

Tasmanian Aboriginal Knowledge Holders School Grants Program - 2027 Round

Form Preview

Page 1: Welcome

Welcome

This form is designed for schools applying for the Tasmanian Aboriginal Knowledge Holders School Grants Program.

Before commencing, make sure you have read the [Grant Guidelines](#).

Please also consider reading the [Program Flyer](#), which includes key information about the program.

If you need help with the form, or would like to discuss your eligibility, reach out to Erin on 0423 131 741 or email education@rectas.com.au.

For technical support, contact [SmartyGrants](#).

Page 2: School Details

* indicates a required field

School details

School name: *

School location: *

Contact details

Best contact for grant: *

Role within school (e.g. principal, teacher) *

Email: *

Phone: *

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Page 3: Grant Selection

* indicates a required field

Which grant are you applying for? *

- ☐ Beginning the Journey Grant - \$2000
- ☐ Continuing Connections Grant - \$5000
- ☐ Deepening Relationships Grant - \$10,000

Page 4: Beginning the Journey - \$2000 Grant

* indicates a required field

Criterion 1: School capacity and capability

Schools must demonstrate that they have access to the skills, resources, and expertise necessary to manage and undertake the project, and include details on how this will be achieved, including timeframes, simple budgets, and for the \$5000 and \$10,000 grants, evidence of support from a member of the Tasmanian Aboriginal community.

What would you like to achieve with your grant? In the sections below, please provide a brief summary of your project, which Tasmanian Aboriginal people and businesses you plan to work with, and a simple timeframe and budget for the project.

Project summary: (200 words) *

Word count:

Which Tasmanian Aboriginal people and businesses you plan to work with: (100 words) *

Word count:

If unsure, please describe the Tasmanian Aboriginal people or businesses you have considered reaching out to and why you think they would be suitable for this project.

Project timeline:

In the table below, please outline the tasks required to complete the project, including reporting and acquittal requirements which are due at the end of Term 4, 2027.

Task	Deadline
List your tasks here.	Must be a date.

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Is your school willing to provide a financial co-contribution? *

- ☐ Yes
☐ No

Budget and expenditure:

In the section below, please break down how funds will be used for the project, including any funds sourced through your school or external funding sources.

Item	Type	Cost	Is this funding confirmed?

What is the total spend for this project? *

This number/amount is calculated.

Criterion 2: Alignment with the Australian Curriculum

Schools must describe how the funding will help them meet Australian Curriculum requirements, including alignment with the [Aboriginal and Torres Strait Islander Histories and Cultures](#) cross-curriculum priority.

Please describe how your project will help meet Australian Curriculum requirements, in particular the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority. (200 words) *

Word count:

Criterion 3: Outcomes and impact

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Schools must demonstrate how the funding will help them meet at least one of the program outcomes, including cultural safety for Aboriginal learners, understanding, respect, and curriculum learning, educator responsiveness and cultural safety, and relationships with Tasmanian Aboriginal people.

Please choose at least one outcome from the list below. *

- ☐ Cultural safety for Aboriginal learners: Aboriginal children and young people feel safe, respected, and proud of their identity at school.
- ☐ Understanding, respect, and curriculum learning: All children and young people build strong knowledge of, and genuine respect for Tasmanian Aboriginal histories and cultures, embedded across the curriculum.
- ☐ Educator responsiveness and cultural safety: Teachers and school leaders build the confidence and capability to build culturally safe, responsive schools that value Aboriginal histories, cultures, and identities.
- ☐ Relationships with Tasmanian Aboriginal people: Schools build genuine, ongoing connections and partnerships with Tasmanian Aboriginal people, which encourage the whole school community to thrive.

In the section below, explain how your project will meet the program outcome or outcomes selected.

Cultural safety for Aboriginal learners: Aboriginal children and young people feel safe, respected, and proud of their identity at school. (200 words) *

Word count:

Understanding, respect, and curriculum learning: All children and young people build strong knowledge of, and genuine respect for Tasmanian Aboriginal histories and cultures, embedded across the curriculum. (200 words) *

Word count:

Educator responsiveness and cultural safety: Teachers and school leaders build the confidence and capability to build culturally safe, responsive schools that value Aboriginal histories, cultures, and identities. (200 words) *

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Word count:

Relationships with Tasmanian Aboriginal people: Schools build genuine, ongoing connections and partnerships with Tasmanian Aboriginal people, which encourage the whole school community to thrive. (200 words) *

Word count:

Criterion 4: Relationships with Tasmanian Aboriginal people

Schools must describe how the project will engage, recognise, and remunerate Tasmanian Aboriginal people and businesses to consult, deepen connections, and provide ongoing learning. Preference will be given to projects that focus on building relationships with Tasmanian Aboriginal people and businesses in the local community.

What engagement has your school had with Tasmanian Aboriginal people so far? This could include relationships with Aboriginal parents and families, as well as connections with Tasmanian Aboriginal people in the wider community. (200 words) *

Word count:

If successful, how would this grant support your school to build connections and foster ongoing relationships with Tasmanian Aboriginal people? (200 words) *

Word count:

Page 5: Continuing Connections - \$5000 Grant

* indicates a required field

Criterion 1: School capacity and capability

Schools must demonstrate that they have access to the skills, resources, and expertise necessary to manage and undertake the project, and include details on how this will be achieved, including timeframes, simple budgets, and for the \$5000 and \$10,000 grants, evidence of support from a member of the Tasmanian Aboriginal community.

What would you like to achieve with your grant? In the sections below, please provide a brief summary of your project, which Tasmanian Aboriginal people and

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businesses you plan to work with (including evidence of support), and a simple timeframe and budget for the project.

Project summary: (200 words) *

Word count:

Which Tasmanian Aboriginal people and businesses you plan to work with: (100 words) *

Word count:

Evidence of support: *

Attach a file:

Please upload evidence of support for your project from a Tasmanian Aboriginal person or business - could be a quote, screenshot of an email, etc.

Project timeline:

In the table below, please outline the tasks required to complete the project, including reporting and acquittal requirements which are due at the end of Term 4, 2027.

Task	Deadline
List your tasks here.	Must be a date.

Is your school willing to provide a financial co-contribution? *

- ☐ Yes
☐ No

Budget and expenditure:

In the section below, please break down how funds will be used for the project, including any funds sourced through your school or other external funding sources.

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Item	Type	Cost	Is this funding confirmed?

What is the total spend for this project? *

This number/amount is calculated.

Criterion 2: Alignment with the Australian Curriculum

Schools must describe how the funding will help them meet Australian Curriculum requirements, including alignment with the [Aboriginal and Torres Strait Islander Histories and Cultures](#) cross-curriculum priority.

Please describe how your project will help meet Australian Curriculum requirements, in particular the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority. (200 words) *

Word count:

Criterion 3: Outcomes and impact

Schools must demonstrate how the funding will help them meet at least one of the program outcomes, including cultural safety for Aboriginal learners, understanding, respect, and curriculum learning, educator responsiveness and cultural safety, and relationships with Tasmanian Aboriginal people.

Please choose at least two outcomes from the list below: *

- ☐ Cultural safety for Aboriginal learners: Aboriginal children and young people feel safe, respected, and proud of their identity at school.
- ☐ Understanding, respect, and curriculum learning: All children and young people build strong knowledge of, and genuine respect for Tasmanian Aboriginal histories and cultures, embedded across the curriculum.
- ☐ Educator responsiveness and cultural safety: Teachers and school leaders build the confidence and capability to build culturally safe, responsive schools that value Aboriginal histories, cultures, and identities.

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☐ Relationships with Tasmanian Aboriginal people: Schools build genuine, ongoing connections and partnerships with Tasmanian Aboriginal people, which encourage the whole school community to thrive.

In the section below, explain how your project will meet the outcomes selected.

Cultural safety for Aboriginal learners: Aboriginal children and young people feel safe, respected, and proud of their identity at school. (200 words) *

Word count:

Understanding, respect, and curriculum learning: All children and young people build strong knowledge of, and genuine respect for Tasmanian Aboriginal histories and cultures, embedded across the curriculum. (200 words) *

Word count:

Educator responsiveness and cultural safety: Teachers and school leaders build the confidence and capability to build culturally safe, responsive schools that value Aboriginal histories, cultures, and identities. (200 words) *

Word count:

Relationships with Tasmanian Aboriginal people: Schools build genuine, ongoing connections and partnerships with Tasmanian Aboriginal people, which encourage the whole school community to thrive. (200 words) *

Word count:

Criterion 4: Relationships with Tasmanian Aboriginal people

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Schools must describe how the project will engage, recognise, and remunerate Tasmanian Aboriginal people and businesses to consult, deepen connections, and provide ongoing learning. Preference will be given to projects that focus on building relationships with Tasmanian Aboriginal people and businesses in the local community.

What engagement has your school had with Tasmanian Aboriginal people so far? Please describe any ongoing partnerships, work completed, or consultations you have had with the Tasmanian Aboriginal community. (200 words) *

Word count:

Does your school have any strategic documents that outline your approach to working with Tasmanian Aboriginal people? *

- ☐ Yes
☐ No

If yes, please upload here:

Attach a file:

Strategic documents could include anything from a Reconciliation Action Plan to strategic targets, to any other work that informs your approach to working with Tasmanian Aboriginal people at your school.

If successful, how would this grant support your school to deepen connections and foster ongoing relationships with Tasmanian Aboriginal people? (200 words) *

Word count:

Page 6: Deepening Relationships - \$10,000 Grant

*** indicates a required field**

Criterion 1: School capacity and capability

Schools must demonstrate that they have access to the skills, resources, and expertise necessary to manage and undertake the project, and include details on how this will be achieved, including timeframes, simple budgets, and for the \$5000 and \$10,000 grants, evidence of support from a member of the Tasmanian Aboriginal community.

What would you like to achieve with your grant? In the sections below, please provide a brief summary of your project, which Tasmanian Aboriginal people and businesses you plan to work with (including a letter of support from a member of the Tasmanian Aboriginal community), and a simple timeframe and budget for the project.

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Project summary: (200 words) *

Word count:

Which Tasmanian Aboriginal people and businesses you plan to work with: (100 words) *

Word count:

Letter of support: *

Attach a file:

Please upload a letter of support for your project from a member of the Tasmanian Aboriginal community.

Project timeline:

In the table below, please outline the tasks required to complete the project, including reporting and acquittal requirements which are due at the end of Term 4, 2027.

Activity	Deadline
List your tasks here.	Must be a date.

Is your school willing to provide a financial co-contribution? *

- ☐ Yes
☐ No

Budget and expenditure:

In the section below, please break down how funds will be used for the project, including any funds sourced through your school or other external funding sources.

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Please describe how your project will help meet Australian Curriculum requirements, in particular the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority. (200 words) *

Word count:

Criterion 3: Outcomes and impact

Schools must demonstrate how the funding will help them meet at least one of the program outcomes, including cultural safety for Aboriginal learners, understanding, respect, and curriculum learning, educator responsiveness and cultural safety, and relationships with Tasmanian Aboriginal people.

At this grant level, it is expected that schools will meet all the program outcomes. In the sections below, please describe how your school plans to implement the following program outcomes:

Cultural safety for Aboriginal learners: Aboriginal children and young people feel safe, respected, and proud of their identity at school. (200 words) *

Word count:

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Understanding, respect and curriculum learning: All children and young people build strong knowledge of, and genuine respect for Tasmanian Aboriginal histories and cultures, embedded across the curriculum. (200 words) *

Word count:

Educator responsiveness and cultural safety: Teachers and school leaders build the confidence and capability to build culturally safe, responsive schools that value Aboriginal histories, cultures, and identities. (200 words) *

Word count:

Relationships with Tasmanian Aboriginal people: Schools build genuine, ongoing connections and partnerships with Tasmanian Aboriginal people, which encourage the whole school community to thrive. (200 words) *

Word count:

Criterion 4: Relationships with Tasmanian Aboriginal people

Schools must describe how the project will engage, recognise, and remunerate Tasmanian Aboriginal people and businesses to consult, deepen connections, and provide ongoing learning. Preference will be given to projects that focus on building relationships with Tasmanian Aboriginal people and businesses in the local community.

What relationships does your school currently have with Tasmanian Aboriginal people? This could include ongoing relationships, partnerships, or work undertaken together. (200 words) *

Word count:

Upload evidence of previous work undertaken here: *

Attach a file:

Could be photos, videos, written notes or reflections, etc.

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Does your school have any strategic documents that outline your approach to working with Tasmanian Aboriginal people? *

- ☐ Yes
- ☐ No

If yes, please upload here:

Attach a file:

A strategic document is expected at this level - could be a Reconciliation Action Plan, strategic goals and targets, or anything else that guides your work with Tasmanian Aboriginal people.

If successful, how would this grant support your school to deepen connections and foster ongoing relationships with Tasmanian Aboriginal people? (200 words) *

Word count:

Declaration

In submitting this form, I acknowledge that:

- The information provided is true and correct;
- Our school meets the eligibility criteria;
- Our school agrees to provide acquittal reporting and supporting evidence by the end of Term 4, 2027 if successful;
- Our school agrees to send two educator representatives to participate in the cultural safety training which is a mandatory part of this program;
- Any funding received will be used only for the approved purpose;
- We agree to participate in promotional activities relating to the Grants Program.

I declare that the above information is true and correct.

- ☐ Yes
- ☐ No