

Community Impact Grant Program 2021/2022 Round 4 (applications over \$2,000)

Application Form - Community Impact Grant Program 2021/2022 (over \$2000)

Application 00565 From Dr Anthony Cree OAM - DRAFT

Eligibility Checklist

*** indicates a required field**

Thanks for applying to the Community Impact Grant Program!

It is strongly recommended that you read the following documents before completing this form:

- [Community Impact Grant Guidelines 2021/2022](#)
- [Budget Tip Sheet](#)
- [Making your Project More Inclusive Guide](#)

It is also important to have ready all the documents you will need to upload. See the 'Submission Checklist' in the Grant Guidelines for a list of documents you may need.

For enquiries about the application process, please call Council on 5320 5500 or email communityengagement@ballarat.vic.gov.au

Please note: Incomplete applications and/or applications received after the closing date will not be considered.

The following section **MUST** be completed

Is your organisation incorporated? *

Yes No

If you are not incorporated, do you have an auspice arrangement with an incorporated organisation for this project?

Yes
 No

If your organisation is not incorporated and not auspiced by an incorporated organisation, you are not eligible to apply for funding

Does your organisation or auspice organisation have public liability insurance to the value of \$20 million? *

Yes
 No

If you do not have public liability insurance, you are not eligible to apply for funding. You will need to provide a Certificate of Currency to demonstrate insurance coverage

Please upload a Certificate of Currency for Public Liability Insurance *

Filename: Certificate Of Currency - Public Liability Insurance 2021-2022.pdf

File size: 239.5 kB

Does your organisation operate within the municipality of Ballarat or are you partnering with a Ballarat-based organisation? *

Yes No

Projects are to be delivered within the Ballarat municipality. If your organisation is not located within the municipality you will need to demonstrate a partnership with an organisation that does operate within the municipality. (i.e. Document outlining the nature of the partnership)

Community Impact Grant Program 2021/2022 Round 4 (applications over \$2,000)

Application Form - Community Impact Grant Program 2021/2022 (over \$2000)

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If you are not a local organisation but are partnering with a local organisation, please upload evidence of a partnership arrangement

No files have been uploaded

Has your organisation previously received grant funding from the City of Ballarat?

*

- Yes
 No

If yes, have you met the acquittal conditions of that grant?

- Yes
 No
 N/A

Please contact Council Customer Service on 5320 5500 for advice on how to check on an acquittal

Organisation details

*** indicates a required field**

Applicant organisation details

Applicant organisation name *

Aboriginal Literacy Foundation

Physical address *

7 Eyre St
Ballarat Central VIC 3350
Must be an Australian post code

Postal address (if different from above)

PO Box 315 Flinders Lane
Flinders Lane
Melbourne VIC 8009
Must be an Australian post code

Applicant website

<http://www.aboriginalliteracyfoundation.org>

Must be a URL

Contact person *

Dr Anthony Cree

Position held in organisation *

CEO

Primary phone number *

(03) 9650 1006
Must be an Australian phone number

Community Impact Grant Program 2021/2022 Round 4 (applications over \$2,000)

Application Form - Community Impact Grant Program 2021/2022 (over \$2000)

Application 00565 From Dr Anthony Cree OAM - DRAFT

Mobile phone number

0400 627 923

Must be an Australian phone number

Email address *

acree@aboriginalliteracyfoundation.org

Must be an email address

Is your organisation: *

- Incorporated
 Being auspiced by another organisation

Incorporation details

State your incorporation registration number

A0047457E

Please attach your Certificate of Incorporation

Filename: Certificate of Incorporation.pdf

File size: 423.5 kB

ABN (if applicable)

71 134 934 091

Information from the Australian Business Register	
ABN	71 134 934 091
Entity name	The Aboriginal Literacy Foundation Inc.
ABN status	Active
Entity type	Other Incorporated Entity
Goods & Services Tax (GST)	Yes
DGR Endorsed	Yes (Item 1)
ATO Charity Type	Public Benevolent Institution More information
ACNC Registration	Registered
Tax Concessions	FBT Exemption, GST Concession, Income Tax Exemption
Main business location	3000 VIC

Information retrieved at 1:29pm yesterday

Must be an ABN.

If the organisation does not have an ABN, please submit a completed ATO Statement by a Supplier Form with your application, otherwise 46.5% of any approved grant may be withheld. Download the form from the [ATO website](#).

Please attach Statement by a Supplier form if your organisation does not have ABN

No files have been uploaded

Bank account details

Community Impact Grant Program 2021/2022 Round 4 (applications over \$2,000)

Application Form - Community Impact Grant Program 2021/2022 (over \$2000) Application 00565 From Dr Anthony Cree OAM - DRAFT

Provide the bank account details for your organisation or the auspicing organisation

Please upload the latest bank statement for the account or the current Annual Report *

Filename: 2021 ALF Financials.pdf
File size: 242.3 kB

Bank account details *

Account Name: The Aboriginal
Literacy Foundation
BSB Number: 013516
Account Number: 496001997
Must be a valid Australian bank account format.

Applicant organisation information

Please provide a brief description of your organisation. *

The Aboriginal Literacy Foundation is an incorporated association which was founded in 2003 following the closure of the Federal Government's ATAS Program (Aboriginal Tutorial Assistance Scheme). The ALF adopted the ATAS program's mission to raise the Indigenous literacy level to that of the non-Indigenous population. The ALF is also dedicated to promoting all Indigenous education while respecting traditional heritage and culture.

In 2018 the Aboriginal Literacy Foundation received a Citation from the World Literacy Summit in Oxford England for Excellence in Indigenous Tutoring. And in 2012 the Aboriginal Literacy Foundation received Vice Regal Patronage from Her Excellency Quentin Bryce AC the Governor General of Australia.

The ALF also lobbies state and federal governments for greater support of Indigenous literacy in schools and universities.

The Aboriginal Literacy Foundation undertakes the following:

1. Tutoring Indigenous students in afterschool and holiday programs (more than 5000 students tutored since 2003)
2. Providing books and library equipment for remote Aboriginal schools in northern Australia (150 plus schools)
3. The ALF holds Indigenous Heritage Literacy Camps during the holidays
4. The ALF lobbies for Indigenous literacy and provides research facilities, in recent years the ALF has lobbied all State Parliaments and addressed the Senate Standing Committee on Indigenous Education (see Hansard 2018-2019)
5. The ALF Indigenous Digital Literacy Hub is a virtual library of more than a thousand books that are open to all Indigenous schools and students to download without copyright restraints.

Must be between 20 and 300 words.

Describe what your organisation does, organisational aims and objectives and the type of activities your organisation undertakes

Project details

*** indicates a required field**

Project title *

Community Impact Grant Program 2021/2022 Round 4 (applications over \$2,000)

Application Form - Community Impact Grant Program 2021/2022 (over \$2000)

Application 00565 From Dr Anthony Cree OAM - DRAFT

COVID19 Catch up program for Local Indigenous students
Must be between 2 and 15 words.

Is this a new or existing project? *

- New
 Existing

Funding can not be sought for projects that are already underway or have been completed

Project Start Date *

11/07/2022

Estimate start date. Requests to fund money already spent are ineligible

Project End Date *

01/06/2023

Estimate end date.

Total Amount Requested *

\$10,000.00

Must be a dollar amount.

What is the total financial support you are requesting in this application?

Describe your project *

Our aim is always to be flexible and wherever possible provide innovative and proactive programs that will be of most benefit to Indigenous students. As such we have developed The COVID19 Catch-up Program for Local Indigenous Students. The most important aspect of this program is to identify and support Aboriginal students in need of assistance improving literacy skills.

Aboriginal students in Western Victoria, including the Ballarat region, were especially disadvantaged during the COVID19 school closures and restrictions. Almost 50% of Indigenous students in this region were unable to undertake distance education provided by the Education Department due to living outside the range of internet, having unsuitable computers, or most importantly living in a functionally illiterate family who were unable to provide support for their children's' education during the lockdown periods (ABS figures).

Support is vital as poor literacy skills lead to Indigenous students leaving school earlier and experiencing difficulty finding work (Griffith University Research 2018)

We feel this program can make an important difference and provide much needed support which is not available within the educational system at the present time. An important aspect of the ALF is that we provide individualised instruction based on diagnostic testing. We can often improve a student's reading ability by up to 3 reading years in the course of a 12 month program. We concentrate on upper primary and lower secondary students, as the most recent research from Griffith University (2019) indicates that literacy skills are the single most important factor in students completing their education. Through raising literacy skills during the upper primary and lower secondary stages of schooling, students are more likely to be able to complete their education, undertake further training, become employed, and break the generation welfare cycle.

The students will be recommended by schools or communities, and undergo non-invasive diagnostic testing including long established ACER tests (Australian College of Educational Research), the Schonell Silent Reading A&B, the Peters Cambridge Spelling test, and the University of New York Strinberg Vocab test. All students will have individualised programs to their specific needs and classes will be a max on 4 students per tutor. Where necessary we will introduce mentors to students. We estimate that over 100 students will benefit from

Community Impact Grant Program 2021/2022 Round 4 (applications over \$2,000)

Application Form - Community Impact Grant Program 2021/2022 (over \$2000)

Application 00565 From Dr Anthony Cree OAM - DRAFT

this project, which we plan to run over a 12 month period.

Our process is as follows:

1. Recruitment within the Aboriginal Community (co-ops, housing trusts, schools, Indigenous support staff)
2. Non-invasive diagnostic testing including ACER tests, Schonell silent reading A&B, Cambridge Peter's Spelling test etc.
3. Provide each student with an individualised program concentrating on their specific needs. Each student has a qualified tutor and all staff have working with children certification.
4. Termly and final non-invasive testing is used to establish the positive outcomes, all results are forwarded to teachers and parents/guardians.

Must be between 20 and 500 words.

Tell us what activities you are planning on undertaking, who will be involved, where the project will occur etc.

What are the primary areas of focus for this project/program? *

Education > Education support > Literacy and numeracy support

Education > Primary and secondary education > Two-way learning

You can select items from any area of the list - all have equal value. Only select sub-categories if you want to be more specific. In this question we want to know about the field of work (e.g. arts, sport, health), rather than the types of people it will affect (e.g. young people, refugees)

Why is this project needed? How do you know it is a need? *

This program is needed because it addresses well defined deficiencies in the education system that have been even worsened by the recent COVID19 lockdowns and Government restrictions. We believe that it will also be a great contribution to long-term Indigenous education.

Prior to COVID19, NAPLAN tests (2019) indicated that Indigenous children in this were up to 3 reading years behind their non indigenous peers (on the Schonell scale). Both educators and local Indigenous Leaders are of the opinion that the situation has worsened over the past 2 years, and there is no doubt that the lack of literacy support during school closures and lockdowns will have exacerbated this situation for many Indigenous youth.

Many Indigenous Parents/Guardians in regional Victoria are functionally illiterate (ABS figures approximately 50%), and families often do not have access to the needed technology or resources (eg. living outside the range of the internet, having unsuitable computers) required for homeschooling, especially without external support from tutors. Many of these Aboriginal households become dependent on their school aged children for assistance with tasks that require higher literacy skills such as filling out important paperwork and reading bills. This is quite a large responsibility for a child.

Indigenous students are far more likely than their non-Indigenous peers to leave school before completing year 10(average leaving age 14 years 6 months), meaning they are unable to undertake TAFE, Apprenticeships and other entry programs to a career. Our aim is to ensure that students stay on at school until this important key time in their education. It is only through our young Indigenous people completing their schooling and undertaking post school training that they will be able to secure a career and break the generational welfare cycle. These students will have the benefit of a career and full employment. Australian Institute of Health and Welfare figures (2009) show that Indigenous children demonstrated poor health, educational, and social outcomes when compared to their non-Indigenous peers, therefore by being given aids to stay in school longer means that they will be able to enjoy a better lifestyle and increase life expectancy.

As we have noted, we feel our work is especially important during the post-COVID period

Community Impact Grant Program 2021/2022 Round 4 (applications over \$2,000)

Application Form - Community Impact Grant Program 2021/2022 (over \$2000) Application 00565 From Dr Anthony Cree OAM - DRAFT

when students are readjusting to the classroom environment. Aboriginal students are particularly vulnerable due to remote and regional living and the unfortunately low level of literacy skills amongst the wider aboriginal community. For these reasons Aboriginal students often did not undertake distance education during the 14 months of school closures during the last 2 years. It is for this reason we regard our work as being especially important at this time.

Must be between 20 and 500 words.

Describe the specific issue or need you want to address. What evidence do you have that this is a need? (200 words recommended)

How will the funding be used? *

The total cost of this program is budgeted as \$20,000. We are seeking \$10,000 from the Ballarat City Council, with the other half being provided by our online support group, GiveNow.

As with all educational programs, the bulk of the funds will be spent on tutors and volunteer support. We also will be obtaining advanced computer software and literacy teaching games to support the tutorials. This program is to provide literacy support for some of the most disadvantaged young Indigenous Australians.

Must be between 20 and 500 words.

What goods and services will be purchased using grant funding?

Select at least two funding categories that your project aligns with: *

- Environmental sustainability
- Healthy, connected and inclusive communities
- Promoting community-focused economic outcomes, innovation and resilience

At least 2 choices must be selected.

Refer to the Grant Guidelines for information.

How does the project align with the funding categories? *

The COVID19 Catch up Program for Local Indigenous Students directly aligns with our chosen categories, as the aim of this program is to improve the educational and lifetime outcomes of students who are at risk of leaving school early. We hope to assist these students so that they are able to stay on at school, complete their education and possibly train for a successful career and a lifetime of employment.

We feel our work is especially important during the post-COVID period when students are readjusting to the classroom environment. Aboriginal students are particularly vulnerable due to remote and regional living and the unfortunately low level of literacy skills amongst the wider aboriginal community. For these reasons Aboriginal students often did not undertake distance education during the 14 months of school closures during the last 2 years. It is for this reason we regard our work as being especially important at this time.

Must be between 20 and 500 words.

Explain how your project links to the categories you have selected. Refer to the Grant Guidelines for information.

Who are the primary beneficiaries of this project/program? *

Education status > Primary school students

Education status > Secondary school students

Ethnic and racial groups > Indigenous peoples > Aboriginal and/or Torres Strait Islander peoples

Living environment > Rural/regional dwellers

Social and economic status > At-risk youth

Please choose only the group/s that are at the very core of this project/program

Community Impact Grant Program 2021/2022 Round 4 (applications over \$2,000)

Application Form - Community Impact Grant Program 2021/2022 (over \$2000)

Application 00565 From Dr Anthony Cree OAM - DRAFT

How will the community benefit from the project? How will it address the need you identified? *

The Indigenous Community in Ballarat has long suffered from poor tutorial support for students at school and at home. When ATAS was functioning in Ballarat more than 500 students a week were tutored at a cost of several million dollars. Following the closure, many of the students and some of the teachers joined ALF, however as a charitable not-for-profit institution we have never been able to compete with the previous Government service. It is hardly surprising that over the past 20 years the Indigenous literacy gap has not closed in the slightest and increased in some circumstances, particularly during COVID school closures. Many members of the Indigenous Community in Ballarat are well aware of these circumstances, and this program will provide some solace and relief, especially to parents of children who are struggling following the school closures.

The majority of Indigenous students in the Western Region do not complete their secondary education. The negative effect of this is felt throughout the community. It is important for the wider Ballarat Community to have a successful Indigenous population, educated, healthy and with a good lifestyle.

We expect that if this program is successful, it will attract funding from local Aboriginal co-ops or Federal Departments of Aboriginal Affairs. It has been our experience that often once our programs have been shown to be successful that they are taken up by government organisations. The Aboriginal Literacy Support Group (online GiveNow) is more likely to support the program once it is proven and established. This program can also be a model for other post COVID literacy programs in both the state and government systems of education. The success of such a program will be made available to other schools through publishing the results of our individualised tutoring. We think this can make a real difference for Aboriginal children, and the education system at large.

We are always willing to encourage volunteers to join our programs, thereby opening ourselves up to the wider community. All volunteers are required to undergo police checks and also to hold working with children certification. We do require volunteers at the present time to be triple vaccinated for COVID19 as Indigenous students are more vulnerable to COVID than their non-Indigenous peers.

Must be between 20 and 500 words.

How many people will benefit? How will your project benefit people and meet the need you identified?

How will you ensure the project will be accessible by people regardless of gender, age, cultural background, financial status or ability? *

The Aboriginal Literacy Foundation is committed to diversity in all aspects of our Organisation.

The Aboriginal Literacy Foundation and the programs we facilitate are not only dedicated to supporting Aboriginal youth to improve literacy skills, but also to promote all Indigenous education and respect traditional heritage of Indigenous cultures from all over Australia.

Our aim is always to be flexible and wherever possible provide innovative programs that will be of most benefit to Indigenous students. We strongly support time off school for heritage and cultural traditions such as Coming of Age Ceremonies, Returning to Land Traditions and Funerals for which most Indigenous families involve considerable travel and time off work and school. All these can be simultaneously promoted along with Indigenous language, traditional arts and crafts as well as the promotion of traditional storytelling - which we often use as part of our literacy program. We feel this program will not only promote Aboriginal children, but can be of long term benefit for the Aboriginal Community and the wider Australian society.

Often Indigenous girls particularly, are needed at home to help with siblings, and, often in remote and rural Australia they are starting their own families. Often there are also strong cultural factors in Indigenous culture against women's education and employment. We

Community Impact Grant Program 2021/2022 Round 4 (applications over \$2,000)

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regard Indigenous women's employment as critical not only for the women themselves but also for their families health and also for their children. A literate Indigenous woman is 5 times more likely to have children who are fully literate and twice as likely to have children who complete their school education and undertake post school training. Cultural factors are important in Indigenous culture and we strongly believe that we can also support traditional heritage as well as promoting school leaving amongst Indigenous girls.

The Aboriginal Literacy Foundation is strongly committed to inclusive education and we will include our Diversity & Inclusion Policy as an attachment.

See Council's ['Making your Project More Inclusive' Guide](#) for ideas

How will you know if the intended benefits of the project have been achieved? *

The Aboriginal Literacy Foundation has been a strong supporter of non-invasive and ongoing literacy testing. Initially all students undertake ACER (Australian Council of Educational Research) diagnostic tests which possibly for the first time in their schooling actually identify where the issues lie in their literacy limitations. We also test the students for their progress on a termly basis. We use well established International Tests including Schonell Silent Reading A & B, the University of New York Strinberg VOCAB Test and the Peters Cambridge Spelling Test. Testing provides students with an accurate literacy age in each category and students really enjoy being able to track their literacy improvements. Its important that we liaise with teachers, parents and guardians and have the support of the wider community.

We undertake periodic non-invasive testing of students to establish their reading age and potential learning difficulties. Over a 12 month period we expect our students to improve by 2.5 to 3 reading years; our criteria for success in this program would be that the majority of students would make this improvement and also that they would identify their prime learning difficulties.

At the end of the program we undertake non-invasive testing to establish changes in reading age and improvement in basic literacy skills (spelling, vocab, grammar, etc.) Our experience has been that students will improve by between 2.5 and 3 reading years over the course of the program. In most cases this is enough to ensure that students have the skills to cope with completing a secondary education.

As well as improving the reading age, we are also able to pass on the full testing results to the student's teacher, and often they're able to continue with the work that we have established in the program.

between 20 and 250 words

You will need to evaluate your project. How will you measure the effectiveness of the project? How will you know you have been successful?

Please upload any documents that support the need for your project

No files have been uploaded

A maximum of 3 files may be attached.

Are you partnering with another organisation to deliver this project? *

Yes No

If yes, please list the partner/s

Please provide any evidence of community support for the project

If you have letter/s of support please upload here:

No files have been uploaded

Community Impact Grant Program 2021/2022 Round 4 (applications over \$2,000)

Application Form - Community Impact Grant Program 2021/2022 (over \$2000)

Application 00565 From Dr Anthony Cree OAM - DRAFT

Maximum 3 letters can be supplied. Ensure that they are current and relevant to the project

Have you contacted Council to discuss your project? * Yes No

If yes, please provide the name of the Council Officer.

Budget

* indicates a required field

Is your organisation registered for GST? *

Yes No

If you are not sure, check with your Treasurer. • If your organisation is registered for GST, the funding allocation will be less the GST component.

Budget table - the budget is critical in the assessment of your grant application. It is important that you complete the table below and provide all supporting documentation

Refer to [CIGP Guidelines](#) and the [Budget Tip Sheet](#) for assistance in completing this section

Please **DO NOT** use commas to figures, e.g. write \$1000 not as \$1,000

Item or Activity	Total Cost	Contribution from Organisation	Amount Requested
	Must be a dollar amount.	Must be a dollar amount.	This number/amount is calculated.
	\$	\$	\$0.00
	\$	\$	\$0.00
	\$	\$	\$0.00
	\$	\$	\$0.00
	\$	\$	\$0.00

Budget Totals

Sum of Total Cost

\$0.00

This number/amount is calculated.

Community Impact Grant Program 2021/2022 Round 4 (applications over \$2,000)

Application Form - Community Impact Grant Program 2021/2022 (over \$2000)

Application 00565 From Dr Anthony Cree OAM - DRAFT

Contribution from Organisation

\$0.00

This number/amount is calculated.

Total Funding Amount Requested

\$0.00

This number/amount is calculated.

Approximately what proportion of requested funding will be spent at local suppliers? *

Please attach quotes for any items and services costing more than \$500

No files have been uploaded

Quotes ARE required for all goods and services over the value of \$500. Where possible, locally based suppliers are to be supported. Maximum 25mb per file attachment. Recommended no more than 5mb per attachment.

Is your request over \$10,000 *

Yes No

Please

Feedback, review and submit

*** indicates a required field**

Certification

This MUST be completed by the applicant organisation.

I certify that to the best of my knowledge the statements made within this application are true and correct, and I understand that if the Community Impact Grant Allocations Committee (on behalf of the City of Ballarat) approves the grant, I will be required to accept the terms and conditions of the grant as outlined in the grant application, funding agreement and/or letter of advice.

We agree *

Yes No

Certification must be agreed to by two representatives of the Applicant Organisation

1. Name (Chair or President) *

Dr Anthony Cree

Position *

CEO

2. Name (Secretary or Treasurer) *

Position *

Community Impact Grant Program 2021/2022 Round 4 (applications over \$2,000)

Application Form - Community Impact Grant Program 2021/2022 (over \$2000)

Application 00565 From Dr Anthony Cree OAM - DRAFT

Date *

Must be a date

Privacy Notice

Your personal information is being collected by City of Ballarat for the purposes of processing your grant application. Your information will be stored in Council's Customer Database and used to identify you when communicating with Council and for the delivery of services and information. For further information on how your personal information is handled, refer to Council's Privacy Policy at www.ballarat.vic.gov.au

You are now coming to the end of your application process. Before you **REVIEW** and click the **SUBMIT** button, please take a few moments to provide some feedback.

We would value any feedback you may have regarding our online grants application process.

Please indicate how you found the online application process:

Very easy Easy Neither Difficult Very difficult

How many minutes did it take you to complete this application?

Please estimate in minutes e.g. 1 hour = 60 minutes

Please provide us with any improvements and/or additions to the application process/form that you think we need to consider:

No more than 100 words.