



Australian Government
Quality Teacher Program

FUNDING RECIPIENT GUIDELINES 2011-2013

Department of Education, Employment and Workplace Relations

*'It is the supreme art of the teacher to
awaken joy in creative expression and
knowledge'*

Albert Einstein

*'The mediocre teacher tells. The good
teacher explains. The superior teacher
demonstrates. The great teacher inspires'*

William A. Ward

Updated October 2012

1. Purpose

1.1. Background

The Australian Government, through the Council of Australian Governments (COAG), has committed to working collaboratively with states and territories to implement three new National Partnership agreements to ensure that all Australian school students benefit from a world class education. This includes the *Smarter Schools - Improving Teacher Quality National Partnership*, the *Smarter Schools - Low Socio-economic Status School Communities National Partnership* and the *Smarter Schools - Literacy and Numeracy National Partnership*.

1.2. Purpose of the guidelines

The purpose of these guidelines is to provide information and guidance about the Australian Government Quality Teacher Program (AGQTP) and how the program should be used to provide professional development for teachers and school leaders to equip them with the skills and knowledge needed for teaching in the 21 Century.

1.3. Purpose of AGQTP

The AGQTP objectives complement The *Improving Teacher Quality National Partnership* (TQNP) reform and contribute to achieving the objectives of the National Partnership agreements.

The objectives of the AGQTP are to:

- equip teachers with the skills and knowledge needed for teaching in the 21st Century;
- provide national leadership in high priority areas of teacher professional learning need; and
- improve the professional standing of school teachers and leaders.

The provision of AGQTP professional development activities should contribute to the following outcomes:

- effectively training principals, teachers and school leaders for their roles and school environment;
- developing teachers and school leaders to enhance their skills and knowledge throughout their careers;
- equipping teachers with skills to assist young people to meet basic literacy and numeracy standards and improve overall levels of literacy and numeracy;
- support for the implementation of the National Teacher Professional Standards,
- support for the implementation of the Australian Curriculum; and
- ability of teachers and schools leaders to effectively implement student well being in schools, including managing bullying.

1.4. Relationship to contracts

These Guidelines must be read in conjunction with the relevant AGQTP contract. In the event of any discrepancy between these Guidelines and the contract, the provisions of the contract shall prevail.

1.5. Contact information

Inquiries about these Guidelines or the AGQTP should be directed to:

Director
Teacher Quality National Partnership and Workforce Data Team
Quality Teaching Branch
Curriculum, Assessment and Teaching Group
Location C50MC10,
Department of Education, Employment and Workplace Relations
GPO Box 9880
CANBERRA ACT 2601 Phone: 02 6240 0823

2. Key Priorities

2.1. Program Priorities

To ensure that AGQTP contributes to achieving the aims of the Australian Government’s education reform agenda, the priority areas of the program have been identified to align with the key priority areas of the government education reforms.

2.2. Priority Areas

AGQTP activities should include a focus on the following priority areas:

- (a) Curriculum;
- (b) Targeted Learning Needs; and
- (c) Cross curricular / whole school

Curriculum
Literacy/English
Numeracy/maths
Science (including environmental education for sustainability)
History
Geography
Information and Communication Technologies (ICT)
Languages
Vocational education and training
Music

Targeted Learning Needs
Indigenous Students
Indigenous Teachers
Students with disabilities and learning difficulties (including autism) – for specialist and mainstream teachers

Cross curricular/whole school
Integration of ICT into pedagogy
Innovative use of ICT across the curriculum
Professional standards and leadership
Studies of Asia
Development of future school leaders
Mentoring skills
Performance Management skills
Business Management skills
Project Management skills
International best practice

In addition to the above activities, annual AGQTP Activity Plans must allocate 25 per cent of funds to support professional development in the following key areas:

- (i) Australian Curriculum (*Curriculum*);
- (ii) National Professional Standards for Teachers (*Cross curricular/whole school*); and
- (iii) Student Wellbeing (including bullying) (*Cross curricular/whole school*).

A total of 25% of each calendar year’s funds must be spent on professional development activities spread across the key priority areas of Australian Curriculum, National Teacher Professional Standards and Student Wellbeing. The amount allocated to any one area is discretionary, dependent on demand for professional development in the area. For example, 15% could be used on up-skilling teacher’s pedagogy for the Australian Curriculum, 5% for Teacher Professional Standards and 5% for professional development in developing strategies/skills to enhance the wellbeing of students.

Funds for Australian Curriculum are to be used to ensure teachers are pedagogically ready, not to train teachers in the content areas of the new curriculum.

2.2.1. Australian Curriculum

All Australian governments are committed to the development and implementation of Australia’s first national curriculum from Kindergarten to Year 12, beginning with the learning areas of English, mathematics, science and history. The new Australian Curriculum will provide agreement on the curriculum content that all Australian students should be taught. It will also provide explicit advice on the achievement standards that all Australian students should be meeting, regardless of their circumstances, the type of school that they attend or the location of their school. The Australian Curriculum will provide teachers and parents with a clear understanding of what needs to be covered in each subject at each year level, and teachers the flexibility to shape their classes around the curriculum essentials.

2.2.2. National Professional Standards for Teachers

The new National Professional Standards for Teachers (the Standards) are at the heart of the Government's reform agenda for improving quality teaching. Under the *National Partnership Agreement on Improving Teacher Quality* all states and territories have agreed to develop and implement a set of nationally consistent standards from 2011. The Standards will provide a platform to reform the teaching workforce which will improve the quality of teachers and student outcomes.

2.2.3. Student Wellbeing (including bullying)

The Australian Government is committed to improving educational outcomes for all Australian children, enhancing the wellbeing of students, and preparing them for life as adults. Addressing student wellbeing is emerging as an important approach to the development of student' social, emotional and academic competence and a significant contribution to the ongoing battle to prevent youth depression, suicide, self-harm, anti-social behaviour (including bullying and violence) and substance abuse.

3. Funding

3.1. Funding allocations

Funding for the program is provided under the Annual Appropriation Acts, and DEEWR's management of the funding is governed by the requirements of the *Financial Management and Accountability Act 1997*.

Total funding for the program for the period 2011-2013 is \$22.5 million. Projects run from January to December in the calendar years of the funding period.

3.2. Funding source and breakdown

The AGQTP projects are funded on a school year basis. Funding allocations for education authorities are shown in Table 1. The allocations are based on student numbers as reported in the Australian Bureau of Statistics publication *Schools Australia 2009*.

Table 1 AGQTP funding by State and Territory for 2011 to 2013 (GST exclusive)

State/ Territory	Sector	2009 FT Student Numbers	2011	2012	2013	TOTAL
NSW	Catholic	239,352	\$1,411,204	\$1,505,641	\$1,627,692	\$4,544,537
	Independent	135,895	\$801,228	\$854,846	\$924,142	\$2,580,216
	TOTAL	375,247	\$2,212,432	\$2,360,486	\$2,551,834	\$7,124,753
VIC	Catholic	187,834	\$1,107,457	\$1,181,567	\$1,277,349	\$3,566,373
	Independent	119,014	\$701,699	\$748,656	\$809,344	\$2,259,699
	TOTAL	306,848	\$1,809,156	\$1,930,223	\$2,086,693	\$5,826,072
QLD	Catholic	128,170	\$755,682	\$806,252	\$871,609	\$2,433,543
	Independent	105,203	\$620,270	\$661,778	\$715,424	\$1,997,472
	TOTAL	233,373	\$1,375,952	\$1,468,030	\$1,587,033	\$4,431,015
WA	Catholic	65,380	\$385,476	\$411,272	\$444,611	\$1,241,359
	Independent	56,976	\$335,927	\$358,407	\$387,460	\$1,081,794
	TOTAL	122,356	\$721,403	\$769,679	\$832,071	\$2,323,153
SA	Catholic	47,139	\$277,929	\$296,527	\$320,565	\$895,020
	Independent	43,586	\$256,980	\$274,177	\$296,403	\$827,560
	TOTAL	90,725	\$534,909	\$570,704	\$616,967	\$1,722,581
TAS	Catholic	14,168	\$83,534	\$89,124	\$96,348	\$269,005
	Independent	9,235	\$54,449	\$58,093	\$62,802	\$175,343
	TOTAL	23,403	\$137,983	\$147,216	\$159,150	\$444,349

NT	Catholic	4,739	\$27,941	\$29,811	\$32,227	\$89,979
	Independent	5,259	\$31,007	\$33,082	\$35,763	\$99,852
	TOTAL	9,998	\$58,948	\$62,892	\$67,991	\$189,830
ACT	Catholic	17,316	\$102,094	\$108,926	\$117,756	\$328,776
	Independent	8,162	\$48,123	\$51,343	\$55,505	\$154,971
	TOTAL	25,478	\$150,217	\$160,269	\$173,261	\$483,747
All	Catholic	704,098	\$4,151,317	\$4,429,119	\$4,788,157	\$13,368,593
	Independent	483,330	\$2,849,683	\$3,040,381	\$3,286,843	\$9,176,907
	TOTAL	1,187,428	\$7,001,000	\$7,469,500	\$8,075,000	\$22,545,500

Note: Figures are indicative and subject to sufficient appropriation being available

3.3. Financial Management

3.3.1. Project Administration

When judging the 'reasonableness' of project administration costs DEEWR will consider a variety of measures such as total project administration costs, the salaries/administration split, and project administration as a proportion of total costs, and may take into account contributing factors such as remoteness.

3.3.2. Payments

A schedule of payments is included in all AGQTP contracts. The timing of payments is subject to achievements against the contract deliverables and provisions.

Payments may be withheld until all contract requirements have been met.

3.3.3. GST treatment

Applicants are advised to consider the likely implications of the *A New Tax System (Goods and Services Tax) Act 1999 (GST Act)* on the funding provided by the Australian Government. Applicants are encouraged to seek their own advice on the tax treatment of funding under their funding agreement with the Australian Government.

Where GST is payable, the Australian Government will increase the funds payable to the funding recipient by the amount of GST that is payable for the purposes of the GST Act.

3.3.4. Advance payments

An advance payment is a payment made:

- prior to delivery of that part of goods and/or services and/or the performance of an activity to which the payment applies (including before the commencement of services); or
- prior to the due date for payment of an account.

Advance payments may be approved by the program delegate when, in his/her opinion, the objectives of the program can be better achieved through making an advance payment.

3.3.5. Financial reporting

Financial reporting requirements are specified in AGQTP contracts. For projects carried out under funding agreements, financial documents and records must be maintained to enable:

- all income and expenditure related to the project to be identified in the funding recipient's accounts;
- the preparation of financial statements in accordance with Australian Accounting Standards; and
- the audit of those records and documents in accordance with Australian Auditing Standards and generally accepted audit practices.

3.3.6. Acquittals

The obligations on recipients of AGQTP funding to acquit funds received, and the times at which the acquittals must be done, both during and at the end of the project, are set out in detail in the funding agreements. Funding recipients will generally be required to certify expenditure with each acquittal. Please see your Funding Agreement for further details.

3.3.7. Underspends

In the event that a project funded under an AGQTP contract has unspent funds after completion of the contract period, DEEWR will require that the unspent funds be repaid in full. Alternatively, DEEWR may offset the unspent funds against payments forthcoming under other DEEWR contracts that fall within period covered by Table 1 in section 3.2.

3.3.8. Recovery of debts

Unspent funds that are not returned to DEEWR within the timeframe specified in the contract or otherwise agreed in writing by DEEWR may be referred to a debt collection agency.

3.3.9. Fraud and misappropriation

Once the Project is completed, if all Funding has not been spent in accordance with the Funding Agreement, then any amount owed to us will be pursued by whatever means are legally available and appropriate in the circumstances. Additionally, where it appears that theft, fraud, or misappropriation has occurred, the matter will be fully investigated with a view to the laying of criminal charges.

Applicants for funding and recipients of funding acknowledge that providing false or misleading information to DEEWR is a serious offence under the Criminal Code Act 1995.

3.4. Provision of Information

Reports, acquittals, plans, data or any other material required under these guidelines must be provided in both hard copy and electronically to DEEWR.

3.5. Privacy

In administering the AGQTP, DEEWR is bound 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: <http://www.privacy.gov.au/publications/ipps.html>

Persons, bodies and organisations involved in the AGQTP must abide by the IPPs and the Privacy Act when handling personal information collected for the purposes of that scheme/program.

3.6. Freedom of Information

All documents in the possession of DEEWR with regard to the AGQTP are subject to the *Freedom of Information Act 1982* ('FOI Act'). Decisions regarding requests for access under the FOI Act will be made by an authorised decision-maker in accordance with the requirements of the FOI Act.

All FOI requests are to be referred to the Administrative Law Branch, Legal Investigations and Procurement Group, in DEEWR's National Office at the following address:

FOI Coordinator
Legal and Investigations Group
C148CW2F
GPO Box 9880
CANBERRA ACT 2601

3.7. Compliance with legislation

AGQTP contracts may specify that contractors must comply with a range of legislation. This may include (but is not limited to):

Archives Act 1983	Human Rights and Equal Opportunity Commission Act 1986	Criminal Code and Crimes Act 1914
Equal Opportunity for Women in the Workplace Act 1999	Age Discrimination Act 2004	Fair Work Act 2009
Racial Discrimination Act 1975	Disability Discrimination Act 1992	Sex Discrimination Act 1984
	any legislation relevant to working with children	

3.8. Marketing and recognition requirements

As per Clause 6 in the Funding Agreement, financial and other support received from the Department must be acknowledged in all publications, promotional material and activities relating to the project. Please refer to the Funding Agreement for further details. For all enquiries and copies of AGQTP logos contact Director of the AGQTP Program.

4. Key Dates and Reporting Requirements

4.1. Reporting Obligations

Education authorities must comply with reporting obligations set out in the contract. Reporting requirements include a report on evidence on how these outcomes have made a difference to the quality of teaching, school leadership and/or student outcomes.

- Projects run from 1 January to 31 December in the calendar years of the funding period.
- **Activity Plan** must be submitted to DEEWR by 1 November of the proceeding calendar year before the activities are due to commence. Activities must not commence prior to DEEWR approval of the activity plan.

The Activity Plan comprises two parts:

1. Activity Table - Template 1; **(Appendix A)**
 2. Consolidated Activities Budget for the year - Template 2. **(Appendix B)**
- **Progress Report** for each project, covering the period from 1 January to 30 June, must be submitted to DEEWR by 31 July of each year after the activities have been completed.

The Progress Report comprises three parts:

1. Activity Table – Template 1 (updated); **(Appendix A)**
 2. Consolidated Activities Budget for the year –Template 2 (updated). **(Appendix B)**
- **Annual Report** for each project for the calendar years of the funding period must be submitted to DEEWR by 28 February of the following year after the activities have been completed.

The Annual Report comprises five parts:

1. Finalised Activity Table (Template 1); **(Appendix A)**
2. Finalised Consolidated Activities Budget for the year (Template 2); **(Appendix B)**
3. Financial Statement and Certification of Income and Expenditure (Templates 3 and 4 combined); **(appendix C)** and
4. School Participation Data (Template 5). **(Appendix D)**
5. A written report on outcomes that have made a difference to the quality of teaching, school leadership and/or student outcomes (Template 6). **(Appendix E)**

5. Other Conditions of AGQTP

5.1. Use of Funds

DEEWR will not fund activities which are inconsistent with the purpose of the program.

- AGQTP funds can be used for travel to attend AGQTP Project Officers meeting organised by DEEWR.

The following restrictions apply to the use of project funds:

- funding for teacher release must not exceed 15% of the total annual project budget;
- international travel for professional learning will not be funded;
- the purchase or lease of capital equipment (e.g. computer and electronic hardware) will not be funded;
- travel, accommodation and project administration costs should be minimised and will be approved at the discretion of DEEWR; and
- project administration cost must not exceed 12% of the total annual project budget.

Template 2: Consolidated Activities Budget

Appendix B

Jurisdiction/Sector	
Program Year	

This template provides an overview of the activities budget for the year and should be attached to the Activities Overview.

Progress Report and Annual Report

Annual Activity Plan						
ACTIVITY	SUB-PRIORITY AREA	PROJECTED BUDGET (\$)	%	AMOUNT SPENT (\$)	AMOUNT COMMITTED # (\$)	AMOUNT UNSPENT^ (\$)
Priority area: Curriculum						
Activity	Australian Curriculum*	\$ -		\$ -		
Activity		\$ -				
Activity		\$ -				
Sub Total - Curriculum		\$ -		\$ -	\$ -	
Priority area: Targeted Learning Needs						
Activity		\$ -				
Activity		\$ -				
Activity		\$ -				
Sub Total - Targeted learning needs		\$ -		\$ -	\$ -	
Priority area: Cross Curricular/Whole School						
Activity	National Professional Standards for Teachers*	\$ -		\$ -		
Activity	Student Wellbeing (including bullying)*	\$ -				
Activity		\$ -				
Activity		\$ -				
Sub Total - Cross curricular/whole school		\$ -		\$ -	\$ -	
Other						
Project administration**		\$ -		\$ -	\$ -	
Teacher release***		\$ -		\$ -	\$ -	
Teacher release for Australian Curriculum, Student Wellbeing & National Professional Standards for Teachers related activities		\$ -		\$ -	\$ -	
Project evaluation		\$ -		\$ -		
Current Year Budget		\$ -		\$ -	\$ -	
Previous Year Underspend		\$ -		\$ -	\$ -	
Interest~		\$ -		\$ -		
TOTAL BUDGET		\$ -		\$ -	\$ -	

Overall total and % on Australian Curriculum, Student Wellbeing & National Professional Standards for Teachers	0%
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Notes:

Budget must be GST exclusive

Insert more rows to include additional activities

Current Year Budget and **Previous Year Underspend** - Please enter your budget for this program year and underspend from previous program year. Note the current year budget amount will not be duplicated in the Total Budget cell. These additional cells will assist in keeping accurate records of your program year budget and expenditure

~ **Interest** - all interest must be reported and expended on program activity. The amount will be included in your total budget for the current year.

* At least 25 per cent of Total Budget must be allocated to activities on Australian Curriculum, Student Wellbeing & National Professional Standards for Teachers

** Project administration cannot exceed 12% of the total annual budget. See section 3.3.1 of the Guidelines for an explanation of project administration

*** Teacher release cannot exceed 15% of the total annual budget

'Committed' means that the expense has already been incurred. For example, a valid commitment would include a payment made on a credit card where the credit card bill has not yet been paid, or goods or services that have been received but not invoiced, or a valid invoice that has been received but not paid etc. This does not include plans or future intentions to expend funds, even for activities included in the Plan

^ See section 3.3.7 of the Guidelines for an explanation of unspent funds

Template 3 and 4- Financial Statement of Income and Expenditure and Certifying Statement
SECTOR:

Statement of Income and Expenditure (GST exclusive)

INCOME

Income received for <INSERT CURRENT PROGRAM YEAR> Program Year (100%)

- DEEWR first payment (50%)	\$
- DEEWR second payment (40%)	\$
- DEEWR final payment (10%) Receivable*	\$
- Interest Accrued	\$
SUB-TOTAL	\$

Funding Rolled Over from <INSERT PREVIOUS PROGRAM YEAR> Program Year

- Underspend and/or interest	\$
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EXPENDITURE AND COMMITMENTS

Expenditure and Commitments for <INSERT CURRENT PROGRAM YEAR> Program Year (100%)

- AGQTP Project Expenditure	\$
- AGQTP Project Commitments	\$
SUB-TOTAL	\$

TOTAL CONSOLIDATED ACTIVITIES BUDGET \$

(including rollover from previous program year and interest accrued)

REMAINING FUNDS UNSPENT \$

Certifying Statement

I, <INSERT NATE>, hereby certify that <INSERT EXPENDITURE AND COMMITMENT AMOUNTS> of the <INSERT CURRENT PROGRAM YEAR> Australian Government Quality Teacher Program budget, allocated by the Commonwealth, has been expended or committed for the purposes for which it was provided, as evidenced by the attached consolidated activities budget template. <The remaining funds in the amount of \$XXXX, is sought for use in the 2013 program year and we await your approval for this rollover (TO BE DELETED IF NOT APPLICABLE)>.

Signed

Position

Position Category (select one):

Chief Internal Auditor; Chief Executive Officer; Board Member; Chief Finance Officer

Date / /

¹ This form is to be signed by the funding recipient's Chief Internal Auditor or Chief Executive Officer or Board Member or Chief Finance Officer.

Note:

The **total consolidated activities budget** must match the budget figure provided in the approved AGQTP Annual Activity Plan or any agreed variation to this figure.

*The **income** received for the year will amount to 90% of the **total consolidated activities budget** for that year. The final 10% will be forwarded upon DEEWR acceptance of the Annual Report due in February of the following year.

Template 5 – School Participation Data

Please ensure you use the excel template provided on the Quality Teaching website.

Priority Area	Activity	Participating Schools						
		School	Sector	School Address 1 (street)	School Address 2 (town)	State	Post Code	No. of teachers
Curriculum								
	Name of activity	Name of School Name of School Name of School						
	Name of activity	Name of School Name of School Name of School						
Targeted learning needs								
	Name of activity	Name of School Name of School Name of School						
	Name of activity	Name of School Name of School Name of School						
Cross curricular/whole school								
	Name of activity	Name of School Name of School Name of School						
	Name of activity	Name of School Name of School Name of School						

Template 6: Case Study

Annual Report L.5 requirements

Reporting requirements will include a provision to gather a report on evidence of how AGQTP activities have made a difference to the quality of teaching and/or school leadership.

2 x Case Study

1. Please provide two brief Case Studies from this year's AGQTP professional development activities. For each activity, supply the following:
 - a. A description of the professional development activity (no more than 250 words).
 - b. A summary of how the professional development activity has improved participants' quality of teaching and/or school leadership (no more than 500 words).
 - c. A summary of how the professional development activity impacted on the identified Priority and/or Key Area(s) – refer funding Guidelines 2.2 (no more than 250 words). In your response please indicate how the AGQTP has value added to these priorities.
2. What processes do you have in place to ensure that your AGQTP professional learning activities will continue to improve participant's quality of teaching and/or school leadership?
3. How many teachers and/or school leaders participated in all your AGQTP professional development activities in this reporting year compared to the previous year? Please give reasons for any significant* increase or decrease.

*plus or minus 10% or more