



Australian Government

**Quality Teacher
Programme**

CLIENT GUIDELINES
2005 to 2009

Department of Education, Science and Training (DEST)

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PART 1 OVERVIEW AND GENERAL REQUIREMENTS

1.1 Introduction

1.1.1 Definitions

The term ‘contract’ is used in these guidelines to mean both funding agreements and services contracts, unless otherwise specified.

The term ‘contractor’ is used to describe signatories to AGQTP services contracts.

The term ‘funding’ is used in these guidelines to mean both Funding under funding agreements and Fees under services contracts, unless otherwise specified.

The term ‘funding recipient’ is used to describe signatories to AGQTP funding agreements.

The term ‘DEST’ means the Department of Education, Science and Training.

The term ‘minister’ means the Minister for the Department of Education Science and Training.

The term ‘Teaching Australia’ is the short title for ‘Teaching Australia - Australian Institute for Teaching and School Leadership’ being the national body for the teaching profession.

The term ‘teacher(s)’ encompasses classroom teachers and school leaders (principals and others).

The term ‘education authorities’ means State and Territory government and non-government education authorities.

1.1.2 Relationship to contracts

These guidelines should be read in conjunction with the relevant AGQTP contract. In the event of a discrepancy between these guidelines and the contract, the provisions of the contract prevail.

Entering into an AGQTP contract implies acceptance of and an agreement to adhere to these guidelines. AGQTP contracts will contain a clause requiring adherence to these guidelines and an acknowledgement that these guidelines are binding on funding recipients and contractors.

1.1.3 Contact information

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

Quality Teaching and School Leadership Section
Location 141

Department of Education, Science and Training
GPO Box 9880
Canberra ACT 2601

Phone: 02 6240 8111

1.2 Programme overview

1.2.1 General Administration

The AGQTP is administered by the Schools Outcomes Group of DEST.

1.2.2 Programme objectives

The objectives of the AGQTP are to:

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

All AGQTP projects must address one or more of these objectives.

1.2.3 Programme structure and priorities

The AGQTP has three elements:

1. State and territory teacher professional learning projects – provide funding for professional learning activities for teachers in government and non-government schools under agreements with education authorities. (See PART 2)
2. National projects – projects designed to support the programme objectives within the broader national policy framework and/or address current or emerging high priority teaching and professional learning issues. (See PART 3)
3. Teaching Australia – Australian Institute for Teaching and School Leadership (Teaching Australia) – provides core funding for Teaching Australia. (See PART 4.)

1.2.4 Priority Areas

Activities under state and territory teacher professional learning projects must address one or more of the specified priority areas. These priority areas may be adjusted at the minister's discretion. The current AGQTP priority areas are:

- Curriculum priority area
 - literacy/English
 - numeracy/maths
 - science (including environmental education for sustainability)
 - civics and citizenship
 - information and communications technology (ICT)
 - health education
 - languages
 - vocational education and training
 - music

- Targeted learning needs
 - boys
 - Indigenous students
 - gifted and talented students
 - students with disabilities and learning difficulties
 - ESL students
- Cross-curricular/whole school
 - general pedagogy
 - whole-school innovative teaching approaches
 - professional standards and leadership
 - National Safe Schools Framework
 - student reporting
 - the innovative use of ICT across the curriculum
 - values education
 - studies of Asia

1.2.5 Funding source and breakdown

Funding for the programme is provided under the Annual Appropriation Acts, and DEST's management of the funding is governed by the requirements of the *Financial Management and Accountability Act 1997* (and related instruments).

Total funding for the programme is \$139.9 million¹. State and territory projects run January 2006 to December 2009. National projects and teaching Australia are funded from July 2006 to June 2009. The allocation of funds for each state and territory (as at 1 July 2005) is shown in section 2.3.1.

1.3 Financial management

1.3.1 Use of funds

Funds are provided for activities aimed at achieving the AGQTP objectives. DEST will not fund activities which are inconsistent with this purpose.

See section 2.3.3, and section 4.4 for specific restrictions on use of funds for state and territory projects and Teaching Australia.

At the sole discretion of the minister or his/her delegate, programme funds may be used to support the delivery and administration of the programme.

¹ Actual funding will vary due to indexation adjustments

1.3.2 Payments

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

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

1.3.3 GST treatment

As a result of the GST ruling issued by the Australian Tax Office, payments to state and territory governments under AGQTP contracts will incur GST. The ruling is GSTR 2004/5 which is available on the Australian Tax Office website at www.ato.gov.au.

Payments to other bodies will also incur GST subject to the standard GST treatment of those bodies.

1.3.4 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 programme delegate when, in his/her opinion, the objectives of the programme can be better achieved through making an advance payment

1.3.5 Financial reporting

Any financial reporting requirements will be 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
- the audit of those records and documents in accordance with Australian Auditing Standards and generally accepted audit practices.

1.3.6 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 contracts (Clause 12 refers). Funding recipients will generally be required to certify expenditure with each acquittal.

For state and territory projects the acquittal relates to the Financial Statement as part of the Annual Report and to the Audit Report as specified in the contracts.

An acquittal must show funds *spent or committed* on the project. ‘Spent’ has the plain English (or cash) definition. ‘Committed’ has the standard accrual definition – that is, the expense has been incurred but not paid. The following are examples of items that would qualify as commitments for acquittal purposes:

- credit card debts incurred but not yet paid
- invoices received but not yet paid, for goods and services received
- goods or services delivered but not yet invoiced or paid.

Planned expenditure (ie where activities or expenditure are planned but have not been undertaken) and expenditure that has been contracted but where there has been no performance, do not qualify as commitments for the purposes of acquittal. This is because they do not show expenditure that is certain to occur.

1.3.7 Underspends

In the event that a project funded under an AGQTP contract has unspent funds after completion of the contract period, DEST may require that the unspent funds be repaid in full. Alternatively, DEST may offset the unspent funds against payments forthcoming under other DEST contracts.

1.3.8 Recovery of debts

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

1.3.9 Fraud and misappropriation

Where a funding recipient does not provide acquittal information to the satisfaction of the delegate, or a theft, fraud or misappropriation has occurred, then recovery in full may 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.

1.3.10 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 DEST.

1.4 Programme evaluation

It is a condition of funding that funding recipients and contractors support, assist and cooperate with any evaluation of the AGQTP commissioned by DEST.

If funding recipients undertake their own review or evaluation of AGQTP projects, they must provide DEST with a copy of the findings for use in the overall programme evaluation.

1.5 Privacy

In administering the AGQTP, DEST 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/programme.

1.5.1 Privacy Notices

It is possible that personal information about individuals participating in the AGQTP may be collected. DEST and its contractors can only collect personal information about individuals when it:

- has a lawful purpose for that information which is necessary for, or directly related to the functions of DEST (if there is no legislative authority, then the lawful purpose may derive from DEST's portfolio structure and responsibilities)
- is relevant to the purpose of collection
- is up to date
- is complete
- does not intrude to an unreasonable extent on the individual, or use unlawful or unfair means.

In addition, DEST and its contractors must tell the person from whom they are collecting personal information:

- why the information is being collected
- under what power the information is being collected
- to whom that information is likely to be passed (ie to whom the information may be disclosed).

This is referred to as the "Privacy Notice" which is a requirement of Information Privacy Principle 2. The Privacy Notice notifies the person involved why the personal information is collected and how it will be handled. The Privacy Notice must be given prior to the collection of the information (if this is not possible, then as soon as practicable after collection). Privacy notices must be cleared by DEST before use.

1.5.2 Privacy Complaints and Advice

Complaints about breaches of privacy and requests for advice about privacy should be referred to the Litigation and External Review Section, Procurement, Assurance and Legal Group, in DEST's National Office. Privacy complaints can be made directly to the Federal Privacy Commissioner; however the Federal Privacy Commissioner prefers that the Department be given an opportunity to deal with the complaint in the first instance.

1.6 Freedom of Information

All documents created or held by DEST with regard to the AGQTP 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.

All FOI requests are to be referred to the Principal Government Lawyer, Litigation and External Review Section, Procurement, Assurance and Legal Group, in DEST'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.

1.7 Compliance with Discrimination Legislation

AGQTP projects must be conducted in a manner that supports the principle of non-discrimination. Contractors will be subject to the provisions of the following Acts:

- Racial Discrimination Act 1975
- Sex Discrimination Act 1984
- Human Rights and Equal Opportunity Commission Act 1986
- Disability Discrimination Act 1992
- Age Discrimination Act 2004
- any legislation relevant to working with children.

Under the Commonwealth Disability Strategy, barriers which prevent people with disabilities from having access to policies, programmes and services must be removed. Activities conducted under the AGQTP – particularly professional learning activities conducted under the State and Territory Teacher Professional Learning Projects – must be accessible for persons with disabilities. More information on the strategy, and some useful resources, is available from <http://www.facsia.gov.au/disability/cds/index.htm>.

1.8 Compliance with other legislation

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

- Archives Act 1983
- Criminal Code and Crimes Act 1914
- Equal Opportunity for Women in the Workplace Act 1999
- Workplace Relations Act 1996.

PART 2 STATE AND TERRITORY TEACHER PROFESSIONAL LEARNING PROJECTS

2.1 Overview

In Part 2 of these guidelines, the term 'project' is used to refer to the entirety of the actions covered by each contract. 'Activity' describes the individual professional learning events conducted under the projects.

State and territory teacher professional learning projects ('state and territory projects') provide professional learning activities for teachers in government and non-government schools. The focus of activities is primarily on the first objective of the AGQTP² but may also address other programme objectives (subject to DEST approval).

Projects should meet identified teacher needs, complement and support existing education authority activities and address areas of identified national need. All activities should be designed in accordance with sound theoretical grounding (see section 2.5). Where possible, activities should be demonstrably linked to and designed around the requirements of teacher professional standards.

The Performance Reporting Framework Implementation Manual assists states and territories to measure the impact of individual activities against the key performance indicators (see section 2.8.3).

2.2 Eligibility and Access

State and territory, government and non-government education authority projects are delivered under contracts with the government, Catholic and independent education authorities in all states and territories.

All currently practising school teachers are eligible to participate in AGQTP activities. Education authorities must not refuse teachers from participating in activities from non-systemic schools other than on the basis of reasonable criteria (eg geographic or participant number constraints). Where an education authority allows a teacher to participate in an activity from other sectors or states/territories, they are entitled to recoup costs from the education authority/ies to which those teachers belong.

Activities must be accessible to teachers with disabilities (see section 1.7 for more information).

2.3 Funding

2.3.1 Funding allocations

State and territory projects are funded on a school year basis. Funding allocations for education authorities are shown in Table 2. The allocations are based on student numbers as reported in the Australian Bureau of Statistics publication *Schools Australia 2004*, with a minimum funding threshold of \$400,000 per state/territory.

² See section 1.2.2 of these guidelines

Table 2 AGQTP funding by State and Territory for 2006-2009³

	2006	2007	2008	2009	Total
NSW					
government	4,646,700	4,761,700	4,876,900	4,992,100	19,277,400
catholic	1,487,400	1,524,200	1,561,000	1,597,800	6,170,400
independent	778,100	797,300	816,600	835,800	3,227,800
Total	6,912,200	7,083,200	7,254,500	7,425,700	28,675,600
Vic					
government	3,348,100	3,431,000	3,513,800	3,596,700	13,889,600
catholic	1,123,800	1,151,600	1,179,400	1,207,200	4,662,000
independent	662,500	678,900	695,300	711,700	2,748,400
Total	5,134,400	5,261,500	5,388,500	5,515,600	21,300,000
Qld					
government	2,802,300	2,871,700	2,941,000	3,010,400	11,625,400
catholic	667,800	684,400	700,900	717,400	2,770,500
independent	519,400	532,300	545,100	558,000	2,154,800
Total	3,989,500	4,088,400	4,187,000	4,285,800	16,550,700
SA					
government	1,035,700	1,061,300	1,086,900	1,112,600	4,296,500
catholic	282,000	289,000	296,000	302,900	1,169,900
independent	234,100	239,900	245,700	251,500	971,200
Total	1,551,800	1,590,200	1,628,600	1,667,000	6,437,600
WA					0
government	1,434,600	1,470,100	1,505,700	1,541,200	5,951,600
catholic	380,700	390,100	399,500	408,900	1,579,200
independent	283,100	290,100	297,100	304,100	1,174,400
Total	2,098,400	2,150,300	2,202,300	2,254,200	8,705,200
Tas					
government	378,900	388,300	397,700	407,000	1,571,900
catholic	81,500	83,500	85,500	87,500	338,000
independent	53,300	54,600	55,900	57,200	221,000
Total	513,700	526,400	539,100	551,700	2,130,900
NT					
government	306,100	306,100	306,100	306,100	1,224,400
catholic	49,800	49,800	49,800	49,800	199,200
independent	44,100	44,100	44,100	44,100	176,400
Total	400,000	400,000	400,000	400,000	1,600,000
ACT					
government	239,700	239,700	239,700	239,700	958,800
catholic	115,000	115,000	115,000	115,000	460,000
independent	45,300	45,300	45,300	45,300	181,200
Total	400,000	400,000	400,000	400,000	1,600,000
Total					
government	14,192,100	14,529,900	14,867,800	15,205,800	58,795,600
catholic	4,188,000	4,287,600	4,387,100	4,486,500	17,349,200
independent	2,619,900	2,682,500	2,745,100	2,807,700	10,855,200
grand total	21,000,000	21,500,000	22,000,000	22,500,000	87,000,000

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

³ GST exclusive – see section 1.3.3 for GST information

2.3.2 Eligibility for Funding

To be eligible for funding, education authorities must submit an annual activity plan that details proposed activities for the forthcoming calendar year (see section 2.6.2), and comply with all reporting requirements (see section 2.8).

2.3.3 Use of Funds

In addition to the requirements set out in section 1.3.1 and the provisions of section 1.3.7, the following restrictions apply to the use of state and territory project funds:

- funding for teacher release must not exceed 15% of the total annual project budget
- international travel for professional learning and the purchase or lease of capital equipment (eg computer hardware) will not be funded
- travel, accommodation and project administration costs (see below) should be minimised and will be approved at the discretion of DEST.

Project administration

For AGQTP reporting purposes (ie budget and financial reports), ‘project administration’ covers only those salary and administration costs that are directly related to the management of the funding agreement. Examples include salaries and office supplies for administrative and project officers (including regional coordinators), travel for these officers, attendance at national AGQTP seminars, and report preparation. They do not include costs associated with the delivery of specific activities (eg venue hire, consultant travel, printing of materials) or participant attendance at activities (eg teacher travel) – these costs should be reported in the total cost for each activity.

Project or activity evaluation costs must be listed as a separate budget item or attributed to the activities being evaluated. The evaluation costs must not be included under project administration. However, please note that any costs associated with collection of performance data (see section 2.8.3) *should* be included under administration rather than evaluation.

When judging the ‘reasonableness’ of project administration costs DEST 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.

2.4 Contracts (Funding Agreements)

Contracts for state and territory projects cover the funding period 2006-2009. Contracts may be varied at any time with the agreement of both/all parties.

Project activities must not commence until the contract has been signed by all parties.

2.4.1 Requirement for cross-sectoral contracts

DEST requires cross-sectoral coordination of AGQTP activities to maximise the reach of the programme, reduce duplication and achieve economies of scale.

Where the total AGQTP funding for a state or territory is less than \$500,000, education authorities in that state or territory must enter into a cross-sectoral contract. In other cases, separate contracts may be agreed by DEST where education authorities can satisfactorily demonstrate that individual sectoral contracts are more effective and efficient. Where separate contracts are approved by DEST, there must still be a single cross-sectoral strategic plan in accordance with section 2.6.1.

Cross-sectoral contracts may be signed by one education authority on behalf of the other parties, or by each education authority covered by the contract. They may set out the funding to be provided to each authority. All signatories are jointly and individually responsible for ensuring the project is conducted in accordance with the contract.

2.4.2 Cross-sectoral committees

Education authorities must form a cross-sectoral committee, regardless of whether their contracts are cross-sectoral or not. Cross-sectoral committees must include representatives of the government, Catholic and independent school sectors; the state/territory Joint Council of Professional Teaching Associations; and the state/territory Deans of Education. Cross-sectoral committees may also include other stakeholders.

DEST officers are available to attend meetings of the cross-sectoral committees to provide support and assistance. DEST reserves the right to join any cross-sectoral committee/s if this is seen as desirable to improve the effectiveness of the committee.

The responsibilities of all cross-sectoral committees include:

- approving the strategic plan before they are provided to DEST
- approving annual activity plans before they are provided to DEST
- consulting with stakeholders on the priority areas that will be targeted by each project
- consulting with stakeholders on the types of activities that will be offered under the projects
- sharing information with stakeholders about successful activities
- ensuring teachers have cross-sectoral access to AGQTP activities, particularly in remote areas
- contributing to and participating in AGQTP marketing and evaluation activities.
- approving project reports before they are provided to DEST..

Information on the membership and proposed operations of the cross-sectoral committee must be provided in strategic plans. As membership composition changes, updated advice is to be provided to DEST at the time of change. A list of current cross-sectoral committee members is to be provided each year with the annual activity plans.

2.5 Leading practice professional learning

AGQTP funded activities should be designed in accordance with leading practice professional learning. This recognises that, to be highly effective, professional learning needs to be connected to specific expected standards for student performance, based upon intensive and sustained training around concrete tasks, focused on subject matter knowledge and embedded in a systemic context.

Planning for professional learning requires consideration at a strategic and an operational level. At a strategic level, the cross-sectoral committee must consider the following professional learning principles:

Will the planned professional learning:

- contain content that focuses on what students are to learn and how to address the different problems students may have in learning the material?
- be based on analyses of the differences between actual student performance and goals and standards for student learning?
- involve teachers in the identification of what they need to learn and in the development of the learning experiences they will be involved in?
- be primarily school-based and built into the day-to-day work of teaching?
- engage teachers in concrete teaching tasks, based on teachers' experiences with students?
- be organised around collaborative problem solving?
- be continuous and ongoing, involving follow-up and support for further learning – including support from sources external to the school that can provide necessary resources and new perspectives?
- incorporate evaluation of multiple sources of information on learning outcomes for students and the instruction and other processes that are involved in implementing the lessons learned through professional learning?
- provide opportunities to gain an understanding of the theory underlying the knowledge and skills being learned?
- provide learning opportunities that are meaningful and professionally empowering?
- be connected to a comprehensive change process focused on improving student learning?

At an operational level, AGQTP funded activities should:

- show teachers how to connect their work to specific standards for student performance;
- be based on teacher and school needs;
- address student learning needs;
- have clearly defined goals and outcomes;

- have practical relevance to teachers;
- provide a balance of curriculum and pedagogical issues;
- use techniques which model inquiry forms of teaching;
- encourage a whole-school focus on student learning
- involve stakeholder partnerships;
- consider whole school approaches and regional network activities;
- connect to other aspects of school changes focused on improving student learning;
- provide opportunities for reflection and sharing with peers;
- consider approaches that demonstrate the innovative use of ICT to support teaching and learning and whole-school reform;
- where appropriate, utilise online networking tools (eg discussion groups, extranets etc) to support collaborative activities, particularly, for rural/remote teachers.

2.6 Planning requirements

2.6.1 Strategic Plans

Each cross-sectoral committee must develop and submit to DEST a strategic plan for their project for the entire funding period (2006-2009). All strategic plans must be approved by the cross-sectoral committee in that state or territory. (see section 2.4.2). The required format of the strategic plan is set out at [Appendix A](#).

Funding recipients may amend the strategic plan if the amendments are agreed in writing by DEST.

Assessment of strategic plans

The strategic plan will be assessed by DEST against the following criteria:

- alignment with AGQTP objectives
- alignment/integration with state/territory based programmes and policies for teacher professional learning
- alignment with identified teacher need
- evidence of sound theoretical grounding.

2.6.2 Annual Activity Plans

Cross-sectoral committees (or individual education authorities, as specified in the contract) must submit an activity plan for each year of funding. All activity plans must be approved by the cross-sectoral committee (see section 2.4.2). Activity plans must be submitted to DEST in November of the preceding year. Activities must not commence prior to DEST approval of the activity plan.

Activity plans must provide information on the implementation of the strategic plan in that year, including descriptions of each proposed activity and a detailed budget. The requirements for activity plans are detailed in [Appendix B](#).

Assessment of activity plans

Activity plans will be assessed against the following criteria:

- alignment with the strategic plan
- evidence of sound theoretical grounding
- reasonableness of the budget, include proportion of the budget allocated for administration.

2.7 Marketing and recognition requirements

All state and territory projects must comply with the following marketing and recognition requirements:

- Education authorities must provide DEST with reasonable prior notice of any launch, media release, or promotional event⁴ (for example, awards presentations, ceremonies, state seminars) concerning the AGQTP.
- Participants in all activities must be advised, either verbally or through course materials, that the activity is being funded through the AGQTP.
- At all times, the AGQTP must be referred to as the ‘Australian Government Quality Teacher Programme’ or the ‘AGQTP’.
- The official AGQTP logo must be used on all AGQTP materials, including (but not limited to) course materials, promotional materials, publications, and websites that carry AGQTP related materials. The official crest or logo of educational authorities may also be displayed. The guidelines for the use of the AGQTP logo are at [Appendix C](#).
- All published materials must include these statements:

Acknowledgement

This project was funded by the Australian Government Department of Education, Science and Training under the Australian Government Quality Teacher Programme.

Disclaimer

The views expressed herein do not necessarily represent the views of the Australian Government Department of Education, Science and Training.

Funding recipients and contractors must, if requested, provide DEST with samples of published materials, to demonstrate compliance with these requirements. As part of the evaluation of the AGQTP, publications produced under the AGQTP Programme may be

⁴ This does not include general professional learning activities.

sampled, and participants surveyed, to determine the extent of compliance with the above requirements.

2.8 Reporting Obligations

Education authorities must comply with reporting obligations set out in the contract.

2.8.1 Progress Reports

A progress report for each project, covering the period from January to June of the current year, must be submitted to DEST in July each year of the funding period. The required content of the progress report is set out in Appendix D.

2.8.2 Annual Reports

An annual report for each project, covering the period from January to December of the previous year, must be submitted to DEST in January each year of the funding period. The required content of the annual report is set out in Appendix E.

The annual report requirements for 2009 are more detailed, as they also include a report on the achievements of the entire project over the 2006-2009 period.

2.8.3 Performance Reporting Framework

A performance report for each individual activity, in accordance with the Performance Reporting Framework, covering the period of January to December of the previous year, must be submitted to DEST in June each year of the funding period. The data to be reported is outlined in the Performance Reporting Framework Implementation Manual.

The performance data must be reported using the templates provided by DEST to education authorities.

The performance reporting framework and templates are available at <http://www.qualityteaching.dest.gov.au/administration.htm>

2.8.4 Report on Professional Learning Expenditure

Education authorities are required to provide DEST with a report on professional learning expenditure. This requirement is in accordance with paragraphs 19(3)(c) and 36(3)(c) of the *Schools Assistance (Learning Together – Achievement Through Choice and Opportunity) Act 2004*. The required content of this report is set out in Appendix F.

PART 3 NATIONAL PROJECTS

3.1 Scope and purpose of national projects

The AGQTP national projects element funds projects that support the objectives of the AGQTP at the national level, including new or emerging Australian Government priorities to support improvements in teaching and learning. National projects may be funded under the following areas:

- improving the quality and status of teachers
- enhancing the capacity of school leaders
- driving teaching and school leadership innovation through research
- supporting effective AGQTP programme delivery (including building capacity through strengthened partnerships).

All national projects will be subject to the overall AGQTP evaluation (see section 1.4).

3.2 Project selection

National projects are approved by the minister or his/her delegate. The procurement process may vary depending on the nature of the project. In deciding upon the appropriate procurement process for a national project, DEST will act in accordance with its business rules and the Commonwealth Procurement Guidelines.

3.3 Funding

Funding provided for individual national projects is determined by the minister or his/her delegate.

Section 1.3.1 of these guidelines sets out the restrictions on the use of AGQTP funds.

3.4 Marketing and recognition requirements

Funding recipients and contractors undertaking national projects must comply with the marketing and recognition requirements set out in the contract. Standard requirements may include the following:

- At all times, the AGQTP must be referred to as the Australian Government Quality Teacher Programme (AGQTP).
- The official AGQTP logo must be used on all AGQTP materials, including (but not limited to) course materials, promotional materials, publications, and websites that carry AGQTP related materials. Details on the use of the AGQTP logo are provided at Appendix C.
- For contracts that vest ownership and intellectual property rights in the contract/project material in the Commonwealth, DEST clearance and approval for publication must be obtained prior to publication. All published materials must include the copyright, disclaimer and acknowledgement statements specified below:

Copyright

© Commonwealth of Australia [year]

This work is copyright. It may be reproduced in whole or in part for study or training purposes subject to the inclusion of an acknowledgment of the source and no commercial usage or sale. Reproduction for purposes other than those indicated above, requires the prior written permission from the Commonwealth. Requests and inquiries concerning reproduction and rights should be addressed to Commonwealth Copyright Administration, Attorney General's Department, Robert Garran Offices, National Circuit, Barton ACT 2600 or posted at <http://www.ag.gov.au/cca>

Disclaimer

The views expressed herein do not necessarily represent the views of the Australian Government Department of Education, Science and Training.

Acknowledgement

This project was funded by the Australian Government Department of Education, Science and Training as a quality teacher initiative under the Australian Government Quality Teacher Programme.

- For contracts that vest ownership and intellectual property rights in the contract/project material in other than the Commonwealth, the above disclaimer and acknowledgement only must be included in all published materials.

3.5 Reporting requirements

Specific reporting requirements will be contained in the project contracts.

PART 4 TEACHING AUSTRALIA – AUSTRALIAN INSTITUTE FOR TEACHING AND SCHOOL LEADERSHIP

4.1 Overview

Teaching Australia, the Australian Institute for Teaching and School Leadership, is the national body for the teaching profession. It aims to raise the status, quality and professionalism of teachers and school leaders throughout Australia.

Core funding for Teaching Australia is provided through the AGQTP in accordance with a contract between Teaching Australia and DEST.

4.2 Objectives of Teaching Australia

Teaching Australia was formed in recognition of the public benefit derived from establishing a national body for the teaching profession with the objects of:

- supporting and advancing the quality of teaching in Australian schools and other educational settings
- supporting and advancing the quality of leadership in Australian schools and other educational settings
- strengthening and advancing the standing of the teaching profession in Australia
- establishing a national organisation that operates openly, collaboratively, efficiently and ethically
- performing functions in relation to professional standards for teachers and school leaders, professional learning, accreditation of pre-service teacher education, research and communication and promotion of the teaching profession
- doing everything that Teaching Australia may consider incidental or conducive to the promotion of the objects or any of them.

Teaching Australia supports AGQTP objectives 2 and 3 (see section 1.2.2).

4.3 Structure and Governance

Teaching Australia is registered as a company limited by guarantee. The company Constitution sets out the corporate and governance framework within which Teaching Australia operates, including the composition of the Board, appointment of the Chief Executive and annual financial reporting obligations.

4.3.1 Board of Directors, Committees and Reference Groups

Teaching Australia is managed by a Board of Directors composed of the Chair, an eminent educationalist and other education professionals, including a majority of teachers and school leaders.

The Board is supported by a range of committees and reference groups. Non-Board members may be invited to assist Teaching Australia as a member of a reference group.

4.3.2 Consultation Processes

A goal of Teaching Australia is to be a national organisation that operates openly, collaboratively, efficiently and ethically by establishing effective working relationships with relevant organisations. Teaching Australia will draw on the advice of the profession and other stakeholders through its advisory and consultative processes.

More information, including the Constitution and members of the Board, can be found on Teaching Australia's website at www.teachingaustralia.edu.au.

4.4 Funding

Funds are provided under a four year contract to June 2009. The contract includes the schedule of payments and planning and reporting requirements.

4.5 Marketing and recognition requirements

All published materials must acknowledge the Australian Government as the provider of financial support and must include the following acknowledgement and disclaimer:

Acknowledgement and Disclaimer

Teaching Australia was established to represent the teaching profession, with funding provided by the Australian Government under the Australian Government Quality Teacher Programme. The views expressed herein are those of the Board of Teaching Australia.

4.6 Contacting Teaching Australia

Contact details for Teaching Australia's Secretariat are:

Telephone: (02) 6125 1643 or 1800 337 872

Fax: (02) 6125 1644

Email: info@teachingaustralia.edu.au

Website: <http://www.teachingaustralia.edu.au/>

5 Liversidge Street
Australian National University
ACTON ACT 0200

APPENDIX A: 2006-2009 STRATEGIC PLAN REQUIREMENTS

Section 2.6.1 of these guidelines refers.

2006-2009 state and territory teacher professional learning project strategic plans must contain the following information:

Section 1A – Areas of Professional Learning

The areas of professional learning needs identified as the focus for the project and the rationale for the selection of those areas. This must include a detailed discussion of how the professional learning needs have been identified and should, where possible, provide supporting evidence (particularly in relation to teacher-identified needs). The selection and discussion must take into account:

- national priorities and policies
- state/territory/education authority priorities and policies (for cross-sectoral – across all education authorities)
- teacher-identified needs.

Section 1B – Professional Learning Strategy

The overarching professional learning strategy proposed to address the areas of professional learning need discussed in 1A above must include:

- an outline of the strategy
- a discussion of how the strategy relates to the areas of need.

Section 2 – Relationship between State/Territory professional learning and AGQTP

The professional learning strategy proposed to address the areas of professional learning need discussed in section 1A and 1B above must also include:

- a ‘map’ of the focus of state/territory- or education authority-funded professional learning effort/activities against the AGQTP project and an explanation of how these will complement and/or supplement each other.

Section 3 – Programme Objectives

The programme objectives being addressed in the project, and how the proposed professional learning strategy will contribute to the achievement of those objectives.

Section 4 – Delivery Process and Administrative Arrangements

The delivery process and administrative arrangements for the project. For example, will the project be regionally devolved, involve grants to schools, be centrally designed and delivered; who will nominate/select the actual activities to be conducted; how will the preparation of reports be managed.

Section 5 – Operational Plan and Timeframe

The operational plan and timeline for the project as whole. This should discuss the various phases of the project, incorporating aspects such as planning, activity selection and implementation, interim feedback, updating, and reporting and assessment.

Section 6 – Arrangements for Cross-sectoral Participation and Coordination

The arrangements for ensuring cross-sectoral cooperation and coordination. This must include (at a minimum) a full membership list for the cross-sectoral committee (including organisation details), an outline of the functions of the committee, and a schedule of meetings and activities for the committee.

Section 7 – Contact Details for the Strategic Plan

Telephone/facsimile numbers and email address of a contact officer for the plan.

Section 8 – Performance Reporting

How performance against outcomes will be measured and reported.

Section 9 – Arrangements for Annual Reporting

What arrangements will be put in place to collect annual feedback from course deliverers, participants and/or schools on the project and activities to inform the following year's activity plan.

All strategic plans must be approved by the cross-sectoral committee in that state or territory. (see section 2.4.2)

APPENDIX B: ANNUAL ACTIVITY PLAN REQUIREMENTS

Section 2.6.2 of these guidelines refers.

The activity plan comprises three parts:

1. Activity Plan Overview (Template B.1 a) and b))
2. Individual Activity Plan Description for each activity (Template B.2))
3. Consolidated Activities Budget for the year (Template B.3))

Sufficient detail on each activity needs to be provided in template B.2 for DEST to assess what is being proposed and whether it is clearly identifiable as professional learning.

Introductory Statement

An introductory statement may be included with Template B.1 explaining how the overall activity proposal links to the strategic plan.

Evaluations

If you propose to conduct an evaluation or review of your Project (ie of all activities conducted in a year), you should submit a separate Template B.2 for the evaluation and include the budget under “project evaluation” on Template B.3.

Template B.1 – Activity Plan Overview for [insert year – eg: 2007]

a) SUMMARY TABLE

Use this template to provide an overview of all proposed activities.

Curriculum	
Number of activities	
Number of cross-sectoral activities	
Estimated number of participating schools	
Estimated number of teachers	
Targeted Learning Strategies	
Number of activities	
Number of cross-sectoral activities	
Estimated number of participating schools	
Estimated number of teachers	
Cross-Curricular/Whole School	
Number of activities	
Number of cross-sectoral activities	
Estimated number of participating schools	
Estimated number of teachers	

b) INDIVIDUAL ACTIVITY PLAN

This template is to be completed for each activity.

Name of activity	
Priority area	
Sub-priority area (see 1.2.3 of guidelines)	
Delivery model	
Performance Reporting Outcome/s	
Is this a cross-sectoral activity? (if yes, specify which sectors)	
Estimated number of teachers	
Expected duration of activity (include start and end dates if available)	
Are any non-AGQTP funds being provided? (if yes, specify amount and source/s)	

Notes:

- ‘Delivery model’ is the way in which the activity will be delivered (i.e. action research, seminar, workshop, combination workshop/research, formal higher education/VET course).
- ‘Performance Reporting Outcome/s’ is the performance outcome against which the activity will be measured - see the Performance Reporting Framework Implementation Manual (2.8.3 of these guidelines refer).
- “Expected duration of activity” cannot exceed one year (activities proposed for more than one year will need to be approved each year).

Template B.2 – Individual Activity Plan Description

This template is to be completed for each activity and attached to the Activities Overview (Template B.1).

1. Activity

- 1.1 Name of activity (*from template B.1 b*)
- 1.2 Provide a detailed description of the activity:
 - What is the activity?
 - How will the activity be managed?
 - Describe the role of higher education associations and professional institutions

2. Design

- 2.1 Describe how the activity links to the professional learning strategy in your AGQTP strategic plan
- 2.2 Describe any other linkages with state/territory initiatives or priorities
- 2.3 Describe how feedback from participants from previous years has been incorporated into the activity design.

3. Implementation

- 3.1 How will the activity be delivered (include details of who will be involved in the delivery/implementation of the activity - ie consultants etc)
- 3.2 Provide a timeline for the activity

4. Review

- 4.1 Describe how feedback about the activity will be collected (refer to the Performance Reporting Framework Implementation Manual).
- 4.2 Outline any other review processes that will be applied to the activity (if applicable). If the review is external please specify the personnel involved.

Template B.3 – Consolidated Activities Budget for [insert year]

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

This template provides an overview of the activities budget for the year and should be attached to the Activities Overview (Template B.1).

ACTIVITIES	BUDGET (\$)
<i>Priority area: curriculum</i>	
Name of activity	
Name of activity	
Name of activity	
Sub Total - Curriculum	
<i>Priority area: targeted learning needs</i>	
Name of activity	
Name of activity	
Name of activity	
Sub Total - Targeted learning needs	
<i>Priority area: cross curricular/whole school</i>	
Name of activity	
Name of activity	
Name of activity	
Sub Total - Cross curricular/whole school	
<i>Other</i>	
Project administration	
Teacher release	
Project evaluation	
TOTAL BUDGET	

Notes:

- Budget is GST exclusive.
- For explanation of project administration, see section 2.3.3 of the guidelines.
- Teacher release cannot exceed 15% of the total annual budget.
- Project evaluation refers to large scale, whole-of-project evaluations/reviews and requires its own activity plan.

APPENDIX C: USE OF AGQTP LOGO

Section 2.7 and 3.4 of these guidelines refers

Use of the Australian Government Quality Teacher Programme (AGQTP) Logo

To assist funding recipients to acknowledge the Australian Government Quality Teacher Programme (AGQTP) a national Australian Government Quality Teacher Programme logo has been created. As the logo incorporates the Coat of Arms, special requirements apply to its use.

These requirements reflect the Australian Government branding introduced in June 2003.




The Logo

The logo is available in four versions - as a vertical stacked version and a horizontal inline version, and in horizontal and vertical strip versions.

The version used is at the discretion of individual Australian Government Quality Teacher Programme funding recipients; however, the preferred version is the vertical stacked strip (Version A below).

All versions of the logo consist of three elements: the Coat of Arms (Conventional 3A Solid), the name of the programme "Australian Government Quality Teacher Programme" (Times New Roman Bold) and an underline.

The Department of Education Science and Training has a complete set of versions of the logo for use in all printed and internet applications. These logo sets have also been provided in Macintosh and PC formats on the CD-ROM provided to education authorities.

<p>Version A 'Stacked Strip' Design</p>	 <p>Australian Government Quality Teacher Programme</p>
<p>Version B 'Inline Strip' Design</p>	 <p>Australian Government Quality Teacher Programme</p>
<p>Version C 'Inline' Design</p>	 <p>Australian Government Quality Teacher Programme</p>
<p>Version D 'Stacked' Design</p>	 <p>Australian Government Quality Teacher Programme</p>

Applying the Logo

This logo must be used on all Australian Government Quality Teacher Programme material, including but not exclusive to:

- application forms, calls for expression of interest
- newsletters, leaflets, flyers, bulletins
- websites
- evaluation materials
- letterheads

No other logo relating to the Australian Government Quality Teacher Programme can be used, but the official crest, or logo, of educational authorities may be displayed.

Placement of the AGQTP logo

The AGQTP logo should be placed in the top left of a page followed in importance by the top middle and then the top right. This is in keeping with the tradition for the use of the Coat of Arms, which must always be placed in the position of prominence on a page.

Logos, text or illustration may not be placed above or preceding the AGQTP logo.

The AGQTP logo should be placed so that other material does not detract from the dignity of the Coat of Arms.

The AGQTP logo should appear only once in a document. For paperbacks, it should be displayed on the cover rather than on the title page; for hardcover books, it may appear on the case and dust jacket as well as on the title page. For web sites, it should appear on the home page.

For brochures and transitory communications such as television and print advertisements, the AGQTP logo may be placed elsewhere in the document as appropriate, provided the dignity of the Coat of Arms is maintained and they are not reproduced in a size which renders the Coat of Arms unrecognisable.

Sizing

The Coat of Arms should always be depicted in its correct proportions. It is not to be distorted or redrawn. The minimum size for the Coat of Arms is 20 millimetres wide, measured by the length of the rest for the emu and kangaroo.

Use of the AGQTP logo with other emblems

No other logo relating to the Australian Government Quality Teacher Programme can be used. Any previously developed State or Territory AGQTP logo should no longer be used, but the official crest, or logo, of educational authorities may be displayed. In these cases the guidelines for the placement of the Coat of Arms must be followed.

When the AGQTP logo is being used with the official crest, or logo, of educational authorities, visual equality between them should be maintained. The AGQTP logo should appear as the first logo or crest in a document.

Colour use

It is intended that the Australian Government Quality Teacher Programme logo be reproduced in one colour only – preferably black. However, to add flexibility to this reproduction, guidelines for limited colour use have been developed. For most versions of the logo provided specialist software will be required to use colour (Adobe Illustrator or Photoshop or Macromedia Freehand, for example).

The development of these colour palettes is up to individual Australian Government Quality Teacher Programme clients, however it is essential to ensure that any use of colour does not compromise the integrity of the logo and must be in keeping with these guidelines.

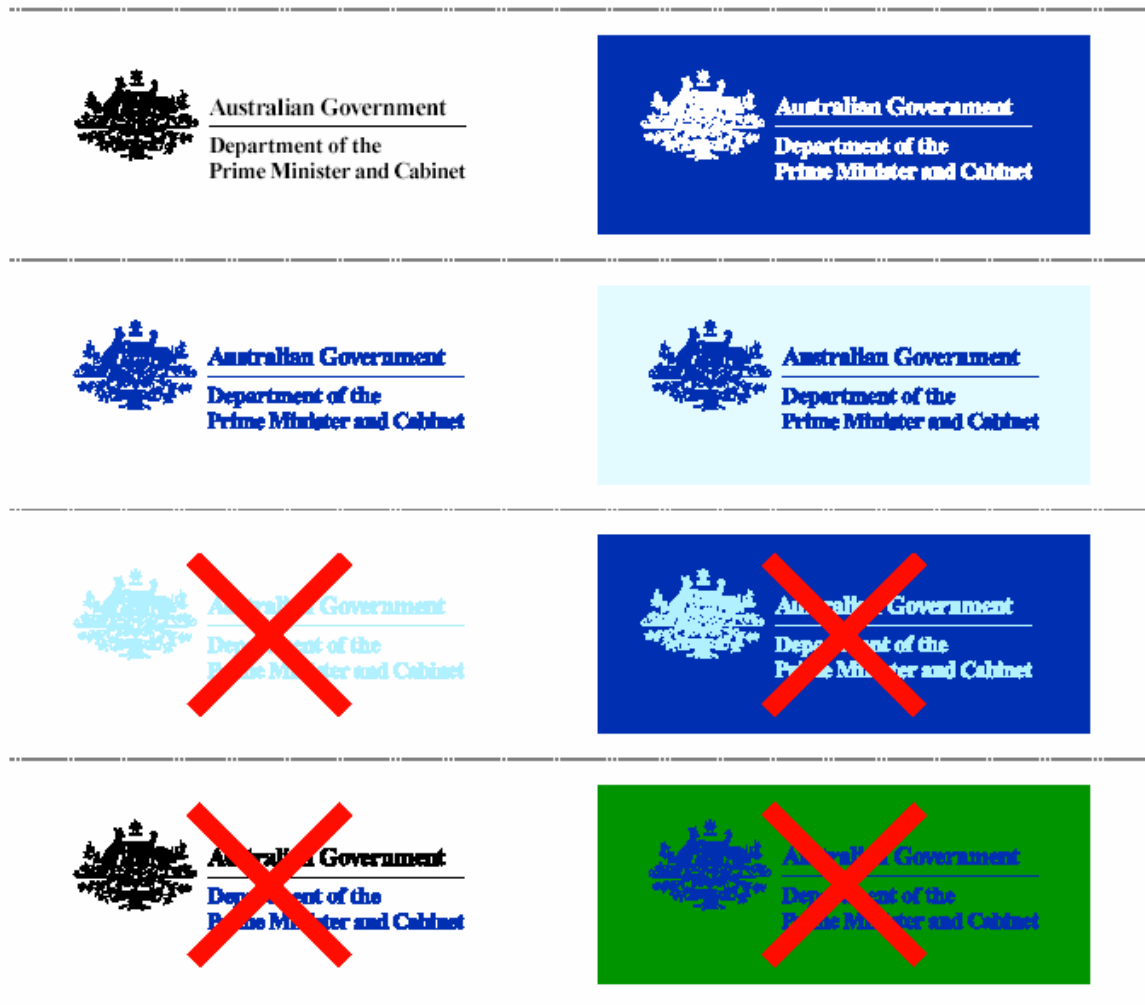
The logo should not be represented in any more than one colour. All elements of the logo (the Coat of Arms, the programme name and the underline) should be in the same colour.

The logo can appear as one colour on another colour.

For reproduction against a light background, the logo should only be reproduced in dark colours befitting the dignity of the Coat of Arms. The colours considered most appropriate are black, dark red, dark blue and dark green.

For reproduction against a dark background the logo should be reversed. When using reverse versions, it is recommended that the logo appear in white on black, or white on a different dark colour for example charcoal, navy, maroon or dark green.







Attention to contrast should always be considered carefully – the logo should not appear in a pastel or light colour on a light background colour, or as a tint or stipple of any colour. The logo should not appear as a dark colour on a dark background.



Incorrect Application

Consistency of application of the logo is critical to the intention of establishing and maintaining a single recognition device for the Australian Government Quality Teacher Programme. For this reason, the integrity of the logo and its use should be maintained at all times. The examples below show how the logo is NOT to be used.

- do not tilt the design
- do not enlarge or alter in proportion any part of the design
- do not rearrange the design
- do not reduce the design below the minimum size (Coat of Arms must be at least 20mm in width)
- do not use any part of the design as a graphic element
- do not use the design in a low contrast manner

DO NOT TILT THE DESIGN	DO NOT ENLARGE OR ALTER IN PROPORTION ANY PART OF THE DESIGN	DO NOT REARRANGE THE DESIGN
		
		
DO NOT REDUCE THE DESIGN BELOW THE MINIMUM SIZE (COAT OF ARMS MUST BE AT LEAST 20MM IN WIDTH)	DO NOT USE ANY PART OF THE DESIGN AS A GRAPHIC ELEMENT	DO NOT USE THE DESIGN IN A LOW CONTRAST MANNER

How to get a copy of the Logo

An email copy of the AGQTP logo is available from your AGQTP contract manager in the Quality Teaching Section of the Australian Government Department of Education, Science and Training. A CD ROM with the versions is also available.

APPENDIX D: PROGRESS REPORT REQUIREMENTS

Section 2.8.1 of these guidelines refers.

The progress report comprises three parts:

1. Status report of activities (Template D.1)
2. Discussion and comment (Template D.2)
3. Financial progress report including a certifying statement, a financial statement of expenditure and an expenditure summary of commitments to date against the budget (Template D.3 a), b) and c))

Variations to Annual Activity Plans

If variations to the annual activity plans are proposed, the proposed variations should be outlined in the progress report. Proposals should explain the proposed variation, the reason for the variation, the financial implications (if any), and required changes to the contract timetable (if any). The proposal for a variation to the activity plan should be brought to the attention of the cross-sectoral committee prior to being sent to DEST. Any variations must be approved by DEST before they are implemented.

Template D.1 – Status report of activities – Please ensure you use the excel template provided on the Quality Teaching website.

State / Sector

Priority Area	Activities	Status	Comment	Commencement Date		Completion Date		Participants (#)	
				Planned	Actual	Planned	Actual	Planned	Actual
<u>Curriculum</u>									
	Name of activity								
	Name of activity								
<u>Targeted learning needs</u>									
	Name of activity								
	Name of activity								
<u>Cross curricular/whole school</u>									
	Name of activity								
	Name of activity								

Notes

- Status may be 'yet to commence', 'in progress', 'completed' or 'cancelled'.
- If status is cancelled, a comment must be included.

Template D.2 – Discussion and Comment

The discussion section provides an overview for the period. The discussion must contain the following information:

A) Cross-sectoral participation

- Discuss any cross-sectoral activities.
- Confirm that the cross-sectoral committee has approved/noted the progress report.

B) Administrative arrangements

- Report on the work of the cross-sectoral committee (meetings, actions etc).
- Report on the involvement of higher education institutions and professional associations.

C) General comments

- Discuss any problems encountered and action taken.
- Provide an indication of performance information that has been collected to date.
- Any other comments.

Template D.3 – Financial Progress Report

a) Progress Report - Certifying Statement

[Insert name of education authority]

I, <.....insert name¹.....> hereby certify that \$<insert GST exclusive amount from column B of the financial statement> of <insert programme year – i.e. 2006> Australian Government Quality Teacher Programme funds received from the Commonwealth have been expended or committed for the purposes for which they were provided, as evidenced by the attached financial statement.

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.

b) Progress Report Financial Statement

[Insert name of education authority]

For the programme year: **[insert year]**

Notes:

All figures must be **GST exclusive**.

This form will be used for reporting and assessment purposes. The figures in Column A on the next page must match the Budget figures in the approved AGQTP activity plan (template B.3) or any agreed variations to those figures.

The final project acquittal should not be provided with this financial statement. Acquittals must not be provided until after the final payment has been received. The official due date for acquittals is 30 days after the contract completion date or receipt of the final payment, whichever is the latter.

<i>Statement of [insert programme year] income and expenditure (GST exclusive)</i>	
<i>Income</i>	
- DEST 1st payment	\$
- Interest	\$
<i>Total Income</i>	\$
<i>Total expenditure and commitments</i>	\$
Funds remaining	\$

c) Progress Report - Expenditure Summary

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

[Insert name of education authority]

ACTIVITIES	(A) BUDGET (\$)	(B) SPENT/ COMMITTED* (\$)	(C) BALANCE REMAINING (A minus B) (\$)
<i>Priority area: curriculum</i>			
Name of activity			
Name of activity			
Name of activity			
Sub Total - curriculum			
<i>Priority area: targeted learning needs</i>			
Name of activity			
Name of activity			
Name of activity			
Sub Total - targeted learning needs			
<i>Priority area: cross curricular/whole school</i>			
Name of activity			
Name of activity			
Name of activity			
Sub Total - cross curricular/whole school			
<i>Other</i>			
Project administration [#]			
Teacher release			
Evaluation/review			
TOTAL			

* '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, but would not include plans or future intentions to expend funds, even for activities included in the Plan.

[#] See section 2.3.3 of the guidelines for an explanation of project administration

APPENDIX E: ANNUAL REPORT REQUIREMENTS

Section 2.8.2 of these guidelines refers.

The annual report comprises four parts:

1. Status report of activities (Template E.1)
2. School Participation Data(Template E.2)
3. Discussion and Comment (Template E.3)
4. Annual Financial Report, including a certifying statement, a financial statement of expenditure and an expenditure summary for the year against the budget (Template E.4 a), b) and c))

Template E.1 – Status report of activities – Please ensure you use the excel template provided on the Quality Teaching website.

[Insert name of education authority]

State / Sector

Priority Area	Activities	Status	Comment	Commencement Date		Completion Date		Participants (#)	
				Planned	Actual	Planned	Actual	Planned	Actual
Curriculum									
	Name of activity								
	Name of activity								
Targeted learning needs									
	Name of activity								
	Name of activity								
Cross curricular/whole school									
	Name of activity								
	Name of activity								

Notes

- Status may be 'yet to commence', 'in progress', 'completed' or 'cancelled'.
- If status is cancelled, a comment must be included.

Template E.2 – School Participation Data – Please ensure you use the excel template provided on the Quality Teaching website.

[Insert name of education authority]

State / Sector

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 E.3 – Discussion and Comment

The discussion section provides an overview for the period. The discussion must contain the following information:

A) Analysis of outcomes

- Discuss the extent to which activities have successfully addressed the areas of professional learning identified in the strategic plan.
- You may wish to refer to feedback and performance outcomes data, and/or cite some examples of successful activities.

B) Cross-sectoral participation

- Discuss any cross-sectoral activities.

C) Administrative arrangements

- Report on the work of the cross-sectoral committee (meetings, actions etc).
- Report on the involvement of higher education institutions and professional associations.

D) Evaluations/review

- Discuss and summarise any evaluations/reviews (include copies of full documents).

E) General comments

- Discuss any problems encountered and action taken.
- Any other comments.

Template E.4 – Annual Financial Report

a) Annual Report - Certifying Statement

[Insert name of education authority]

I, <.....insert name¹.....> hereby certify that \$<insert GST exclusive amount from column D of the financial statement> of <insert programme year – ie 2006> Australian Government Quality Teacher Programme funds received from the Commonwealth have been expended or committed for the purposes for which they were provided, as evidenced by the attached financial statement.

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.

b) Annual Report - Financial Statement

[Insert name of education authority]

For the programme year: **[insert year]**

Notes:

All figures must be **GST exclusive**.

The figures in Column A on the next page must match the Budget figures in the approved AGQTP activity plan (template B.3) or any agreed variations to those figures.

The final project acquittal (2009) should not be provided with this financial statement. Acquittals must not be provided until after the final payment has been received. The official due date for acquittals is 30 days after the later of the contract completion date or receipt of the final payment.

<i>Statement of [insert programme year] income and expenditure (GST exclusive)</i>	
<i>Income</i>	
- DEST 1st payment	\$
- DEST 2nd payment	\$
- Interest	\$
<i>Total Income</i>	\$
<i>Total expenditure and commitments</i>	\$
Funds remaining	\$

c) Annual Report – Expenditure Summary – Please ensure you use the excel template provided on the Quality Teaching website.

[Insert name of education authority]

Activities	(A) contract budget amount	(B) amount spent	(C) amount committed	(D) total spent and committed*	(E) % variation from budget (D vs A)
<i>Priority Area: Curriculum</i>					
Name of activity					
Name of activity					
Sub-total Curriculum					
<i>Priority Area: Targeted learning needs</i>					
Name of activity					
Name of activity					
Sub-total Targeted learning needs					
<i>Priority Area: Cross-curricular/whole school</i>					
Name of activity					
Name of activity					
Sub-total Cross curricular/whole school					
Project administration [#]					
Teacher release					
Evaluation/review					
TOTAL					

* '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, but would not include plans or future intentions to expend funds, even for activities included in the Plan.

[#] See section 2.3.3 of the guidelines for an explanation of project administration

APPENDIX F: REPORT ON PROFESSIONAL LEARNING EXPENDITURE

Section 2.8.4 of these guidelines refers.

The report is a requirement is in accordance with paragraphs 19(3)(c) and 36(3)(c) of the *Schools Assistance (Learning Together – Achievement Through Choice and Opportunity) Act 2004*.

Definition of Professional Learning

For the purposes of reporting in this context, professional learning is defined as activities designed to develop the skills and understandings of personnel currently teaching in/and or leading schools in order to improve school performance/student outcomes and for which a direct cost is incurred. Personnel may include school staff who are directly involved in improving student outcomes, e.g. teacher assistants, counsellors.

Expenditure to be included in the report

Only expenditure directly associated with enabling participation in a professional learning activity, as defined above, is to be included in the report. Expenses to be included in the reported figure of expenditure may include:

- Facilitator/provider fees
- Planning, promotion and registration costs
- Event costs (venue, catering)
- Travel and accommodation
- Professional learning programme/resource development/provision (not curriculum development), e.g. course materials, video conferencing
- Relief teacher payments (where this arrangement is specifically to enable participation in a professional learning activity)
- Any actual expenditure for the provision of student free days where they are specifically used to enable teacher professional learning participation
- Dedicated project officer salaries to support provision of professional learning programmes
- Reporting and evaluation costs
- Subscription costs for professional journals/magazines

Expenditure to be excluded in the report

This reporting process is intended to establish professional learning expenditure by education authorities and schools. Therefore:

- Expenditure associated with the development and production of curriculum materials ARE NOT to be included.
- System-level data reported is not to include any Australian Government funding.
- Expenditure to be reported is not to include any grants from external private agencies.

How to report the information

Government Education Authorities

- Government education authorities are required to provide a calendar year total dollar figure of professional learning expenditure, and indicate what proportion of that expenditure is for teacher relief.
- This is to be reported on 30 April each year.
- Government authorities are required to provide one to three pages of accompanying description outlining:
 1. Major initiatives, programmes and projects which have been included in the reported figure (with the inclusion of budget allocations for those major initiatives).
 2. How the expenditure information has been collected.
 3. Additional initiatives/costs of relevance not captured in the reported figure (optional).
- An appropriate delegate (e.g. Director-General, Chief Executive Officer, Chief Finance Officer) is required to provide a declaration stating that the information is true and correct in line with the guidelines and that the process adopted to collect the information has ensured accurate information.

Timeframe

Oct – Dec 2006	Education authorities establish accounting and data collection systems to meet reporting requirements.
Jan – Dec 2007	Data is collected.
30 April 2008	The 2007 Professional Learning Expenditure Report to be submitted.
Jan – Dec 2008	Data is collected.
30 April 2009	The 2008 Professional Learning Expenditure Report to be submitted.

Non-Government Education Authorities

- All non-government authorities are required to report expenditure through the Schools Financial Questionnaire (FQ).
- An additional system-level report is required where system expenditure is not captured in the schools FQ reports.
- At the system-level, an optional one to three page description can be provided outlining:
 1. Major initiatives, programmes and projects which have been included in the reported figure (with the inclusion of budget allocations for those major initiatives).
 2. How the expenditure information has been collected.
 3. Additional initiatives/costs of relevance not captured in the reported figure.
- An appropriate delegate (e.g. Director-General, Chief Executive Officer, Chief Finance Officer) will be required to provide a declaration stating that the information is true and correct in line with the guidelines and that the process adopted to collect the information has ensured accurate information.

Timeframe

Sept – Dec 2006	Non government education authorities and schools establish accounting and data collection systems to meet reporting requirements.
Jan – Dec 2007	Data is collected.
30 April 2008	Non-government authorities report 2007 expenditure through the Schools Financial Questionnaire.
30 April 2008	Additional system-level report on 2007 expenditure, where this is not captured in the schools FQ reports.
Jan – Dec 2008	Data is collected.
30 April 2009	Non-government authorities report 2008 expenditure through the Schools Financial Questionnaire.
30 April 2009	Additional system-level report on 2008 expenditure, where this is not captured in the schools FQ reports.