PARENT HANDBOOK

SECONDARY SCHOLARSHIPS

CAPE YORK LEADERS PROGRAM

Be the pebble that creates a ripple effect of growth and success across your own life, through your family, your community and in your workplace.

Be the change.
Lead.

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CAPE YORK LEADERS PROGRAM – ACADEMIC LEADERS SECONDARY PHASE

Cape York Institute (now Cape York Partnership) was established in July 2004 by the Director of the Institute, Noel Pearson as an independent organisation to champion reform in Indigenous economic and social policy and to support the development of current and future Cape York leaders. Its guiding framework is the Cape York Agenda, which aims to ensure that Cape York people have the capabilities to choose a life that they have reason to value.

Cape York Partnership places great importance and a high level of focus on fostering and developing Indigenous leadership and recognises the need to encourage and support entrepreneurial approaches as a way to enhance life and maintain culture in Cape York.

In order to play a pivotal leadership role in the development of Indigenous leaders, the Cape York Leaders Program delivers a reputable and credible leaders program, which is delivered through a number of phases. The program phases attract both current and potential leaders of all ages from across Cape York communities. These programs are designed to develop individual Indigenous leaders, are highly beneficial to those enrolled and very relevant to the development of their communities. The success of these programs is due to a number of factors, including the initial selection of participants, intensive and ongoing case management, selection of appropriate tutors, mentors and support officers, high standard and supportive educational and training institutions, development of strong relationships with stakeholders, extra-curricular leadership activities, and committed staff.

Secondary Scholarships were developed in 2005 under the name of the Higher Expectations Program (Secondary) by Cape York Institute in partnership with the Macquarie Group Foundation and the Department of Education, Employment and Workplace Relations through its Indigenous Youth Leadership Program. Renamed to Cape York Leaders Program (CYLP) in 2010, the Program is now funded by the Department of Prime Minister and Cabinet from its Indigenous Advancement Strategy funding. CYLP has provided scholarships to over 500 secondary students from Cape York, Yarrabah and Palm Island.

"Natural Leadership is the power of self-determination and informal recognition of its inspiration and influence over fellow citizens. Natural Leaders can be found in families, community groups and in the full range of informal social, cultural, religious settings. Unlike Structural Leaders, they depend on no formal institutional power or recognition. Natural Leadership is something that potentially all people can demonstrate. Rather than thinking about 'community engagement', we should instead be thinking about how we can promote, motivate and support Natural Leadership. Let's develop Natural Leadership."

Noel Pearson, Founder of Cape York Partnership

YOUR TEAM

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RHYS HOLLO-RUSSELL

MANAGER CAPE YORK LEADERS PROGRAM: CAIRNS

Rhys is dedicated to Indigenous empowerment. The CYLP Manager oversees scholarship support and ensures students, families and staff remain committed to academic excellence. Working with the Team Leader and the Student Support Officers, he delivers quality education opportunities throughout Queensland.

Rhys leads a dedicated team and provides holistic support to scholarship participants. This includes fostering supportive relationships, ensuring access to tutors and mentors, and facilitating successful transitions from primary to secondary school. Transitioning from home life to a new educational environment takes time, and is a substantial adjustment that all successful scholarship applicants undergo. The CYLP Manager ensures students are supported the entire time and that their support networks can be a part of the transition experience.

Rhys is responsible for maintaining quality and timely reporting to the CYP Board, Cape York Partnership Executive, Partner schools and multiple Funding agencies. This commitment to transparency ensures that the outcomes of the program are worthy of the current financial investment. The role involves extensive strategic planning, development and leadership that is only possible through collaboration with partner schools, Indigenous liaison officers and the Cape York Community.

Rhys embodies a commitment to diversity and intolerance of discrimination, harassment and bullying. This commitment extends to the expectations of students and their families. All successful applicants are the beneficiaries of a world-class scholarship program that has invested in the people of Cape York for close to twenty years. This support thrives on reciprocity and respect, Rhys shares a vision for a strong and proud community of present and emerging First Nations leaders.

Connection to Country: Rhys is a Kokatha man from South Australia, who was born and raised on Irukandji saltwater Djabugay country in Cairns QLD.

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TAMARA HUNTING

TEAM LEADER ACADEMIC LEADERS: CAIRNS

The Team Leader Academic Leaders is the advisor to the SSOs and is the student support for the Cairns region. The Team Leader is also assigned to the recruitment process, working closely with the Scholarship Manager in interviewing and testing potential CYLP applicants.

With over 10 years' experience within our Cape York organisations, Tamara is knowledgeable of all of our families and the cultural complexities across our various communities. This allows for her to select suitable schools for our students, ensuring that students have the best possible educational experience, with the right supports in place at the matched partner schools. Providing cultural context has been a key element in building awareness and relationships with our partner schools.

Tamara has often organised Community Workshops with the help of OHubs, parents and stakeholders. These occasions allow an opportunity for school leadership representatives to visit communities and walk on country. The main purpose is to form connections with families in community, to gain important insights and greater appreciation of where their students come from as well as the importance of understanding the challenges students face as they learn to work between two worlds.

These community touchpoints are a valuable aspect of the CYLP partnership with the schools and has been an investment that has resulted in stronger relationships and higher retention rates amongst CYLP students across our regions.

Connection to Country: Guugu Yimithirr Warra Nation, Dharrba Clan Hope Vale/Fraser Island/Yarrabah

"I love helping communities, families and students to be more. I also have a love of the program and our students, watching our mob succeed."

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KYLIE MITCHELL

STUDENT SUPPORT OFFICER: TOWNSVILLE, CHARTERS TOWERS & ABERGOWRIE

Kylie is the Student Support Officer (SSO) of the Townsville region. She has over 10 years working in Indigenous Education and Indigenous Student Support at our Partner Schools, The Cathedral School and Columba Catholic College. During that time, she supported several CYLP students to successfully complete secondary school. Kylie's extensive experience in education includes providing classroom support to students and teachers, assisting teachers with implementing Indigenous Perspectives in the curriculum and sharing essential cultural knowledge and understanding with teaching and boarding staff to ensure the students experience a safe and comfortable transition to boarding school.

Working with secondary students is where Kylie thrives. For her, the most rewarding aspect of working with secondary students is when they realise that their culture and knowledge is their strength, and they grow proud of their identity and are no longer afraid of standing out.

Connection to Country: Mother's side: Gudjala; Father's side: Kuku Djungan and Warrgamay. Kylie was born and raised in Charters Towers on her Grandmother's country.

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TESSA BULSEY
STUDENT SUPPORT OFFICER: BRISBANE

As a Student Support Officer (SSO), Tessa's role with Cape York Leaders Program involves supporting and mentoring of our young leaders in their secondary schooling. Tessa is an alumna of Cape York Leaders Program, graduating from Stuartholme School in Brisbane in 2015. This history provides her with a well-developed and close relationship with the scholarship, and she has always remained connected with everyone within CYLP.

Since graduating from Stuartholme School Tessa went out into the community searching for the right career path. She has worked with Queensland Health as an administration officer on Palm Island, the Cathy Freeman Foundation as their Sprints Coordinator, the Australian Defence Force as a recruit, and then joined Max Employment as a Job Coach, from which her passion for community development was found. She excelled within the Employment Industry, becoming site manager, and enjoyed assisting and providing support for our unemployed Australians, and getting them back into the workforce.

Becoming a part of CYLP now provides Tessa the opportunity to mentor our Indigenous youth, directly supporting them to further their education and excel in their journey as young indigenous leaders.

Connection to Country: Mother's Side: Noonukal Tribe of (North Stradbroke Island) & Argun/Thupmul Clan from Badu Island. Father's Side: Kuku-Yalanji, Guugu Yimithirr (Cooktown), Lamalama Tribe & The Bwgcolman People of Palm Island.

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SHANIA CONLON
STUDENT SUPPORT OFFICER: ROCKHAMPTON

Shania holds experience in administration and youth work providing her with the appropriate tools and knowledge to be able to provide exceptional mentorship and support to our CYLP students.

In her role as SSO, Shania is responsible for the strategic planning and management of 46 secondary phase academic leaders spread among three high schools located in Rockhampton and Yeppoon. Within this role, developing and fostering ongoing supportive relationships with students, families, school staff and communities is paramount. Nurturing these relationships ensures successful transitions for students and families from home life to boarding school life.

Shania is committed to encouraging and supporting First Nations Youth to capitalise every available opportunity that will constructively benefit them in areas including but not limited to academics, leadership, employment, advocacy, and sporting.

Connection to Country: Shania identifies as a Wakka Wakka woman who was born and raised on Darumbal Country in Central Queensland.

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HOLLIANNE HOLLINGSWORTH
ADMINISTRATION OFFICER: CAIRNS

CYLP Administration Officer is responsible for providing administrative and operational support for the Cape York Leaders Program. The major accountabilities of the position to provide general administrative assistance, support student transition process, provide accounting support and act as the main point of contact for CYLP.

Hollianne joined CYLP in April 2023, she enjoys working for CYLP as she gets to greet and chat with our Indigenous students at the airport. She have worked with kids before as a supervisor at Coles 2019-2021, which taught her to be patient and understanding with kids and young adults. She has enjoyed getting to know the CYLP students and families.

Hollianne was previously employed at an Indigenous elder's village where she completed her Cert III Administration Traineeship. Here she spent time engaging with the Indigenous Elders from the Cape and other parts of QLD in their daily life, and help assisting them with phones calls to loved ones.

Listening and helping our Indigenous Elders has shown Hollianne what great things she can learn and achieve.

Connection to Country: Father's Side: Doomadgee - Gangalidda & Waanyi / Lockhart River & Aurukun. Mother's Side: Sui-Baidam Clan from Saibai Island.

CAPE YORK LEADERS PROGRAM

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PROGRAM BENEFITS

Secondary Scholarships

The Secondary Scholarships support and assist talented Indigenous students enter credible academic institutions and graduate with a standard of excellence.

APPLICANTS	Academically talented indigenous students living within the Cape York region who are entering into or currently undergoing secondary education and are successful in the competitive selection process.
PURPOSE	Maximising educational and career opportunities by strengthening students' academic, social and emotional capabilities, allowing them to go on to prosper within the workforce.
FEATURES	Selected students are offered scholarships to Queensland's leading boarding schools and highly acclaimed Australian tertiary institutions and are provided with ongoing case management and support networks throughout their education.

Student Benefits

Secondary Scholarship students will receive a range of benefits, including the following:

- scholarship funds from the Federal Government to provide financial support for families to assist with meeting the costs of boarding and tuition, as well as other compulsory school fees and excursions;
- an annual allowance for a set of uniforms, pairs of school and sports shoes and books, stationery and educational equipment;
- private tutoring can be provided in addition to school tutors to assist students to achieve academic excellence;
- invitations to attend Leaders conferences/camp organised by CYLP to assist with their study skills, career planning, motivation and leadership development;
- ongoing support from a Student Support Officer (SSO). The SSO will maintain regular contact between students, parents/guardians, schools and home communities, and will assist students and their families with the transition to boarding school; and
- (where not otherwise provided by the student's school), laptop computers are provided for school use.

As a parent/guardian of a Secondary Scholarship student, you can be assured that:

- Your child has been selected through an independent and open selection process as a young Indigenous person who has the drive, ability and family support to complete Year 12;
- Your child has been identified as having:
  - ✓ qualities to do well at school;
  - ✓ qualities to become a leader; and
  - ✓ the commitment of themselves and their family to complete school to Year 12.
- The Cape York Leaders Program will act in your child's best interests at all times;
- You will be able to contact your child's Student Support Officer (SSO) or CYLP at any time by phone or email;
- The school your child is attending has proved it will be committed to you and that it will do everything it can to help your child do well in their studies;
- Your child will be helped by the Cape York Leaders Program and their school to develop an individual leadership plan. The plan will outline all the important things that your child wants to do and achieve at school;
- The Cape York Leaders Program and your child's school will talk to, and listen to your child in order to:
  - ✓ ensure that your child is settling into school life;
  - ✓ ensure that your child's studies are going well;
  - ✓ ensure, your child is well-cared for at boarding school;
  - ✓ ensure that your child feels a part of the school community and has the opportunity to participate in positive things;
  - ✓ ensure that your child's culture and beliefs are respected; and
  - ✓ ensure that your child receives additional help with their studies that they may need, with a tutor or a mentor.
- The scholarship your child has earned will give them wonderful opportunities to:
  - ✓ enjoy school and make new friends;
  - ✓ learn to get along with others so that they respect your child and your child respects them;
  - ✓ learn about the right thing to do in many different situations;
  - ✓ learn about themselves and their inner strengths;
  - ✓ undertake study courses that are interesting but that also challenge them;
  - ✓ succeed as a student by working hard and never giving up;
  - ✓ feel proud about themselves and what they are achieving;
  - ✓ make their own good decisions;
  - ✓ learn to accept responsibility for these decisions;
  - ✓ become involved in positive activities where they will learn good things about themselves as a person;
  - ✓ learn positive things from different people, including their school friends, that they will value all their life;
  - ✓ learn many skills so they can be a leader who is respected by other people; and
  - ✓ learn how to use up-to-date equipment, including technology to support their learning.
- Cape York Leaders Program and your child's school will take notice of anything that is worrying them or is stopping their progress and discuss with you;
- Cape York Leaders Program and your child's school will want your child to talk to them about anything that is worrying them;
- Cape York Leaders Program and your child's school will talk with your child and you so that they can complete school to Year 12;
- Cape York Leaders Program and your child's school will treat them with respect and assist them to handle any problems they may have in school; and
- Your child will have access to family via phone and email at all times as a boarding student, but it is expected that families will support students to stay at school and complete their scholarship.

QUEENSLAND CERTIFICATE OF EDUCATION (QCE), ATAR & VET

The QCE is Queensland's senior schooling qualification. It is awarded to students when they complete the senior phase of learning, usually at the end of Year 12. To be awarded a QCE, students need to complete a significant amount of learning, at a set standard and in a set pattern, and fulfil literacy and numeracy requirements. Our scholarship students are on a pathway to university and will require an ATAR or they will be working towards employment, building their skills through VET courses.

What is an ATAR?

ATAR stands for Australian Tertiary Admission Rank and it is the rank used by universities across Australia to help them select Year 12 students for entry into their courses. The ATAR is a rank, not a mark.

This rank indicates a student's position relative to other students in their age group in any given year. It's expressed as a number on a 2000-point scale from 99.95 down to 0.00 in steps of 0.05. An ATAR of 80.00 does not mean a student got 80%. It indicates that the student placed in the top 20% of students in Queensland in their Year 12 age group.

Who calculates and releases the ATAR?

Responsibility for calculating and issuing the ATAR has been assigned to the Queensland Tertiary Admissions Centre (QTAC) on behalf of Queensland tertiary institutions. QTAC administers the application and offer process for tertiary institutions in Queensland (and a few institutions interstate) and has over four decades of experience in tertiary admissions.

What is VET?

(Vocational Education and Training) qualifications provide students with specific workplace related technical skills. The VET sector includes qualifications from Certificate I through to Advanced Diplomas. VET qualifications are offered by Technical and Further Education (TAFE) institutes and Registered Training Organisations (RTOs) such as private providers and some schools. Each Australian state or territory registers these organisations.

VET in schools (VETIS)

Queensland students may be able to undertake VET qualifications at school:

- as part of their school studies
- as a school-based apprentice or trainee scheme
- by enrolling in a qualification with an external RTO

For more information, talk to your guidance officer, career counsellor, VET coordinator or head of senior schooling.

VET qualifications, the ATAR and tertiary selection

Completed Vocational Education and Training (VET) qualifications may be used for tertiary selection in two ways:

- as one of the five inputs into a student's ATAR; and/or
- as a stand-alone basis for tertiary admission.

How will VET qualifications be included in the ATAR?

Each VET qualification level will have a single scaled score that can be included in the ATAR calculation. For more information about ATAR eligibility and what inputs can be included in the ATAR calculation, please refer to the QTAC website.

Relevant VET qualification levels for the ATAR are Certificate III, Certificate IV, Diploma and Advanced Diploma.

Each VET qualification at the same level will have the same scaled score, regardless of duration or content. This means, for example, that a completed a Certificate III in Hospitality will have the same scaled score as a completed Certificate III in Business.

Important! VET qualifications must be recorded as completed in your QCAA learning account to be included in the ATAR calculation.

RESPONSIBILITIES OF PARENT/GUARDIAN

Students selected to participate in the Secondary Scholarships are done so through a fair and transparent assessment of their suitability as a young Indigenous leader and on the basis of their academic capacity to successfully complete high school though to graduation for admittance into tertiary education to further progress academically.

Parents/guardians of Secondary Scholarship Students are expected to:

- provide solid family support and financial assistance to students and CYLP throughout their child's education;
- be, at all times, the first point of call for the student, school or Secondary Scholarship staff;
- be responsible for contributing to and meeting their financial obligations to CYLP to fund, in part, their child's education;
- Sign and adhere to Parental Payment Agreement;
- be responsible for financing expenses that are not covered by CYLP such as medical expenses, personal hygiene items;
- make sure that CYLP have up to date contact details for emergencies;
- be respectful to all school and CYLP staff; and
- encourage their child and lead by example in positive affirmation towards CYLP, not disparage the organisation that provides the program. This could affect our funding and limit opportunities for future Cape York children.

What will I need to contribute?

Supportive and encouraging environment

As parents/guardians of a Secondary Scholarship student you will be expected to make it your priority to provide your utmost support to their education and future by providing them with positive, encouraging and emotional support.

Financial contributions

As the parents/guardian of a Secondary Scholarship student you will be expected to commit to contributing the stated parental payments as well as providing your children with sufficient educational resources and funding to ensure their academic achievements are reached, social wellbeing and personal/leadership development.

How will I be supported?

As the parents/guardians of a Secondary Scholarship Student, you will receive financial support to pay for your child's education expenses including tuition administered by the Cape York Leaders Program directly with schools. For a full explanation of expenses covered by the Secondary Scholarship see the Resources section of this Handbook.

What we expect of parents/guardians

- **Parents/Guardians** are expected to review this Handbook prior to contacting CYLP staff with their enquiries;
- **Parents/Guardians** are expected at all times to be mindful of the importance of their own obligations and of the Secondary Scholarship Objectives i.e. for their child to graduate successfully with satisfactory results that will gain them entry into tertiary education;
- **Parents/Guardians** will respect that Secondary Scholarship Staff will at all times maintain and enforce the contents within this handbook;
- **Parents/Guardians** must maintain high expectations of the students and the Secondary Scholarship, and will at all times be empowered in line with CYP's 'Hand up Approach'. CYP's goal is to be rigorous yet practical in advocating for change. CYP is guided by the Cape York Agenda; its stated goal is to enable the people of Cape York to have the capabilities to choose a life that they have reason to value;
- **Parents/Guardians** will engage with school, boarding and CYLP staff with respect and refrain from using offensives and abusive language; and
- **Parents/Guardians** will not threaten school, boarding or CYLP staff.

What not to expect

The Secondary Scholarship is not designed to take on the traditional roles and responsibilities of parents/guardians as it is the traditional carer who is responsible for a child.

PARENT TERMS AND CONDITIONS

Secondary Scholarship resources are directed to benefit students who demonstrate a high level of academia and commitment to their studies at school. Students participating in the Secondary Scholarships will be monitored to ensure progress is being made and an annual review will be conducted for each school year to ascertain their ongoing eligibility to the Program.

Secondary Scholarships commit to providing continued support to students and their families where the following Terms and Conditions are being met:

- **Parents/Guardians** are required to provide permission for CYLP and their representatives of the Secondary Scholarship with access to their child's academic school reports and other information relating to their progress. This information is required for review and discussion with the student, school and parents/guardians where matters relate to the student's academic performance and well-being;
- **Parents/Guardians** who require their children to return home for funerals or cultural reasons must provide Secondary Scholarship Staff with prior written confirmation of the family or cultural need from their local Council or community service agent in order to verify the reasons for bringing home the child from school (events such as All Blacks, football carnivals, birthdays, rodeos, Cairns Show etc. are not classified as cultural events). In the case of a funeral, the letter should contain information confirming the relationship the child has to the deceased and the date of the funeral. CYLP will not organise travel to attend funerals without the date of the funeral being provided, with the exception of the passing of an immediate family member or primary carer;
- **Parents/Guardians** are required to contribute financially towards their child's education, and this payment is made to CYLP in addition to ABSTUDY paid to the school. A Payment Schedule is provided on page 16 and may be reviewed annually, and updated with each new year of enrolment at the discretion of CYLP;
- **Parents/Guardians** should make either an upfront payment each year, or arrange a weekly, fortnightly or monthly repayment option. This financial contribution must be maintained at all times in order to secure the child's ongoing eligibility in the Program. New applicants are required to fully complete Payment Option forms upon the acceptance of the student into the Program to enable parents to commence payments from the first week of the starting year;
- **Parents/Guardians** must ensure that their student is prepared and ready to arrive at school on time. This includes ensuring that your child is aware of flight or bus departure times from your home community and that they are on that scheduled flight or bus. Dates and times are contained in the itinerary provided by Abstudy at the end of each school term. If a student is unable to attend for any reason, the Student Support Officer should be contacted immediately. If a student is unable to attend for medical reasons or is required to return home due to ill health, a doctor's Medical Certificate must be provided to the school;
- **Parents/Guardians** are to encourage their children to participate in Secondary Scholarship activities and events and it is the role of the parents/guardians to provide formal permission. These activities, amongst other things, may include holiday camps, summer school classes, individual/group tutoring, guidance and review meetings with the Secondary Scholarship Staff and/or other representatives of Cape York Leaders Program. Please note that it is compulsory for students to attend all Secondary Scholarship Leadership Workshops;
- **Parents/Guardians** are required to ensure all mandatory requests by the Secondary Scholarship Staff in relation to student enrolments, completion of forms, arrangement/payment of finances etc. are met or completed each year to ensure students may commence or continue in the Secondary Scholarship for the new school year; and
- **Parents/Guardians** are required to attend important workshops, information sessions or other meetings as coordinated through the Secondary Scholarship which relate to their child taking part in the Cape York Leaders Program.
- **Parents/Guardians** should not disparage the organisation that provides the program. This could affect our funding and limit opportunities for future Cape York children. If an incident is reported and proved, there will be grounds to withdraw your child from the Secondary Scholarship.

MEDICAL

Parents/Guardians are wholly responsible for medical or dental treatment required by their child. Students must report to the school immediately if they are unwell.

Your child's school will act in the child's best interest in terms of maintaining their duty of care to students. Your child's school will ensure that parents or guardians are informed immediately of any health concerns or issues.

Secondary Scholarships don't cover the cost of medical or dental appointments or treatment costs. However in the case that the student requires such treatment, the Student Support Officer should be notified immediately. Secondary Scholarships will support the student and their family in developing a proactive strategy and at all times maintain a duty of care.

The Team Leader Academic Leaders must be notified in the event that the medical issue will affect the student's ability to attend school for an extended period which may affect the student's ability to attain a suitable result or complete the school term.

Where the student has contracted a minor communicable disease such as head-lice or scabies, the SSO will mediate between local Indigenous health professionals and the school to ensure the student is treated and returns back to school once cleared, with the least amount of disruption caused to the student's attendance as possible.

In the event that any medical issue affects your child's ability to attend school for an extended period, which may affect their ability to attain suitable results or complete the school term, the Team Leader Academic Leaders will assess the situation.

Medical expenses are the responsibility of parents and or caregivers. These expenses are not part of the Secondary Scholarship Agreement.

OUTINGS AND EVENTS

Extra-Curricular Activities

Secondary Scholarships provide students with regular opportunities to develop personally to enable them to grow and mature into stable young adults.

Personal development opportunities are delivered through local outings and events, which are aimed at building confidence and relationships, increasing a sense of pride and developing leadership skills.

SSOs will plan and arrange local outings and/or events that may range from an hour to an entire day. These outings and/or events will occur, as a minimum, once per term. These outings and events will be conducted outside of school and study hours.

Where it is not possible for these outings and events to be conducted outside of school and study hours, approval may be sought from the Team Leader Academic Leaders on the basis that the students attending the events are performing academically.

In some circumstances, students are invited and encouraged to attend interstate and overseas school trips to represent their schools. CYLP will only support such trips for students in year 11 and 12, and will only provide up to $1,000 per student.

Cultural Events

Parents who require students to attend significant cultural events must provide Secondary Scholarships with written confirmation (before the date of absence) from their local council confirming that the events are of cultural relevance (this is also an ABSTUDY requirement). Once the parent has completed this requirement they must inform Secondary Scholarship Staff of their intended travel dates and then they need to contact ABSTUDY to organise their travel.

Funerals

Parents requesting their child/children to return home for a funeral must provide CYLP and ABSTUDY with written confirmation (before the date of absence) from their local council or Indigenous organisation confirming the funeral and the student's relationship with the deceased. This is a compulsory CYLP and ABSTUDY requirement.

Once parents have completed this requirement, they must inform CYLP staff of their intended travel dates and then contact ABSTUDY to organise their travel. Whenever possible, travel should be organised after the funeral date is set to ensure the student misses the minimal amount of school.

ABSTUDY TRAVEL

ABSTUDY TRAVEL

Travel from community to school is organised and paid for by ABSTUDY. This covers travel from airport to school and vice versa. CYLP expects all members to abide by ABSTUDY travel guidelines.

New Travel Request Form

To assist both Services Australia and their travel provider, QANTAS Business Travel (QBT) to action travel requests in a timely manner and avoid any inappropriate bookings, a new Travel Request Form has been designed. This form is to be used for all travel requests/amendments/cancellations and will be completed and actioned by your child's school.

Orientation and Special Purpose Travel

- As a new boarding student, your child is required to attend an interview or other selection process before or after they are accepted at the boarding school. This travel is aimed at children who are boarding away from home for the first time, and from a remote community or location.
- CYLP recommend a dependent traveller, family or community member, supervisor or travelling companion to travel with you.
- An educational institution representative may also be able to get it in certain circumstances. If you are not ABSTUDY approved, CYLP will assist in ensuring that you and your child attend the orientation with their potential new boarding school as it eases the pressure of starting in the new year, they become familiar with the school and the staff, and most importantly, they get to meet new friends who they will be boarding with.

Special Purpose Travel

There may be an opportunity for you as a parent to attend their school for a special purpose e.g:

- An award or graduation ceremony
- A sporting event
- A school play
- A parent teacher interview

You can also get help for travel if both of the following apply:

- Your child is homesick, or at risk of suspension or expulsion
- A visit from your family will help your child stay in school

ABSTUDY can help with the cost of travel for up to 3 return trips per year for:

- A dependent traveller, family or community member, supervisor or travelling companion can also get it if they travel with the child
- An educational institution representative may also be able to get it in certain circumstances

Start And End of Term Travel

- Parent/Guardian must contact the school at least 6 weeks before the end of term with any changes to their child's travel; otherwise, current confirmed booking will stand unless approval for amendment authorised by Services Australia – ABSTUDY.
- The schools will book the end of term travel and the start of the next term travel for your child and all of their students during week 2 – week 3 of the term. We encourage our parents/guardians to contact the school prior to this if they know in advance that their child may need to travel on a different route or on different dates.
- Please remember that their scholarship requires strong attendance and that they are not to miss out on any school days without a valid reason.

"No Shows" Travel

- Parent/Guardian must contact ABSTUDY, their child's school and CYLP immediately of not travelling.
- Cancellations need to be made at least 24 hours before departure or will be considered a "no show"
- Students who miss their flights without good reason may NOT be entitled to ABSTUDY Fares Allowance. The Parent/Guardian will be responsible to re-book and pay for the student's travel that was missed for the rest of the school year.

Supervisor Travel

Supervisor travel can be accessed by Parents/Guardians and schools;

- Parent/Guardians can access supervisor travel under compassionate grounds, and orientation or special purpose travel;
- Services Australia encourages Parents/Guardians to accompany their child for the start of the year. This ensures that your child is settled in the new boarding school environment and provides an opportunity also for you to meet and talk to the Principal/Headmaster, teachers and other support staff;
- Schools can also access supervisor travel under orientation travel.

Compassionate Travel

- Your child can get help for 2 return trips to your place of study every year for any of the following:
  - An immediate family member is critically sick or hurt
  - Your child needs to go home because you're sick or hurt

  - A family member has died or you're going to a family member's funeral
  - You need to attend a community event under Aboriginal or Torres Strait Islander lore or kinship obligations
- Expelled students may have access to travel from the school to their permanent home ONLY where the school confirms all avenues under the interim arrangements have been exhausted (please contact Department of Human Services for more information);
- 5 working days' notice is needed prior to travel date requested.
- A close family or community member may also get the allowance to visit you at your child's boarding school.

Travel If Your Expelled

- Your child may get help to travel home if you're expelled from secondary school.
- ABSTUDY can only pay for this in specific circumstances and when there's no other solution.
- The school must confirm in writing that you meet this specific circumstances.
- Your child may be eligible for travel that is either to:
  - Your home
  - A location other than your home, if it's on your usual route

A dependent traveller, family or community member. Supervisor or travelling companion can also get the allowance if they travel with you.

Emergency Travel

- In the event of an emergency when your child may need to travel hoe from their boarding school, ABSTUDY may be able to assist, if not CYLP will step in to ensure they can:
  - Return to your home
  - Return to their place of study
  - Travel to an alternative safe location

A dependent traveller, supervisor or travelling companion can also get it if they travel with your child. This includes if they need to travel alone to meet you or after they take you both to your destination.

- Emergencies and disasters are serious and potentially dangerous conditions or events that need immediate action. They include any of the following:
  - Federal, state or local government declared emergencies
  - Natural disasters
  - Major accidents
  - Pandemic lockdowns
  - Fires
  - Cyclones
  - Floods

One Contact Person at Partner School

To ensure actioning of travel requests in a timely manner and avoid inappropriate bookings, ABSTUDY requires one contact person for all travel requests and queries from each school. As a Parent/Guardian, please find make yourself familiar with this person and build a good relationship with them with clear communication. They will be emailing you your child's travel itinerary every term.

Other ABSTUDY Information

- The school and/or Parent/Guardians may seek reimbursement for cost of travel undertaken where that travel was approved by Services Australia;
- Where possible, travel is not booked for weekends or after hours; and
- ABSTUDY encourages Supervised Travel and can assist with costs.
- CYLP Staff will attend the airport to meet Secondary Scholarship students transiting through Cairns on their way to and from school.
- Suspended students are not entitled to fare allowances;
- Documentary evidence is required prior to approving travel (e.g., Statement from school, doctor, hospital, community authority).

Please note: While ABSTUDY provide financial assistance to enable students to travel to attend school, the overall duty of care for students' rests with the Parents/Guardians and the Partner School.

Contacting ABSTUDY

- **Phone: 12 23 17**

KEY QUESTIONS ABOUT THE ACADEMIC LEADERS SECONDARY PHASE

How will the Secondary Scholarship support my child?

You can rest assured that your child will receive support from various avenues including from CYLP Secondary Scholarship, Student Support Officers and our partner schools. Your child will receive academic and social wellbeing support through the Secondary Scholarship, and CYLP will subsidise the cost of your child's education through financial contributions to partner schools to cover the cost of education expenses, including tuition, not covered by ABSTUDY or any other scholarship, funding or grant.

How will my child's progress be monitored?

School support is a feature of all CYLP partner schools. Each school contains two main areas for students: 'day school' which is the academic side of school, and the 'boarding house' where the students live on campus. Within the day school, there are specific staff who work closely with CYLP and other Indigenous students. These staff members closely monitor academic progress and liaise with Parents/Guardians and CYLP Student Support Officers to ensure that students are coping with the school curriculum.

In the boarding house, boarding staff monitor the students outside of day school. They maintain student study schedules and any other extra-curricular activities they undertake, such as sports or music lessons. Boarding staff often also assist with students settling into boarding life, and are often first to notice when students become homesick and assist with the transition.

Student Support Officers are the CYLP's Secondary Scholarship local area staff. They are located within the area of our partner schools to assist with transition into boarding school and academic progress. The SSO will make regular visits to partner schools to check in on students and liaise with partner schools to monitor CYLP students. For a detailed list of SSO duties and responsibilities turn to the 'Student Support Officer' section of this booklet.

What is my child's opportunities after a Secondary Scholarship?

Your child is expected to achieve results that will allow them to apply for and gain entrance into tertiary education. Students and their parents/guardians are encouraged to apply for scholarships to support their tertiary education and these may include external scholarships or an application to transition through into one of the CYLP additional phases:

- The CYLP Academic Leaders Tertiary (ALT) phase scholarship recipients receive funding to assist them to attend a tertiary institution. Scholarship funds are to be used to cover expenditure on enrolment and tuition, textbooks and other essential costs.

PARENTAL PAYMENTS

Parent(s) /Carer(s) of CYLP students are expected to commit to contributing parental payments.

Parents are required to keep up with Parental Payments to which they are allocated a Category – A, B and C.

The Parent/Carer of the Scholarship Recipient will be allocated a Category based on their combined household income. This information will be provided by you via you ABSTUDY application information or declaration of your combined family income i.e. group certificates or a statement from Centrelink:

CATEGORY	COMBINED HOUSEHOLD INCOME	TOTAL PAYMENT PER YEAR	PAYMENT PER FORTNIGHT
CATEGORY A	less than $54,000 per year	$1,300 per year	$50 per fortnight per child
CATEGORY B	between $54,001 – $100,000 per year	$2,080 per year	$80 per fortnight per child
CATEGORY C	more than $100,000 per year	$2,600 per year	$100 per fortnight per child

Additional siblings will be charged after an assessment has been undertaken by Cape York Leaders Program (CLYP). If you fall into Category C you will not need to provide your Combined Household Income evidence, but if we do not receive your Combined Household Income in a timely matter you will be charged into Category C.

You can make payments through two (2) different methods:

- DIRECT TRANSFER – You can make your payments by setting up a direct credit

BANK	WESTPAC
BRANCH	CAIRNS QLD
ACCOUNT NAME	Cape York Institute for Policy and Leadership
BSB NUMBER	034167
ACCOUNT NUMBER	434746
ID CODE	[surname], [initial of student first name]

- CENTREPAY– Organise your payments to be made through Centrelink using the above account details including our customer reference number which is CRN: 555 092 121X.

What happens if I miss one or more Parental Payments?

If any payments are missed due to unforeseen circumstances, you must contact CYLP as soon as possible. Parental Payments will be monitored monthly and reminder letters will be sent if payments are in arrears.

1. If the Parent/Carer of the Scholarship Recipient miss one payment to CYLP (failing to make one or more payments or paying less than the amount required by their signed Agreement), CYLP may declare the principal amount owing and due under this Agreement at the time to be immediately due and payable. If there is no reasonable excuse for non-payment, CYLP may suspend the Scholarship Recipient from the CYLP Scholarship.
   a) If CYLP are unable to contact the Parent/Carer via phone, warning letters will still be sent and counted.
   b) When a Parent/Carer falls behind in payments, a FIRST WARNING will be issued via letter (delivered via email) and phone call.
   c) If money is still owing two weeks from the date of the first letter, the SECOND WARNING will be issued via Letter (delivered via email) and phone call from CYP Finance.
   d) If money is still owing two weeks from the date of the second letter, the THIRD WARNING will result in immediate suspension of the Scholarship Recipient from the CYLP Scholarship. CYLP will contact the Partner School attended by the Scholarship Recipient to advise the Principal that the student is no longer on the CYLP Scholarship due to non-payment of the Parental payments outlined in the Agreement in this Handbook.
2. If, for any reason, you wish to alter the method or frequency of Parental Payments, you must advise CYLP in writing. If you advise of any changes over the phone, these must be confirmed in writing.
3. A Parent/Carer experiencing Financial Hardship must advise CYLP as soon as possible, and CYLP will endeavour to come to a mutual acceptable arrangement with the Parent/Carer regarding future Parental Payments.

Parents are advised to act on these arrears immediately; otherwise CYLP will conduct a review of your child/children's scholarship agreement, which may result in your child/children being withdrawn from the scholarship. Parents are reminded that a childs eligibility to receive the scholarship will be reviewed annually.

CYLP understands that sometimes the circumstances of Parents/Carers will change while their child is on the CYLP scholarship. You are expected to keep CYLP updated of circumstances that may affect your ability to make Parental Payments. If you are unable to make your Parental Payments for any reason, you must contact CYLP at the Cairns Office on 07 4042 7200. CYLP will try to come to an agreement with you as to how your Parental Payments can be adjusted during this time and minimise any disruption to your child(ren).

Failure to contact CYLP and make payment arrangements will result in your child's scholarship being terminated.

If your child is expelled from school or you withdraw them from their Partner School and CYLP, you will be required to continue Parental Payments for the amount that you were invoiced at the start of the year, unless you can provide CYLP and the school with 3 months' notice of withdrawal. CYLP are still required to pay school fees and boarding costs for the entire semester or school year if you do not advise in advance that your child will no longer attend their Partner School.

STUDENT RESPONSIBILITIES

Students selected to participate in the Secondary Scholarship will be expected to prioritise and focus on their academic achievements to gain their QCE with satisfactory results to earn entry into tertiary education.

What will students need to contribute?

Secondary Scholarship Students will make it their priority to settle into their new environment and focus on their education. They will be expected to work hard towards achieving their QCE so that they may have an opportunity to attend university or obtain solid employment opportunities beyond their schooling. They will be expected to at all times obey both school and Secondary Scholarship rules and the law and ensure they meet their academic targets.

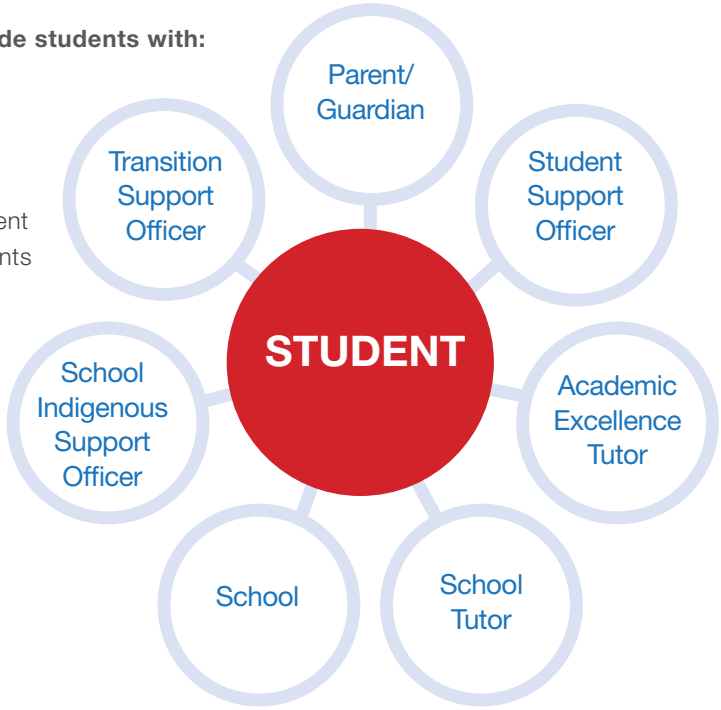
How will students be supported?

Secondary Scholarship Students will receive support from various avenues including from their parents/guardians, family, Cape York Leaders Program staff and their school. They will receive academic and social wellbeing support through the Secondary Scholarship, and their family will receive financial support to pay for education expenses including tuition.

What should students expect?

Secondary Scholarships are designed to provide students with:

- ✓ academic development
- ✓ social development
- ✓ personal development
- ✓ leadership development
- ✓ sense of achievement and accomplishment
- ✓ skills to manage challenges and constraints
- ✓ deal with consequences
- ✓ develop a network
- ✓ mentorship through role models.



STUDENT– SCHOOL RELATIONSHIP

Your child's school will:

- ensure your child and family orientation is thorough, supportive and sensitive so that all needs are addressed and sound progress occurs from the commencement of the enrolment;
- provide supportive and safe living and learning environments for your child, including personalised guidance and appropriate direction;
- discuss and assess personal, social, educational and career needs with your child and you;
- work with your child, you as a parent/guardian and CYLP to ensure the appropriateness of programs, courses and approaches, and to ensure the student's full membership of the school community.;
- provide tutoring and coaching as needed to complement your child's effort and to ensure progress and achievement at levels commensurate with the general population; and
- monitor learning and ensure continuous improvement in outcomes.

STUDENT TERMS AND CONDITIONS

Secondary Scholarship resources are directed to benefit students whom demonstrate a high level of academic potential and commitment to their studies at school. Students participating in a Secondary Scholarship will be monitored to ensure progress is being made and an annual review will be conducted for each school year to ascertain their ongoing eligibility to Secondary Scholarship.

Secondary Scholarships commit to providing continued support to students and their families provided students continue to meet the following:

Students are expected to pursue pathways which enable them to achieve a tertiary offer whilst at high school. This involves achieving satisfactory results in their subjects to ensure that they receive a tertiary offer after graduation.

Students are expected to apply to and undertake tertiary/university education upon completion of their secondary education.

Students will be matched with an Secondary Scholarship partner boarding school in Queensland which has agreed to the objectives and conditions of the Secondary Scholarship. This selection process aims to match students' needs and special interests with the support services and extra curricular activities schools are able to offer.

Students are expected to comply with all school rules and policies as set out by the school which they attend, including any behaviour management policies as well as act within the law at all times.

Students are responsible for arriving and leaving school on time each term and should bring the dates to the attention of their parents/guardians. If they are unable to attend school on time, they must notify Secondary Scholarship staff.

Students are expected to maintain a high record of attendance throughout the school term, including travelling from home to school for the start of each term.

Students must maintain a strong record of positive behaviour.

It is compulsory for students to attend all extra tutorial sessions and camps etc. as organised by CYLP.

Students are required to leave all uniforms at the boarding school at the end of each term.

Students are required to actively participate in an individual review of their school progress, academic effort and behaviour every 6 months with their SSO. This requires students to self-reflect on their academic achievements and behaviour. Continuing participation in the Secondary Scholarship will depend on a satisfactory outcome to this 6 monthly review.

Students must at all times seek their parents/guardians permission to attend out of school events and activities that require personal pocket money.

STUDENT LEADERSHIP

Secondary Scholarship Students will have full access to the widest possible spectrum of opportunities for the development of leadership skills and will be able to demonstrate regularly the application of these skills in authentic school and community settings, with appropriate acknowledgement and praise.

Secondary Scholarships will:

- identify students leadership skills and attributes and work with them as they develop a personalised leadership plan;
- work with students and their school to identify and access school leadership development opportunities, especially those that will enable students to develop initiative, resilience and confidence;
- formally link students into nationally organised leadership development programs and activities during term breaks and/ or during school terms;
- work with students and their school to identify and access authentic leadership opportunities in the local community of the school and beyond, including leadership courses, work placements, leadership shadowing and community work experience;

- arrange quality mentoring; ensuring mentors are screened and trained, understand their roles, are formally paired, focus mentoring on building student initiative and self-reliance, provide oversight and formally close the relationship as appropriate; and
- work with students and their school to identify and access career planning and pathways management; including matching to institutions, linking students with school business community brokers, accessing Australian Government services and other services.

DISCIPLINARY ACTION

Secondary Scholarship students are responsible for abiding by all conditions, rules and requirements that they agreed upon when entering the Secondary Scholarship. If students do not abide by the conditions, parents will be contacted immediately and informed of the situation.

The monitoring of your agreement is the responsibility of the Secondary Scholarship staff and your Partner School. Any disciplinary action taken due to students breaching the Secondary Scholarship Agreement will be at the discretion of the Cape York Leaders Program Steering Committee.

If students receive more than one (1) warning from their SSO relating to inappropriate behaviour or non-performance, action will be taken to remedy the situation. You and your child will be required to sign and agree to a Behaviour Agreement, which your child will be held accountable to. If a student does not meet the terms of the Behaviour Agreement they will be withdrawn from the Secondary Scholarship.

Failure of students to meet any of the conditions or to not correct their actions in agreement with their Partner School, may lead to suspension or termination of the Scholarship.

EXTERNAL SUPPORT – PROFESSIONAL COUNSELLING

Parents/Guardians are required to provide a high level of support to their child during their schooling and participation in the Secondary Scholarship; including support for their emotional, physical and mental health and wellbeing.

Where the student expresses the signs of being in need of emotional support, the Secondary Scholarship Student Support Officer or other relevant CYLP staff will discuss this matter with the student's parents/guardians. If a student decides that they wish to see a professional counsellor, permission must be given by their parent/guardian and if the counselling sessions are during school time, permission must also be given by the school.

The majority of Secondary Scholarship partner schools have an in-house or preferred counsellor available and if substantially skilled, these counsellors will be used where possible. Where the school counsellor is not suitable, private counsellors/psychologists may be engaged and CYLP may cover the costs of these services. Where the parents/guardians have private health insurance for their children and these services may be claimed, CYLP will cover the gap payment only.

CYLP can organise for counselling to continue over the phone if and when students are back in their community for a period of time as agreed.

It is not uncommon for our students to ask for emotional help, in fact it is a very positive and mature decision to make and we strongly encourage it as it may help to make life easier for students.

Certain factors may create anxiety and disruption to the student's concentration and progress. Therefore, parents/guardians are asked to adhere to the following guidelines:

- Parents/guardians should contact the Team Leader Academic Leaders with any issues that may discourage or affect the student's performance. The Team Leader Academic Leaders will endeavour to support or advise parents/guardians in relation to the matter. It is recommended that the child is not involved in disputes or issues wherever possible.
- Where required, the Team Leader Academic Leaders may recommend professional support be obtained by the parents/guardians and/or the students in their community to ensure all parties are equipped with the tools required to further progress and develop personally.
- The Secondary Scholarship supports and welcomes the opportunity to positively influence parents/guardians and family to ensure each student is well-supported and best placed to further progress.

Secondary Scholarships will establish and maintain effective:

- communication systems among schools, students and families to assess and address all personal and schooling issues as they emerge.
- mechanisms to provide each student with access to courses and programs, uniforms, books and other requirements.
- tutoring and coaching as needed, focused on development of initiative and self-reliance.
- access to personal guidance and counselling to support the student's personal growth.
- oversight procedures to ensure students feel and are safe, confident and supported in their learning and living environments.
- capacity and clear procedures to respond and intervene in relation to safety and personal needs as required.

STUDENT SUPPORT OFFICERS

In order to assist students with personal growth and academic development, they will be allocated with a Student Support Officer (SSO) who will manage and monitor their progress. The SSO will help to determine if students require more or less assistance in any particular area and arrange extra help where required.

Secondary Scholarship Students receive support from a Student Support Officer (SSO) who will:

- make regular school visits to meet with students (once per fortnight or as needed
- initiate and manage tutoring
- monitor transition plans
- track students' academic progress via reports and discussions with the school
- provide career guidance
- assist with subject selections
- set up mentoring arrangements (if required)
- arrange for student to attend local Indigenous/non-Indigenous leadership or inspirational events of relevance
- arrange university visits and provide pre-transition support for university preparation (if required)
- organise work experience for Year 10, 11 and 12 students in order to narrow down career interest (if required)

SCHOOL SELECTION

Secondary Scholarship School Selection Policy provides transparent and clear evidence about the capacity of the selected Partner School to engage Indigenous Australian students in high quality learning and leadership through culturally-inclusive practices.

Partner schools agree and commit to working with the Secondary Scholarship staff through CYLP to achieve the best possible outcomes for the students in the Secondary Scholarship; and inkeeping with the intentions of the Secondary Scholarship Outcomes, the school agrees to do everything it can reasonably do to ensure Secondary Scholarship Students are in a position to receive a tertiary offer at the completion.

Partner Schools will:

- be recognised in their local community, strong and effective, led, organised and resourced to produce a culture of learning and achievement;
- have high learning expectations with a deep belief that every student can learn and achieve with appropriate and sensitive methods and support;
- ensure that all teachers have a thorough and current knowledge of content and learning approaches, know students well and provide personalised learning for each;
- have an outstanding school culture with integrity and processes that develop a sense of belonging and pride in a safe, well organised and caring environment that promotes and values cultural diversity;
- have effective internal self-evaluation and development systems based on performance data collection and review with transparent reporting and inclusive decision making;
- have high levels of parental, local community and business engagement, involvement and participation and well established partnerships to support improvements in learning;
- demonstrate that the approaches of the school and the accommodation provided are inclusive, safe and contribute to positive educational experiences and a happy personal life;
- be successful in supplementing high academic achievement for Aboriginal and Torres Strait Islander students;
- have continuing expectations of high academic achievement for Aboriginal and Torres Strait Islander students;
- have a comprehensive and culturally appropriate teaching and pastoral care program for Aboriginal and Torres Strait Islander students;
- have an appropriate program of support for academic achievement for Aboriginal and Torres Strait Islander students, including in relation to literacy and numeracy;
- have existing school-based programs to meet the needs of Aboriginal and Torres Strait Islander students; and
- provide authentic opportunities to enhance the leadership skills of Aboriginal and Torres Strait Islander students.

PARTNER SCHOOLS: STATEMENT OF QUALITY

When the School enters into a partnership with CYLP, Parents/Guardians can be assured that:

- Acceptance into the Program has taken account of:
  - ✓ the commitment made by the School to the program and to the education of Indigenous young people;
  - ✓ any background and history of achievement that the school may have in Indigenous education, including the inclusivity of approach and practice;
  - ✓ the orientation of the school to engage and communicate with parents/guardians;
  - ✓ the inclusivity of school approach and practice, including approach and practice for boarding students where applicable; and
  - ✓ evidence about the level of educational provision and student achievement.
- all relevant information about each incoming scholarship holder will be shared with the School so that programs and support can be organised to maximise their schooling and broader life experiences;
- Secondary Scholarship staff will work in collaboration with the school so that respective roles and responsibilities are clarified and so that any additional initiatives or support for scholarship holders are complementary of school programs;
- in the event that the Secondary Scholarship delegates responsibility for a scholarship holder to a case manager, this person will work in partnership with the School to fully support the student and the School;
- the School's commitment to 'closing the gap' is so strong and clear that the scholarship holder has every confidence in the value and inclusivity of school programs and experiences, and in turn participates as a full member of the school community.

When students are accepted by the school and enrolled, the school can be assured that:

- the student has selected the school as a preferred school and believes that the school has the approaches and programs to fulfil their educational goals and personal needs;
- substantial effort has been invested and advice given, coordinated by the Secondary Scholarship, to match incoming scholarship holders to the school to ensure that the school is the best possible 'fit' for each student;
- full account has been taken by the Secondary Scholarship of school information about its approach, programs and practices in all student referrals and placements;
- account has been taken of the school's demonstrated capacity to meet the aspirations and needs of each student in terms of educational and leadership programs, support policies and practices, and cultural inclusivity;
- the student and parents/guardian have made an explicit commitment to the program and to the school and fully understand the seriousness of the commitment.

To underpin the success of the Secondary Scholarship holder and the Secondary Scholarship program, the School will:

- share relevant information with School and boarding staff in a sensitive manner so that they can be welcoming and responsive to the student;
- have a planned induction program for each scholarship holder so that there is the strongest possible sense of settling in well and feeling welcomed into the school community;
- maintain regular communication with the parents/guardian and assure them of the openness of the school to family contact and involvement;
- contribute to the development of each student's individual leadership plan and use the plan as a basis for discussion with the student, parents/guardian and the Team Leader Academic Leaders (or SSO);
- ensure that educational programs are engaging and appropriately challenging for students, complemented where needed by coaching or tutoring;
- ensure the inclusion of scholarship holders in leadership development programs and provide opportunities where they can demonstrate their leadership skills and potential in authentic school and community settings;
- facilitate regular contact between the student and CYLP staff, including ensuring that the student can readily contact the Team Leader Academic Leaders or SSO;
- provide support in a way that promotes positive self-reliance and independence in students rather than dependence;
- establish procedures to ensure regular and ongoing monitoring of each student's educational and personal progress, with follow-up directly and/or through the Secondary Scholarship where required;
- be highly responsive when personal or school issues are identified that may impact negatively on the student's continuing education, contacting the Team Leader Academic Leaders and arranging or facilitating any intervention decided upon; and
- work with the Secondary Scholarship in the promotion of the program, especially in Indigenous communities.

The School and Secondary Scholarship will work together to:

- enable student participation in the widest possible range of co-curricular activities; and
- ensure any accommodation provision is safe, inclusive, conducive to a happy personal life and has the resources each student requires for homework and personal study.

SCHOOL ANNUAL REVIEW

Partner Schools will be expected to participate in an annual review process in line with the Terms and Conditions of the Agreement. The review and evaluation will be held at the end of each school year. The performance of the School will be assessed under the Secondary Scholarship Agreement and against the CYLP Secondary Scholarship Objectives and Goals.

This review provides an opportunity for both the School and CYLP to be proactive in identifying any problem areas and working together to make appropriate improvements.

MATCHING STUDENTS TO SCHOOLS

Once the Secondary Scholarship has finalised the process of matching students with their schools, the parents/guardians are required to enrol their student and complete the necessary application forms to meet administrative requirements.

The match between the student and the school will ensure that the scholarship holder will have every opportunity to achieve their aspirations through sustained engagement in learning, leadership and positive life experiences.

SCHOOL ENROLMENT ADMINISTRATION

Once a student has been selected and matched to a suitable school it is expected that parents/guardians accept responsibility for enrolling their child by taking over the administration and application process. The student's Secondary Scholarship Application (and school results) will be forwarded to the partner school by Secondary Scholarship.

Parents/Guardians should formalise their relationship with the school as the primary contact for their student.

The chosen school will then manage their specific enrolment process. The relevant Student Support Officer is available to assist the school with obtaining completed school Applications from the parents/guardians, however only in cases where it is evident that the school has used all other avenues (have made many attempts to contact family to the point of failure).

All school enrolments processes must be fully completed and accepted by the school prior to the student commencing school or receiving Secondary Scholarship benefits.

RESOURCES

Secondary Scholarship students will be provided with the following resources each year:

- 3 sets of uniforms (eg.3 x shorts/skirts, shirts, socks);
- 1 pair of normal day shoes; and
- 1 pair of sports shoes.

Students are responsible for taking care of their uniforms and shoes.

Your child's school will provide uniforms at the commencement of the school year.

Any lost/stolen/worn out items will not be replaced at the expense of the Secondary Scholarship if this occurs within the year of purchase.

It is expected that students use items responsibly to achieve longevity and to ensure items are safe and secure so they are not lost or stolen.

The following rules must also be adhered to in regard to resources provided to students by ALS:

- All educational resources including laptops are to be left at school to ensure they are not left behind, lost or stolen during school term breaks;
- All educational resources will only be purchased once per year and consumables (e.g. pens) will only be provided once per term. Permanent items such as textbooks, calculators, and art/drawing books will only be provided once per year;
- Secondary Scholarship laptops remain property of CYLP for use by future students and must be looked after by students;
- Secondary Scholarship laptops are to remain at school unless a request is made to the Team Leader Academic Leaders in advance;
- The Team Leader Academic Leaders has the final decision and is responsible for monitoring the return of the laptops with you;
- You should report any issues with their Secondary Scholarship issued laptop to their SSO who will contact the Team Leader Academic Leaders to decide on the best course of action to resolve the issue (all relevant parties will be notified of this in writing).;
- Where a student has lost such items, they should contact their SSO to request a replacement. The SSO will then contact the Team Leader Academic Leaders for approval;
- The Secondary Scholarship only cover school/ educational resources and therefore it is the responsibility of the parents/guardians to pay for any personal items such as toiletries, mobile phone cards, school mugs, clothing etc.;

Parents/guardians are expected to supply:

- any additional uniform and extra-curricular requirements (e.g. shoes, tracksuits, sports jackets, etc.);
- any additional sport shoe requirements – CYLP will fund one pair of all-purpose sports sneakers and any additional sports shoes e.g. football boots or spiked athletic shoes may be purchased out of the sports and additional activities allocation of funds;
- once the student has used the Secondary Scholarship allocation of books and stationery, the parents/guardians are responsible for replenishing these supplies for the remainder of the year; and
- personal items such as toiletries, mobile phone cards, school mugs, clothing etc.

CAPE YORK LEADERS PROGRAM ACADEMY LEADERS SECONDARY PHASE PAYS FOR	
School fees	• Tuition and boarding
Uniforms Any additional uniform requirements will need to be approved by the Student Support Officer prior to purchase	• 3 sets of uniforms (eg.3 x shorts/skirts, shirts, socks) • 1 x pair normal school/day shoes • 1 x sports sneakers • Blazers, hats, etc—CYLP will pay for one of each per student to last the duration of the scholarship. • Where shoes are being purchased directly by the student, parent, or Student Support Officer, CYLP will pay for one pair of school/day shoes and one pair of sports shoes up to the value of $100 each, per student per year.
Core educational items	• Textbooks • Basic requirement for school curriculum only. **Supplied once per year.** • Consumables such as pens, pencils, rulers, erasers etc. can be replenished each term if required • Laptop computers/tablets – purchase or hire for students in Year 11 and above **ONLY**
School formals	• $500 allocated **once** for students in Year 12. This can be used for expenses associated with a graduation or formal.
School excursions/ camps	• Compulsory educational related activities will be covered by CYLP. This does not cover overseas trips.
Boarding activities	• CYLP will pay for reasonable transportation costs for any of our students attending boarding activities for the duration of the schooling year, while on scholarship. It must be a school organised activity. All taxi invoices must be itemised.

EXPENSES THAT REQUIRE APPROVAL FROM THE RELEVANT STUDENT SUPPORT OFFICER PRIOR TO PURCHASE	
Items required due to a change of subject	• e.g. additional stationery items, new text books
Sports and additional activities Approval for students to participate in sports and additional activities will only be granted depending on their academic performance being on track	• CYLP will cover the costs associated with sporting activities up to $1,500 per student per year, depending on each student's academic performance and if parental contributions are up to date and being payed regularly
Overseas trips – Year 11 and 12 only	• $1,000 per student, per year will be allowed for Year 11 and Year 12 only

* Expenses associated with students doing work experience **may** be paid for from the $1,500 allocation for sports and additional activities

CAPE YORK LEADERS PROGRAM ACADEMY LEADERS SECONDARY PHASE DOES NOT PAY FOR (but not limited to)	
Personal items	• Toiletries, mobile phone cards, school mugs, clothing, beach towels etc. No brand names e.g. Roxy, Quicksilver products will be covered for by CYLP. If students require brand name products this is a personal expense.
Medical treatment	• Medical consultations, prescription drugs, spectacles
Damage to laptop computers	• Payment of insurance excess costs may be approved by the Student Support Officer once only
Taxi travel	• Abstudy organises and pays for travel from airport to school and vice versa
Semi-Formals	• We do not cover school photos or semi-formals

CHILD PROTECTION

1. The Secondary Scholarship policy and code of practice forms part of the administrative arrangements undertaken by Cape York Leaders Program (CYLP) and will be the subject of ongoing review and evaluation. Cape York Partnership (CYP) will continue to highlight child welfare and protection as a critical part of its work of reform, and will use its considerable influence with governments, the media and wider community to advocate for the rights of children and the obligations of adults to protect and nurture them. CYP recruitment and employment practices regarding child protection will conform to current legislation and will aim to minimise harm to children through the employment of suitable persons. This policy and code of conduct will be reviewed annually as part of CYP management practices.
2. CYLP recognises that the core activity for all Secondary Scholarship Staff involves working with youth under the age of 18.
3. CYLP also recognises that other staff, volunteers or secondees of CYP may also come into contact with youth under the age of 18 either through circumstances such as conducting youth programs or their involvement or participation in other programs or events.
4. As a result, the following policy not only covers the Secondary Scholarship, but all other programs, activities, meetings or events where a stakeholder of CYP is involved.
5. This policy covers (but is not limited to) all CYP and CYLP staff, volunteers, secondees, support staff (both internal and external) and external providers including Schools (and their staff, volunteers and external providers), and counsellors involved in:
   - the care of a Secondary Scholarship student who is under the age of 18; or
   - direct contact with fewer than 18 participants of any other program/activity conducted by CYP.
6. This policy recognises that child abuse can and does occur in family, institutional and community settings and acknowledges that CYLP stakeholders are not all highly experienced or trained in this area however it is the responsibility of each individual to immediately act on any concerns they may have in order to immediately safeguard the welfare of the child. It is not the role of CYLP staff members to investigate, make judgements or determinations rather it is their role to ensure the following procedures are adhered to:
7. Partner Schools should notify the CYP CEO & CYLP Scholarship Manager immediately where they suspect child abuse.
8. Education Queensland has a policy requiring principals and teachers to report child abuse and it is expected that all partner schools follow due process under this policy.
9. This code of practice centres on the following principles which confirm to current Child Protection legislation – the Child Protection Act 1999 (Qld):
   - a child is a person under the age of 18;
   - an acknowledgement that children can be victims of physical, psychological and emotional abuse, as well as sexual abuse and neglect;
   - abuse can have serious and long-term effects on all aspects of a child's health, development and well-being. Sustained abuse is likely to have deep effects on a child's self-image and future life;
   - the safety and welfare of children are paramount and it is the responsibility of all CYP staff to help to prevent abuse and to act on any concerns;
   - all children have the right to live in safety and be protected from neglect and abuse;
   - children must be listened to, and any allegation or suspicion that they have been victims of abuse must be taken seriously and responded to swiftly and appropriately; and
   - the above principles will apply equally to all children.
10. All stakeholders (as identified in the policy) whom work with or come into contact with children will be required to obtain and maintain a "Blue Card" (Working with Children Check) and where applicable registration with the QLD College of Teachers.
11. CYP administrative practices will include maintaining a register of Blue Card holders and expiry dates and stakeholders with expired Blue Cards will not be permitted to work with children through CYP.
12. Training will be mandatory for selected primary stakeholders of CYLP who work with children to assist them with identifying issues when working with children which may relate to a child's safety or welfare and provide them will practical skills on how to deal disclosures made by a child or other suspicions they may have.
13. CYP will uphold a high-level of expectation in relation to all stakeholders to fully meeting their duty of care obligations in line with this Code of Conduct and Child Protection Policy and the Child Protection legislation – the Child Protection Act 1999 (Qld).
14. CYP is legally obliged to protect those children to whom it has legal and ethical responsibilities and will not tolerate any ill actions or immoral behaviour which is detrimental to a child's welfare at any level and under the Child Protection Act 1999 (Qld).
15. CYP is committed to child safety and protection of children from harm. The following forms of abuse will not be tolerated under this Child Protection Policy in addition to those outlined in the Child Protection

Act 1999 (Qld):

- physical abuse;
- emotional abuse;
- supply of alcohol, cigarettes, illegal drugs or inappropriately administering drugs (legal and illegal);
- sexual abuse, including exposure to pornography;
- neglect.

16. Where abuse is reported or it is suspected that harm is occurring to a child or a child's welfare is at risk under this child protection policy or Child Protection legislation—the Child Protection Act 1999 (Qld), the following action is to be taken immediately by CYP staff, volunteers, secondees or Secondary Scholarship Support Staff (internal and external) or other stakeholder:
    - Refer any disclosure of harm to children participating in the CYLP to th CEO and Scholarship Manager;
    - Where a staff member has a suspicion of harm or abuse to a child participating in CYP programs, it is mandatory that they discuss the suspicion with the CYP CEO and Scholarship Manager to determine whether further action is required;
    - Every effort should be made to maintain confidentiality. Details or suspicions of abuse must not be discussed with anyone else other than those nominated above;
    - The CEO or Scholarship Manager has the responsibility to act on behalf of CYP in dealing with allegations or suspicion of abuse or neglect. This includes collating full details of the allegation or suspicion and referring the matter to the QLD Policy Service and the Dept. of Child Safety;
    - Under no circumstances should CYLP staff attempt to carry out their own investigation into suspicions or allegations of abuse, neither should they question a child in detail; and
    - It is recognised that staff may need personal support after receiving a disclosure from a child, and appropriate professional counselling will be offered by CYLP.
17. All new stakeholders (as identified in the policy) will be made fully aware of the Child Protection Policy and all other Codes' of Practice at induction and be required to sign an Acknowledgement of Receipt.
18. All existing stakeholders (as identified in the policy) will be made aware of the Child Protection Policy and all other Codes' of Practice before 30 December 2011 and be required to sign an Acknowledgement of Receipt.
19. Familiarisation with this Child Protection Policy and Code of Conduct will form part of induction training for all staff and periodically thereafter. A signed staff register will be maintained to ensure compliance by all staff.
20. All clients, including children and their parents/guardians will be informed of CYLP Child Protection Policy and Code of Practice at the commencement of relevant projects and special events or activities.
21. All stakeholders (as identified in the policy) responsible for managing activities and special events with a high risk of harm to children must give special consideration to harm minimisation when completing the compulsory Risk Assessment. This risk assessment should address the policies and code of practice as outlined in this document and be approved prior to any activity or event by the Scholarship Manager.
22. All staff of CYP should demonstrate exemplary behaviour when working with children in order to protect children from abuse and themselves from false allegations.
23. The following are Good Practice examples demonstrate how to create a positive culture and safe working climate:
    - Maintain a register of the children you are working with at any given time;
    - Work in an open environment avoiding private or unobserved situations and encourage open communication;
    - Avoid spending excessive amounts of time alone with children away from others;
    - Where practical, have another adult present when you work with children;
    - Where emergencies require CYLP staff to accommodate children at their homes, ensure that other suitable adult(s) are also present and that children are never left unsupervised;
    - Treat all children equally, with respect and dignity;
    - Always put the welfare of the child first;
    - Maintain a safe and appropriate distance with children;
    - Ensure that if any form of manual/physical contact is required, it should be provided openly;
    - Be an excellent role model—this includes not smoking or using alcohol or other drugs in the company of children;
    - Keep a written record of any injury that occurs to a child whilst involved in any CYLP activity, along with the details of any treatment given and ensure this is reported back to the Team Leader Academic Leaders; and
    - Do not use or allow the use of inappropriate language in the presence of a child. When a concern arises about the inappropriate behaviour of a CYLP stakeholder, the Scholarship Manager should be notified immediately.

24. If a concern arises about the inappropriate behaviour of a CYP stakeholder, the CYLP Scholarship Manager should be notified immediately. The Scholarship Manager will then contact relevant authorities such as the Queensland Police Service or the Dept. of Child Safety.
25. Any information regarding child protection issues will be stored in a secure place and will only be accessible to the CEO and Scholarship Manager.
26. Information relating to any disclosures will be passed on to the Dept. of Child Safety, Qld Police Service or other authorised agency only.
27. The CYLP Secondary Scholarship policy articulates a plan for delivering a timely and coordinated response to critical incidents and to ensure that the reported critical incidents are:
    - responded to, or resolved in the best possible way for the student(s), their families and for CYLP;

CRITICAL INCIDENTS

- clearly documented for future reference;
- reported to relevant officials within the CYP and government agencies (as appropriate);
- communicated to the family in an appropriate way;
- managed in a manner to ensure that negative publicity is not generated from an incident

1. A critical incident is defined as “a traumatic event, or the threat of such (within or outside Australia), which causes extreme stress, fear or injury”. It is an event that causes individuals to experience a strong emotional reaction that interferes with their usual coping skills. The event has a level of trauma that is beyond the normal living experiences of those affected.
2. The resulting stress reaction may include emotional, physical, behavioural and cognitive changes evident either at the time of the incident or later. The impact of a critical incident may affect any member of the Program, not only those most directly involved. Some examples of critical incidents to which CYLP staff may have to respond are listed below.
    - passing of a student or close family member (on or off school property);
    - attempted suicide;
    - life threatening injury/illness;
    - missing student;
    - sexual and/or physical assault;
    - mental health crisis;
    - threats of violence to staff and students, or to oneself;
    - substance abuse;
    - contacting students in case of family emergency;
    - school disturbance/riot;
    - fire/explosion with injuries or significant damage;
    - chemical/radiation, bio-hazard spillage;
    - infectious disease; and
    - natural disasters (local and international) .
3. CYP stakeholders including CYLP Staff and support workers (both internal and external) are responsible for reporting a critical incident involving students to the Scholarship Manager.
4. The CYLP Scholarship Manager should at all times be kept informed of any current emergency situation to ensure they are prepared to deal with an escalation of the incident or major legal consequences. It is the responsibility of the Scholarship Manager to determine the appropriate course of action, in conjunction with relevant members of CYLP.
5. Any ‘emergency’ may have six (6) advocates:
    - the student in question;
    - the legal ‘guardian’ of the student in question;
    - a partner school staff member (boarding, teaching or administration);
    - the relevant Student Support Officer (SSO);
    - the Team Leader Academic Leaders to ensure compliance with child safety regulations; and
    - Scholarship Manager to ensure ethical and other managerial considerations are taken into account.
6. In the event of a critical incident involving a student, the affected student’s family is responsible for all decision-making. CYP will provide assistance and support to the affected family.
7. There will at all times remain the provision for the Scholarship Manager or delegate to make critical decisions however, all advocates should be informed and advised immediately of the situation, to ensure legal cover in possible worst case scenarios.
8. Where ABSTUDY is to be involved in any manner (reimbursements etc.), or if the actions taken can lead to problems with ABSTUDY funding/travel etc., ABSTUDY staff should be engaged and provided with regular updates.
9. When a critical incident occurs, the Scholarship Manager will be informed of the incident immediately. The Scholarship Manager will then determine the circumstances of the situation, and assign roles and responsibilities accordingly. The following steps will be taken:
    - Confirm that the person/people involved in the incident were Secondary Scholarship Students;
    - Record any details of the incident provided by the person who reported the incident;
    - Plan an immediate response to be distributed to stakeholders;

- Inform necessary parties if a student has been injured, passed away or contracted an infectious disease;
- Allocate internal individual roles and responsibilities for ongoing tasks;
- Plan an ongoing strategy.

10. The Critical Incident Framework must at all times be adhered to and includes; the assessment of the incident, intervention where required, follow-up post the incident and final evaluation and review of the process.

11. **The following initial tasks are required to be undertaken:**
    - Create a clear understanding of the incident by obtaining accurate and up-to-date information about the incident and about the current situation;
    - Confirm the identity of the people involved. Gather information from sources (e.g. school, Student Support Officer, homestay family, security, police, hospital and friends);
    - Obtain detailed student information e.g. student ID number(s) and next of kin contact details, known medical conditions etc.;
    - Make contact with relevant stakeholders (the order will be determined by the specific circumstances):
        - ✓ Police—Where necessary liaise with the Police regarding notification to the student's family and other relevant matters.
        - ✓ Next of Kin—Ensure that next of kin are informed of the incident and kept updated on the current situation. Let them know that CYLP will arrange or provide support for them. If the student is in hospital or critically ill, appropriate transportation or accommodation may be arranged for members of the family. If a student is deceased, issues related to burial and/or memorial service needs to be discussed with the family;
        - ✓ ABSTUDY—Notify ABSTUDY of the details where required;
        - ✓ Other students/staff—Identify those students and staff who are closely involved with the student/s in the critical incident and ensure they are made aware of support available within their school/ organisation. Encourage students to keep in contact with the school Counsellor for assistance;
        - ✓ Counselling—Contact the school Counsellor to advise on the appropriateness and availability of counselling and debriefing sessions for individuals and groups of students and staff or to facilitate referral to an external provider as required. Chaplains may also be able to assist with grief or loss;
        - ✓ Academic Staff—Inform relevant academic staff so that they may make appropriate arrangements; e.g. extensions for assignments and special consideration. If friends are involved, arrangements for them to be released from class, extensions for assignments, deferred examinations, or other special consideration may be appropriate;
        - ✓ Administrative Staff—Discuss issues such as a fee refund, leave of absence or deferred examinations with relevant administrative staff. Provide a written bulletin to staff if the matter is complex. Organise ongoing technical support to facilitate speedy retrieval of student information if necessary.
    - Follow-up with all stakeholders following the occurrence of the critical incident and monitor their need for counselling;
    - Maintain contact with those who are undergoing and are in need of ongoing support;
    - Assess the need for follow-up sessions and obtain professional advice for those involved in the incident and arrange further sessions where necessary;
    - Conduct a debriefing session with everyone directly involved in the incident. Allow people to express their emotions about the incident and ensure that any of their needs are met; and
    - Staff involved should be asked to evaluate the implementation of procedures and responses, and suggest possible changes and improvement for future critical incidents.

12. The Team Leader Academic Leaders will keep records throughout the response period. This will include detailed documentation about each phase of the response process, copies of emails and letters, records of significant interactions that occur, and contact details for significant people in the process using the Incident Log Template (GOV405/FRM).

13. CYLP may prepare and send thank you letters to all those who were involved or who contributed to responding to the incident.

14. Any action taken in regard to a critical incident may be recorded to include outcomes or evidence if the incident is referred to another person or agency.

15. Where referring or forwarding information to another person or agency, due consideration must be given to the privacy policy: **http://www.privacy.gov.au/publications/index.html#G**

COMPLAINTS

Cape York Leaders Program has clear guidelines that will be adhered to by all stakeholders in addressing complaints and lodging and considering appeals.

The student's best interest and right to education is considered as a priority, however the CYLP Secondary Scholarship and its Objectives and the Cape York Agenda will not in any circumstances be compromised.

Students, parents/guardians and schools/tertiary institutions have an entitlement to have complaints heard and investigated. Complaints will be managed by CYLP with transparency, confidentiality, fairness and in a timely manner.

For further information or to be sent a copy of the Cape York Leaders Program Complaints and Appeals Policy please contact the Cairns Office on 07 4042 7200.

COMMUNICATION

CYLP is strongly represented on social media, and we encourage students, families and partner schools to connect with us on Facebook and Instagram.

Cape York Partnership produces a Family Empowerment Report twice per year to promote the Program and inform and share the Program's many successes and achievements with stakeholders.

The Secondary Scholarship also encourages students, Partner Schools and parents/guardians to share 'good news' stories about the success and experiences of Secondary Scholarship students.

Cape York Leaders Program
be more

CAPE YORK
PARTNERSHIP
Responsibility • Opportunity • Freedom

Australian Government

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Phone +61 7 4042 07200 | **Email** info@cyp.org.au

facebook.com/CYLeadersProgram | **youtube.com**/user/capeyorkinstitute

PARENT AGREEMENT

I have read and understand the contents of the Academic Leaders Secondary Parent Handbook.

Please tick to indicate you have read and understand the contents of the following sections.

- ☐ Cape York Leaders Program Team
- ☐ Contacting Cape York Leaders Program
- ☐ Program Benefits
- ☐ QCE, ATAR, VET
- ☐ Parent/Guardian Responsibilities
- ☐ Parents/Guardians Terms and Conditions
- ☐ Medical
- ☐ Outings and Events
- ☐ ABSTUDY Travel
- ☐ Key Questions
- ☐ Parental Payments
- ☐ Student Responsibilities
- ☐ Student—School Relationship
- ☐ Student Terms and Conditions
- ☐ Student Leadership
- ☐ Disciplinary Action
- ☐ External Support—Professional Counselling
- ☐ Student Support Officers (SSOs)
- ☐ School Selection
- ☐ Statement of Quality for Partner Schools
- ☐ School Annual Review
- ☐ Matching Students to Schools
- ☐ School Enrolment Administration
- ☐ Resources
- ☐ Child Protection
- ☐ Critical Incidents
- ☐ Complaints
- ☐ Communication

I agree to adhere to the conditions of my child's Scholarship Agreement as outlined in this Handbook.

I also acknowledge that failure to meet my responsibilities will result in termination of the Scholarship Recipient from the Academic Leaders Secondary phase.

By applying for the Cape York Leaders Program (CYLP) scholarship, you provide us, Cape York Institute (CYI), with your personal information and sensitive information, including information about your health and ethnic origin and you consent to us using your personal information in accordance with our Privacy Policy (https://capeyorkpartnership.org.au/privacy-policy/).

- ☐ I have read, understood, and signed the Parental Payment Agreement in this Handbook.
- ☐ I have read, understood, and signed the Photograph Permission Form in this Handbook.
- ☐ I consent to CYI collecting, storing and utilising my personal information in accordance with the Privacy Policy.

Student/s name:.....

Parent name:.....

Parent signature: .....Date .....

PARENTAL PAYMENT AGREEMENT

CAPE YORK LEADERS PROGRAM PARENTAL PAYMENT AGREEMENT (this "Agreement") BETWEEN:

Cape York Institute trading as Cape York Leaders Program (CYLP), 302–310 Sheridan Street, North Cairns, QLD, 4870

AND _____
(Name of Parent/Carer)

_____
(Name of Scholarship Recipient/s)

Parental payment amount

1. The Parent/Carer of the Scholarship Recipient promises to pay (the amount you have been qualified to pay due to your combined household income and the Category of which you are allocated):

- CATEGORY A – $50 per fortnight per child = $1,300 p.a.
- CATEGORY B – $80 per fortnight per child = $2,080 p.a.
- CATEGORY C – $100 per fortnight per child = $2,600 p.a.

2. The method of payment I am selecting will be:

- **DIRECT TRANSFER**

BANK/BRANCH	WESTPAC – CAIRNS QLD		
ACCOUNT NAME	Cape York Institute for Policy and Leadership		
BSB NUMBER	034167	**ACCOUNT NUMBER**	434746
ID CODE	[surname], [initial of student first name]		

- **CENTREPAY**

Payments can be made through Centrelink using the above details including our customer reference number which is CRN: 555 092 121X.

- **DIRECT DEBIT**

CYLP will send you the direct debit form to be completed if you choose to have your payments deducted via direct debit.

Parental payment frequency

3. The Parent/Carer elects to pay their Parental Payments to CYLP

☐ Weekly ☐ Fortnightly ☐ Monthly Other (please specify e.g. via SET Account /WCCCA) _____

Default

4. If the Parent/Carer of the Scholarship Recipient defaults in payment to CYLP (failing to make one or more payments or paying less than the amount required by this Agreement), CYLP may declare the principal amount owing and due under this Agreement at the time to be immediately due and payable. If there is no reasonable excuse for non-payment, CYLP may suspend the Scholarship Recipient from the CYLP Scholarship.

- If CYLP are unable to contact the Parent/Carer via phone, warning letters will still be issued.
- When a Parent/Carer falls behind in payments, a FIRST WARNING will be issued via letter (delivered via email) and phone call.
- If money is still owing two weeks from the date of the first letter, the SECOND WARNING will be issued via Letter (delivered via email) and phone call from CYLP.
- If money is still owing two weeks from the date of the second letter, the THIRD WARNING will result in immediate suspension of the Scholarship Recipient from the CYLP Scholarship. CYLP will contact the Partner School attended by the Scholarship Recipient to advise the Principal that the student is no longer on the CYLP Scholarship due to non-payment of the Parental payments outlined in this Agreement.
- If at any time during the process a commitment or payment plan is made and not honoured CYLP will proceed to the next step in the debt collection process

5. If, for any reason, the Parent/Carer wishes to alter the method or frequency of Parental Payments, you must advise CYLP in writing. If you advise of any changes over the phone, these must be confirmed in writing.
6. A Parent/Carer experiencing Financial Hardship must advise CYLP as soon as possible, and CYLP will endeavour to cometo a mutual acceptable arrangement with the Parent/Carer regarding future Parental Payments.

External arrangements without CYLP scholarship

7. If your child is expelled from school or you withdraw them from their Partner School and CYLP, you will be required to continue Parental Payments for the amount that you were invoiced at the start of the year, unless you can provide CYLP and the school with 3 months' notice of withdrawal in advance of their finish date. CYLP are still required to pay school fees and boarding costs for the entire semester or school year if you do not advise in advance that your child will not be there.
8. In some cases, the partner school may have a direct agreement with you regarding fees or your students' placement. Such an Agreement is not related in any way to CYLP, has no effect on this Agreement, and the outstanding monies (for Parental Payments up until suspension of the Scholarship Recipient from the CYLP Scholarship) remain due and payable by the Parent/ Carer to CYLP.

Name of Parent/Carer: _____ Signature: _____

Date:____ / ____ / _____

INTERNAL OFFICE USE ONLY

Application received and process by Finance as Category Direct DR form has been sent (If requested): ☐ yes ☐ no

Date: _____ Officer Name: _____

PHOTO / VIDEO PERMISSION FORM

STUDENT DETAILS	
Name	
Preferred Name	
Address	
Phone Number	
Email Address	
Declaration	I hereby give permission for Cape York Leaders Program (CYLP) to take and use photographs and/or videos of me. These photos may be used for (but use is not limited to): newsletters, magazines, reports, presentations, advertisements, brochures, signage, social media sites, internet sites, This consent is provided on a free and voluntary basis.
Date	
Student Signature	

PARENT/CARER DETAILS	
Name	
Preferred Name	
Address	
Phone Number	
Email Address	
Name of Child(ren)	
Relationship to Child(ren)	
Declaration	I hereby give permission for Cape York Leaders Program (CYLP) to take and use photographs and/or videos of me and/or my child(ren). • These photos may be used for (but use is not limited to): newsletters, magazines, reports, presentations, advertisements, brochures, signage, social media sites, internet sites, This consent is provided on a free and voluntary basis.
Date	
Parent/Carer Signature	

Comments:

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