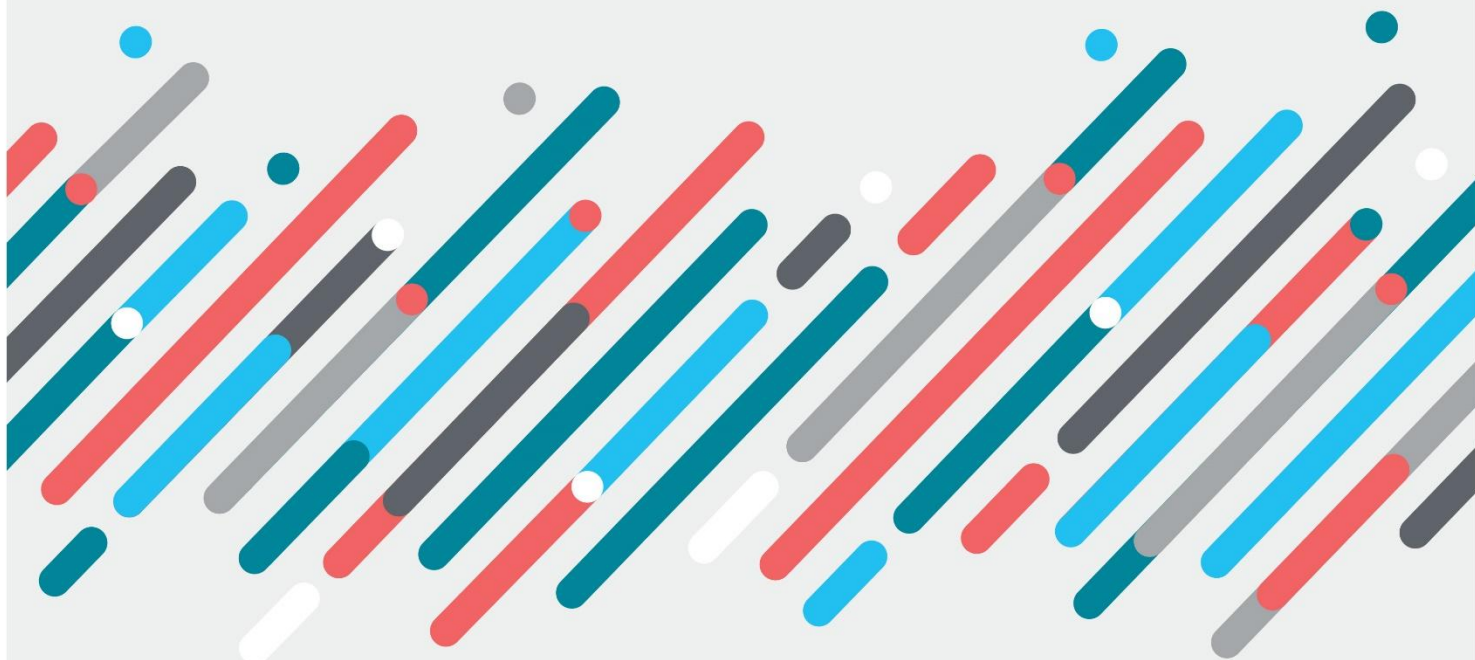




Australian Government  
Department of Education

# Strong Beginnings (Excellence) Fund 2025

Administrative information for applicants





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The document must be attributed as the Strong Beginnings (Excellence) Fund 2025: Administrative information for applicants.

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# Glossary

The following terms used in this document have the meanings provided below.

| Term  | Description   |
|---|---|
| <b>Accreditation Standards and Procedures</b> | The nationally agreed standards, the <a href="#">Accreditation of initial teacher education programs in Australia: Standards and Procedures</a> , that all initial teacher education programs are required to align with. |
| <b>The Act</b>                                | <i>Higher Education Support Act 2003.</i>   |
| <b>AITSL</b>                                  | The Australian Institute for Teaching and School Leadership.  |
| <b>Core Content</b>                           | As listed in <a href="#">Schedule 2 of the Addendum: Accreditation of Initial Teacher Education programs in Australia Standards and Procedures</a> , as developed by AITSL.   |
| <b>The department</b>                         | The Australian Government Department of Education.  |
| <b>ITE</b>                                    | Initial Teacher Education.  |
| <b>ITE course</b>                             | A <a href="#">course recognised by AITSL</a> under the Accreditation Standards and Procedures.  |
| <b>ITE Quality Assurance Oversight Board</b>  | The ITE Quality Assurance Oversight Board is an expert advisory body responsible for overseeing a systematic approach to assessing and improving the quality, consistency and outcomes of ITE programs.                   |
| <b>ITE provider</b>                           | A higher education provider offering ITE courses.   |
| <b>Recognition of prior learning (RPL)</b>    | RPL is an assessment of skills and knowledge ITE students have acquired through previous training, work or life experience which are relevant to the course.  |
| <b>The TEEP Report</b>                        | Refers to the <a href="#">Strong Beginnings: Report of the Teacher Education Expert Panel</a> .   |
| <b>The Teacher Regulatory Authority (TRA)</b> | TRA is a state or territory authority that is responsible for the registration of qualified teachers and for accrediting ITE courses under the Accreditation Standards and Procedures.                                    |

# 1. General Information

## Introduction

The *Strong Beginnings (Excellence) Fund 2025: Administrative information for applicants* (this document) sets out detailed information about the administration of the Australian Government's Strong Beginnings (Excellence) Fund.

This document should be read alongside the [\*Higher Education Support \(Other Grants\) Amendment \(Strong Beginnings \(Excellence\) Fund\) Guidelines 2025\*](#) which amends the *Higher Education Support (Other Grants) Guidelines 2022* (the Guidelines), and the Act. If there are any inconsistencies between these documents, the Guidelines prevail to the extent of the inconsistency.

The conditions of grant are specified in the Guidelines (Section 63I). Further conditions on the grant will also be imposed in writing by the Minister or their delegate, under subsection 41-25(2) of the Act. Successful applicants will be required to sign a Conditions of Grant document.

## 2. Overview

### Legislative Authority

The Strong Beginnings (Excellence) Fund is established as a grant program under Part 2-3 of *Higher Education Support Act 2003* (the Act). Section 238-10 of the Act provides that the Minister for Education may make Other Grants Guidelines to, amongst other things, provide for matters necessary or convenient to be provided in order to carry out or give effect to Part 2-3 of the Act in relation to grants payable under that Part.

The Minister has made the [\*Higher Education Support \(Other Grants\) Amendment \(Strong Beginnings \(Excellence\) Fund\) Guidelines 2025\*](#) to amend the Guidelines to establish the Strong Beginnings (Excellence) Fund. Amendments are incorporated in the compilation for the Principal Instruction within 28 days after the Amendment Instrument is made.

### Background

The Strong Beginnings (Excellence) Fund was established in response to the [\*Strong Beginnings: Report of the Teacher Education Expert Panel\*](#) (TEEP Report), released on 6 July 2023, which made recommendations to enhance the link between performance and funding of ITE, improve the quality of practical experience in teaching, and improve postgraduate ITE courses for mid-career teacher entrants. This included the establishment of a Transition Fund (Recommendation 6) to support embedding of core content in ITE programs, and the establishment of an Excellence Fund (Recommendation 7) to support higher education providers identified as high performing, fast improving or excellent in a particular aspect of ITE delivery to take a leadership role in fostering improved performance across the sector.

The implementation of the TEEP Report recommendations is in line with the Government's broader teacher workforce agenda and delivers on Action 8 of the National Teacher Workforce Action Plan.

In 2024, as part of the one-off grant round of the Strong Beginnings (Transition) Fund, \$4.275 million was distributed to 46 (at the time) eligible ITE providers to support them to embed core content in their ITE programs (see [The Teacher Education Expert Panel](#)).

The Strong Beginnings (Excellence) Fund builds upon this investment.

## Objectives

The objectives of the Strong Beginnings (Excellence) Fund are to:

- support select higher education providers to share best practice and foster improved performance in the delivery of ITE courses across the sector; and
- build the capability of the higher education sector in the delivery of ITE courses and strengthen the overall quality of ITE programs in Australia.

## Funding available

\$1.56 million.

## Contact information

Please contact the department at [StrongBeginnings@education.gov.au](mailto:StrongBeginnings@education.gov.au) with any queries relating to the Strong Beginnings (Excellence) Fund.

# 3. Eligibility for grant funding

## Eligible higher education providers

As per new section 63G inserted by item 2 in Schedule 1 of the [Higher Education Support \(Other Grants\) Amendment \(Strong Beginnings \(Excellence\) Fund\) Guidelines 2025](#), an Australian higher education provider is eligible to receive a grant under the Strong Beginnings (Excellence) Fund if it:

- is a Table A provider or body corporate specified in subsection 67(1) of the Guidelines;
- delivers ITE courses;
- has demonstrated that it has met all conditions specified in section 63E of the Guidelines for the Strong Beginnings (Transition) Fund, if it received a grant under that program;
- has demonstrated that it has met the requirements of the Accreditation Standards and Procedures with respect to core content for its ITE courses; and
- has agreed to participate in quality assurance processes on the implementation of core content for its ITE courses by the ITE Quality Assurance Oversight Board, where applicable.

## Priority Areas for funding

Eligible ITE providers are invited to submit applications setting out their proposed initiative and how it delivers on **one or more** of the priority funding areas, approved by the Minister for Education. The 2025–26 priorities are:

| Priority Area                                  | Description   | Examples of funding use  |
|--|---|--|
| <b>1. Supporting Providers to Deliver Core</b> | As per the <a href="#">2023 Addendum to the Accreditation Standards and Procedures</a> and supported by | Funding will support activities that strengthen the delivery of core content, including: |

| Priority Area   | Description   | Examples of funding use  |
|---|---|--|
| <b>Content in ITE Programs</b>  | the Strong Beginnings (Transition) Fund, ITE providers were required to embed the core content into their programs by the end of 2025. ITE providers with existing experience delivering aspects of the core content in their programs ('early adopters'), and/or that received positive feedback from their Teacher Regulatory Authority (TRA) on their core content submission, may support other providers in their implementation and delivery in 2026. This is to support consistent and effective delivery of core content across ITE programs from 2026 onwards. | <ul style="list-style-type: none"> <li>• Early adopters of core content in their ITE programs supporting other providers deliver the core content in their programs.</li> <li>• The development, evaluation and dissemination of course materials and other resources (e.g. student assessments, professional development resources).</li> <li>• Seminars and workshops across ITE providers to share best practice and build capability.</li> </ul>   |
| <b>2. Improving Selection and Retention of Students in ITE Programs</b> | <p>The ITE <a href="#">Accreditation Standards and Procedures</a> mandate the selection of candidates well-suited to teaching and the provision of support for those at risk of disengagement. High attrition rates indicate a need for improved selection processes and student support mechanisms.</p> <p>Strengthened selection processes and targeted support strategies to improve retention and completion rates, particularly for First Nations ITE students.</p>  | <ul style="list-style-type: none"> <li>• Develop and share tools that evaluate ITE students' likely suitability for teaching, e.g. enable ITE providers to develop and share culturally responsive tools that assess the suitability of prospective ITE students for teaching, with a focus on First Nations perspectives and strengths.</li> <li>• Collaboration between ITE providers and employers (schools), to assist with a seamless transition from an ITE program to the teaching profession.</li> <li>• Develop data sharing platforms to track ITE student progress and identify those needing additional support during their studies.</li> </ul> |
| <b>3. Improving the Quality of Practical Experience</b>                 | <p>According to AITSL's <a href="#">Australian Professional Experience Guidelines</a>, ITE students should apply the core content during placements. Providers are encouraged to support supervising teachers with tools such as evidence guides and assessment templates.</p> <p>Enhanced support for supervising teachers to deliver effective guidance and feedback, ensuring ITE students develop</p>   | <ul style="list-style-type: none"> <li>• Develop and/or disseminate evidence-based guides and assessment approaches for all providers to use with their participating schools and supervising teachers. Assessment approaches could include: <ul style="list-style-type: none"> <li>▪ the establishment of programs to undertake teaching practical experience in rural locations and early childhood settings; or</li> <li>▪ by integrating key learnings from other professions, for</li> </ul> </li> </ul>  |



| Priority Area  | Description   | Examples of funding use   |
|--|---|---|
|  | essential classroom skills, including classroom management and responsive teaching.   | example, the Objective Structured Clinical Examination (OSCE) assessments from medicine.  |
| <b>4. Attracting More Mid-Career Professionals through Best Practice Recognition of Prior Learning (RPL)</b> | <p>Mid-career entrants bring valuable experience that is often under-recognised. The Australian Government, in collaboration with stakeholders, has developed an <a href="#">RPL in ITE Framework</a> to address this.</p> <p>Implementation of model templates and benchmarking tools to support consistent and effective RPL assessments. This will reduce barriers for mid-career professionals, shorten degree durations where appropriate, and accelerate entry into the teaching workforce.</p> | <ul style="list-style-type: none"> <li>• Use the <a href="#">RPL in ITE Framework</a> to develop and share successful RPL practices, practical tools and guidance to other providers in the sector so that they effectively embed RPL into their programs.</li> <li>• Use the <a href="#">RPL in ITE Framework</a> to develop and share induction processes, mentoring programs and support materials for mid-career professionals as they transition to the teaching workforce.</li> </ul> |

## 4. Application and assessment process

### Preparing an application

Applicants must complete the 'Strong Beginnings (Excellence) Fund Grant application form' in full.

Joint or collaborative applications are permitted but need to be submitted by a lead applicant. Grant funding for successful applications will be paid to the lead applicant. The lead applicant is responsible for ensuring compliance with the Conditions of Grant, such as co-ordinating and submitting required reporting to the department (refer to Section 5 below).

Attached evidence should be clearly labelled. There is space in the application form to list each attachment. The declaration in the application form should be made by the ITE provider's Dean of Education or similar, or their representative.

### Lodging an application

Email completed application forms, along with any attached evidence, to [StrongBeginnings@education.gov.au](mailto:StrongBeginnings@education.gov.au). Please use 'Strong Beginnings (Excellence) Fund grants' in the subject line.

### Assessment of applications

Eligible applications will be assessed against the following selection criteria:

| Criteria  | Description   |
|---|---|
| <b>1. Alignment with Priority Areas</b>                 | Clearly addresses one or more of the specified priority areas for the funding round.  |
| <b>2. Organisational capability and risk management</b> | Demonstrates the provider's capacity to deliver the proposed initiative effectively, including financial viability, and identifies potential risks and mitigation strategies. |
| <b>3. Impact and Outcomes</b>                           | Demonstrates clear, measurable outcomes and strong potential to improve ITE quality or sector capability.   |
| <b>4. Collaboration and Sector Sharing</b>              | Demonstrates the provider's approach to taking a leadership role in collaborating with other providers and sharing best practice across the sector.                           |

Your application will be considered on its merits, based on:

- how well it meets the criteria;
- how it compares to other applications; and
- whether it provides value for money.

When assessing the extent to which the application represents value for money, regard will be given to:

- the overall objective/s to be achieved in providing the grant;
- the extent to which the evidence in the application demonstrates that it will contribute to meeting the objectives;
- how the grant activities will target the priority areas; and
- the relative value of the grant sought.

The suitability of proposed funding amounts in the application will be assessed based on the strength of the application, the priority area(s) it relates to, and overall funding available for the program. The Minister or appropriate delegate will determine the grant amounts for each grant recipient under paragraph 41-30(b) of the Act. Where appropriate, final funding amounts will be subject to negotiation with the department. Successful applicants are not guaranteed the full funding amount as outlined in their application.

An assessment committee will assess each application on its merit and compare it to other eligible applications before recommending which grant applications should be awarded a grant to the Minister (or their delegate), who will consider those recommendations when deciding to approve grants under the Strong Beginnings (Excellence) Fund program.

The assessment committee will be made up of staff within the Australian Government Department of Education and may include representatives from outside of the department, as appropriate.

## Timing, lodging an application and notification of approval

| Date                 | Activity   |
|----------------------|--|
| <b>December 2025</b> | Applications open  |
| <b>February 2026</b> | Application process closes <b>Friday 6 February 5pm AEDT</b> (Canberra local time) |

|                      |  |
|----------------------|--|
| <b>February 2026</b> | Assessment Panel assesses applications (anticipated)   |
| <b>March 2026</b>    | Funding awarded to successful applicants (anticipated) |

Email completed application forms, along with any attached evidence, to [StrongBeginnings@education.gov.au](mailto:StrongBeginnings@education.gov.au). Please use 'Strong Beginnings (Excellence) Fund grants' in the subject line.

Note: The department will not accept applications submitted after the submission deadline or by post or fax. Some applicants may be requested to clarify or verify information contained in their application to support the Assessment Panel. These clarifications are not an opportunity to expand on an application beyond what was included in the written submission. All relevant information applicants wish to be considered must be included in their submitted application documents.

The department will inform each applicant of the outcomes of their applications in writing.

## 5. Conditions of grant

The conditions of grant are specified in the Guidelines, as amended by the [Higher Education Support \(Other Grants\) Amendment \(Strong Beginnings \(Excellence\) Fund\) Guidelines 2025](#). Further conditions on the grant will also be imposed in writing by the Minister or their delegate, under subsection 41-25(2) of the Act. Successful applicants will be required to sign a Conditions of Grant document.

### Priority Areas

Grant recipients must use the grant funding in line with one or more of the 2025–26 Priority Areas. Examples of how the grant funding could be used include (but are not limited to) are listed under **Section 3. Eligibility for grant funding (Priority Areas)**.

### Reporting Requirements

Grant recipients will be required to submit an Interim Report in line with the Conditions of Grant, that must, at a minimum, include:

- expenditure of the grant funding to date;
- implementation to date of the grant activity detailed in the application to receive the grant;
- preliminary outcomes of the grant activity; and
- planned next steps for the grant activity.

Grant recipients will be required to submit a Final Report in line with the Conditions of Grant on the following areas:

- acquittal of expenditure of the grant funding; and
- reporting on the following areas:
  - how the provider implemented the grant activity detailed in its application;
  - the deliverables from the grant activity; and

- how the grant activity is achieving the program objectives, including its alignment with any priority areas.

The department will provide further information to grant recipients about reporting, including a template.

## Additional Requirements

Learnings, improved processes, resources and materials developed using Strong Beginnings (Excellence) Funding must be:

- provided to the department, the ITE Quality Assurance Oversight Board and the Australian Council of Deans of Education; and
- published and/or made publicly available for other ITE provider to use, where possible.

## Payment of grants

Grants will be paid to ITE providers through the Unipay system, in instalments, as set out in the Conditions of Grant by the Program Delegate.

Each grant recipient will be required to meet defined milestones before payment of each instalment is made.

# 6.Accountability

## Privacy and freedom of information

The department is bound by the *Privacy Act 1988 (Cth)* and the *Freedom of Information Act 1982 (Cth)* and any information will be handled in accordance with the department's obligations under those laws.

The application form requires that contact information be provided for two people in relation to the application, as well as the name and position in the organisation of the applicant or authorised representative. A privacy notice in the application form provides further information about the collection, use and disclosure of this information.

Note: Giving false or misleading information to the department is a serious offence under section 137.1 of the *Criminal Code Act 1995*.

## Reporting Fraud

The department is committed to preventing fraud in all aspects of its business. If fraudulent activity is suspected, it should be reported. Fraud can be reported anonymously through the [department's fraud reporting tool](#). The tool allows direct communication with the department without the disclosure of an individual's identity. Find out more about how to report fraud on the [department's website](#) ([www.education.gov.au/how-report-fraud](http://www.education.gov.au/how-report-fraud)).



# Attachment A: Grant application form

## Strong Beginnings (Excellence) Fund 2025

### Important information for applicants

#### Closing date

Applications must be submitted to the Australian Government Department of Education (the department) by close of **Friday 6 February 5pm AEDT** (Canberra local time).

#### How to lodge an application

Complete this 'Grant Application Form' and submit it via email along with any attachments to [StrongBeginnings@education.gov.au](mailto:StrongBeginnings@education.gov.au) with the subject line 'Strong Beginnings (Excellence) Fund grants'.

The department will not accept late applications or applications by post/fax.

#### Grant Guidelines

You should read the [Higher Education Support \(Other Grants\) Amendment \(Strong Beginnings \(Excellence\) Fund\) Guidelines 2025](#) which amends the *Higher Education Support (Other Grants) Guidelines 2022* and establishes the Strong Beginnings (Excellence) Fund.

You should also read the *Strong Beginnings (Excellence) Fund: Administrative Information for Applicants* as it contains important information to assist you in completing this application, including grant eligibility requirements and available funding amounts.

#### Preparing your application

When preparing your application, you must:

- read the privacy statement;
- provide answers to each question in this application form;
- attach any supporting evidence; and
- complete the Declaration.

## What happens after the application is submitted?

The Assessment Panel will assess applications received by the closing time.

The department will inform each applicant of the outcomes of their applications in writing.

## Need assistance?

Please contact [StrongBeginnings@education.gov.au](mailto:StrongBeginnings@education.gov.au) if you would like further information about the Strong Beginnings (Excellence) Fund or for assistance with completing the application form.

# Privacy Statement

Your personal information is protected by law, including under the *Privacy Act 1988* (Privacy Act).

## Personal information

Personal information is information or an opinion about an identified or reasonably identifiable individual. Personal information includes an individual's name and contact details.

## Collection of your information

Your personal information is collected by the department in the application form for the Strong Beginnings (Excellence) Fund (the Program) as part of your organisation's application for the Program.

## Collection of personal information about others

The department needs consent to collect personal information from someone other than the individual concerned, unless certain exceptions apply. Where you provide personal information about another individual, including in Part 1 and/or Part 5 of the application form, you need to check with them first that they agree to the information being provided and being handled by the department in accordance with this privacy statement.

Please do not provide personal information about any other individual unless you have their consent.

## Privacy policy

The department's [Privacy Policy](#) contains more information about how the department will manage your personal information, including information about how to make a complaint and seek access to and correction of your personal information.

To contact the department about your personal information, email [privacy@education.gov.au](mailto:privacy@education.gov.au).

- ☐ By checking the box, I confirm that to the extent I have provided personal information about another individual, I have obtained that individual's consent to provide their personal information and for their personal information to be handled in accordance with this privacy statement and consent form.

## Purpose of collecting your information

The application form requires that personal information, including the contact details for two nominated contact people in your organisation and the name and position title of the applicant or their authorised representative be provided. Personal information will be used for the purpose of assessing applications for the Program, and contacting applicants in relation to their application and any grants provided under the Program.

The information may also be used for the purposes of evaluating the Program and policy development and research relating to ITE.

Your personal information may also be used for other purposes where you have agreed, or where it is otherwise permitted under the Privacy Act.

If you do not provide some, or all, of the personal information requested, the department may not be able to assess your application.

## Disclosure of your personal information

Your personal information may be disclosed to third parties, including but not limited to:

- the ITE Quality Assurance Oversight Board;
- the Minister's Office and to Education Ministers at the provider level for reporting on grant outcomes;
- a contracted service provider engaged by the department to conduct an evaluation of the Program; and
- the Department of Employment and Workplace Relations (DEWR) for the purpose of providing information technology support and services to the department for the Program.

Your personal information may also be disclosed to other parties where you have agreed, or where it is otherwise permitted under the Privacy Act.

Your personal information and the personal information about other individuals collected by this form is unlikely to be disclosed to overseas recipients.



## Part 1: Grant applicant details

**Instructions:** Please complete all sections, including contact details for a primary and secondary contact for this application.

| Section                     | Description  | Grant applicant to complete |
|-----------------------------|--|-----------------------------|
| <b>Lead Applicant Name:</b> | Full name of the lead organisation applying for the grant.       |                             |
| <b>Legal entity name:</b>   | If different to trading or business name, otherwise write "N/A". |                             |
| <b>ABN:</b>                 | Provide your Australian Business Number (ABN).                   |                             |
| <b>Business Address:</b>    | Include street, suburb, state, and postcode.                     |                             |

### Consortium Participation

- ☐ Yes
- ☐ No

| Section and description   | Grant applicant to complete        |
|---|------------------------------------|
| <b>If yes, list all consortium members:</b>   |                                    |
| <b>Confirm the lead applicant is an eligible ITE provider and not listed as a lead applicant in any other submission:</b> | <input type="checkbox"/> Confirmed |

### Primary contact

|               |  |                  |  |
|---------------|--|------------------|--|
| <b>Name:</b>  |  | <b>Position:</b> |  |
| <b>Phone:</b> |  | <b>Email:</b>    |  |

### Secondary contact

|               |  |                  |  |
|---------------|--|------------------|--|
| <b>Name:</b>  |  | <b>Position:</b> |  |
| <b>Phone:</b> |  | <b>Email:</b>    |  |

## Part 2: Priority Areas and Funding Proposal

**Instructions:** Select relevant priority areas and describe your proposed initiative.

### Select Priority Area(s)

Applications to align with **one or more** of the below priority areas<sup>1</sup>:

- ☐ **Priority Area 1:** Supporting providers to deliver the core content in their ITE programs.
- ☐ **Priority Area 2:** Improving the selection and retention of students in ITE programs.
- ☐ **Priority Area 3:** Improving the quality of practical experience.
- ☐ **Priority Area 4:** Attracting more mid-career professionals through best practice RPL.

### Submit a proposal

*When providing examples, ensure that no detailed or specific information is included that could inadvertently disclose sensitive or personally identifiable information about individuals. Instead, you are encouraged to use high-level descriptions, anonymised case studies, or aggregate data that illustrate impact and outcomes without compromising privacy.*

#### 1. Proposed initiative and alignment with Priority Areas

- Describe the proposed initiative to share best practice and take a leadership role in fostering improved performance across the ITE sector, and how it aligns with the selected priority area(s).
- Include proposed activities and timeframes.

**Recommended word limit:** 1,000 words

---

<sup>1</sup> Check the box to indicate which the priority area(s) you are applying for.

## **2. Organisational capability and risk management**

- Describe and provide evidence of your capability to deliver the proposed initiative effectively, including evidence of financial status/viability.
- Identify potential risks and mitigation strategies.

**Recommended word limit:** 1,000 words

## **3. Impact and Outcomes**

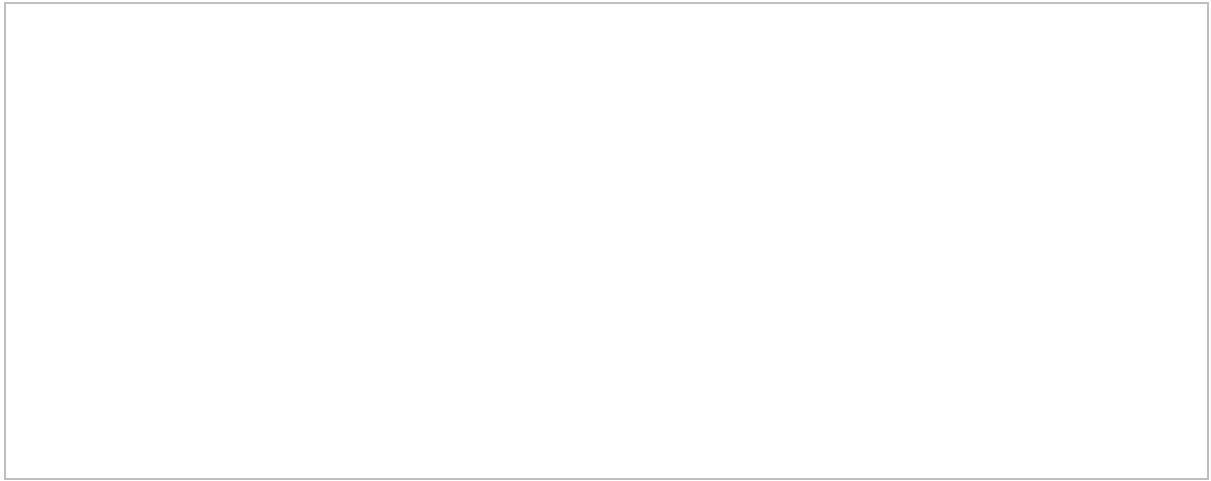
- Outline expected outcomes and sector impact.
- Describe how success will be measured (e.g. key performance indicators, evaluation plan etc).

**Recommended word limit:** 1,000 words

## **4. Collaboration and Sector Sharing**

- Explain how you will demonstrate and share best practice and take a leadership role.
- Include details of stakeholder engagement.

**Recommended word limit:** 1,000 words



## Part 3: Funding and Expenditure

### Funding

**Demonstrate the need for funding and describe how the funding sought will be used to improve the performance of the ITE sector via the proposed initiative.**

**Recommended word limit: 500 words**

**Total funding sought (GST exclusive):**

\$

### Proposed Expenditure Table

| Expenditure item                                     | Grant Funds  | Recipient Contributions   | Other Contributions   | Total Cost <sup>2</sup>    |
|--|--|---|---|----------------------------|
| [*insert a description of the expenditure item here] | [*insert the amount of grant funds allocated to the expenditure item here] | [*insert any contributions towards this item that the Recipient may be making from its own funds] | [*insert any contributions which may be made towards this item by a third party – e.g. state govt funding or a contribution from a third party] | [*add columns 1 to 4 here] |
|  |  |   |   |                            |
|  |  |   |   |                            |
|  |  |   |   |                            |
|  |  |   |   |                            |

<sup>2</sup> The total cost should equal the amount of funding sought in Part 3.

## Part 4: Evidence to support the application

**Instructions:** Applicants may provide attachments to support their proposal. Where attachments are provided, they must be labelled clearly and listed in the table below.

| No. | Attachment name | Course(s) the attachment relates to | Comments, if relevant e.g. early adoption of core content |
|-----|-----------------|-------------------------------------|---|
| 1   |                 |                                     |   |
| 2   |                 |                                     |   |

## Part 5: Declaration

### Declaration Statement

I, the applicant or an authorised representative, declare that:

- The information provided is true and accurate.
- I have read and understood the *Higher Education Support (Other Grants) Amendment (Strong Beginnings (Excellence) Fund) Guidelines 2025* and agree to the grant conditions (including any proposed conditions to be imposed by the Minister or his delegate in writing under subsection 41-25(2) of the *Higher Education Support Act 2003*).
- I have read and understood the privacy statement and agree to the department's handling of my personal information in accordance with the privacy statement.
- To the extent I have provided personal information about another individual, I have obtained that individual's consent to provide their personal information and for their personal information to be handled in accordance with the privacy statement.
- I understand that incomplete or late applications may not be considered.

### Signature Section

|  |  |
|--|--|
| <b>Name:</b>                                 |  |
| <b>Position in organisation:<sup>3</sup></b> |  |
| <b>Signature:</b>                            |  |
| <b>Date:</b>                                 |  |

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<sup>3</sup> The declaration in the application form should be made by the ITE provider's Dean of Education or similar, or their representative.