Intervention Support Program

Capital Grants for Projects at Non-government Centres

PROGRAM GUIDELINES

2006
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Attachment A: Parent/Carer/Young Person Certification Form
1 The Intervention Support Program – Capital Grants for Projects at Non-government Centres

1.1 Description

The Australian Government, through the Department of Education, Science and Training (DEST) and the Australian Government Programmes for Schools, works co-operatively with the States and Territories to secure better educational outcomes from schooling. The Intervention Support Program (ISP) is funded through the Australian Government Programmes for Schools and provides grants for capital projects that are integral to programs designed to improve educational outcomes for students and children with disabilities by improving their participation and achievement.

1.2 Program aim and objectives

The NSW Government, through the Department of Education and Training (DET) manages the funding assistance under the Capital Funding Component of the Intervention Support Program to promote access and improve the educational opportunities, learning outcomes and personal development of children with disabilities.

The expected outcome of a funded project is to improve:

- learning and educational development opportunities for children with disabilities who are below school age to prepare them for integration into regular preschools or schools; or
- access to educational programs for school-aged children with severe disabilities; or
- access to educational programs for children with disabilities in residential care.

1.3 Eligible organisations

Organisations should determine if they are eligible to apply for funding. (See definition of ‘non-government centre’ below and the types of projects that may be considered for funding on page 6).

Organisations must be legally incorporated or have a parent body that is legally incorporated.

Definition of non-government centre

A ‘non-government centre’ is defined in the States Grants (Primary and Secondary Education Assistance) Act 2000 as a place in a State or Territory that:

- provides education under special programs specifically for children or students with disabilities, or both; and
- is conducted by a body that is not managed or controlled by or on behalf of the Government of a State or Territory; and
- is not conducted for profit; and
- is not a school.
For example, a non-government centre may be:

- a preschool; *(This may include a preschool which operates as part of a non-government school but is not established as a separate entity. In such cases, the school may apply for funding under the ISP for its preschool special education activities)*;
- an early intervention centre;
- a registered charity;
- a religious organisation;
- a local government instrumentality; or
- a community organisation such as a parent group that is legally incorporated; or
- a non-profit, community based long day care centre.

1.4 Target groups

Funding is to be targeted to organisations supporting children and students with disabilities aged 0 to 18 years who need services provided at or in connection with non-government centres.

Organisations applying for funding need to determine whether they support children with a disability as defined by the Australian Government. A child with a disability means a child who has been assessed by a person with relevant qualifications as having an intellectual, sensory, physical, social or emotional impairment or more than one of those impairments to a degree that:

- if the child is of school age, satisfies the criteria for enrolment in special education services or programs provided by the government of the State in which the child resides; or
- if the child is below school age, would satisfy those criteria upon reaching that age.

**Children whose only impairments are specific learning difficulties for whom remedial education or remedial support is appropriate ARE NOT ELIGIBLE.**

1.4.1 Diagnosis of disability (for projects also eligible under the Children in Residential Care (CIRC) and Young Children with Disabilities (YCWD) Components)

To meet the Australian Government’s eligibility criteria each child requires a written diagnosis of disability. Verification of a child’s written diagnosis may be sought at any time.

**Who Can Diagnose?**

A medical specialist in their field can diagnose a child’s disability. The following personnel may also make a diagnosis for specific disabilities:

- **Intellectual Disability** – Paediatrician, registered psychologist, school counsellor, other professionals qualified to administer psychometric assessments.

- **Sensory Disability**
  - **Hearing Impairment** – Relevant medical specialist or audiologist supported by a report from Australian Hearing.
  - **Vision Impairment** – Ophthalmologist. Diagnosis may also be supported by a report from the Royal Blind Society or the Royal Institute for Deaf and Blind Children.
• **Language** – Relevant medical specialist, speech pathologist.
• **Physical Disability** – Relevant medical specialist or paediatrician. Diagnosis by a physiotherapist or occupational therapist will not be considered.
• **Social / Emotional and Behavioural** – Specialist psychologist, psychiatrist or paediatrician.
• **Multiple Disabilities** – Paediatrician or relevant medical specialist.
• **Developmental Delay** – Paediatrician or psychologist.

Babies and young children are accepted as having a disability if they are not meeting their developmental milestones and therefore have a diagnosis of delayed development.

**What is Required?**

• **Submission of reports to the ISP:** Reports for Language, Social/Emotional and Behavioural Disorders or Special Consideration – Medical Conditions must be submitted to the ISP on or before the closing date. If you are applying for funding using the non-electronic (handwritten) option you must attach all reports to your application. If you are applying for funding using the electronic option you must submit all reports by hardcopy to the ISP. The staff of the ISP will not contact you to request outstanding reports.

• **Language:** Children must have an assessed receptive or expressive language disorder which is documented within a current speech pathologist’s report which is less than 12 months old. The report must include the results of at least one relevant standardised language test that allows for the reporting of both receptive and expressive language skills. At least one of the scales (either receptive or expressive) must indicate a standard score of 70 (second percentile) or less. The report must be submitted to the ISP by the closing date and indicate that the disorder significantly affects communication. Please note: cover sheets of standardised language assessments are not considered to be a report. All reports must include the signature of the speech pathologist who performed the assessment to support the authenticity of the report. Unsigned reports will not be considered.

• **Social / Emotional and Behavioural:** Children must exhibit behaviour(s) at a level of frequency, duration and intensity that seriously affects their educational functioning and emotional well-being in the home, community and early childhood setting. The children must have a current report which is less than 12 months old from a specialist medical practitioner or registered psychologist with appropriate clinical experience which details the nature of the behaviour(s). The report must be submitted to the ISP by the closing date.

*Please Note:* If there are any special considerations such as rural isolation, which would cause a delay in the information related to the diagnosis of a child’s disability being available before the closing date for applications, please contact the staff of the ISP.

Decisions on eligibility for funding will be based on the information provided on the application form.

The ISP consultants may seek verification of information during their regular visits or at any other time. It is advisable that all supporting documentation be available to the Department from
the time of application.

1.4.2 Diagnosis of disability (for organisations currently receiving funding under the Non-School Organisations (NSO) Component only)

Funding under the NSO Component requires verification of severe disability and requirements differ in certain respects from those outlined above for the CIRC and YCWD Components.

According to the Guidelines for the Australian Government Programmes for Schools 2005 – 2008 Non-government Centres Support, a child with a disability is a child who has been assessed by a person with relevant qualifications as having an intellectual, sensory, physical, social or emotional impairment or more than one of those impairments to a degree that:

- if the child is of school age, he/she satisfies the criteria for enrolment in special education programmes or services provided by the government of the State in which the child resides.

Diagnosis of a Severe Level of Disability

To meet the Australian Government eligibility criteria each child requires a written diagnosis of disability. Verification of a child’s diagnosis may be sought at any time.

To ensure that children / students have a severe level of disability the following eligibility criteria is provided:

- **Language** - Students must have an assessed receptive or expressive language disorder which is documented within a current speech pathologist’s report (in general, the report should be less than 12 months old). The report must include the results of at least one relevant standardised language test that allows for the reporting of both receptive and expressive language skills. At least one of the scales (either receptive or expressive) must indicate a standard score of 70 (second percentile) or less. The report must indicate that the disorder significantly affects communication and diminishes the capacity to achieve academically. There must also be documented evidence of the development and delivery of an intensive learning program assisted by a support teacher, or relevant specialist in the prior-to-school setting in the case of a student entering kindergarten. Difficulties in communication and academic achievement must be the direct result of the disorder.

- **Physical Disability** - The student must have a current physical condition involving the motor system that significantly limits the student’s level of functioning and independence in mobility, personal care, and/or ability to physically undertake essential learning tasks. A report is required from a specialist medical practitioner, which details the nature of the condition. The educational impact of the condition must not be due to absences from school. To meet the criteria for severe physical disability there must also be evidence that the student is highly dependent on others for mobility and personal care and requires an augmentative or alternative communication system or constant supervision to avert harm.

- **Intellectual Disability** - Students must have a full-scale IQ score of approximately four standard deviations or more below the mean on an approved individual test of intelligence. There must be information on the assessment of adaptive skills and school performance (where applicable) consistent with, or below this range of scores.
• Sensory Disability
  • Hearing Impairment – The student must have a current audiogram and report from Australian Hearing which indicates a sensori-neural or permanent conductive hearing loss of 70-90 decibels in both ears.
  
  • Vision Impairment – The student must have a current diagnosed vision impairment which details a permanent vision loss of 6/60 or less in the better eye corrected, or less than 20 degrees field of vision.
  
• Social / Emotional and Behavioural Disorders – The student must exhibit behaviour(s) that is characteristic of mental health problems at a level of frequency, duration and intensity that seriously affects their educational functioning and emotional well-being. The behaviour(s) must be evident in the home, school and community environments. The student must have a current report from a specialist medical practitioner or registered psychologist with appropriate clinical experience, which details the nature of the behaviour(s). There must also be documented evidence of ongoing individual intervention by a mental health practitioner or school counsellor.
  
• Autism - Students with autism must have a current report from a specialist medical practitioner or registered psychologist with appropriate clinical experience. The report must detail the nature of the student’s disorder. Documented evidence must indicate a developmental disability affecting verbal and non-verbal communication, social interaction and emotional development that significantly affects the child’s ability to learn. There must be information of a functional assessment consistent with the student’s disorder.

Decisions on eligibility for funding will be based on the information provided on the application form. If information on any child is incomplete, funding will not be considered for a Capital Grant.

Personnel of the ISP may seek verification of information during the assessment process. It is advisable that all supporting documentation be available to the Department from the time of application.

2 Projects

2.1 Types of projects funded

The types of projects that may be considered for funding are:

• the purchase of land with buildings or, in special circumstances, without buildings. Examples of projects funded previously include:
  • the construction of early intervention services that are co-located with a mainstream early childhood service i.e. preschool or long day care centre.

• the erection, alteration or extension of buildings or other facilities including outside developments. This includes conversion of buildings or facilities to alternative uses or their
upgrading to modern standards, but does not include maintenance work which should be funded from recurrent income. Examples of projects funded previously include:

- access pathways to promote physical access for children with disabilities attending preschool or long day care centres;
- modifications to bathroom facilities;
- construction of ramps.

- the provision of specialised equipment or specialised furniture. That is, equipment or furniture that supports a child’s or student’s attendance in an educational setting. If this equipment or furniture is not provided then the child or student may not be able to attend. Examples of projects funded previously include:
  - standing frames and seating equipment;
  - grab rails and toilet rail surrounds;
  - hydraulic nappy change tables.

2.2Types of projects not funded

Funds are not available for:

- retrospective assistance. An application is considered to be retrospective if the organisation enters into a commitment (e.g. signs a contract) prior to receiving a formal offer of a grant from the State;
- those parts of facilities which are proposed for use by people over the age of eighteen years of age;
- the purchase of cars, buses and other vehicles;
- rental costs of accommodation;
- residential accommodation that is not essential to the provision of educational programs or services;
- projects whose main benefit is for children or students without disabilities rather than those with disabilities. Projects where the purpose is satisfying the Department of Community Services Children’s Services Regulations for example; or
- projects undertaken by before and after school care facilities, vacation care facilities and respite facilities as the prime responsibility of these facilities is one of care rather than education.

Example of projects given a low priority and not funded in previous years include:

- Creating segregated rooms;
- General refurbishment;
- Upgrade to facilities to meet DoCS Children’s Services Regulations where children with a disability will not be attending in the year of funding;
- Request for generic early childhood equipment;
- Request for photocopiers, air conditioners, fax machines and office equipment;
- Therapy rooms and therapy equipment;
- Non specialised gross motor equipment;
- Replacement of current accommodation with new accommodation;
- Non co-located services i.e. early intervention services not positioned with a mainstream early childhood service;
- Teacher’s resources; or
- Digital cameras, video cameras, computers and IT equipment.
3 Grant application and assessment

3.1 Application process

The original plus one copy of the completed application form, together with any attachments, must be provided by the closing date of Friday 26th August, 2005.

Late applications will not be considered.

Applicants are requested to complete the application form in the format provided. No additional information other than what is requested in the application form is to be attached. All plans, drawings or photographs of existing or proposed facilities must be provided by the closing date.

If applying for equipment or furniture please provide photocopies or sample pictures from catalogues to support your application.

The application form is divided into three parts:

- Part A – Organisation and Project Profile, must be completed by all applicants.
- Part B – Organisation Financial Information, must be completed by those applicants who are applying for a grant over $20,000.
- Part C – Certification, must be completed by all applicants.

3.2 Assessment process

Applications are assessed by staff of DET and assisted where appropriate by members of the Intervention Support Advisory Group (ISAG). The advisory group consists of representatives of peak organisations and organisations in receipt of funding from DET.

As there is a large demand for the available funds, not all applications will be successful. Organisations should be aware that the approved grant may be less than the grant sought. Furthermore, the awarding of a grant does not imply any commitment to fund subsequent stages of multi-stage building projects.

3.3 Assessment criteria

When the applications are assessed a range of factors are taken into account including:

- The degree to which the proposed project will support or improve the educational participation and outcomes of children or students with disabilities
  - does the project accord with the Australian Government’s objectives and priorities for children with disabilities?
  - in what way does the project address the particular needs of children or students with disabilities?
  - does the project promote the integration of children with disabilities into regular early childhood programs and schools?
  - are new facilities to be co-located with existing services to avoid duplication of services and promote inclusion?
- The extent to which the proposed project is the most economical and effective way to meet the educational needs of children or students with disabilities
  - is the project part of a well-developed strategic plan for the Centre's future?
  - in the wider context of the local area, would the project complement or duplicate existing educational facilities?

- Evidence of support for the proposed project
  - have relevant authorities and the community been consulted and is there support for the project?
  - are there any objections?

- Evidence of the organisation’s financial viability
  - does the organisation have access to continuing and secure sources of recurrent funding?

4 Project Funding

4.1 Funding scope

The ISP provides annual submission based funding to support educational services for children and students with disabilities. Grants from the Program are for capital projects that are integral to programs designed to improve educational outcomes for children and students with disabilities.

Funding is non-recurrent and is paid to an organisation to complete a project as specified in the terms and conditions of the funding agreement.

4.2 Funding approval

A Schedule of Recommendations is presented to the NSW Minister for Education and Training for consideration and approval.

Organisations will be notified in writing of the outcome of their application.

The organisation accepts the offer of funds and enters into a contract with the NSW Government to fulfil the objectives and requirements stipulated in these Guidelines.

For grants in excess of $20,000 a Funding Agreement is prepared which both parties must sign. A copy of the signed Agreement is retained by both parties.

For grants of $20,000 or less a Form of Acceptance agreeing that services will be provided in accordance with the terms and conditions of these Guidelines, is signed by the funded organisation.

4.3 Payment of funds

Organisations that are approved for funding will be required to accept a formal offer of funding before any payment is made.
For projects for which a grant is approved, funding will be paid as follows:

- **for grants less than $20,000**: total funding will be paid upon return of the *Form of Acceptance 2006* and relevant attachments, and approval of these documents by the DET;

- **for grants between $20,000 and $74,999**: total funding will be paid upon return of the *Funding Agreement 2006* and relevant attachments and approval of these documents by the DET;

- **for grants over $75,000**: the first payment will be processed upon return of the *Funding Agreement 2006* and relevant attachments and approval of these documents by the DET.

**There is no automatic refunding of projects.** Any proposal for further funding (other than a variation to the existing conditions under which the grant was accepted) will be subject to a new application, assessment and availability of funds.

All payments will be made by Electronic Funds Transfer (EFT). Organisations may formally request exemption from this method of payment, if required.

Any unexpended funds must be returned to DET within two (2) calendar months from the day after the completion of the project.

### 4.3.1 Other requirements

Organisations are required to keep funding in an account with one of the following organisations:

- a credit union
- a bank, or
- a building society.

A funding account must be either:

- a separate account
- an independent part of an account you already have, where fund transactions can be identified and audited.

### 4.3.2 Goods and Services Tax (GST)

Grants will be ‘grossed up’ by 10% where the recipient is registered for GST and the grant is subject to GST. For those organisations whose funding is ‘grossed up’, 1/11th GST on the funding that is received from DET, must be paid to the ATO.

Subject to the agreement of the funded organisation, the DET will generate a Recipient Created Tax Invoice in respect of the supplies made by the funded organisation.

Organisations which carry on an enterprise may apply to the Australian Taxation Office (ATO) for an Australian Business Number (ABN). An ABN will be required in order to register for the GST. Under the PAYG legislation, where suppliers do not quote an ABN the DET is required by legislation, except in very limited circumstances, to withhold 48.5% of the payment and remit the withheld amount to the ATO. To ensure that monies are not withheld DET suggests that organisations apply for an ABN.
5 Requirements

5.1 Contractual obligations

Organisations approved for funding will be required to enter into an agreement with the New South Wales Department of Education and Training to ensure that the grant is properly applied and provide whatever reports and other information the DET may require under the terms and conditions of the *States Grants (Primary and Secondary Education Assistance) Act 2000* and DET’s terms and conditions of funding.

The organisation must notify the DET if it has entered into any other Funding Agreement with the Department of Education and Training (State Government), the Department of Education, Science and Training (Australian Government) or any other State or Australian government department. You may be required to satisfy DET that you have completed or are satisfactorily complying with all the terms of that Agreement. DET does not have to give you any payment until you do so.

5.1.1 The funding agreement

The funding agreement provides the following details:

- parties to the contract
- the stipulated level of funding the NSW Government will make to the organisation for the specified purpose
- the method of providing the funding payments
- the activities to be carried out
- the organisation’s reporting requirements during and at the completion of the funding period.

The funding agreement also details the specific requirements of funding which include:

- obtaining written quotations
- undertaking an open tender process to ensure adequate levels of competition to improve value for money outcomes
- preparing and issuing all documentation necessary to obtain competitive tenders
- engaging an Independent Consultant to supervise work.

5.1.2 Funding from other sources

The organisation must satisfy the DET that funding provided by other sources for the approved project is available for immediate use.

5.1.3 Failure to meet conditions

Failure to meet the Program requirements and conditions of funding could result in the suspension or termination of the funding. In such cases the organisation will be advised and consulted prior to any action being taken. Repayment of funding, in part or in whole, may be required.
5.1.4 Project management responsibilities

Organisations are responsible for:

- the administration and financial management of the project
- ensuring all conditions in the funding agreement are met
- setting up an effective management structure to oversee the project
- accepting all legal and other responsibilities as employers of project staff, including adherence to industrial awards, where they apply
- recruiting and supervising staff to operate the project
- monitoring staff to ensure all project responsibilities are met
- fulfilling the necessary reporting requirements specified by DET
- implementing the agreed project.

5.2 Technical requirements

The Department may wish to correspond with organisations electronically. This will require a computer with internet access. However, electronic applications and communications are not mandatory at this stage.

5.3 Project records

Projects will be required to maintain internal records to support data requirements as outlined in this document and in the terms and conditions of the funding agreement. These records will need to be made available for monitoring visits and departmental audits. Projects also need to ensure that the following records are kept for each child funded:

- The Parent / Carer / Adolescent Certification Form - *Use of Personal Information* (Attachment A) or its equivalent is to be signed by the adolescent/parent/carer for each child/adolescent included in the application for capital funding for children with disabilities. Their signature on *Attachment A* to these Guidelines will authorise the organisation to provide details to the Department for the purpose of assessment of eligibility for *Intervention Support Program* funds and for monitoring the use of those funds.

5.4 Performance and financial reporting

To ensure the Program’s aim and objectives are being achieved, project activities may be monitored by the staff of the *Intervention Support Program* or the Audit Directorate of the DET by means of:

- visits to projects
- analysis of project accountability documentation
- analysis of financial activities reports provided by the organisation
- other information that may be requested from the organisation from time to time.

Performance is assessed against the objectives of the Program, the *Program Guidelines 2006* and the terms and conditions of the funding agreement. DET involvement in monitoring activity is integral to advising the Minister on the overall development and performance of the Program. It is also a mechanism for highlighting recommended practice and for identifying projects which may require assistance to improve their performance.
Organisations will be required to provide accountability documentation on the project as specified in the funding agreement and sections 5.4.1 and 5.4.2 of these Guidelines.

5.4.1 Educational accountability

Organisations must complete the Educational Accountability Report at the completion of the project. This report will include:

- information on education programs being implemented by the organisation
- educational outcomes of the capital project
- method/s for monitoring children’s/student’s outcomes to ensure the objectives of the Australian Government are being achieved.

5.4.2 Financial accountability

- Projects funded up to $19,999 must provide:

- Projects funded between $20,000 and $74,999 must provide:
  - the Audited Statement of Income and Expenditure
  - the Independent Consultant’s Statement of Final Costs if the project funding is greater than $50,000;
  - the Certificate of Expenditure, if the project is not completed as stated in Attachments B or C to the funding agreement.

- Projects funded $75,000 or more must provide:
  - the Financial Statement of the Receipt and Expenditure of Preceding Instalment and, at the completion of the project
  - the Audited Statement of Income and Expenditure and
  - the Independent Consultant’s Statement of Final Costs.

5.4.3 Request for contact details

DET often receives requests for contact details and information on the Intervention Support Program projects from other government departments and members of the public. Enquiries have also been received from students seeking information for a project or a work experience placement, parents, media interest in producing a story and peak bodies seeking contact with community organisations in their area of interest. As it is in the best interest of the Program to widely promote its existence, DET officers will provide contact information where it will benefit the Program.

5.5.2 Communications

In day to day matters of service delivery staff of DET will communicate directly with project staff. Where there are serious concerns about the implementation or financial management of the project and/or matters of a legal nature, communication will be with the Management Committee.
5.4.3 Indemnity and insurance

All personnel employed by the organisation in whatever capacity shall be the sole responsibility of the organisation. DET will not indemnify the organisation in respect of such personnel for any act or claim resulting from such employment. Organisations must take out and maintain Public Liability and Risk Insurance for at least $10 million and any insurance policies that the Workers Compensation Act, and any other law requires.

5.4.4 Research

Organisations may be required to participate in research projects and evaluation conducted as part of the Program.

5.4.5 Promotion

Organisations that are approved for funding will be required to satisfy specific conditions relating to announcements, acknowledgements, official openings and signs and plaques. The organisation must agree that the Australian Government and State Departments will provide details of this project, where appropriate to other Government Departments and members of the community.

5.4.6 Equity

DET supports the inclusion of equity principles in the design and delivery of its programs and services and promotes equitable practice through adherence to established policies. Equity principles are intended to ensure that all people have fair and reasonable access to services provided through DET funded programs.

In carrying out the project, you should be aware of equity principles and apply those where practicable to your funded project. In your use of funding for project purposes you must not adopt policies and practices which are inconsistent with the equity policies and practices of DET.

Organisations should also ensure that all practices are consistent with the principles of Equal Employment Opportunity, and Anti-Discrimination and Occupational Health and Safety Acts.

5.4.7 Privacy and evaluation

The DET is committed to respecting the privacy of individuals who receive a service through its programs.

In requesting client information from organisations, the DET must be aware of:

- obligations governing storage of information
- rights of individuals to whom the information relates
- obligations of record keepers to limit use
- limits on use to which information can be put.

Organisations should ensure that clients receiving a service from the funded project are advised:

- the purpose for which the information about them is being collected, and
- the people or agencies that may be granted access to the information.

They should also ensure that clients authorise the use of their information for these purposes.
Organisations are required to advise clients that from time to time DET will undertake surveys to determine client satisfaction and to measure performance of the service in meeting the stated objectives.

Organisations are required to make available such client information as is reasonably requested by DET. DET will consult with organisations at the appropriate time regarding the nature of the intended survey and the precise level of information required.

DET policy ensures that wherever personal information is made available, strict confidentiality will be maintained and that the information will be used only by the Program, and only for its stated purpose.

The Parent / Carer / Young Person Certification Form – *Use of Personal Information* (Attachment A) is to be signed by the parent(s) / carers of each child / young person included in the Capital Grants funding application form. Where a residential care facility is applying for funding it is appropriate to request the signature of the parent(s) / carer / young person. Their signature will authorise the organisation to provide child details to the Department for the purpose of assessment of the child’s eligibility for the Intervention Support Program funds and monitoring the use of those funds.

### 5.4.8 Child protection requirements

Your organisation is required to be familiar with and comply with the provisions of the current Government’s Child Protection legislation. The following acts will underpin the Government’s child protection policies and the development of individual agency policies, practices and procedures:

- The Children and Young Persons (Care and Protection) Act 1998;
- Commission for Children and Young People Act 1998; and

The DET will determine its own policies and procedures to ensure it complies with the legislation. You are required to comply with any requirements of the DET that apply to your organisation. In particular, the child protection employment legislation prohibits convicted sex offenders from working with children and broadens the checking of those who want to work with children. It will be mandatory for all preferred applicants seeking child related employment to be screened.

You are required to have procedures in place to ensure compliance with the DET’s requirements.

### 5.4.9 Fraud provisions

DET is committed to protecting its expenditure and programs from any attempt by members of the public, contractors, grantees, agents, intermediaries or its own employees to gain financial benefit or other benefits by deceit. DET is strongly committed to fraud prevention and control through verification of the accuracy of information provided to DET and of the appropriateness of the use of funds provided by DET. Funded organisations should have policies and procedures in place to ensure risk management and fraud control.
6 Advice and support for organisations

6.1 Department contact

If you need to make further enquiries about the Guidelines or Application Form or the proposed project please contact:

Tracey Quick, Senior Coordinator       (02) 9266 8222
Vera Haikin, Project Officer          (02) 9266 8361
Toll free number                     1800 064 767
Fax                                  (02) 9266 8058
Email                                interventionsupport@det.nsw.edu.au

Websites
www.det.nsw.edu.au/eas/isp/
or
www.det.nsw.edu.au/cgpisponline

Address
Intervention Support Program
Department of Education and Training
Level 13, 1 Oxford Street (Locked Bag 53)
DARLINGHURST NSW 2010
Use of Personal Information

Child/Student Details

I have been advised by

.................................................................(applicant organisation)

that the information about.....................................(me/child’s name)

provided on the Intervention Support Program (ISP) Capital Grants for Projects at Non-government Centres Funding Application Form 2006 is used for the purpose of applying for and monitoring funding under the ISP. It will be used by the Department of Education and Training (DET) for assessment of eligibility and monitoring of program implementation. I have been advised that DET will be granted access to the information, that provision of this information is voluntary and that it will be stored securely.

I am aware that if I do not provide all or any of this information the project will not be considered for funding.

(You may correct any personal information provided at any time by contacting the Senior Co-ordinator, Intervention Support Program on (02) 9266 8222 or the service providing support to you or your child).

Signed:  _______________________________________________________________________(Self/Parent/Carer)

Date:  _____________________________________________________________________________

Please note: This form or its equivalent must be provided to DET with the Funding Application Form 2006. (Refer to 5.5.7 Privacy and Evaluation)