td>
</tr>
</tbody>
</table>
Program Calendar: Commonwealth Programs for Schools

13. Indigenous and Transitions Programs - Non-government and Government schools

<table>
<thead>
<tr>
<th>Key Dates</th>
<th>Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INDIGENOUS EDUCATION PROGRAMS</strong></td>
<td></td>
</tr>
<tr>
<td>January</td>
<td>Indigenous Education Strategic Initiatives</td>
</tr>
<tr>
<td>July</td>
<td>First half-yearly (recurrent funding) payment.</td>
</tr>
<tr>
<td>August</td>
<td>Second half-yearly (recurrent funding) payment.</td>
</tr>
<tr>
<td><strong>English as a Second Language – Indigenous Language Speaking Students</strong></td>
<td></td>
</tr>
<tr>
<td>January</td>
<td>Catholic schools should apply to their State Catholic Education Commission.</td>
</tr>
<tr>
<td>January</td>
<td>Independent schools should apply to the Association of Independent Schools in their State or Territory.</td>
</tr>
<tr>
<td>January</td>
<td>First payment to all education authorities will be made in January or as soon as possible thereafter. This payment is in advance on 50 per cent of the previous year payment.</td>
</tr>
<tr>
<td>30 June</td>
<td>Deadline for provision by all education authorities of information on eligible students for the first funding period.</td>
</tr>
<tr>
<td>August</td>
<td>Payment to all education authorities.</td>
</tr>
<tr>
<td>30 November</td>
<td>Deadline for the provision of information on eligible students for the second funding period, ie 1 July to 31 October.</td>
</tr>
<tr>
<td>December</td>
<td>Payment to all education authorities.</td>
</tr>
<tr>
<td><strong>The Whole of School Intervention Strategy (WoSI) Indigenous Tutorial Assistance Scheme</strong></td>
<td></td>
</tr>
<tr>
<td>January - December</td>
<td>Funding applications for In-Class Tuition (ICT), Remote Indigenous Student (RIS) Tuition and Year 9, 10, 11 and 12 Tuition may be submitted to the Department at any time and payments are made against agreement milestones.</td>
</tr>
<tr>
<td>30 June 2008</td>
<td>Indigenous Education Statement due - for completion by State government and non-government school systems.</td>
</tr>
</tbody>
</table>

**TRANSITIONS PROGRAMS**

<table>
<thead>
<tr>
<th>Key Dates</th>
<th>Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Youth Pathways Program</strong></td>
<td>Youth Pathways is targeted at young people aged 13 to 19 who are the most at risk of not making a successful transition through school and from school to further education, training, employment and active participation in the community. Youth Pathways aims to reduce the number of early school leavers who are not employed or in education in the 12 months after leaving school. Specifically, it aims to increase the number of young people completing year 12 or its equivalent. Youth Pathways participants will receive personalised assistance to overcome identified barriers specific to their individual needs.</td>
</tr>
<tr>
<td>31 August 2008 or 31 October 2008</td>
<td>Registration period ends for 2008 (registration period varies depending on the Service Region)</td>
</tr>
<tr>
<td>31 August 2009 or 31 October 2009</td>
<td>Registration period ends for 2009 (registration period varies depending on the Service Region)</td>
</tr>
</tbody>
</table>
### Key Dates

<table>
<thead>
<tr>
<th>Programs</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Career Education Lighthouse Schools Project</strong></td>
<td>Australian Association of Careers Counsellors (AACC) National Conference in Perth.</td>
</tr>
<tr>
<td></td>
<td>Information regarding applications for 2008 Lighthouse project funding yet to be determined.</td>
</tr>
<tr>
<td><strong>Australian Vocational Student Prize</strong> (includes Prime Minister’s Award for Skills Excellence)</td>
<td>Principals to nominate top Vocational Education and Training in Schools (VETiS) and Australian School – based Apprenticeship student in Year 12.</td>
</tr>
<tr>
<td>TBC</td>
<td>Nomination period for all States/Territories except for Tasmania</td>
</tr>
<tr>
<td>TBC</td>
<td>Nomination period for Tasmania</td>
</tr>
<tr>
<td>TBC</td>
<td>Nominations close except for Tasmania</td>
</tr>
<tr>
<td>TBC</td>
<td>Nominations close for Tasmania</td>
</tr>
<tr>
<td>TBC</td>
<td>Prize ceremonies</td>
</tr>
<tr>
<td>TBC</td>
<td>Prime Minister’s Award for Skills Excellence awards ceremony, Parliament House, Canberra.</td>
</tr>
<tr>
<td><strong>Scholarships for Career Advisers – Study or Industry Placements</strong></td>
<td>The scholarships support professional development for career advisers/practitioners by providing them with opportunities to gain skills, knowledge and experience through further study or industry placements.</td>
</tr>
<tr>
<td></td>
<td>Key dates for 2008 are yet to be determined; please check the website for further details: <a href="http://www.dest.gov.au/careerscholarships">www.dest.gov.au/careerscholarships</a></td>
</tr>
<tr>
<td><strong>Regional Industry Career Advisers (RICAs) Network &amp; National Industry Career Specialists (NICS) Network</strong></td>
<td>RICAs and NICS are key elements of the Career Advice Australia (CAA) initiative. These Networks provide young people with professional career advice from industry experts and qualified career advisers. Further information about the CAA initiative can be found at <a href="http://www.dest.gov.au/sectors/career_development/#Career_Advice_Australia">http://www.dest.gov.au/sectors/career_development/#Career_Advice_Australia</a></td>
</tr>
<tr>
<td></td>
<td>There are no key funding or activity dates of which government or non-government schools should be aware.</td>
</tr>
</tbody>
</table>
Appendix C: Funding Tables and Payment Procedures – 2008

Introduction

14. Outlined below are the funding tables and payment procedures for programs for 2008, referred to in parts of the Guidelines.

15. Details of supplementation arrangements can be found at Appendix G, Part 3.

<table>
<thead>
<tr>
<th>No.</th>
<th>Funding Tables – 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>General Recurrent Grants Program - Payment Schedule for State Government School Systems</td>
</tr>
<tr>
<td>2</td>
<td>General Recurrent Grants Program - Primary and Secondary Per Capita Grants for Government School Systems</td>
</tr>
<tr>
<td>3</td>
<td>General Recurrent Grants Program - Payment Schedule for Non-government Schools and School Systems</td>
</tr>
<tr>
<td>3a</td>
<td>General Recurrent Grants Program - Commonwealth General Recurrent Grants Per Student for Non-government Schools, 2008 - SES Funding Levels</td>
</tr>
<tr>
<td>4</td>
<td>Year 2000 Funding levels</td>
</tr>
<tr>
<td>5</td>
<td>Non-government Schools - Establishment Assistance</td>
</tr>
<tr>
<td>6</td>
<td>Establishment Grants - Payment Schedule for Non-government Schools and School Systems</td>
</tr>
<tr>
<td>7</td>
<td>Non-government Schools - Short Term Emergency Assistance, 2008</td>
</tr>
<tr>
<td>8</td>
<td>Capital Grants Program - Allocations for General Element, 2008 - Government Component</td>
</tr>
<tr>
<td>9</td>
<td>Capital Grants Program - Allocations for General Element, 2008 - Non-government Component</td>
</tr>
<tr>
<td>10</td>
<td>Literacy, Numeracy and Special Learning Needs Program (LNSLN) – Schools Grants Element – Allocations for Government, Catholic and Independent Schools, 2008 (Reccurrent element)</td>
</tr>
<tr>
<td>11</td>
<td>LNSLN – Schools Grants Element - Per Capita Strategic Assistance Amounts, 2008</td>
</tr>
<tr>
<td>16</td>
<td>LNSLN – National Projects Element, 2008</td>
</tr>
<tr>
<td>17</td>
<td>Country Areas Program, 2008</td>
</tr>
<tr>
<td>18</td>
<td>Country Areas Program - Payment Schedule - Government Schools, 2008</td>
</tr>
<tr>
<td>19</td>
<td>Country Areas Program - Payment Schedule - Non-government Schools, 2008</td>
</tr>
<tr>
<td>21</td>
<td>English as a Second Language (ESL) - New Arrivals – 2008 Per capita rate</td>
</tr>
<tr>
<td>22</td>
<td>ESL- New Arrivals – Humanitarian entrants - 2008 Per capita rate</td>
</tr>
<tr>
<td>23</td>
<td>School Languages Program – National Projects, 2008</td>
</tr>
<tr>
<td>24</td>
<td>School Languages Program, 2008</td>
</tr>
<tr>
<td>25</td>
<td>Projects to Enhance Literacy and Numeracy Outcomes Program</td>
</tr>
<tr>
<td>26</td>
<td>Reading Assistance Vouchers</td>
</tr>
<tr>
<td>27</td>
<td>Quality Outcomes Program</td>
</tr>
<tr>
<td>28</td>
<td>Values and Civics and Citizenship Education Program</td>
</tr>
<tr>
<td>29</td>
<td>Parliament and Civics Education Rebate</td>
</tr>
<tr>
<td>30</td>
<td>National School Drug Education Strategy</td>
</tr>
<tr>
<td>31</td>
<td>Commonwealth Quality Teacher Program</td>
</tr>
<tr>
<td>32</td>
<td>Boosting Innovation, Science, Technology and Mathematics Teaching Program</td>
</tr>
<tr>
<td>33</td>
<td>Grants and Awards Program</td>
</tr>
<tr>
<td>34</td>
<td>ICT Innovation to Support National Consistency</td>
</tr>
<tr>
<td>35</td>
<td>Careers, Transitions and Partnerships</td>
</tr>
<tr>
<td>36</td>
<td>Community Festivals for Education Engagement</td>
</tr>
</tbody>
</table>
General Recurrent Grants and Short Term Emergency Assistance

16. Supplementation under the General Recurrent Grants Program and the Short Term Emergency Assistance Program will be paid as soon as possible following publication by the Ministerial Council on Education, Employment, Training and Youth Affairs of the 2006-07 Average Government School Costs figures and the making of a regulation under the *Schools Assistance Act 2004*.

<table>
<thead>
<tr>
<th>Table 1: General Recurrent Grants Program - Payment Schedule for State Government School Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Payment</strong></td>
</tr>
<tr>
<td>1-11</td>
</tr>
<tr>
<td>Adjusting payment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 2: General Recurrent Grants Program - Primary and Secondary Per Capita Grants for Government School Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student level of education</strong></td>
</tr>
<tr>
<td>Primary</td>
</tr>
<tr>
<td>Secondary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 3: General Recurrent Grants Program – Payment Schedule for Non-government Schools and School Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Payment</strong></td>
</tr>
<tr>
<td>First advance</td>
</tr>
<tr>
<td>Second advance</td>
</tr>
<tr>
<td>Adjustment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 3a: General Recurrent Grants Program – Payment Schedule for Regional and Remote Loading, Non-government Schools, 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Payment</strong></td>
</tr>
<tr>
<td>First advance</td>
</tr>
<tr>
<td>Adjustment</td>
</tr>
<tr>
<td>SES score</td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>130 or greater</td>
</tr>
<tr>
<td>129</td>
</tr>
<tr>
<td>128</td>
</tr>
<tr>
<td>127</td>
</tr>
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<td>121</td>
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<tr>
<td>114</td>
</tr>
<tr>
<td>113</td>
</tr>
<tr>
<td>112</td>
</tr>
<tr>
<td>111</td>
</tr>
<tr>
<td>110</td>
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<tr>
<td>109</td>
</tr>
<tr>
<td>108</td>
</tr>
<tr>
<td>107</td>
</tr>
<tr>
<td>106</td>
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<tr>
<td>105</td>
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<tr>
<td>104</td>
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<tr>
<td>103</td>
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<tr>
<td>102</td>
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<tr>
<td>101</td>
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<tr>
<td>100</td>
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<tr>
<td>99</td>
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<tr>
<td>98</td>
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<tr>
<td>97</td>
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<tr>
<td>96</td>
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<td>95</td>
</tr>
<tr>
<td>94</td>
</tr>
<tr>
<td>93</td>
</tr>
<tr>
<td>92</td>
</tr>
<tr>
<td>91</td>
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<tr>
<td>88</td>
</tr>
<tr>
<td>87</td>
</tr>
<tr>
<td>86</td>
</tr>
<tr>
<td>85 or less</td>
</tr>
</tbody>
</table>
Table 5: Year 2000 Funding levels

<table>
<thead>
<tr>
<th>ERI funding category or Funding guarantee amount</th>
<th>Primary Year 2000 funding level (% of AGSRC)</th>
<th>Primary rate per student $</th>
<th>Secondary Year 2000 funding level (% of AGSRC)</th>
<th>Secondary rate per student $</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>11.8</td>
<td>899</td>
<td>14.2</td>
<td>1,381</td>
</tr>
<tr>
<td>1993 1/3G</td>
<td>14.0</td>
<td>1,066</td>
<td>15.6</td>
<td>1,517</td>
</tr>
<tr>
<td>2</td>
<td>15.7</td>
<td>1,196</td>
<td>18.9</td>
<td>1,838</td>
</tr>
<tr>
<td>3</td>
<td>19.6</td>
<td>1,493</td>
<td>21.9</td>
<td>2,130</td>
</tr>
<tr>
<td>1993 3/5G</td>
<td>19.7</td>
<td>1,500</td>
<td>21.9</td>
<td>2,130</td>
</tr>
<tr>
<td>4</td>
<td>23.9</td>
<td>1,820</td>
<td>28.7</td>
<td>2,791</td>
</tr>
<tr>
<td>5</td>
<td>29.0</td>
<td>2,209</td>
<td>32.2</td>
<td>3,132</td>
</tr>
<tr>
<td>6</td>
<td>32.0</td>
<td>2,437</td>
<td>35.7</td>
<td>3,472</td>
</tr>
<tr>
<td>1996 6/10G</td>
<td>34.7</td>
<td>2,643</td>
<td>38.8</td>
<td>3,773</td>
</tr>
<tr>
<td>7</td>
<td>35.0</td>
<td>2,665</td>
<td>39.1</td>
<td>3,803</td>
</tr>
<tr>
<td>8</td>
<td>38.7</td>
<td>2,947</td>
<td>43.2</td>
<td>4,201</td>
</tr>
<tr>
<td>9</td>
<td>43.8</td>
<td>3,335</td>
<td>48.8</td>
<td>4,746</td>
</tr>
<tr>
<td>10</td>
<td>47.5</td>
<td>3,617</td>
<td>53.0</td>
<td>5,154</td>
</tr>
<tr>
<td>11</td>
<td>51.6</td>
<td>3,929</td>
<td>57.5</td>
<td>5,592</td>
</tr>
<tr>
<td>12</td>
<td>56.0</td>
<td>4,264</td>
<td>62.4</td>
<td>6,068</td>
</tr>
</tbody>
</table>

Table 6: Non-government Schools - Establishment Assistance

<table>
<thead>
<tr>
<th>Payment</th>
<th>Rate per student $</th>
</tr>
</thead>
<tbody>
<tr>
<td>First year of operation</td>
<td>500</td>
</tr>
<tr>
<td>Second year of operation</td>
<td>250</td>
</tr>
</tbody>
</table>

Table 7: Establishment Grants – Payment Schedule for Non-government Schools and School Systems

<table>
<thead>
<tr>
<th>Payment</th>
<th>During the month of</th>
<th>Proportion of entitlement paid</th>
<th>Enrolments</th>
</tr>
</thead>
<tbody>
<tr>
<td>First advance</td>
<td>January</td>
<td>50% of estimated entitlement</td>
<td>Previous year’s Census</td>
</tr>
<tr>
<td>Adjustment</td>
<td>October</td>
<td>100% of actual entitlement less payments made</td>
<td>Current year’s Census</td>
</tr>
</tbody>
</table>

Table 8: Non-government Schools - Short Term Emergency Assistance, 2008

<table>
<thead>
<tr>
<th>2008 ($’000)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,011</td>
</tr>
</tbody>
</table>

**Capital Grants**

17. The Capital Grants Program is supplemented annually in line with movements in the Building Price Index (BPI). Supplementation will be paid as soon as possible following the making of a regulation under the Schools Assistance Act 2004.

**Government Component**

18. Grants are paid to States in eleven monthly instalments, starting in February or as soon after as all conditions for funding are met. Payments may be suspended if the Minister and the Department do not receive the quarterly statement of school openings required in Appendix 2.1.A or if the States do not comply with all conditions applying at the time.

**Non-government Component - BGA Schools**

19. Starting in February, grants are paid in eleven monthly instalments to BGAs, which are then responsible for payment to individual schools. Payments may be suspended if the Minister and the Department have not received the quarterly statement of school openings required in
Appendix 2.2.F. Payments are subject to sufficient grants having been approved and BGAs complying with all conditions applying at the time.

20. BGAs must time the payment to schools to minimise paying out funds ahead of expenditure actually incurred on projects so that the possibility of funds not being used on projects is minimised and so that BGAs can use interest earned on Commonwealth funds for the purposes of the Capital Grants Program. If, at a point in time, a BGA has insufficient funds on hand to pay all claims, it must give priority to those schools that can least afford to wait for payment.

21. On advice from the Department that a participating school is in breach of any condition applying to its receipt of Commonwealth schools program funds, the BGA must stop payment to that school until advised by the Department that payment may recommence. Please note that schools approved for capital grants for projects relevant to levels of education or locations in respect of which they are not yet included in the list of schools approved to receive Commonwealth General Recurrent Grants, will not be paid until they have been added to the list, or an advance payment has been approved.

Government and Non-government components


Administrative Expenses

23. The Department will advance the February payment of the BGAs’ administration allowance in January, subject to passage of the legislation providing that year’s funding for the Capital Grants Program, and BGAs meeting the conditions outlined above. This enables BGAs to pay administrative expenses, including staff wages, due early in the year. The monthly instalment of BGAs’ administration allowance will recommence in March.

Additional Capital Funding for the Northern Territory

24. For the 2005-2008 quadrennium, a special capital funding allocation has been approved by the Minister for non-government schools in the Northern Territory. This funding is targeted specifically at the establishment of new schools and the refurbishment of existing schools in isolated and remote communities in the Northern Territory. The allocation will be administered by the Northern Territory BGA in a similar fashion to the General Element funding, although separate submissions will be called for.

<table>
<thead>
<tr>
<th>State</th>
<th>$’000</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSW</td>
<td>101,860</td>
</tr>
<tr>
<td>VIC</td>
<td>73,865</td>
</tr>
<tr>
<td>QLD</td>
<td>62,699</td>
</tr>
<tr>
<td>WA</td>
<td>31,729</td>
</tr>
<tr>
<td>SA</td>
<td>22,575</td>
</tr>
<tr>
<td>TAS</td>
<td>8,268</td>
</tr>
<tr>
<td>ACT</td>
<td>4,833</td>
</tr>
<tr>
<td>NT</td>
<td>3,927</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>309,756</strong></td>
</tr>
</tbody>
</table>

*Totals may not add due to rounding
Table 10: Capital Grants Program - Allocations for General Element, 2008 - Non-government Component

<table>
<thead>
<tr>
<th>State</th>
<th>Catholic $'000</th>
<th>Independent $'000</th>
<th>Joint $'000</th>
<th>TOTAL $'000</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSW</td>
<td>27,131</td>
<td>13,226</td>
<td>0</td>
<td>40,060</td>
</tr>
<tr>
<td>VIC</td>
<td>21,420</td>
<td>10,332</td>
<td>0</td>
<td>31,595</td>
</tr>
<tr>
<td>QLD</td>
<td>12,985</td>
<td>9,148</td>
<td>0</td>
<td>22,136</td>
</tr>
<tr>
<td>WA</td>
<td>7,181</td>
<td>4,724</td>
<td>0</td>
<td>12,017</td>
</tr>
<tr>
<td>SA</td>
<td>5,297</td>
<td>4,024</td>
<td>0</td>
<td>9,321</td>
</tr>
<tr>
<td>TAS</td>
<td>1,604</td>
<td>934</td>
<td>0</td>
<td>2,546</td>
</tr>
<tr>
<td>ACT</td>
<td>-</td>
<td>-</td>
<td>2,719</td>
<td>2,719</td>
</tr>
<tr>
<td>NT</td>
<td>-</td>
<td>-</td>
<td>5,969</td>
<td>5,969</td>
</tr>
<tr>
<td>Total*</td>
<td>75,617</td>
<td>42,387</td>
<td>8,682</td>
<td>126,686</td>
</tr>
</tbody>
</table>

*Totals may not add due to rounding.
Includes $4.6 million in special additional funding for remote areas.

Literacy, Numeracy and Special Learning Needs (LNSLN) Program - Schools Grants Element

25. Supplementation for the LNSLN Schools Grants element will be paid as soon as possible following publication by the Ministerial Council on Education, Employment, Training and Youth Affairs of the 2006-07 Average Government School Costs figures and the making of a regulation under the Schools Assistance Act 2004.

Table 11: LNSLN (Recurrent) - Schools Grants element - Allocations for Government, Catholic and Independent Schools, 2008

<table>
<thead>
<tr>
<th>State</th>
<th>Government Schools $'000</th>
<th>Catholic Schools $'000</th>
<th>Independent Schools $'000</th>
<th>Total $'000</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSW</td>
<td>109,428</td>
<td>35,538</td>
<td>17,524</td>
<td>162,489</td>
</tr>
<tr>
<td>VIC</td>
<td>64,610</td>
<td>26,574</td>
<td>13,055</td>
<td>104,239</td>
</tr>
<tr>
<td>QLD</td>
<td>48,698</td>
<td>11,143</td>
<td>8,198</td>
<td>68,039</td>
</tr>
<tr>
<td>WA</td>
<td>25,132</td>
<td>8,059</td>
<td>4,820</td>
<td>38,011</td>
</tr>
<tr>
<td>SA</td>
<td>21,661</td>
<td>6,285</td>
<td>3,782</td>
<td>31,728</td>
</tr>
<tr>
<td>TAS</td>
<td>8,458</td>
<td>1,587</td>
<td>781</td>
<td>10,826</td>
</tr>
<tr>
<td>ACT</td>
<td>2,606</td>
<td>1,449</td>
<td>541</td>
<td>4,596</td>
</tr>
<tr>
<td>NT</td>
<td>5,005</td>
<td>1,132</td>
<td>522</td>
<td>6,659</td>
</tr>
<tr>
<td>Total*</td>
<td>285,598</td>
<td>91,767</td>
<td>49,222</td>
<td>426,587</td>
</tr>
</tbody>
</table>

*Totals may not add due to rounding

Table 12: LNSLN Per Capita Strategic Assistance Amounts, 2008

<table>
<thead>
<tr>
<th>Government</th>
<th>Non-government</th>
</tr>
</thead>
<tbody>
<tr>
<td>$</td>
<td>$</td>
</tr>
<tr>
<td>161</td>
<td>816</td>
</tr>
</tbody>
</table>

Table 13: Payment Schedule for the LNSLN – Schools Grants Element - Government Schools, 2008

<table>
<thead>
<tr>
<th>Payment</th>
<th>Month</th>
<th>Proportion of grant paid</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>January</td>
<td>Payment is one twelfth of entitlement</td>
</tr>
<tr>
<td>2</td>
<td>April</td>
<td>Payment is one twelfth of entitlement</td>
</tr>
<tr>
<td>3</td>
<td>July</td>
<td>Payment is one twelfth of entitlement</td>
</tr>
<tr>
<td>4</td>
<td>October</td>
<td>Payment is one twelfth of entitlement</td>
</tr>
</tbody>
</table>
Literacy, Numeracy and Special Learning Needs Program – Non-government Centres Support Element

26. Supplementation for the LNSLN - Non-government Centres Support element will be paid as soon as possible following publication by the Ministerial Council on Education, Employment, Training and Youth Affairs of the 2006-07 Average Government School Costs figures and the making of a regulation under the *Schools Assistance Act 2004*.

<table>
<thead>
<tr>
<th>State</th>
<th>$’000</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSW</td>
<td>12,289</td>
</tr>
<tr>
<td>VIC</td>
<td>8,575</td>
</tr>
<tr>
<td>QLD</td>
<td>7,675</td>
</tr>
<tr>
<td>WA</td>
<td>2,570</td>
</tr>
<tr>
<td>SA</td>
<td>4,157</td>
</tr>
<tr>
<td>TAS</td>
<td>830</td>
</tr>
<tr>
<td>ACT</td>
<td>664</td>
</tr>
<tr>
<td>NT</td>
<td>812</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>37,471</strong></td>
</tr>
</tbody>
</table>

*Totals may not add due to rounding

Table 16: Payment Schedule for the LNSLN - Non-government Centres Support Element, 2008

<table>
<thead>
<tr>
<th>Payment</th>
<th>Month</th>
<th>Proportion of Grant Paid</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>January</td>
<td>Payment is one quarter of entitlement</td>
</tr>
<tr>
<td>2</td>
<td>April</td>
<td>Payment is one quarter of entitlement</td>
</tr>
<tr>
<td>3</td>
<td>July</td>
<td>Payment is one quarter of entitlement</td>
</tr>
<tr>
<td>4</td>
<td>October</td>
<td>Payment is one quarter of entitlement</td>
</tr>
</tbody>
</table>

Literacy, Numeracy and Special Learning Needs Program – National Projects Element

27. Supplementation for the LNSLN National Projects element will be paid as soon as possible following publication by the Ministerial Council on Education, Employment, Training and Youth Affairs of the 2006-07 Average Government School Costs figures and the making of a regulation under the *Schools Assistance Act 2004*.

Table 17: LNSLN - National Projects Element, 2008

<table>
<thead>
<tr>
<th>2008 ($’000)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10,767</td>
</tr>
</tbody>
</table>
Country Areas Program

28. Supplementation for the Country Areas Program will be paid as soon as possible following publication by the Ministerial Council on Education, Employment, Training and Youth Affairs of the 2006-07 Average Government School Costs figures and the making of a regulation under the *Schools Assistance Act 2004*.

<table>
<thead>
<tr>
<th>State</th>
<th>Government Schools $'000</th>
<th>Catholic Schools $'000</th>
<th>Independent Schools $'000</th>
<th>Total $'000</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSW</td>
<td>6,628</td>
<td>1,428</td>
<td>462</td>
<td>8,517</td>
</tr>
<tr>
<td>VIC</td>
<td>2,548</td>
<td>542</td>
<td>193</td>
<td>3,283</td>
</tr>
<tr>
<td>QLD</td>
<td>5,142</td>
<td>660</td>
<td>224</td>
<td>6,025</td>
</tr>
<tr>
<td>WA</td>
<td>3,650</td>
<td>400</td>
<td>159</td>
<td>4,209</td>
</tr>
<tr>
<td>SA</td>
<td>2,565</td>
<td>151</td>
<td>201</td>
<td>2,917</td>
</tr>
<tr>
<td>TAS</td>
<td>726</td>
<td>117</td>
<td>53</td>
<td>897</td>
</tr>
<tr>
<td>NT</td>
<td>1,782</td>
<td>127</td>
<td>65</td>
<td>1975</td>
</tr>
<tr>
<td>Total</td>
<td>23,042</td>
<td>3,425</td>
<td>1,357</td>
<td>27,824</td>
</tr>
</tbody>
</table>

*Totals may not add due to rounding*

Table 19: Payment Schedule - Country Areas Program - Government Schools, 2008

<table>
<thead>
<tr>
<th>Payment</th>
<th>Month</th>
<th>Proportion of grant paid</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-12</td>
<td>Jan-Dec</td>
<td>Each payment is one twelfth of entitlement</td>
</tr>
</tbody>
</table>

Table 20: Payment Schedule - Country Areas Program - Non-government Schools, 2008

<table>
<thead>
<tr>
<th>Payment</th>
<th>Month</th>
<th>Proportion of grant paid</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>January</td>
<td>Payment is one quarter of entitlement</td>
</tr>
<tr>
<td>2</td>
<td>April</td>
<td>Payment is one quarter of entitlement</td>
</tr>
<tr>
<td>3</td>
<td>July</td>
<td>Payment is one quarter of entitlement</td>
</tr>
<tr>
<td>4</td>
<td>October</td>
<td>Payment is one quarter of entitlement</td>
</tr>
</tbody>
</table>

English as a Second Language (ESL) – New Arrivals

29. Supplementation for the ESL – New Arrivals Program will be included as part of the third payment following publication by the Ministerial Council on Education, Employment, Training and Youth Affairs of the 2006-07 Average Government School Costs figures and the making of a regulation under the *Schools Assistance Act 2004*.

Table 21: Payment Schedule for ESL - New Arrivals - Government and Non-government Schools, 2008

<table>
<thead>
<tr>
<th>Payment</th>
<th>Month</th>
<th>Proportion of grant paid</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>January</td>
<td>Payment is an advance of 75% of the previous year’s payment</td>
</tr>
<tr>
<td>2</td>
<td>August</td>
<td>Payment is based on numbers of eligible students claimed for the period 1 November of previous year to 30 June of current year</td>
</tr>
<tr>
<td>3</td>
<td>December</td>
<td>Payment is based on numbers of eligible students claimed for the period 1 July of current year to 31 October of current year</td>
</tr>
</tbody>
</table>

Table 22: English as a Second Language (ESL) - New Arrivals – 2008 Per capita rate

<table>
<thead>
<tr>
<th>2008 ESL Student Rate ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5,534</td>
</tr>
</tbody>
</table>

Table 22a: English as a Second Language (ESL) - New Arrivals (Humanitarian entrants) - 2008 Per capita rate

<table>
<thead>
<tr>
<th>2008 ESL Student Rate ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>11,068</td>
</tr>
</tbody>
</table>
Languages Program

30. 5% of funds available for the School Languages Program in 2008 will be set aside for national projects. The balance of funds is to be distributed to administering authorities as block grants.

31. Supplementation for the Languages Program will be paid as soon as possible following publication by the Ministerial Council on Education, Employment, Training and Youth Affairs of the 2006-07 Average Government School Costs figures and the making of a regulation under the Schools Assistance Act 2004.

Table 23: Languages Program, 2008 - National Projects

<table>
<thead>
<tr>
<th>2008 National Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>$'000</td>
</tr>
<tr>
<td>1,425</td>
</tr>
</tbody>
</table>

Table 24: Languages Program, 2008

<table>
<thead>
<tr>
<th>State</th>
<th>Government $'000</th>
<th>Catholic $'000</th>
<th>Independent $'000</th>
<th>State Total $'000</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSW</td>
<td>5,939</td>
<td>1,830</td>
<td>1,044</td>
<td>8,814</td>
</tr>
<tr>
<td>VIC</td>
<td>4,307</td>
<td>4,628</td>
<td>1,374</td>
<td>10,309</td>
</tr>
<tr>
<td>QLD</td>
<td>2,088</td>
<td>629</td>
<td>631</td>
<td>3,347</td>
</tr>
<tr>
<td>WA</td>
<td>1,078</td>
<td>378</td>
<td>315</td>
<td>1,771</td>
</tr>
<tr>
<td>SA</td>
<td>1,191</td>
<td>333</td>
<td>269</td>
<td>1,793</td>
</tr>
<tr>
<td>TAS</td>
<td>263</td>
<td>36</td>
<td>69</td>
<td>369</td>
</tr>
<tr>
<td>ACT</td>
<td>110</td>
<td>10</td>
<td>13</td>
<td>134</td>
</tr>
<tr>
<td>NT</td>
<td>282</td>
<td>138</td>
<td>101</td>
<td>521</td>
</tr>
<tr>
<td>Total</td>
<td>15,258</td>
<td>7,982</td>
<td>3,817</td>
<td>27,057</td>
</tr>
</tbody>
</table>
*Totals may not add due to rounding

Projects to Enhance Literacy and Numeracy Outcomes Program

32. The Projects to Enhance Literacy and Numeracy Outcomes Program has funding of $2.8 million approved over the four financial years 2007-08 to 2010-11, subject to annual appropriation and indexation.

Table 25: Projects to Enhance Literacy and Numeracy Outcomes Program

<table>
<thead>
<tr>
<th>2007-08 $m</th>
<th>2008-09 $m</th>
<th>2009-10 $m</th>
<th>2010-11 $m</th>
<th>Total $m</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.7</td>
<td>0.7</td>
<td>0.7</td>
<td>0.7</td>
<td>2.8</td>
</tr>
</tbody>
</table>

Reading Assistance Vouchers

33. The Reading Assistance Vouchers Program has funding of $13.9 million approved over the financial year 2007-08, subject to annual appropriation and indexation.

Table 26: Reading Assistance Vouchers

<table>
<thead>
<tr>
<th>2007-08 $m</th>
<th>Total $m</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.8</td>
<td>17.6</td>
</tr>
</tbody>
</table>
Quality Outcomes

34. Overall, the Quality Outcomes Program has funding of $269.9 million approved over the four financial years 2007-08 to 2010-11, subject to annual appropriation and indexation. Funding under the Quality Outcomes Program is split into the following elements:

- Quality Outcomes Program;
- Values Education and Civics and Citizenship Education Program;
- Parliament and Civics Education Rebate (PACER);
- National School Drug Education Strategy; and
- Commonwealth Quality Teacher Program.

### Table 27: Quality Outcomes Program

<table>
<thead>
<tr>
<th>Year</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$16.3 m</td>
<td>$15.6 m</td>
<td>$14.0 m</td>
<td>$14.6 m</td>
<td>$60.4 m</td>
</tr>
</tbody>
</table>

### Table 28: Values Education and Civics and Citizenship Education Program

<table>
<thead>
<tr>
<th>Year</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$7.9 m</td>
<td>$8.1 m</td>
<td>$8.2 m</td>
<td>$8.4 m</td>
<td>$32.7 m</td>
</tr>
</tbody>
</table>

### Table 29: Parliament and Civics Education Rebate (PACER)

<table>
<thead>
<tr>
<th>Year</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$4.5 m</td>
<td>$3.9 m</td>
<td>$4.1 m</td>
<td>$4.1 m</td>
<td>$16.5 m</td>
</tr>
</tbody>
</table>

### Table 30: National School Drug Education Strategy

<table>
<thead>
<tr>
<th>Year</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$4.0 m</td>
<td>$3.9 m</td>
<td>$4.0 m</td>
<td>$4.1 m</td>
<td>$16.0 m</td>
</tr>
</tbody>
</table>

### Table 31: Commonwealth Quality Teacher Program

<table>
<thead>
<tr>
<th>Year</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$34.9 m</td>
<td>$35.6 m</td>
<td>$36.5 m</td>
<td>$37.3 m</td>
<td>$144.3 m</td>
</tr>
</tbody>
</table>

Boosting Innovation, Science, Technology and Mathematics Teaching Program

35. The Boosting Innovation, Science, Technology and Mathematics Teaching (BISTMT) Program has administered funding of $14.1 million approved over the four financial years 2007-08 to 2010-11, subject to annual appropriation and indexation.

### Table 32: Boosting Innovation, Science, Technology and Mathematics Teaching Program

<table>
<thead>
<tr>
<th>Year</th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount</td>
<td>$5.2 m</td>
<td>$4.0 m</td>
<td>$2.8 m</td>
<td>$2.1 m</td>
<td>$14.1 m</td>
</tr>
</tbody>
</table>
Grants and Awards

36. The Grants and Awards Program has funding of $15.6 million approved over the four financial years 2007-08 to 2010-11, subject to annual appropriation and indexation.

Table 33: Grants and Awards Program

<table>
<thead>
<tr>
<th>Program</th>
<th>2007-08 $m</th>
<th>2008-09 $m</th>
<th>2009-10 $m</th>
<th>2010-11 $m</th>
<th>Total $m</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grants-in-Aid</td>
<td>1.2</td>
<td>1.3</td>
<td>1.3</td>
<td>1.3</td>
<td>5.1</td>
</tr>
<tr>
<td>Lord Florey Student Prize</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>4.0</td>
</tr>
<tr>
<td>Asia Education Foundation</td>
<td>1.4</td>
<td>1.4</td>
<td>1.4</td>
<td>1.5</td>
<td>5.7</td>
</tr>
<tr>
<td>Curriculum Corporation</td>
<td>0.2</td>
<td>0.2</td>
<td>0.2</td>
<td>0.2</td>
<td>0.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3.8</strong></td>
<td><strong>3.9</strong></td>
<td><strong>3.9</strong></td>
<td><strong>4.0</strong></td>
<td><strong>15.6</strong></td>
</tr>
</tbody>
</table>

ICT Innovation to Support National Consistency

37. The ICT Innovation to Support National Consistency Initiative has funding of $15.3 million approved over the two financial years 2007-08 to 2008-09, subject to annual appropriation and indexation.

Table 34: ICT Innovation to Support National Consistency Initiative

<table>
<thead>
<tr>
<th>2007-08 $m</th>
<th>2008-09 $m</th>
<th>Total $m</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.6</td>
<td>7.7</td>
<td>15.3</td>
</tr>
</tbody>
</table>

Careers, Transitions and Partnerships Program

38. The Careers, Transitions and Partnerships Program has funding of $455.2 million approved over the four financial years 2007-08 to 2010-11, subject to annual appropriation and indexation. Careers, Transitions and Partnerships includes: the Enterprise and Career Education Program, the Youth Pathways Program, Connections, the Structured Workplace Learning Program, Local Community Partnerships, the Regional Industry Career Advisers (RICA) Network and the National Industry Career Specialists Network.

Table 35: Careers, Transitions and Partnerships Program

<table>
<thead>
<tr>
<th>2007-08 $m</th>
<th>2008-09 $m</th>
<th>2009-10 $m</th>
<th>2010-11 $m</th>
<th>Total $m</th>
</tr>
</thead>
<tbody>
<tr>
<td>110.9</td>
<td>112.8</td>
<td>114.8</td>
<td>116.7</td>
<td>455.2</td>
</tr>
</tbody>
</table>
Community Festivals for Education Engagement

39. The Community Festivals for Education Engagement has administered funding of $2.8 million approved over the four financial years 2007-08 to 2010-11, subject to annual appropriation and indexation.

40. The Community Festivals for Education Engagement aim to communicate positive engagement with education and healthy lifestyle messages to young secondary and primary school-aged Indigenous and non-Indigenous Australians in rural and remote locations and, particularly for Indigenous students, promote increased attendance and retention at school.

Table 36: Community Festivals for Education Engagement

<table>
<thead>
<tr>
<th></th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>$m</td>
<td>$m</td>
<td>$m</td>
<td>$m</td>
<td>$m</td>
<td>$m</td>
</tr>
<tr>
<td>0.7</td>
<td>0.7</td>
<td>0.7</td>
<td>0.7</td>
<td>2.8</td>
<td></td>
</tr>
</tbody>
</table>

Assistance for Isolated Children Scheme

Table 47: Assistance for Isolated Children

<table>
<thead>
<tr>
<th></th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>$m</td>
<td>$m</td>
<td>$m</td>
<td>$m</td>
<td>$m</td>
<td>$m</td>
</tr>
<tr>
<td>60.0</td>
<td>61.4</td>
<td>63.0</td>
<td>64.6</td>
<td>249.0</td>
<td></td>
</tr>
</tbody>
</table>

Non-Government School Term Hostels Program

41. Movements in the Wage Cost Index will be paid for the Non-Government Schools Term Hostel Program as soon as possible following the making of a regulation under the Schools Assistance Act 2004.

Table 38: Non-Government School Term Hostels - 2008 per capita rate

<table>
<thead>
<tr>
<th>2008 rate per eligible student</th>
</tr>
</thead>
<tbody>
<tr>
<td>$2,653</td>
</tr>
</tbody>
</table>

Table 39: Payment Schedule for Non-Government School Term Hostels, 2008

<table>
<thead>
<tr>
<th>Payment</th>
<th>Month</th>
<th>Proportion of grant paid</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>April</td>
<td>50% of annual entitlement</td>
</tr>
<tr>
<td>2</td>
<td>July</td>
<td>50% of annual entitlement</td>
</tr>
</tbody>
</table>
Investing in Our Schools Program

42. The Investing in Our Schools Program is not supplemented.

Government Component

States

43. Payments are subject to sufficient grants having been approved and States complying with all conditions applying at the time.

44. Separate payments will be made for:

(a) those projects to be administered by Government School Community Organisations (GSCOs) under section 69(2) of the Schools Assistance Act 2004; and

(b) those projects to be administered by States under section 69(1) of the Schools Assistance Act 2004, on behalf of School Parent Bodies.

Government School Community Organisations (GSCOs)

45. Refer to Part 2.1 Investing In Our Schools Program.

School Parent Bodies

46. Refer to Part 2.1 Investing In Our Schools Program.

Non-Government Component – Block Grant Authority Schools

47. Project payments to BGAs in 2007 to 2008 for other than small projects will be apportioned over the schedule year and paid monthly, commencing in February each year. Payments for small projects in a schedule year will be paid in one lump sum when schedule processing is completed.

48. Payments may be suspended if the Minister and the Department have not received the quarterly statement of school openings required in Appendix 2.2.K. Payments are subject to sufficient grants having been approved and BGAs complying with all conditions applying at the time.

49. BGAs must time the payment to schools to minimise paying out funds ahead of expenditure actually incurred on projects so that the possibility of funds not being used on projects is minimised and so that BGAs can use interest earned on Commonwealth funds for the purposes of the Investing in Our Schools Program.

50. If, at a point in time, a BGA has insufficient funds on hand to pay all claims, it must give priority to those schools that can least afford to wait for payment.
51. On advice from the Department that a participating school is in breach of any condition applying to its receipt of Investing in Our Schools Program funds, the BGA must stop payment to that school until advised by the Department that payment may recommence. Please note that schools approved for Investing in Our Schools Program grants for projects relevant to levels of education or locations in respect of which they are not yet included in the list of schools approved to receive Commonwealth General Recurrent Grants, will not be paid until they have been added to the list, or an advance payment has been approved.

Table 41: Investing in Our Schools Program - Allocations for 2008 - Non-government Component

<table>
<thead>
<tr>
<th>2008</th>
<th>$’000</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>107,000</td>
</tr>
</tbody>
</table>

National School Attendance Unit

52. The National School Attendance Unit has funding of $1 million approved for the 2007-08 financial year, subject to annual appropriation and indexation.

Table 41: National School Attendance Unit

<table>
<thead>
<tr>
<th>2007-08</th>
<th>$m</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.0</td>
</tr>
</tbody>
</table>

National School Chaplaincy Program

53. The National School Chaplaincy Program has funding of $80 million approved over the three financial years 2007-08 to 2009-10, subject to annual appropriation and indexation.

Table 42: National School Chaplaincy Program

<table>
<thead>
<tr>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>$m</td>
<td>$m</td>
<td>$m</td>
<td>$m</td>
</tr>
<tr>
<td>30.0</td>
<td>30.0</td>
<td>20.0</td>
<td>80.0</td>
</tr>
</tbody>
</table>

School Leadership in Literacy and Numeracy

54. The School Leadership in Literacy and Numeracy initiative has funding of $0.5 million approved for the 2007-08 financial year, subject to annual appropriation and indexation.

Table 43: School Leadership in Literacy and Numeracy

<table>
<thead>
<tr>
<th>2007-08</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>$m</td>
<td>$m</td>
</tr>
<tr>
<td>0.5</td>
<td>0.5</td>
</tr>
</tbody>
</table>

Teacher Practicum for Literacy and Numeracy

55. The Teacher Practicum for Literacy and Numeracy initiative has funding of $0.5 million approved for the 2007-08 financial year, subject to annual appropriation and indexation.

Table 44: Teacher Practicum for Literacy and Numeracy

<table>
<thead>
<tr>
<th>2007-08</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>$m</td>
<td>$m</td>
</tr>
<tr>
<td>0.5</td>
<td>0.5</td>
</tr>
</tbody>
</table>
Development of National Standards for Teaching Literacy and Numeracy

56. The Development of National Standards for Teaching Literacy and Numeracy initiative has funding of $1 million approved for the 2007-08 financial year, subject to annual appropriation and indexation.

<table>
<thead>
<tr>
<th>2007-08</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>$m</td>
<td>$m</td>
</tr>
<tr>
<td>1.0</td>
<td>1.0</td>
</tr>
</tbody>
</table>

Improved Teacher Quality Under Schools SPPs

57. The Improved Teacher Quality Under Schools SPPs initiative has funding of $2.5 million approved over the two financial years 2007-08 to 2008-09, subject to annual appropriation and indexation.

<table>
<thead>
<tr>
<th>2007-08</th>
<th>2008-09</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>$m</td>
<td>$m</td>
<td>$m</td>
</tr>
<tr>
<td>1.5</td>
<td>1.0</td>
<td>2.5</td>
</tr>
</tbody>
</table>

Realising our Potential – Core Standards for Curriculum

58. The Core Standards for Curriculum initiative has funding of $10.8 million approved over the two financial years 2007-08 to 2008-09, subject to annual appropriation and indexation.

<table>
<thead>
<tr>
<th>2007-08</th>
<th>2008-09</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>$m</td>
<td>$m</td>
<td>$m</td>
</tr>
<tr>
<td>3.3</td>
<td>7.5</td>
<td>10.8</td>
</tr>
</tbody>
</table>

Realising our Potential – National Student Aptitude Test for Tertiary Admission

59. The National Student Aptitude Test for Tertiary Admission initiative has funding of $13.8 million approved over the three financial years 2007-08 to 2009-10, subject to annual appropriation and indexation.

<table>
<thead>
<tr>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>$m</td>
<td>$m</td>
<td>$m</td>
<td>$m</td>
</tr>
<tr>
<td>4.6</td>
<td>4.6</td>
<td>4.6</td>
<td>13.8</td>
</tr>
</tbody>
</table>

Realising our Potential – Commonwealth Teaching Summer Schools

60. The Commonwealth Teaching Summer Schools Program has funding of $89.6 million approved over the four financial years 2007-08 to 2010-11, subject to annual appropriation and indexation.

<table>
<thead>
<tr>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>$m</td>
<td>$m</td>
<td>$m</td>
<td>$m</td>
<td>$m</td>
</tr>
<tr>
<td>25.4</td>
<td>22.2</td>
<td>20.8</td>
<td>21.1</td>
<td>89.6</td>
</tr>
</tbody>
</table>
An Even Start – National Tuition Program

61. The An Even Start - National Tuition Program has funding of $438.7 million approved over the four financial years 2007-08 to 2010-11, subject to annual appropriation and indexation.

<table>
<thead>
<tr>
<th></th>
<th>2007-08</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$m</td>
<td>$m</td>
<td>$m</td>
<td>$m</td>
<td>$m</td>
</tr>
<tr>
<td></td>
<td>66.5</td>
<td>116.3</td>
<td>126.7</td>
<td>129.2</td>
<td>438.7</td>
</tr>
</tbody>
</table>
Appendix D: Summary Table of Funding - 2008

62. This Appendix presents a summary table of funding for Commonwealth programs for schools in the 2008 program year. Where the legislation provides for per capita amounts, an estimated level of funding has been provided.

<table>
<thead>
<tr>
<th>Sector/Program</th>
<th>2008</th>
<th>Schools Assistance Act 2004 ($'000)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Government schools</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Recurrent</td>
<td>1,882,805</td>
<td></td>
</tr>
<tr>
<td>Capital</td>
<td>309,756</td>
<td></td>
</tr>
<tr>
<td>Literacy, Numeracy and Special Learning Needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Schools Grants (Recurrent element)</td>
<td>285,598</td>
<td></td>
</tr>
<tr>
<td>- Schools Grants (Per Capita element)</td>
<td>19,383</td>
<td></td>
</tr>
<tr>
<td>ESL-New Arrivals</td>
<td>114,242</td>
<td></td>
</tr>
<tr>
<td>Country Areas</td>
<td>24,166</td>
<td></td>
</tr>
<tr>
<td>Languages</td>
<td>15,258</td>
<td></td>
</tr>
<tr>
<td><strong>Total Government Sector</strong></td>
<td>2,651,208</td>
<td></td>
</tr>
</tbody>
</table>

| **Non-government schools** | | |
| General Recurrent | 5,516,750 | |
| Establishment Assistance | 755 | |
| Short Term Emergency Assistance | 1,011 | |
| Capital | 126,686 | |
| Investing in Our Schools Program Capital Grants | 107,000 | |
| Literacy, Numeracy and Special Learning Needs | | |
| - Schools Grants (Recurrent element) | 140,989 | |
| - Schools Grants (Per Capita element) | 24,532 | |
| ESL-New Arrivals | 9,647 | |
| Country Areas | 5,015 | |
| Languages | 11,799 | |
| **Total Non-government Sector** | 5,944,184 | |

| **Non-government centres** | | |
| Literacy, Numeracy and Special Learning Needs - Non-government Centres Support | | |
| **Total Non-government Centres** | 37,471 | |

| **Non-government School Term Hostels** | 1,507 | |
| **Total Non-government School Term Hostels** | 1,507 | |

| **Joint Projects** | | |
| Languages Projects | 1,425 | |
| Literacy Projects | 10,767 | |
| **Total Joint Projects** | 12,192 | |

| **Total Schools Assistance Act 2004** | 8,646,562 | |
### Appendix D: Summary Table of Funding – 2008 (continued)

#### Annual Appropriation Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>2007-08 ($’000)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grants and Awards</td>
<td>3,811</td>
</tr>
<tr>
<td>Quality Outcomes</td>
<td></td>
</tr>
<tr>
<td>- Quality Outcomes Other</td>
<td>16,742</td>
</tr>
<tr>
<td>- Values Education and Civics and Citizenship Education</td>
<td>7,918</td>
</tr>
<tr>
<td>- Parliament and Civics Education Rebate</td>
<td>4,462</td>
</tr>
<tr>
<td>- National School Drug Education Strategy</td>
<td>4,049</td>
</tr>
<tr>
<td>- Quality Teacher Program</td>
<td>34,881</td>
</tr>
<tr>
<td>Boosting Innovation, Science, Technology and Mathematics Teaching</td>
<td>5,235</td>
</tr>
<tr>
<td>Careers, Transitions and Partnerships</td>
<td>110,858</td>
</tr>
<tr>
<td>Community Festivals for Education Engagement</td>
<td>700</td>
</tr>
<tr>
<td>Reading Assistance Vouchers</td>
<td>13,917</td>
</tr>
<tr>
<td>Projects to Enhance Literacy and Numeracy Outcomes</td>
<td>670</td>
</tr>
<tr>
<td>ICT Innovation to Support National Consistency</td>
<td>7,600</td>
</tr>
<tr>
<td>National School Attendance Unit</td>
<td>1,017</td>
</tr>
<tr>
<td>National School Chaplaincy Program</td>
<td>30,000</td>
</tr>
<tr>
<td>School Leadership in Literacy and Numeracy</td>
<td>511</td>
</tr>
<tr>
<td>Teacher Practicum for Literacy and Numeracy</td>
<td>534</td>
</tr>
<tr>
<td>National Standards for Teaching Literacy and Numeracy</td>
<td>1,041</td>
</tr>
<tr>
<td>Improved Teacher Quality Under Schools SPPs</td>
<td>1,500</td>
</tr>
<tr>
<td>Core Standards for Curriculum</td>
<td>3,255</td>
</tr>
<tr>
<td>National Student Aptitude Test for Tertiary Admission</td>
<td>4,610</td>
</tr>
<tr>
<td>Commonwealth Teaching Summer Schools</td>
<td>25,436</td>
</tr>
<tr>
<td>An Even Start – National Tuition Program</td>
<td>66,482</td>
</tr>
<tr>
<td><strong>Total Annual Appropriation Programs</strong></td>
<td><strong>345,229</strong></td>
</tr>
</tbody>
</table>

#### Indigenous Education Student Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>2008 ($’000)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Indigenous Education (Targeted Assistance) Act 2000</strong></td>
<td></td>
</tr>
<tr>
<td>Indigenous Education</td>
<td>283,067</td>
</tr>
<tr>
<td>Away from Base Assistance</td>
<td>28,588</td>
</tr>
<tr>
<td><strong>Total Indigenous Education (Targeted Assistance) Act 2000</strong></td>
<td><strong>311,655</strong></td>
</tr>
<tr>
<td><strong>Other Indigenous Programs</strong></td>
<td></td>
</tr>
<tr>
<td><strong>2007-08 ($’000)</strong></td>
<td></td>
</tr>
<tr>
<td>ABSTUDY (Secondary)</td>
<td>112,627</td>
</tr>
<tr>
<td><strong>Total Other Indigenous Programs</strong></td>
<td><strong>112,627</strong></td>
</tr>
</tbody>
</table>

(1) ABSTUDY - a direct student assistance program and funding is received by individual students rather than schools or systems, appropriated under the Student Assistance Act 1973.

#### Student Assistance Act 1973

<table>
<thead>
<tr>
<th>Program</th>
<th>2007-08 ($’000)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistance for Isolated Children</td>
<td>59,969</td>
</tr>
<tr>
<td><strong>Total Student Assistance Act 1973</strong></td>
<td><strong>59,969</strong></td>
</tr>
</tbody>
</table>
Appendix E: Commitments in Funding Agreements for 2005-2008

63. Under the *Schools Assistance Act 2004* the Minister may not authorise a payment to a State for government or non-government schools unless the relevant funding agreement contains certain commitments by the grantee. These commitments apply to most programs funded under the *Schools Assistance Act 2004*. This Appendix lists and explains these commitments.

64. In the case of bodies not directly responsible for providing school education (such as Block Grant Authorities and Associations of Independent Schools), the commitments described below are taken to mean – unless otherwise indicated – that the body is aware of the relevant commitments and will be guided by them in carrying out its work.

65. The commitments described in this Appendix do not apply to:

- non-government rural student hostels under the Non-government School Term Hostels Program;
- organisations or individuals undertaking specific project contracts under the Literacy, Numeracy and Special Learning Needs Program and the Languages Program;
- government school community organisations under the Investing in Our Schools Program; or
- programs funded under Appropriation Acts such as the Quality Outcomes Program (see Appendix F).

66. In some cases, commitments have specific educational accountability requirements associated with them. Where this is the case, there is a cross-reference to the relevant section of Appendix F, Accountability Requirements for 2005-2008.

67. Education authorities’ compliance with the commitments and educational accountability requirements for 2005-2008 will be monitored by the Commonwealth in one of three broad ways:

- through an annual certification process;
- through MCEETYA and Annual National Report on Schooling (ANR) processes; and
- in the case of expenditure on teacher professional learning, via the Commonwealth’s Quality Teacher Program and the DEEWR Financial Questionnaire.

68. In the sections that follow, a brief reference is made on how monitoring will occur for each of the commitments.

The National Goals for Schooling

69. The *National Goals for Schooling in the Twenty-First Century* were endorsed by all Education Ministers in 1999. They provide broad directions to guide schools and education authorities in securing high quality outcomes for Australian students. To receive funding under the *Schools Assistance Act 2004*, education authorities must make a commitment in their funding agreement to the National Goals for Schooling.

70. This commitment is an indication of support for the directions established by the National Goals. It is not a commitment to achieve each and every one of the goals during the 2005-2008 quadrennium. Rather, it signifies that the body receiving Commonwealth funding for schools is aware of the National Goals, supports them and will take them into account in providing
schooling to the students in its care. The National Goals for Schooling can be found at: http://www.mceetya.edu.au/nationalgoals

71. In the case of bodies not directly responsible for providing school education (for example Associations of Independent Schools) the commitment to the National Goals signifies that the body receiving funding for schools is aware of the National Goals for Schooling, supports them and will be guided by them in carrying out its work.

72. There will be no specific compliance monitoring of authorities’ commitment to the National Goals for Schooling.

**Performance targets and measures**

73. The *Schools Assistance Act 2004* requires authorities to make a commitment to achieve the performance targets and report against the performance measures specified in the *Schools Assistance (Learning Together – Achievement Through Choice and Opportunity) Regulations 2005* (the Regulations).

74. Performance measures are statistics used to measure performance in a particular area; performance targets set the desired level of performance, and are usually time-specific. An example of a measure is the percentage of students in Year 3 achieving the national benchmark in reading. An example of a target is that all Year 3 students will achieve the national benchmark in reading by a particular year.

**Performance Measures**

75. In committing to report against the performance measures specified in the Regulations, education authorities are agreeing to participate in and achieve the appropriate response rates in the relevant assessments and participate in other data collection activities so that the measures can be reported. Details of the measures and how the relevant data is collected and reported are provided in Appendix F.

76. In the case of bodies not directly responsible for providing school education such as Block Grant Authorities and Associations of Independent Schools, the commitment to report against performance measures is taken to mean that the body agrees to report against any measures where relevant.

77. Education authorities’ commitment to report against performance measures will be monitored through ANR processes.

**Common testing standards**

78. Education authorities are required to make a commitment to put into place common testing standards in English, mathematics, science, civics and citizenship education and information and communications technology.

79. This commitment means that school authorities agree to work constructively together and with the Commonwealth, through MCEETYA, to develop and implement common testing standards in these domains.

80. This commitment will be monitored through ANR processes.

81. There is a specific educational accountability requirement associated with this commitment – see Appendix F (paragraphs 212-216).
Reporting on student attendance

82. The *Schools Assistance Act 2004* requires that authorities make a commitment to report to the Commonwealth Minister about student attendance at each school “in a manner that is meaningful and allows ready comparisons to be made between different States”.

83. Nationally comparable measures of student attendance and a national approach to data collection have been agreed through MCEETYA, and the first collection was carried out in 2007. In 2008 the commitment to report about student attendance means that school authorities agree to provide the information needed to enable nationally comparable data on student attendance for 2008 to be reported.

84. This commitment will be monitored through ANR processes.

85. Appendix F (paragraphs 201-202) sets out the accountability requirements relating to providing student attendance information.

Performance targets

86. In committing to achieve performance targets, education authorities are indicating that their objective is for their system or school to achieve the performance targets and that they will use their best endeavours to do this.

87. The performance targets for 2008 as set out in the Regulations are the same as for 2005, 2006 and 2007 but with language conventions (spelling, grammar and punctuation) replacing spelling in 2008, that is:

**Literacy targets for 2008**

1. All students in Year 3 will achieve the national benchmarks for reading, writing and language conventions for Year 3.

2. All students in Year 5 will achieve the national benchmarks for reading, writing and language conventions for Year 5.

3. All students in Year 7 will achieve the national benchmarks for reading, writing and language conventions for Year 7.

**Numeracy targets for 2008**

1. All students in Year 3 will achieve the national benchmark for numeracy for Year 3.

2. All students in Year 5 will achieve the national benchmark for numeracy for Year 5.

3. All students in Year 7 will achieve the national benchmark for numeracy for Year 7.

88. However it is recognised that these targets may not be met in respect of the very small percentage of students who have severe educational disabilities.

89. In the case of bodies not directly responsible for providing school education such as Block Grant Authorities and Associations of Independent Schools, the commitment to achieve performance targets is taken to mean that the body is aware of the relevant targets and will be guided by them in carrying out its work.

90. Authorities’ achievement against the performance targets will be monitored through assessment of student performance as reported in the ANR.
Performance targets and administrative action

91. The *Schools Assistance Act 2004* provides that, if the Minister considers that an education authority has not achieved the performance targets set out in the Regulations, the Minister may ask the authority to take certain specified action. If asked to take such action, the authority will be required to provide a report on the action taken, and must do so by a date determined by the Minister.

92. Such “administrative action” might include the authority reviewing and evaluating its strategies and reporting plans for improvement to the Commonwealth within a given time, or submitting to an independent review of (for example) its capacity to make improvements in literacy and numeracy standards.

93. The legislation does not specify particular forms of action. It should also be noted that the Minister may (rather than will) require an authority to take action. Such action would most likely be sought in the case of significant, longstanding under-performance and where no improvement was occurring, and it is expected that it would be instituted only after consultation with the authority involved.

94. In the case of government and Catholic schools, the Government would expect to deal with system authorities in identifying and addressing under-performance. Mechanisms for administrative action in connection with independent schools will be arranged with the sector.

Participation in and timely publication of the ANR

95. Education authorities receiving funding under the *Schools Assistance Act 2004* are required “to participate in preparing a national report on the outcomes of schooling for each program year”. This is the Annual National Report on Schooling in Australia or ANR, prepared and published by MCEETYA. Details on what authorities do to participate in the ANR are set out in Appendix F.

96. The *Schools Assistance Act 2004* requires timely participation in the ANR. Education authorities are required to make a commitment to the publication of the ANR within one year after the end of the program year. This commitment means that authorities will make their best efforts to ensure that the ANR is published on time, including by providing all information required for the ANR (such as student outcomes information) in good time.

97. There is also a separate accountability requirement to provide reports for the ANR by a date that allows publication within a year of the end of the program year, or by a date determined by the Minister (see Appendix F).

98. Authorities’ participation in the ANR and the timeliness of such participation will be monitored through ANR processes.

99. If changes are made to these certification and reporting requirements during the year, education authorities will be appropriately consulted and informed.

Student reports

100. All education authorities are required to make a commitment to ensure that each school provides the parents, guardians or other persons who have care and control of each child attending the school with student reports on the child that:

(a) use plain language and are able to be readily understood by the parents, guardians or other persons who have care and control of the child;

(b) are timely and given at least twice in any program year;
(c) give an accurate and objective assessment of the child’s progress and achievement, including an assessment of the child’s achievement:

(i) against national standards, if such standards are available; and

(ii) relative to the performance of the child’s peer group at the school;

(d) are confidential and deal with the child’s academic and non-academic learning;

(e) are followed by an opportunity for the child and the parents, guardians or other persons who have care and control of the child, to meet with the child’s teachers to discuss all aspects of the report, and for the school to give constructive advice about supporting the child’s further progress at school; and

(f) meet any other requirements specified in the Regulations to the *Schools Assistance Act 2004*.

101. The Regulations set out further requirements for student reports, as follows:

- a student report must specify, for each program year, a required framework for relative and comparative reporting of a child’s progress and achievement against the performance of the child’s peer group at the school;

- if the child undertakes a standard assessment in reading, writing, language conventions and numeracy at Year 3, 5, 7 or 9, one of the student reports for the program year must include the result of that assessment against appropriate national benchmarks;

- if the child undertakes a standard assessment in reading, writing, language conventions and numeracy at Year 3, 5, 7, or 9, one of the student reports for the program year must include the result of that assessment against achievement levels or bands;

- if the child undertakes a standard assessment in reading, writing, language conventions and numeracy at Year 3, 5, 7, or 9, one of the student reports for the program year must include the average achievement of the child’s peer group at the school against achievement levels or bands;

- the student report must include, for subjects studied, an assessment against achievement levels or bands defined by the education authority or school, being levels or bands that:

  (i) must be labelled as A, B, C, D, E (or an equivalent); and

  (ii) should be clearly defined against specific learning standards;

- the student report must include, for subjects studied, the child’s achievement relative to the achievement of the child’s peer group at the school by at least quartile bands.

  o Approaches agreed by education authorities and schools regarding provision of information about their child’s achievement relative to the achievement of the child’s peer group at the school, include:

    ▪ quartiles (that is, in which 25% of the child’s peer group he or she is performing); or

    ▪ the number of students receiving A-Es; or

    ▪ a statement on the report that written quartile information is available upon request; or

    ▪ a statement on the report that written information on the number of students receiving A-Es is available upon request.
102. The peer group of a child in a school is all children at the school who are undertaking the same year level as the child in a year.

**Applicable year levels**

103. The requirements for student reports apply to the compulsory years of schooling (Years 1-10).

**Students with disabilities**

104. In relation to reports on students with disabilities, it is expected that parents will continue to receive a report of their child’s progress against his or her individual learning plan or equivalent.

**English as a Second Language (ESL) students**

105. For ESL students, it is expected that schools would continue to provide parents with an explanation of ESL reporting arrangements in the report.

**Reporting for Vocational Education and Training (VET) students**

106. In relation to students undertaking competency based courses such as VET courses, it is expected that these students would continue to receive reports according to nationally approved industry standard competencies.

**Parental choice**

107. The Commonwealth understands that parents may wish to address the reporting arrangements that best suit their child when discussing their progress with teachers and the school. Individual parents may wish to withdraw their child from comparative reporting or assessment conditions that they feel are inappropriate for their child. This is a matter for consideration by individual parents.

**Privacy**

108. The Regulations require that information on a child's achievement relative to the achievement of his or her peer group at the school must be presented in a way that does not interfere with the privacy of an individual. If comparative reporting would interfere with the privacy of any students, a school would not be required to provide this element in the report to parents. Schools should consult the Privacy Act 1988 and related Information Privacy Principles to ensure that privacy of the individual is not breached.

**Standard assessment**

109. A standard assessment is a standardised assessment program which can be included in an agreed national process to enable nationally comparable reporting of literacy and numeracy achievement against the national literacy and numeracy benchmarks. Information on the student’s achievement in standard assessments in literacy and numeracy in Years 3, 5, 7 and 9 which occur once each year should be reported to parents in the year of the test. This information could be provided in one of the two student reports sent to parents each year, or in a separate report to parents.

**Form of student reports**

110. In relation to the form of student reports, the Regulations state that a student report is taken to comply if it is prepared in compliance with any arrangements approved by the Minister.
• Government schools can contact their State/Territory education authorities for information about any such arrangements approved by the Minister for government schools in their State/Territory.

• Catholic schools can contact their State/Territory Catholic Education Office for information about any such arrangements approved by the Minister for Catholic systemic schools in their State/Territory.

• Independent schools can contact their State/Territory Association of Independent Schools of the Independent Schools Council of Australia for information about any such arrangements approved by the Minister for independent schools in their State/Territory.

111. Schools should contact their State/Territory or non-government education authority to ensure that the form of their student reports satisfies the Act and Regulations or complies with their education authority’s proposal as approved by the Commonwealth Minister.

112. Education authorities’ compliance with the student report requirements in 2007 will be monitored through the annual certification process; that is, authorities will be asked to certify that they have met the requirements set out above.

Publishing school performance information

113. All education authorities, both school systems and individual non-systemic schools, are required to make a commitment that school performance information will be made publicly available. This commitment means that authorities will publish school performance information according to the requirements set out in Regulations under the Schools Assistance Act 2004.

114. School performance information relating to each individual school must be published whether the school is part of a school system or not.

115. The Regulations specify the school performance information items to be published and form of publication, and also require that the information be made publicly available within six months of the end of each program year.

116. The Regulations specify that the following school performance information is to be made publicly available for each school for each program year within six months after the end of each program year:
### Table 2: School performance information

<table>
<thead>
<tr>
<th>Item</th>
<th>Subject</th>
<th>School performance information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional engagement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Staff attendance</td>
<td>The average attendance rate or average number of days attended per staff member</td>
</tr>
<tr>
<td>2</td>
<td>Staff retention</td>
<td>The proportion of teaching staff retained in a program year from the previous year</td>
</tr>
<tr>
<td>3</td>
<td>Teacher qualifications</td>
<td>A list of teachers’ qualifications</td>
</tr>
<tr>
<td>4</td>
<td>Expenditure and teacher participation in professional learning</td>
<td>Number of teachers participating in professional learning activities, and description of activities in plain language</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Average expenditure per teacher on professional learning, at the school level</td>
</tr>
<tr>
<td><strong>Key student outcomes</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Student attendance</td>
<td>The average attendance rate (percentage)</td>
</tr>
<tr>
<td>6</td>
<td>Proportions of Year 3, 5, 7 and 9 students meeting national reading, writing, language conventions and numeracy benchmarks (benchmark results)</td>
<td>The percentages of students in Years 3, 5, 7 and 9 achieving the national literacy and numeracy benchmarks for their Year</td>
</tr>
<tr>
<td>7</td>
<td>Changes in benchmark results from the previous year</td>
<td>The percentage point change in students achieving national benchmarks</td>
</tr>
<tr>
<td>8</td>
<td>Value added</td>
<td>Schools are to present information in plain language on their value added in the most appropriate way according to each school’s circumstances</td>
</tr>
<tr>
<td>9</td>
<td>Average standardised assessment results for Year 9 and Year 10 students</td>
<td>The median score of Year 9 and Year 10 students doing standardised assessments, where available</td>
</tr>
<tr>
<td>10</td>
<td>Senior Secondary outcomes</td>
<td>Academic achievement including median Year 12 results and academic and non-academic pathways</td>
</tr>
<tr>
<td>11</td>
<td>Proportion of Year 9 students retained to Year 12 (or equivalent)</td>
<td>Schools are to report student retention in plain language in the most appropriate way according to each school’s circumstances</td>
</tr>
<tr>
<td>12</td>
<td>Post-school destinations</td>
<td>Schools are to report their post-school destinations in plain language in the most appropriate way according to each school’s circumstances</td>
</tr>
<tr>
<td><strong>Satisfaction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Parent, student and teacher satisfaction</td>
<td>A description in plain language of parent, student and teacher satisfaction with the school</td>
</tr>
</tbody>
</table>
117. The Regulations require that this information will be provided in at least two of the following forms:
   (a) a hard copy school annual report provided to parents and made available to prospective parents upon request;
   (b) a hard copy newsletter provided to parents and made available to prospective parents upon request;
   (c) a hard copy school handbook provided to parents and made available to prospective parents upon request;
   (d) on the Internet, using a URL address provided to parents and prospective parents upon request;
   (e) by means of a billboard or sign that is clearly visible to the public inside or outside the school.

118. If a parent is unable to access information in any of the ways mentioned above, the school performance information must be provided to the parent in a way that the parent can access. The information must also be presented in a way that does not interfere with the privacy of an individual.

119. The information items listed above represent a minimum set of items on which schools must provide information. Schools are free to provide as much further information on their activities and outcomes as they wish.

120. The Regulations include a provision that school performance information is taken to be compliant if it is prepared according to any arrangements approved by the Minister.

   • Government schools can contact their State/Territory education authority for information about any such arrangements approved by the Minister for government schools in their State/Territory.

   • Catholic schools can contact their State/Territory Catholic Education Office for information about any such arrangements approved by the Minister for Catholic system schools in their State/Territory.

   • Independent schools can contact their State/Territory Association of Independent Schools or the Independent Schools Council of Australia for information about any such arrangements approved by the Minister for independent schools in their State/Territory.

121. The Regulations provide that school performance information must be available within six months of end of program year. Information for 2008 therefore needs to be published by 30 June 2009.

122. There is a specific educational accountability requirement associated with this commitment – see Appendix F (paragraphs 210-211).

123. Compliance with this commitment will be monitored through the annual certification process.

**Statements of Learning**

124. Education authorities made a commitment to the development, before 1 January 2006, of Statements of Learning that describe the key knowledge, understandings, skills and capacities in English, mathematics, science, civics and citizenship education and information and communications technology that each child should have the opportunity to acquire at school.
125. In addition, authorities have agreed to implement the Statements of Learning either as part of the authority’s next curriculum review, or before 1 January 2008 at the latest.

126. The Statements of Learning for English were completed in 2004. Statements of Learning in the other domains – mathematics, science, information and communication technology, and civics and citizenship – were developed and completed in early 2006 under the direction of the Curriculum Corporation on behalf of MCEETYA.

127. The proposed process for implementation requires that State/Territory Ministers ‘sign off’ that syllabus and curriculum documents used to underpin learning in government and non-government schools have addressed and incorporated the Statements of Learning and a detailed Map is provided to the Commonwealth Minister for Education showing how the Statements of Learning are present in relevant curriculum documents. The ‘sign off’ and the provision of the Map must occur no later than 1 January 2008.

**Implementing the National Safe Schools Framework**

128. Education authorities are required to make a commitment that they will put into effect, before 1 January 2006, the National Safe Schools Framework endorsed by MCEETYA.

129. Funding agreements include an undertaking that the authority will display, in a prominent place in each school under its control, a copy of the poster from the National Safe Schools Framework.

130. Authorities’ commitment to implementation of the Framework will be monitored through ANR processes.

**Provision of physical activity**

131. Education authorities are required to make a commitment to provide in the curriculum of each school at least two hours of physical activity each week for primary and junior secondary students at the school. The Commonwealth is not outlining when and how such activity will be undertaken, but it should be within school hours. This commitment is subject to a commonsense exemption policy to allow for children who are unable to undertake any form of physical activity.

132. Authorities’ compliance with this commitment will be monitored through the annual certification process.

**Powers of principals and school governing bodies**

133. Education authorities are required to make a commitment to give the principal, and the governing body of each school, strengthened autonomy over, and responsibility for, education programs, staffing, budget and other aspects of the school’s operations within a supportive framework of broad systemic policies.

134. Authorities must also make a commitment that appointments of staff in each school will be made with the approval of the principal or the governing body of the school. In the case of a Catholic school, such appointments will take account of the relationship of the school with the bishop, the parish priests and the leadership of religious institutions. Flexibility will be allowed in relation to maintaining current staffing policies which are intended to attract teachers into otherwise unattractive areas and ensure an equitable distribution of teachers for remote and other hard to staff schools.
135. Both of the above commitments apply in respect of each school, that is each government school in the State or Territory, each school in a non-government school system and each individual non-systemic school.

136. Authorities’ commitment to strengthened autonomy will be monitored through ANR processes.

**Information on students moving interstate**

137. Education authorities are required to make a commitment that they will implement, before 1 January 2006, a consistent national system for the timely transmission between schools of student information relating to students moving interstate.

138. This commitment means that school authorities support such a national system and agree to work constructively together and with the Commonwealth, through MCEETYA, in the implementation of the national system.

139. A National Interstate Student Data Transfer Note and set of protocols have been developed through MCEETYA and are available on the MCEETYA website at http://www.mceetya.edu.au/mceetya/interstate_student_data_transfer_note,12095.html

140. Authorities’ compliance with this commitment will be monitored through the annual certification process.

**Reporting to parents against benchmarks**

141. All education authorities, both school systems and individual non-systemic schools, are required to make a commitment to ensure that the parents, guardians, or other persons having care and control of each child, are given a report on the child’s achievement against the appropriate national benchmarks for Years 3, 5 and 7.

142. There is a specific educational accountability requirement associated with this commitment – see Appendix F (paragraphs 208-209).

143. Authorities’ commitment to report to parents on their child’s achievements against the benchmarks will be monitored through the annual certification process.

**Nationally consistent school starting age**

144. Education authorities are required to make a commitment to the achievement, before 1 January 2010, of:

- national consistency in the age at which a child starts pre-Year 1, and
- nationally consistent names for the two educational year levels before Year 1.

145. This commitment means that school authorities agree to work constructively together and with the Commonwealth, through MCEETYA, to bring about national consistency in the school starting age and associated terminology.

146. Authorities’ commitment to achieve nationally consistent school starting age and terminology will be monitored through ANR processes.
Other funding conditions

147. Funding agreements under the *Schools Assistance Act 2004* may set out conditions of funding additional to those described above. Any additional conditions are set out in the relevant funding agreement and are described in the relevant program section of these guidelines.

148. Funding agreements covering general recurrent grants under the *Schools Assistance Act 2004* include a schedule with the following conditions of funding:

- **Flagpole and flag**: each school is required to have a functioning flagpole and fly the Australian flag;

- **Values for Australian Schooling poster**: each school is required to display the Values for Australian Schooling poster in a prominent place in the school;

- **National Safe Schools Framework poster**: each school is required to display the National Safe Schools Framework poster in a prominent place in the school;

- **Indigenous Education Statements**: government and non-government school systems are to provide an Indigenous Education Statement for each year.

149. Authorities’ compliance with each of the first three conditions will be monitored through the annual certification process.
Appendix F: Accountability Requirements for 2005-2008

Overview

150. 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.

151. 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*

152. 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.

153. Financial accountability requirements under the *Schools Assistance Act 2004* are outlined in Paragraphs 156-171 below.


*Appropriation Act programs*

155. 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*

156. 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
  - General Recurrent Grants
  - Capital Grants Program
  - 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
  o General Recurrent Grants
  o Establishment Grants
  o Short Term Emergency Assistance
  o Capital Grants Program
  o Investing in Our Schools Program capital infrastructure grants

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

157. 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.

158. 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.

159. 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.

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

**Capital Grants**

161. 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.
162. 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.

163. 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.

164. 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.

165. 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)

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

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

School Parent Bodies

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

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

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

Funding for non-government schools

171. 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

172. 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

173. 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
   o 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.


175. 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.

176. 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.


178. 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**

179. 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
  o Literacy, Numeracy and Special Learning Needs Program
    ▪ Schools Grants element
  o Country Areas Program
  o English as a Second Language - New Arrivals Program
  o Languages Program

**Participating in the ANR**


181. 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.

182. 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.

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

**Providing performance information**

184. 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>
<thead>
<tr>
<th>Table 1: Performance measures – requirements for 2005-2008</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literacy</strong></td>
<td>Percentage of Year 3, 5, 7 and 9 students achieving national benchmarks for reading, writing and from 2008 language conventions*</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>Percentage of Year 3, 5, 7 and 9 students achieving national benchmarks for numeracy*</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Scientific literacy</strong></td>
<td>Percentage of Year 6 students achieving at or above standard in scientific literacy in National Assessment Program – Science Literacy, 2006, Year 6</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reading, mathematical and scientific literacy</strong></td>
<td>Percentage of students (i.e. 15 year old students) achieving at or above standards derived from OECD PISA 2006 assessment</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics and science</strong></td>
<td>Percentage of Year 4 and 8 students achieving at or above standards derived from TIMSS 2006 assessment</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Civics and citizenship</strong></td>
<td>Percentage of Year 6 and 10 students achieving at or above standards in National Assessment Program - Civics and Citizenship, 2007, Years 6 and 10</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td><strong>ICT literacy</strong></td>
<td>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</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td><strong>VET in schools participation</strong></td>
<td>Proportion of senior secondary students undertaking VET</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>VET in schools attainment</strong></td>
<td>Proportion of senior secondary students who have completed at least one VET unit of competency/module</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

*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.*
185. 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.

186. 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**

187. 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.

188. 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.

189. 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.

190. 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.

191. 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**

192. 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:


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

194. 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**

195. 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.

196. The Regulations set out how the information from the various assessments is to be reported in the ANR, disaggregated by these categories.
197. 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.

198. 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**

199. 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.

200. 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**

201. 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.

202. 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**

203. 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**

204. 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**

205. 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

206. 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.

207. 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

208. 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.

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

Publishing school performance information

210. 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.

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

Implementing common national tests

212. 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.

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

214. 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).

215. 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.

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

**Compliance monitoring**

217. 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:

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

**Compliance via the ANR**

218. 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**

219. 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.

220. 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.
221. 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).

222. 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**

223. 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**

224. 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**

225. 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

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

**Penalties**

227. 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**

228. 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

229. 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.

230. 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.
Appendix G: Supplementation Arrangements

Programs funded under the Schools Assistance Act 2004

231. Programs funded under the Schools Assistance Act 2004 and for which supplementation arrangements apply are:

- General Recurrent Grants
- Capital Grants Program
- Targeted Programs
- Short Term Emergency Assistance
- Non-government School Term Hostels

Note: Supplementation arrangements do not apply to the Investing in Our Schools Program capital infrastructure grants.

General Recurrent Grants

232. The per capita Commonwealth General Recurrent Grants for schools provided under the Schools Assistance Act 2004 are calculated as a percentage of the primary and secondary per capita Average Government School Recurrent Costs (AGSRC) Amounts.

233. The AGSRC Amounts are changed every year in accordance with sections 121, 122 and 123 of the Act and are specified in the Act at Schedule 1. The percentages applied to the AGSRC Amounts to arrive at the per capita funding rates for General Recurrent Grants are specified in the Act at Schedules 2 and 4.

234. Initial allocations for the 2008 program year are based on the final 2007 primary AGSRC Amount of $7,614 and the final 2007 secondary AGSRC Amount of $9,724. Final allocations for the 2008 program year will be based on the 2008 AGSRC Amounts and final 2008 primary and secondary enrolments.

235. For more information on the AGSRC Amounts, refer to paragraph 242.

Capital Programs

236. In accordance with section 126 of the Schools Assistance Act 2004, funds provided for government and non-government schools under the Capital Grants Program at Schedules 3 and 5 of the Act are supplemented annually in line with movements in the Building Price Index (BPI). The BPI reflects movements in an index of building prices and an index of wage costs published by the Australian Bureau of Statistics.

237. The supplementation figure measures the movement between successive years, calculated with a 12 month lag.

Targeted Programs and Short Term Emergency Assistance

238. Commonwealth programs of targeted financial assistance for schools and short term emergency assistance for non-government schools provided under the Schools Assistance Act 2004 are supplemented annually in line with movements in the Average Government School Recurrent Costs (AGSRC) Index. The programs supplemented by the AGSRC Index are:

- Literacy, Numeracy and Special Learning Needs Program, incorporating:
  - Schools Grants
  - Non-Government Centres Support
○ National Projects
  • English as a Second Language – New Arrivals
  • Country Areas Program
  • Languages
  • Short Term Emergency Assistance

239. The AGSRC Index is applied in accordance with section 124 of the Act to amounts specified in the Act at Schedule 7, Schedule 8, Columns 2, 4 and 6 of Part 1 of Schedule 9, and Part 2 of Schedule 9.

240. For further information on the AGSRC Index, refer to paragraph 242.

Non-government School Term Hostels

241. In accordance with section 127 of the Schools Assistance Act 2004, financial assistance provided under the Non-government School Term Hostels Program at Schedule 6 of the Act can be supplemented annually in line with movements in a wage cost index comprising 75 per cent Safety Net Adjustment and 25 per cent Treasury Measurement of underlying inflation. This reflects the substantial wages/salary component of funding under the Program.

Average Government School Recurrent Costs Amounts and AGSRC Index

242. The Average Government School Recurrent Costs (AGSRC) Amounts and AGSRC Index are based on government expense data maintained by the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA). The AGSRC amounts and AGSRC Index are changed on an annual basis after consideration of movements in that data.

243. The AGSRC amounts in the Schools Assistance Act 2004 are expressed on a cash basis, reflecting the basis of the data available from MCEETYA at the time of the introduction of the current funding methodology. As MCEETYA no longer reports cash based expenditure but has moved to reporting expenses on an accrual basis, a derived, cash recurrent expenditure collection (the collection) is calculated by applying the year-on-year movement in accrual data provided by MCEETYA to the collection for the previous year.

244. The collection is State based and is broken down into a subset of expense items, namely teacher expenses, other staff expenses, redundancies and other recurrent operating expenses. For each of these expense items, out of school expenses are attributed to primary and secondary based on State enrolment numbers. Capital-related items, such as depreciation, are excluded from the collection.

245. The Primary and Secondary AGSRC amounts are calculated by dividing total expenditure in the collection relating to Primary and Secondary levels of education by their respective enrolments for the same period. The final 2008 Primary and Secondary AGSRC amounts will be based on the 2006-07 collection.
246. The AGSRC Index is also calculated using the collection. Redundancy payments and Commonwealth grants to government schools (including Supplementary Recurrent Assistance funding and joint programs in proportion to government school enrolments) are removed to arrive at adjusted total State government expenditure. This is divided by total government school enrolments for the same period to arrive at a per capita State government expenditure. The AGSRC Index is the percentage change in the per capita State government expenditure between two financial years. The AGSRC Index for 2008 will be based on the movement between the adjusted per capita State government expenditure for 2005-06 and 2006-07.

**Programs Funded under the Indigenous Education (Targeted Assistance) Act 2000**

247. Funding for Supplementary Recurrent Assistance may be supplemented from time to time by the Wage Cost Index No. 1.

**Programs funded under the Annual Appropriation Acts**

248. The level of funding for Commonwealth programs of recurrent financial assistance provided under the annual Appropriation Acts is set at the beginning of each financial year. Programs funded under these Acts are indexed at the beginning of each year, the index used being dependent upon the nature of the expenses incurred under the programs. At the present time, three different indexation options are being utilised:

- no indexation applied - for those programs where the amount of the payment is fixed in dollar terms and is therefore not subject to adjustments for price changes;
- indexation for movements in the Non-Farm Gross Domestic Product index - for those programs which need a broad, economy-wide measure of indexation; or
- movements in a wage cost index comprising 75 per cent Safety Net Adjustment and 25 per cent Treasury Measurement of Underlying Inflation - for those programs which have a substantial wages/salaries component.

**Programs funded under the Student Assistance Act 1973**

249. The level of allowances paid under AIC, provided under the Student Assistance Act 1973, is indexed annually for movements in the headline Consumer Price Index (CPI).
Appendix H: Eligibility for Funding under the Schools Assistance Act 2004

250. Only schools or school systems and other educational bodies which meet program eligibility criteria may receive Commonwealth financial assistance under the Schools Assistance Act 2004.

251. The essential prerequisite for Commonwealth general recurrent funding for non-government schools is State/Territory recognition.

252. The Minister must declare a person or body to be the approved authority for non-government schools and other recipients of grants, except in the case of capital grants through Block Grant Authorities (BGAs) and to Special Education non-government centres. Those authorities are responsible for entering into agreements with the Commonwealth, ensuring that grants are properly applied and providing such reports and other information as the Commonwealth may require under the terms of the Act or an agreement.

253. The approved authorities for all non-systemic schools, non-government centres and non-government hostels must be bodies corporate. The Department recommends that other grant recipients become bodies corporate where this is practicable.

254. The memorandum and articles or other instruments by which incorporation is effected must:
   a) include the power of the incorporated body to conduct a school, non-government centre or hostel, as the case may be;
   b) provide for the non-profit status of the body and for a requirement that any surpluses generated by the school, centre or hostel, or recognised group of non-government schools be used for the purposes of the school, centre or hostel, or recognised group of non-government schools and not be transferred to any other activity that the body is authorised to undertake;
   c) state that, if the body is wound up, the net assets remaining after all obligations (including any Commonwealth right to repayment) have been met, must be donated to a non-profit body within the Commonwealth of Australia which provides related educational services to school-age children or students, for the purposes of those services; and
   d) not be inconsistent with the Commonwealth’s right to recovery of Commonwealth grants in certain circumstances.

255. Some schools are incorporated through an Act of Parliament or conducted by a religious order, which has a separate body corporate. If the above provisions are difficult to include in the articles or memorandum of incorporation, the trustees or directors of the incorporated body may sign a statutory declaration which addresses the provisions outlined in the previous paragraph.

256. A client body may request a change of its declared approved authority. Until the replacing authority is approved or recognised, the existing authority retains responsibility for the school’s dealings with the Commonwealth. The replacing authority will be required to endorse agreements entered into by the outgoing authority in order for the payment of Commonwealth grants to continue.

257. Except in respect of capital grants, the approved authority for the receipt of Commonwealth funding for a non-government school should preferably be the same for all programs covered by the Act. However, the approved authority for a capital grant should be
the incorporated body that has most control over the use and disposal of the capital facilities, even if this is not the approved authority for other programs. Approved school authorities can appoint different persons for particular programs to act as agents on behalf of the approved authority. It is the responsibility of the approved school authority to ensure that the Department is informed of the names of agents prior to those persons acting on behalf of the approved authority. In the case of most Catholic non-systemic schools, the approved authority under the relevant targeted program will continue to be the Catholic system authority for that State.

Cessation of Payments

258. The Commonwealth may, by written notice, cease payments of grants if:

- the relevant authority for the non-government body is a body corporate that is being wound up or in respect of whose property a receiver has been appointed or whose affairs are under the control of a manager; or

- the relevant authority for the non-government body is not a body corporate and it appears to the Minister that the liabilities of the authority are substantially greater than its assets or the authority is, and is likely to continue for a substantial period to be, unable to pay its debts as and when they fall due for payment.

- see Appendix 2.1.A, Part 2.1, Recognition of Commonwealth Assistance for information on cessation of payments to Capital Projects.
Appendix I: School Funding for Temporary Residents of Australia under the Schools Assistance Act 2004

259. School-aged temporary residents of Australia enrol in schools either as overseas students (formerly full fee paying overseas students) or dependants of persons who have entered Australia for purposes other than study. Some categories of school-aged temporary residents are eligible for Commonwealth General Recurrent Grant (GRG) funding, provided they are accepted at schools on the same basis as Australian students.

260. The parents or caregivers of school-aged temporary residents of Australia wishing to enrol the child in a school, whether ESL tuition is required or not, should contact the school of their choice to determine the conditions of enrolment and the level of fees for educational services that apply to the visa that the child holds.

Overseas Students

261. Overseas students include:

- students who are responsible for the cost of their own education and their dependants;
- Commonwealth assisted students and their dependants, or those whose tuition fees are fully paid by a publicly funded Australian higher education provider; and
- exchange students on State/Territory approved student exchanges.

Overseas Students Who Are Responsible for the Cost of Their Own Education and of Their Dependants

262. Some institutions have special approval from their State/Territory education departments to enrol overseas students in their courses on a full-fee paying basis. Under the terms and conditions of their stay, these overseas students are responsible for the full cost of their own education as well as for the educational requirements of their dependants. (Details of courses approved for overseas students are listed on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) at http://cricos.dest.gov.au).

263. Overseas students who are responsible for the cost of their own education and dependants of these overseas students do not attract any funding under the Schools Assistance Act 2004. Schools that enrol overseas students or dependants of overseas students must, consequently, collect the full imputed average cost of education (including recurrent and capital costs) from these overseas students.

Commonwealth Assisted Students and Their Dependants or Students Whose Tuition Fees Are Fully Paid By a Publicly Funded Australian Higher Education Provider

264. Students who are being assisted by an Commonwealth agency, or students whose tuition fees are fully paid by a publicly funded Australian higher education provider, enter Australia for the purpose of study arranged by the agency or higher education provider.

- Any school-age dependants of these students attract GRG funding and may participate in any Commonwealth targeted or priority initiatives provided by the educational authority responsible for providing mainstream schooling other than ESL-New Arrivals funding.
265. The parents or caregivers of school-aged temporary residents of Australia wishing to enrol the child in a school, whether ESL tuition is required or not, should contact the school of their choice to determine the conditions of enrolment and the level of fees for educational services that apply to the visa that the child holds.

**Exchange Students on State/Territory Approved Exchanges**

266. Exchange students are school-age students participating in a Student Exchange Program with an exchange organisation that is registered by the relevant State or Territory education authority.

267. Exchange students attract GRG funding and may participate in any Commonwealth targeted or priority initiatives provided by the educational authority responsible for providing mainstream schooling other than ESL-New Arrivals funding.

- The parents or caregivers of school-aged temporary residents of Australia wishing to enrol the child in a school, whether ESL tuition is required or not, should contact the school of their choice to determine the conditions of enrolment and the level of fees for educational services that apply to the visa that the child holds.

**Dependants of Persons Who Enter Australia for Purposes Other Than Study**

268. Persons who enter Australia for reasons other than study typically come for employment or personal reasons or as visitors or seeking protection under Australia’s Humanitarian Migration Program.

269. Those persons coming to Australia for employment or personal reasons may include diplomats, business persons, academics, professional consultants, and contractors and any accompanying school-age dependants would normally be eligible to attend school.

- School-age dependants of this group of temporary residents generally attract GRG funding and would be eligible to participate in any Commonwealth targeted or priority initiatives provided by the educational authority responsible for providing mainstream schooling other than ESL-New Arrivals funding.

- The parents or caregivers of school-aged temporary residents of Australia wishing to enrol the child in a school, whether ESL tuition is required or not, should contact the school of their choice to determine the conditions of enrolment and the level of fees for educational services that apply to the visa that the child holds.

270. The Commonwealth will only provide GRG for school-age dependants of this group of temporary residents where it can be established that the dependant is not primarily in Australia to study.

271. Under some forms of visitor and short term temporary business entry, school-age dependants may undertake study up to a maximum period of three months. If they wish to continue study, they should contact the Department of Immigration and Multicultural and Indigenous Affairs for relevant advice.

- Dependants of visitors and short term temporary business visa holders do not attract any form of Commonwealth school funding.

272. For GRG funding purposes, temporary residents in Australia on bridging visas are generally considered to be in Australia on the same basis as their previous visa sub-class. For example, a person who entered Australia on a visitor visa and is now on a bridging visa would normally be treated as a visitor until their status is resolved.
## Summary

273. The following table summarises eligibility for Commonwealth financial assistance under Schools Programs:

<table>
<thead>
<tr>
<th>Item</th>
<th>Category</th>
<th>Type of Commonwealth Assistance Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td>Australian citizens and permanent residents</td>
<td>All Targeted Programs including ESL New Arrivals funding</td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>Persons temporarily in Australia primarily for the purposes of study:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• dependants of students who are responsible for the cost of their own education</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>• dependants of Commonwealth assisted students or dependants of students whose tuition fees are fully paid by a publicly funded Australian higher education provider</td>
<td>General Recurrent Grants All Targeted Programs excluding ESL New Arrivals funding</td>
</tr>
<tr>
<td></td>
<td>• exchange students undertaking a Student Exchange Program registered by the relevant State or Territory education authority</td>
<td>General Recurrent Grants All Targeted Programs excluding ESL New Arrivals funding</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>School-age dependants of persons temporarily resident in Australia for purposes other than study (See note). For example:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• diplomats, some business persons, academics, occupational trainee visa holders</td>
<td>General Recurrent Grants All Targeted Programs excluding ESL New Arrivals funding</td>
</tr>
<tr>
<td></td>
<td>• visitors and short term temporary business visa holders</td>
<td>Nil</td>
</tr>
<tr>
<td></td>
<td>• students who hold provisional visas granted under the Business Skills Category of the Migration Program</td>
<td>General Recurrent Grants All Targeted Programs including ESL New Arrivals funding</td>
</tr>
<tr>
<td></td>
<td>• temporary visa holders under the Humanitarian Program</td>
<td>General Recurrent Grants All Targeted Programs including ESL New Arrivals funding</td>
</tr>
</tbody>
</table>

Note: Some school-age dependants of visitors and short-term temporary business visa holders may undertake study up to a maximum period of three months. If they wish to continue study they must apply to the Department of Immigration and Multicultural and Indigenous Affairs for a student visa.

For up-to-date details of visa category eligibility please refer to the contact for eligibility for temporary visa holders.

274. As part of the Department of Education, Employment and Workplace Relation’s (DEEWR) reporting requirements, as outlined in the Commonwealth Programs for Schools Quadrennial Administrative Guidelines 2005-2008, education authorities are required to provide a Program Activity Report for the use of Schools Languages Program (SLP) funds within their jurisdiction for the preceding academic year by no later than 31 January each year (Part 2.3, Languages, Quadrennial Administrative Guidelines).

275. The Program Activity Report is not the main financial acquittal process for SLP grants, as this is completed in June each year, so exact funding amounts are not required to be included for all activities. However, the Program Activity Report should include the amount of program funding allocated in support of Indigenous Languages programs and After Hours Ethnic Schooling within your jurisdiction, even if it is a “nil” response.

276. Failure to complete and submit your Program Activity Report by 31 January each year could affect the timing of funds release to your education authority in March.

277. For your assistance, the Project Activities Report is broken into three sections:

- Section 1 – Program Objectives and priorities
- Section 2 – Program Activities supported through SLP funds (preceding academic year)
- Section 3 – Specific Support for Indigenous Languages and After Hours Ethnic Schooling

278. A template has been provided for your assistance that incorporates the reporting requirements for SLP activity reporting, and should be used as a guide. Further information relating to the SLP activities can be attached to your report, if desired.

279. Once completed, Program Activity Reports should be forwarded to:

The Director
English, Languages and Music Section
Curriculum Branch
Loc. 141
Schools Quality Outcomes, Youth and Transitions Group
Department of Education, Employment and Workplace Relations
GPO Box 9880
CANBERRA ACT 2601

280. Please contact Mr Thomas Natera, Assistant Director, English, Languages and Music Section on (02) 6240 7984 or thomas.natera@dest.gov.au if you have any queries or require further clarification.
SCHOOLS LANGUAGES PROGRAM – PROGRAM ACTIVITIES REPORT

<table>
<thead>
<tr>
<th>Education Authority</th>
<th>SLP Program Year</th>
<th>Total Funds received</th>
<th>Total Funds expended or committed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2007</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Section 1 – Program Objectives and Priorities

281. This section should contain an outline of the priorities and objectives relevant to the use of SLP funds in your jurisdiction, taking into consideration the overall objectives of the SLP, principles for allocating funds and conditions attached to use of the funds, as stated in the Quadrennial Administrative Guidelines.

282. It would be appropriate in this section to mention the Strands from the MCEETYA National Plan that were priorities for your education authority in 2007.

Section 2 – Program Activities supported through 2007 SLP funds

283. In this section, education authorities should outline a general description of activities funded through the SLP from the preceding academic year and the outcomes of these activities.

284. Activities need to be categorised against the Use of Funds descriptors (Part 2.3, Languages, Quadrennial Administrative Guidelines). This description must include outcomes.

285. A table is provided below to assist.

286. Please note it is not expected that each education authority will fund activities from their SLP funds relating to all six Strands in any one year. The Strands supported through SLP funds will depend ultimately on the priorities of education authorities.

<table>
<thead>
<tr>
<th>Strand</th>
<th>Use of Funds</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and Learning</td>
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<td></td>
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<tr>
<td>Teacher Supply and Retention</td>
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<td>Professional Learning</td>
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<tr>
<td>Program Development</td>
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<tr>
<td>Quality Assurance</td>
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<tr>
<td>Advocacy and Promotion of Languages Learning</td>
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<td></td>
</tr>
</tbody>
</table>
287. **Note:** At the time of writing the report, not all 2007 SLP funds need to be expended but need to be committed.

**Section 3 – Specific Support for Indigenous Languages and After Hours Ethnic Schooling**

288. In this section education authorities must include details of specific support for Indigenous Languages programs and activities as well as After Hours Ethnic Schools, including amounts of funding expended, even if “nil” response.

### Indigenous Languages

<table>
<thead>
<tr>
<th>School/Community Organisation/ System</th>
<th>Funding ($)</th>
<th>Use of funds</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**TOTAL FUNDS**

(include **NIL** Response if any)

### After Hours Ethnic Schools

<table>
<thead>
<tr>
<th>School/Community Organisation/System</th>
<th>Funding ($)</th>
<th>Use of funds</th>
<th>Outcomes</th>
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</tr>
</tbody>
</table>

**TOTAL FUNDS**

(include **NIL** response if any)