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NORTA NORTA GUIDELINES - 2014

Purpose of Norta Norta

Norta Norta provides targeted support for Aboriginal students to accelerate progress in student achievement. The focus of Norta Norta is to provide learning assistance in the key areas of literacy and numeracy to improve educational outcomes for Aboriginal students.

Norta Norta aligns with the NSW Aboriginal Education and Training Policy, the Public Schools NSW Strategic Directions 2012-2014 and the Aboriginal and Torres Strait Islander Education Action Plan 2010-2014 (ATSIEAP). The ATSIEAP is a key national initiative designed to contribute to meeting the six key Council of Australian Governments (COAG) Closing the Gap targets. The following two Closing the Gap targets are specifically aligned to Norta Norta.

- Halve the gap in reading, writing and numeracy achievement between Aboriginal and Torres Strait Islander students and non-Indigenous students by 2018.
- Halve the gap in Aboriginal and Torres Strait Islander Year 12 attainment or equivalent attainment rates by 2020.

Participation in Norta Norta should be embedded in the student’s Personalised Learning Plan and updated accordingly.

Norta Norta funds are a targeted individual student allocation and must only be spent on tuition for Aboriginal students and CANNOT be used for the following:

- purchase of equipment including desk top computers, laptops, tablet computers, printers, phones, interactive white boards, data projectors, screens, cameras, photocopiers and fax machines, vehicles (such as cars, trucks, buses, boats, tractors and lawn mowers) and furniture
- building or garden landscaping or maintenance including covered outdoor learning areas, paving, paths and fencing
- coordination hours, executive/teacher professional learning including conferences, forums, professional coaching of staff and course fees including for example those relating to TAFE NSW, Stronger Smarter and Dare to Lead
- transport, including airfares, bus or taxi fares, kilometric allowances, or hire cars
- unrelated salaries including the employment of consultants or administrative staff or
- excursions, murals, catering, stationary and printing costs.

Norta Norta must be completed and funds fully expended by end of Term 4, 2014.
There are two components to *Norta Norta*:

1. **NAPLAN**
2. **Individual Sponsorship**

**NAPLAN component**

Funding for this component is based on Aboriginal students’ Year 3, 5, 7 and 9 NAPLAN data.

No application is required from schools for the NAPLAN component as Aboriginal Education and Community Engagement determines the school’s entitlement using the results of the previous year’s NAPLAN data. *Norta Norta* NAPLAN Allocations are included in the Resource Allocation Model as targeted (individual student) funding.

Funds are provided to schools to employ a tutor to work with teachers to enhance Aboriginal student engagement and improve student’s academic achievement.

A maximum of 75 hours of tuition per year for each eligible student is allocated by Aboriginal Education and Community Engagement to identified schools to provide tuition support.

Funds are allocated based on the number of eligible Aboriginal students. Eligible students are:

- Aboriginal students identified *at or below* the national minimum standards in all four of the NAPLAN domains in Year 3, 5, 7 and 9.

Secondary schools are provided with funding at the qualified tutor pay rate, and it is strongly recommended that these schools employ qualified tutors. However, in some circumstances employing an unqualified tutor for the NAPLAN component may be the school’s only option. Please refer to Employment of tutors section on page 8.

**Tuition Modes- NAPLAN component**

Tuition under the NAPLAN component of *Norta Norta* can be delivered in the following modes:

- Learning Assistance for Aboriginal students in Years 4, 6, 8, and 10
- Independent Learning Hubs for Aboriginal students from Kindergarten to Year 10 or
- Mentoring/leadership programs that provide support for Aboriginal students in the middle years.
Learning Assistance
Learning assistance is provided to individuals, pairs or small groups of Aboriginal students in Years 4, 6, 8, and 10 who have been identified as not meeting the minimum standard in all four of the NAPLAN reporting strands. A tutor is employed to work in-class to support the teacher’s work program. Tutors should be managed and supported by a nominated school executive.

Withdrawing students from class to provide tuition is not an option, however tuition may be provided out of class such as before school, at lunch time or after school with approval from parents/caregivers. Schools may, at their own discretion, include other students at risk of not meeting the national minimum standards.

Independent Learning Hubs
The aim of the Independent Learning Hubs is to enhance research skills and improve the quality of students’ homework and completion rates of assignments. Students will be supervised by a teacher who is employed as a qualified tutor. In addition, schools may choose to also employ unqualified tutors to work with the teacher to provide tuition to students to support their learning.

Independent Learning Hubs will operate within school libraries, computer labs and other suitable areas of a school with access to physical and learning resources which may otherwise not be available to Aboriginal students in their home setting. Physical resources include the space/place to undertake education and training requirements including homework, assessment tasks, reading and research, as well as access to computers and printers.

Mentoring/Leadership
These programs are aimed at providing support for students in the middle and senior years of schooling and must align with Norta Norta objectives of providing learning assistance to improve educational outcomes for Aboriginal students.

Individual schools, including communities of schools, may wish to offer tutoring/mentoring/leadership programs such as Junior Aboriginal Education Consultative Groups (AECGs) and the Australian Indigenous Mentoring Experience (AIME) mentoring program. Further information regarding Junior AECGs can be obtained by contacting the NSW AECG Secretariat on (02) 9550 5666. The website address for AIME is - www.aimementoring.com or schools can request further information by emailing admin@aimementoring.com.

Should a school wish to participate in a mentor program such as Australian Indigenous Mentoring Experience, funds can be used to cover a qualified tutor/teacher to supervise groups of students.

Schools have the flexibility to offer one, or a combination of, the tuition modes to implement Norta Norta. Schools can combine Norta Norta funds with funds from other sources to operate the program for a longer period.

In collaboration with parents/caregivers, school staff should decide the mode of tuition that will best improve the learning outcomes of the students. This process
may be enhanced by input from the school’s Aboriginal Education Officer and/or a local Aboriginal Education Consultative Group member.

**Individual Sponsorship component**

Funding for this component is through an application process and is targeted for Aboriginal students in Years 11 and 12.

Individual Sponsorships are available for Aboriginal students in Years 11 and 12 to assist in the final years of schooling. Individual Sponsorships are targeted for senior students to enhance their engagement and improve their academic achievement in subjects being undertaken. Tuition support may also be provided for study skills, literacy and numeracy.

Schools are required to determine, in consultation with each student and their parent/caregiver, their tuition requirements and must employ suitably qualified tutors for subject specific areas.

**Tuition Modes - Individual Sponsorship component**

Schools must consult with parents/caregivers to ensure that suitable arrangements are made for the provision of tuition for students.

Individual Sponsorship applications must be signed by all students participating in the 2015 *Norta Norta* Individual Sponsorship component and be submitted by 19 September 2014. This will allow processing of notional entitlements for the commencement of the 2015 school year.

A confirmation list will be sent to principals during term 1 2015 to confirm actual student participation in *Norta Norta* Individual Sponsorship. This confirmation will determine the 2015 balance payment.

It is expected that the mode of tuition be provided on an individual basis (one to one) for each Aboriginal student in Years 11 and 12.

Tuition must only be provided by a qualified tutor and generally delivered outside of school hours. Schools have the option of providing tutorial support during school hours as long as students are not withdrawn from their regular classes.

Schools are requested to:

- explain to the students and their families/caregivers that the sponsorships are available to support Aboriginal students’ academic achievement. This means that the tuition is offered so that every student can achieve their potential in their senior studies
- ensure that those Aboriginal students who have requested tuition will undertake a personal commitment to the tutorial support by having students sign an application form
- discuss with student and parent/caregiver the subject area/s where tuition will best assist each student. This includes Vocational Education and Training subjects where relevant
ascertain the availability of suitably **qualified** tutors for subject specific areas and
consult with Aboriginal parents/caregivers, or local AECG and/or Aboriginal community members about the benefits of the Individual Sponsorships and how to encourage and maintain student participation and retention.

**Norta Norta management and evaluation**

**Schools are responsible for:**
- ensuring all elements of the *Norta Norta* funds are managed as per guidelines by using the funds for the payment of tutors
- identifying students in Years 11 and 12 to participate in tutorial assistance and reporting on student participation
- consulting with students, parents/caregivers to ensure that suitable arrangements are made for the provision of tuition for students;
- completing and submitting the Individual Sponsorship application form, (include student’s signature to ensure students are aware of their personal commitment to having tuition
- consulting and working in partnership with local AECGs throughout *Norta Norta*
- establishing a list of suitable tutors through merit selection in consultation with local AECGs
- managing the employment of all tutors including on-cost associated with *Norta Norta*
- maintaining accurate records of tutors’ participation, including the qualifications of tutors employed, payments made and type of tutoring support provided
- ensuring qualitative and quantitative indicators are embedded in the student’s Personalised Learning Plan
- providing a duty of care to students and ensuring appropriate relationships between tutors and students
- completing and submitting the *Norta Norta* evaluation and OASIS report by the due date.

**Aboriginal Education Consultative Group:**
- consulting and working collaboratively with schools to provide support in the implementation, development and evaluation of *Norta Norta*
- endorsing annual *Norta Norta* evaluations.

**Aboriginal Education and Community Engagement is responsible for:**
- processing funding to schools following receipt of NAPLAN data from High Performance Unit
- processing applications and funding for the Individual Sponsorship component for Years 11 and 12 students
- updating guidelines
- providing *Norta Norta* information as required
- collecting and evaluating data and evidence for reporting
Reporting, monitoring and accountability

In 2014 AECE are working with High Performance to embed the Norta Norta evaluation into the planning and reporting framework. During this transition year principals are required to complete and return the Norta Norta evaluation reports (found in this portfolio) by the following dates:

INDIVIDUAL SPONSORSHIP – Friday 19 September 2014

NAPLAN Primary Schools - Friday 7 November 2014

NAPLAN Secondary, Central and SSP schools - Friday 28 November 2013

To: The Norta Norta Coordinator
    Aboriginal Education and Community Engagement
    Locked Bag 53
    DARLINGHURST NSW 2010
    Fax: (02) 9244 5365
    Or email: aboriginal.programs@det.nsw.edu.au

In the school plan, principals will need to determine a clear strategy for the provision of funds that are targeted to individual NORTA NORTA students. It is essential that this approach is integrated into the normal functions of the school and not considered to be an additional requirement. The approach may include:

- establishing effective learning supports – these may include universal preventions or targeted supports in school and classroom, and individualised or intensive support
- establishing and maintaining effective school-community partnerships to support students, their parents and families and to support effective interagency activities.

The Annual School Report will provide evaluation of such aspects, including progress towards the achievement of improved practices and cultures as identified in the School Plan. The principal will use the Annual School Report to account for additional funds in terms of student progress and achievement of social and academic outcomes. In order for principals to account for improved student outcomes in relation to Norta Norta, student learning data will need to be provided at the group level for those groups for which the school has been funded.

Aboriginal Education and Community Engagement will monitor student progress through NAPLAN results in all four of the reporting domains for Years 3, 5, 7 and 9. Expenditure of Norta Norta funding will be monitored through OASIS and SAP reporting.
Employment of tutors

All *Norta Norta* Tutors must be employed as a casual employee as the hourly rate of pay includes a casual loading to compensate for all forms of leave (other than long service leave) and also includes a loading in lieu of annual leave. This means tutors are not entitled to any stand down payment or leave entitlements and as such will not receive any payment through school vacations.

- The school can employ either **qualified or unqualified tutors** for the NAPLAN component of *Norta Norta*, however it is preferable to employ qualified tutors for the secondary school students.

- The school can **only employ qualified tutors** for the Individual Sponsorship component of *Norta Norta*. Schools must ensure that tutors have the relevant **subject expertise for the tuition**. Where tutors are working on study skills for assignments with students, and are not subject experts in that subject, tutors must liaise closely with a teacher or head teacher who has the relevant subject expertise.

Qualified tutors

Principals are responsible for sighting relevant qualifications and can employ:

- qualified teachers with current approval to teach with NSW Department of Education and Communities
- qualified teachers working in the non-government school sector and registered as a teacher with the NSW Institute of Teachers
- individuals holding relevant qualification(s), including studies at the diploma (minimum three years), advanced diploma, degree and postgraduate levels including masters and doctorates.

Please note: teachers must be employed as a tutor on a casual basis, not as temporary teachers.

Unqualified tutors

- unqualified individuals identified by the school through the merit selection process as being suitable to work as a tutor with Aboriginal students.

The employment of tutors must be in accordance with NSW Department of Education and Communities policies and procedures. The Department’s risk management procedures, child protection measures and the *Working with Children Check* are essential for the safety and welfare of students. The Department’s policies and procedures are available on the Department’s Internet and Intranet websites.

Prior to engaging a tutor, principals are to ensure the person is not on the Department’s confidential list of persons who are not to be employed in NSW government schools or TAFE NSW without the approval of the Director, Staffing Services (NTBE list). The NTBE list is accessed via the Department’s Electronic Casual Pay Claims System (e-CPC). The e-CPC link can be found at: [https://www.det.nsw.edu.au/jecpc](https://www.det.nsw.edu.au/jecpc)
Examples of **relevant policies and procedures** include the:

- *Child Protection (Working with Children) Act 2012 and Working with Children Check – Appendix 1*
- *Mentoring Students Policy (2005) and Guidelines for Mentoring and Supporting Students (2005)*
- *Private and Secondary Employment Policy and Guidelines (2009)*
- *Code of Conduct Procedures (2010)*
- *Protecting and Supporting Children and Young People Policy: (2010)*
- *Protecting and Supporting Children and Young People: Revised Procedures*
- *Allegations against Employees in the Area of Child Protection Policy (2010)*
- *Responding to Allegations against Employees in the Area of Child Protection (June 2010)*
- *Procedures for the Local Management of Less Serious Allegations in the Area of Child Protection Against DET Employees (2010).*

If the tutor has never previously worked with the Department, or has had a lapse in casual employment as a tutor with the Department of 12 months or more, a *Working with Children Check* must be performed and clearance for employment granted prior to the tutor commencing duty.

The *Working with Children Check* verification is to be initiated by the relevant recruiting area via the HR system eCPC.

The school should collect and retain the following:

- a copy of a signed and dated WWCC Declaration for volunteers and contractors (Appendix 5) completed by the applicant or paid employee
- a copy of identity documents submitted by the applicant. An *Identity Documents Checklist (Appendix 6)* of acceptable proof of identity documents is available on the Department’s Intranet at

For further information on clearance for employment, please contact the Probity Unit:

- telephone: (02) 9836 9290
- fax: (02) 9836 9222
- email: ss.probityunit@det.nsw.edu.au

The following information should be faxed to the e-CPC team on **1300 338 124** prior to or at the time the tutor commences working in the school:

- a completed Australian Taxation Office Tax File Number Declaration Form (available from newsagents and Australian Taxation Offices - ATO)
- details of the tutor’s bank or credit union so payment may be made to the appropriate account.
- a copy of the letter (**TAB A**) confirming the tutor’s terms of employment including dates of engagement.
- written advice from the tutor indicating the details of the fund they wish their Superannuation Guarantee Contributions to be forwarded, should they not wish it to go to the Department’s default fund - First State Super.
The e-CPC Team will provide the school with a casual employee payroll number once the above information has been processed. Upon receipt of a casual employee payroll number, the school should post the original Tax File Number Declaration form only to:

  e-CPC team  
  NSW Department of Education and Communities  
  Locked Bag 3010  
  BLACKTOWN NSW 2148.  

Schools are required to provide a letter (TAB A) to ALL tutors employed through Norta Norta, outlining the conditions of employment, including engagement dates etc. Tutors are required to complete an Acceptance of Offer prior to taking up the employment.

**Payment of tutors**

The hourly rate of pay includes a casual loading to compensate for all forms of leave (other than long service leave) and also includes a loading in lieu of annual leave. This means tutors are not entitled to any stand down payment or leave entitlements and as such will not receive any payment through school vacations.

**PLEASE NOTE:** Schools are responsible for all salary on-costs to tutors.

### Qualified Pay Rate $52.64 per hour

The applicable designation for payment of casual qualified tutors is NORTA1 – Norta Norta Program Tutor (Qualified). Schools should submit claims for payment of casual qualified tutors via the Electronic Casual Pay Claims (e-CPC) application using the NORTA1 qualified tutor rate. **OASIS subdissection 690.**

### Unqualified Pay Rate $30.40 per hour

The applicable designation for payment of casual non qualified tutors is NORTA2 – Norta Norta Program Tutor (Non Qualified). Schools should submit claims for payment of casual non qualified tutors via the Electronic Casual Pay Claims (e-CPC) application using the NORTA2 unqualified tutor rate. **OASIS subdissection 700.**

If either status does not appear on the school’s e-CPC drop down selection please contact the Casual Payroll team (e-CPC team) by telephone on 1300 338 004 or email: e-CPC@det.nsw.edu.au.

Schools will be debited to meet the cost of tutors employed in the same way that short term casual relief staff claims are debited.
Non 229 schools
- funds may ONLY be used for salaries to employ qualified or nonqualified tutors.
- schools must use billable CEPS code 302 (inclusive of on-costs)

229 schools
- funds may ONLY be used for salaries to employ qualified or nonqualified tutors.
- billable CEPS code 020 (Teaching) or 022 (Non-Teaching) MUST be used these codes are inclusive of on-costs. The funding will be allocated to Internal Order 2004000009. Expenditure relating to this funding must use this order number so the school can track the financial position.

Merit selection process
- there should be a merit selection process to appoint tutors.
- you do not need to re-interview successful and experienced tutors who have been previously interviewed in a process which included local or regional Aboriginal Education Consultative Group representation.
- the interview process should be flexible and conducted in a way that enables Aboriginal community members to feel comfortable in the interview process.
- if only one eligible applicant applies for a position, the principal and an Aboriginal community member may consider that person’s application and recommend them as suitable or not suitable for the position.
- where more than one applicant applies, the principal will form a panel and arrange interviews.

Merit selection panels
The recommended membership for a selection panel for tutors is:
- the school principal (convener) or nominee
- a representative of the local or regional Aboriginal Education Consultative Group, if available or
- a member of the local Aboriginal community or an Aboriginal parent.
- there must be both male and female representation on the panel.

A selection panel report, and records of the interview process, should be completed by conveners and signed by all panel members. The school is to keep all records on file for future reference.

Priority employment
Aboriginal or Torres Strait Islander people have priority for employment as tutors for Norta Norta.
Professional development for tutors

It is the responsibility of schools involved in Norta Norta to ensure tutors are suitably supported to provide the necessary tuition for eligible students. Ongoing professional development and support for tutors is the responsibility of the principal.

Professional development and support may include:

- effective strategies to support small group instruction
- syllabus outcomes to be achieved by the student in key learning areas or subject specific areas
- training to support the implementation of key literacy and numeracy programs; and/or
- training on the use of resources such as interactive whiteboards and relevant computer programs
- cultural education sessions for non-Aboriginal tutors.

Procedures for Transferring or Returning Funds

Transfer of Funds for NON 229 schools
Unused funds are required to be transferred in all cases where a student who has been allocated a grant moves to another school.
A cheque should be drawn and made payable to the student’s new school. The cheque, together with the Transfer of Funds Form (found in this portfolio) and the student’s transfer papers should be sent to the principal of the student’s new school. A photocopy of both the form and cheque to be forwarded to:

Norta Norta Coordinator
Aboriginal Education and Community Engagement
Locked Bag 53
DARLINGHURST NSW 2010

Transfer of Funds for 229 school
Please wait for advice from finance.

Return of Funds for NON 229 schools
Unused funds are required to be returned to State Office in all cases where a student who has been allocated a grant, enrols in non-government school or leaves the government school system.
In the case of extended student absences, it is more appropriate for the return of funds to be calculated at the end of the school year or semester.

A cheque should be drawn and made payable to the ‘Department of Education and Training’. The cheque, together with the Return of Funds Form (found in this portfolio) should be sent to:

Norta Norta Coordinator
Aboriginal Education and Community Engagement
Locked Bag 53
DARLINGHURST NSW 2010
Return of Funds for 229 schools
Please wait for advice from finance.

Calculation of Funds to be Transferred or Returned
Generally speaking, the total allocation to the school is to be divided notionally into four ‘term’ allocations. Funds to be returned or transferred should be calculated in the following way:

- when a student leaves or transfers during semester 1 the remainder of the year equivalent funding is transferred or returned.
- when a student leaves at the end of a term, a corresponding proportion of the original funding is required to be transferred or returned (i.e. if there is one full term left in the semester, one quarter of the annual grant needs to be transferred or returned).
- in addition, when a student leaves during a term, an allocation, in proportion to the remaining time in that term, is required to be transferred or returned.

For further information please contact the following Learning and Engagement Officers:

<table>
<thead>
<tr>
<th>Name</th>
<th>Office</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linda Cormack</td>
<td>Bathurst Office</td>
<td>02 6334 8203</td>
</tr>
<tr>
<td>Lynne Hugginson</td>
<td>Coffs Harbour Office</td>
<td>02 6652 0514</td>
</tr>
<tr>
<td>Jenny Kneipp</td>
<td>Macquarie Park Office</td>
<td>02 9208 7611</td>
</tr>
<tr>
<td>Craig Cleaver</td>
<td>Miranda Office</td>
<td>02 9531 3900</td>
</tr>
<tr>
<td>Paulene Kotselas</td>
<td>Riverwood Office</td>
<td>02 9408 8900</td>
</tr>
<tr>
<td>Stephen Harvey</td>
<td>Wagga Office</td>
<td>02 6937 3896</td>
</tr>
<tr>
<td>Greg Hand</td>
<td>Warilla Office</td>
<td>02 42676117</td>
</tr>
</tbody>
</table>
Norta Norta
Tutor Letter

Dear Ms/Mr (insert………)

I am writing to offer you a period of casual employment to carry out the work of a Norta Norta qualified / unqualified Tutor at …(to be inserted) ………..School.

The relevant remuneration and conditions of employment are as follows.

Rate of pay:  (Insert hourly rate $)

Engagement period:

From……… To……….. (insert school term dates)

Payment will only be made for work completed during the above period.

Hours / days per week:  (…………to be inserted)

Terms of engagement

As a casual employee your hourly rate of pay identified above includes a casual loading to compensate for all forms of leave other than long service leave and an additional loading in lieu of annual leave. This rate covers all incidents of employment for Norta Norta tutors.

It is appropriate that I draw your attention to the following matters:

1. This offer is made subject to the continuing availability of funding for Norta Norta at ………………. School.

2. Your services may be dispensed with at any time in circumstances where the reason for your employment is no longer necessary or where funding for the program is reduced or ceases.

3. Your services may be dispensed with at any time in circumstances involving your misconduct and/or poor performance.

4. There is no guarantee of employment beyond the terms of engagement specified above.

5. Casual employment does not constitute appointment to a “position” in the Department nor does it constitute permanent employment in the Department.

6. This offer of employment is subject to Child Related Employment and Criminal Record checks.
If you are already employed by the Department in another capacity (as a casual, temporary or permanent employee), this period of engagement will be considered separately from your other employment for all purposes including leave entitlements and service.

This offer of employment is conditional on provision of the following documents prior to your entry on duty:

- birth Certificate
- proof of Change of Name (if applicable)
- evidence of approval to work in Australia if not born in Australia (for example, working visa, Australian citizenship, permanent resident status).

Additionally the following information will also be required either on your agreed first day of duty or as soon as possible thereafter:

- details of the bank account your salary is to be deposited into (account number, name of account holder and BSB);
- tax File number;
- superannuation fund details where you wish payments to be deposited in a fund other than First State Super.

Please note when nominating a superannuation fund other than First State Super, written notification will be required from the nominated fund of compliance under the Superannuation Guarantee Legislation and the Department’s eligibility to contribute to this fund.

To formally confirm your acceptance of this position would you please sign the attached Acceptance of Offer and return it within seven (7) working days from the date of this letter, together with the attached Employment Declaration Form for Taxation purposes and an Application for Payment of Salary into Account to be nominated by you. The forms must be returned to:

Norta Norta school contact person
(insert school name)
(insert school address)

Yours sincerely

Principal
Date
Phone: (insert phone contact details)
Please return your acceptance to:

(insert name and address....)

**ACCEPTANCE OF OFFER**

I wish to accept/decline (please circle) the offer of casual employment on a casual basis, as a Norta Norta Tutor at x school.............. at the hourly rate of $ ... from......to......under the conditions outlined in the letter of offer to me dated ........

I understand that this offer of employment is subject to my satisfactory performance, the ongoing need for the position and continued funding.

I understand and accept that my employment is conditional upon a satisfactory Child Related Employment and Criminal records checks and authorise the Department of Education and Communities to conduct such checks for that purpose on my behalf.

Consistent with NSW Government policy (Premier’s Department Circular 2004-03), any person who falsifies their record of academic and/or professional qualifications to gain employment may be dismissed and/or prosecuted. I have attached certified copies of the following documents:

- Birth Certificate or Proof of Change of Name (if applicable)
- Evidence of approval to work in Australia if not born in Australia (for example, working visa, Australian citizenship, permanent resident status)
- Tax declaration form
- Bank Account details form
- Superannuation fund details where you wish payments to be deposited in a fund other than First State Super.

Please note when nominating a superannuation fund other than First State Super, written notification will be required from the nominated fund of compliance under the Superannuation Guarantee Legislation and the Department’s eligibility to contribute to this fund.

**Signature:** ________________________________________________
**Name:** ___________________________________________________
**Date:** _______________
Norta Norta

TUTOR ROLE STATEMENT

- provide support to targeted Aboriginal students to improve their literacy and/or numeracy achievements
- assist students to develop skills and understandings that enable them to independently participate in class activities
- work closely with the teacher to ensure the tuition provided is relevant to their learning needs
- maintain a structured timetable in negotiation with teachers to ensure all eligible students receive tutor support
- keep a record to communicate observations and information about each student to the class teacher
- assist teachers as requested to communicate and provide feedback to parents, caregivers and community members and
- attend, where possible, professional learning activities to develop effective strategies in providing tutorial support for Aboriginal students.

**Note:** The school must not require the tutor to perform the tasks of Aboriginal Education Officers as stated in their respective role statement.