



Department of  
Education



Polly  
Farmer  
Follow the dream

# Follow the Dream Program Guidelines

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Cover page artwork reproduced with permission from the artist, Ms Mauretta Drage. Mauretta works at Cable Beach Primary School in Broome. The footprints in the artwork represent the early childhood and their parents, the blue circles are meeting places, the dots represent colours that small children see and the green lines are pathways.

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## 1. Introduction

As partners of the Follow the Dream (FTD) program, the Department of Education (the Department) and the Polly Farmer Foundation acknowledge and respect the traditional custodians of the lands and waters on which our students live and are educated throughout Western Australia.

We acknowledge and understand that Elders, parents, families and communities are the first educators of their children and we recognise and value the cultures and strengths that Aboriginal children bring to the classroom. Aboriginal people have a long tradition of teaching and learning through sharing their connections with country, community, language and culture, and through their oral histories, stories and lived experiences, that are passed from generation to generation. We recognise and value the learning that Aboriginal children bring with them from their homes and communities into the classroom.

We acknowledge the enduring strength and resilience of Aboriginal people in sustaining the world's oldest living cultures.

We acknowledge that we have an important role to play in providing opportunities for Aboriginal students to embrace their cultural and linguistic identities and support their social and emotional wellbeing. The support provided must be informed by Aboriginal concepts of wellbeing.

The Follow the Dream program is a supplementary program provided in WA public schools to promote Aboriginal ways of knowing, being and doing and support Aboriginal students to achieve their full learning potential, shape their own futures, and embrace their cultures, languages and identities as Australia's First Nations people.

The Program forms part of whole-school culturally responsive approaches.

Throughout this document, the term Aboriginal is used to respectfully refer to both Aboriginal and Torres Strait Islander people.

These Program Guidelines provide a framework for Program Coordinators and school staff to plan and deliver the Follow the Dream program in their local context. In consultation with the Department of Education and the Polly Farmer Foundation, the Program may be adapted to reflect specific school, community and program circumstances.

## 2. Follow The Dream purpose statement

Follow the Dream is inspired by Graham (Polly) Farmer's vision for all young Aboriginal people to have every opportunity to succeed in life, develop their talents and take their rightful place in Australian society.

Follow the Dream provides enriched educational and experiential opportunities for male and female Aboriginal students.

The program celebrates culture, strengthens a sense of belonging and connection to community and empowers students to pursue their aspirations.

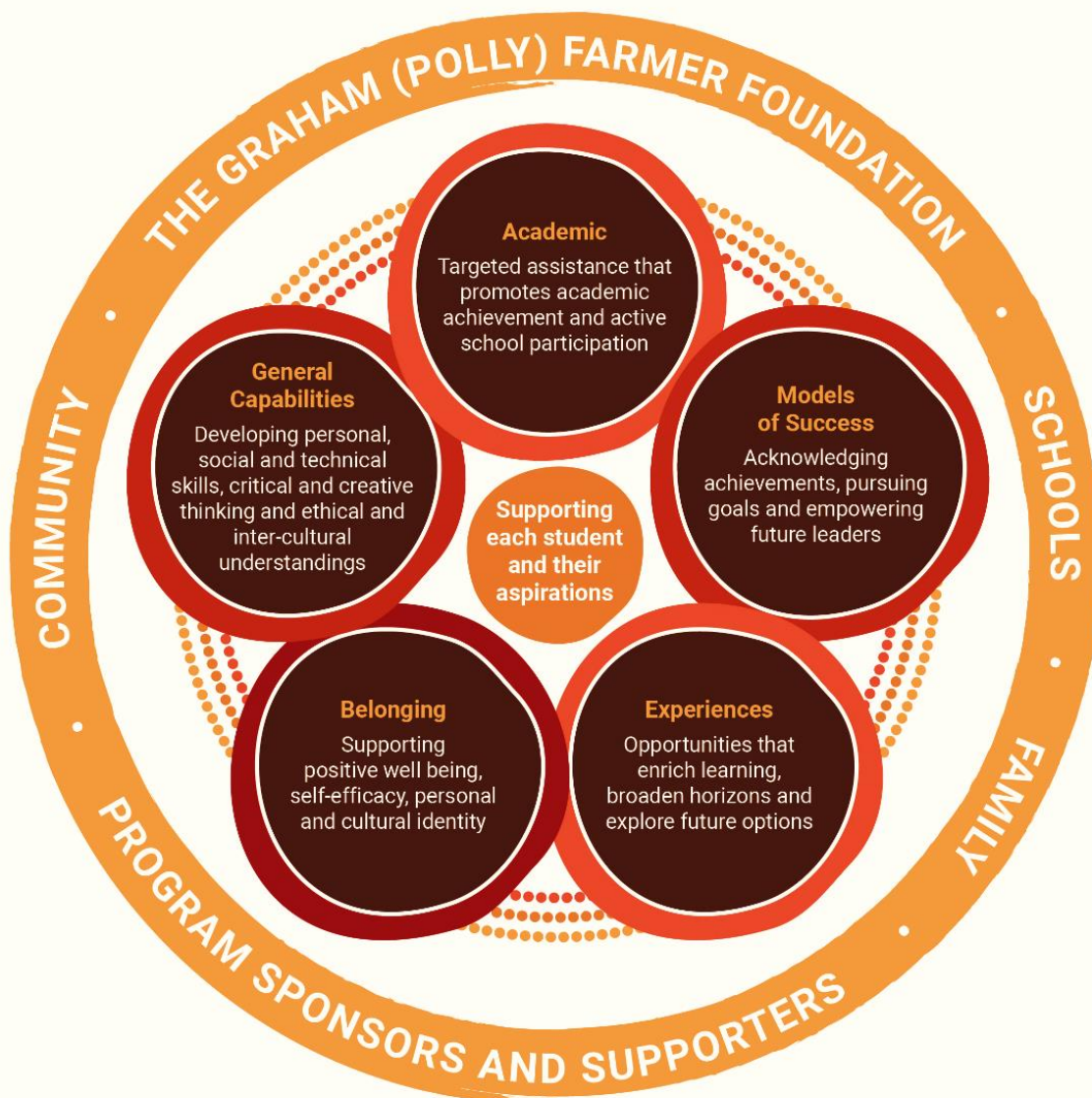
Follow the Dream is delivered through a partnership between the Western Australian Department of Education and the Polly Farmer Foundation. The Polly Farmer Foundation represents the network Alumni, supporters and sponsors who enrich Follow the Dream.

## 3. Program objectives

- Students' academic outcomes and talents enable the pursuit of their aspirations.
- Students achieve a WACE upon completion of Year 12.
- Student wellbeing underpins positive engagement and academic success.
- Students' Aboriginal cultural identity is acknowledged and celebrated.
- Students have a sense of self knowledge and agency about their capacities, interests and potential future pathways.
- Families and communities actively engage in shaping and implementing the program.
- Students and alumni access unique experiential opportunities through the FTD network.
- Students and alumni are role models and leaders within their schools and communities.

#### 4. Follow the Dream framework

The Follow the Dream program design and delivery is based on an inter-connected model of five key program elements. Developing and implementing programs which consider the elements and that reflect the needs of students and local contexts, supports the achievement of the program's stated objectives.



## Follow The Dream - Program Elements Elaboration

Element	Focus	Indicators and examples of good practice
<b>Academic</b> Targeted assistance that promotes academic achievement and active school participation	Academic success is student specific, related to aspirations and focussed on setting high personal expectations. Outcomes for programs reflect community contexts, student cohort and program type	<ul style="list-style-type: none"> <li>Strong relationships between Program Coordinators and school staff are critical to success</li> <li>Academic success is encouraged and celebrated. Students are more willing to engage</li> <li>Being aspirant isn't confined to supporting "high achieving" academic student cohort</li> <li>Individualised learning plans target student need and interests</li> <li>Link to whole school approaches and strategic directions</li> </ul>
<b>Models of success</b> Acknowledging achievements, pursuing goals and empowering future leaders	Positive role models and success stories have the potential to elicit changes in individual's perspectives and aspirations. They can also impact family, school and community expectations and challenge stereotypes	<ul style="list-style-type: none"> <li>Provide local and real examples of success in schools and community</li> <li>Students have access to peer alumni mentors and role models for inspiration, guidance and support</li> <li>Shared experiences foster perseverance, resilience and leadership development</li> <li>Demonstrations of success and sharing stories support community endorsement and program sustainability</li> <li>Alumni are a valuable resource and have a desire to "give back"</li> </ul>
<b>Experiences</b> Opportunities that enrich learning, broaden horizons and explore future options	Programs provide access to experiences that might not otherwise be available. They enrich learning, enhance engagement and offer options and possibilities to help students identify and achieve their goals	<ul style="list-style-type: none"> <li>Experiences remove barriers and uncover new pathways</li> <li>Engagement with local community enhance identity and acknowledge culture</li> <li>Excursions and other opportunities support academic performance and reward positive program participation</li> <li>Local and 'in program' experiences that draw on community resources and expertise, can deliver outcomes as effectively as 'big-ticket' opportunities</li> </ul>
<b>Belonging &amp; Well Being</b> Supporting positive well-being, self-efficacy, personal and cultural identity	Positive health and well-being, a sense of belonging and strong cultural identity are the foundation for student success	<ul style="list-style-type: none"> <li>Building strength-based relationships and showing care promotes a sense of belonging toward the program.</li> <li>Strong focus on acknowledging and celebrating Aboriginal and Torres Strait Islander cultural identity</li> <li>Developing the capacity to adapt and "code switch" to different environments, contexts and situations</li> <li>Looking beyond the school to engage with community resources and providers</li> <li>Supporting the health and well-being of students and families is a pre-requisite for success at school and beyond</li> </ul>
<b>General Capabilities</b> Developing personal, social and technical skills, critical and creative thinking and ethical and inter-cultural understandings	Developing capabilities to apply knowledge, interact with others, enhance skills, apply appropriate responses and adapt to changing contexts will provide students with the attributes for future success	<ul style="list-style-type: none"> <li>Setting and reflecting on goals promotes grit, persistence and self-efficacy.</li> <li>Achievement and success drives self-belief. In-turn, this increases engagement and sees aspirations becoming realities.</li> <li>Relationships with PFF partners enable students to gain insights, access opportunities and/or experience work places that demonstrate the skills and attributes which employers require and are seeking for their future workforce</li> <li>Opportunities for collaboration, working in teams and drives a sense of belonging, adaptability, flexibility and commitment</li> </ul>

## 5. Governance structure

Program Operations and Program Management groups enable broad participation in decisions about the Program and provide forums to share information in a transparent and accountable manner.

### Program Operations Group (*formerly Program Steering Committee*)

The Program Operations Group provides input to the program's strategic direction and reflects on program performance. In particular, the group seeks the insights and perspectives of local Aboriginal people to ensure that programs are culturally responsive and appropriately reflect the needs, interests and aspirations of the local community.

Encouraging, advocating and facilitating genuine involvement and local ownership by the community are vital enablers for the Program. Program Operations Groups draw on the strengths of the community and provide Aboriginal perspectives to local level decision making.

The group is responsible for:

- providing input and advice regarding significant initiatives, strategic directions and program operations;
- determining how program funds and resources will be allocated;
- reviewing student data;
- supporting the development of the program budget and monitoring expenditure; and
- identifying local opportunities and/or networks that enable students to access a range of workplaces, future employment and/or cultural experiences.

Program Operations Group meetings will be held in Term 1, Term 2 and Term 4.

The Program Operations Group membership should include the below:

- Program Coordinator;
- host school Principal (or delegate);
- outreach school Principal (or delegate);
- parent representatives;
- relevant Aboriginal community members;
- Aboriginal school staff;
- PFF Program Manager;
- external sponsors (where relevant); and
- other appropriate school staff and community members as determined by the Program Operations Group.

### Program Operations Group Organisation

The Program Coordinator provides executive officer support to the group, liaising with members, organising the meetings (including contacting members and preparing and distributing the agendas and accompanying reports) and recording, preparing and disseminating the minutes.

It is recommended that:

- two weeks prior to the meeting, the Program Coordinator will send an e-mail reminder to Program Operations Group members and invite items for discussion for inclusion on the meeting agenda.
- one week prior to a meeting the Program Coordinator will distribute, by email, to all group members the following documents:
  - an [agenda](#) (a document for consideration has been provided – the agenda should be place-based and reflect the preferences of the audience);
  - the budget monitoring tool;
  - a copy of the [minutes](#) from the previous meeting (a document for consideration has been provided – the minutes should be place-based and reflect the preferences of the audience); and
  - any other documents to be tabled at the meeting.
- relevant de-identified student data should be shared for discussion at each meeting.
- two weeks after the meeting, Program Coordinators will distribute the minutes of the meeting.

### Program Management Group

The Program Management Group is composed of the Department's nominated Manager and Principal Consultant and the PFF Chief Executive Officer and Program Managers.

The group will meet in Term 1, Term 2 and Term 4 and is responsible for:

- maintaining strategic and operational alignment;
- monitoring and reviewing Program outcomes, outputs and measures;
- driving continual improvements to the partnership;
- review applications and administering program innovation funding; and
- identifying and addressing issues and opportunities to improve and expand the delivery of Programs.

\*Out of session meetings will be considered on an as-needs basis.

## 6. Department and PFF roles and responsibilities

The Department and the PFF commit to the provision of staff to support the FTD program. The key roles and responsibilities of each position are outlined below.

Department funded staff		
A <b>Principal Consultant</b> with responsibility for strategic and operational administration and governance of the program.	A Level 3 School Administrator - <b>Program Coordinator</b> to manage the program at the host school and affiliated outreach schools.	<b>Follow the Dream Tutors and/or Mentors</b> appointed by Program Coordinators on a casual basis to support student's in accordance with their personalised learning plan.
<p>The Principal Consultant will:</p> <ul style="list-style-type: none"> <li>manage the Follow the Dream Targeted Initiative, ensuring funds to schools are appropriately allocated and dispersed;</li> <li>ensure the receipt of acquittals each school year;</li> <li>provide leadership and support to the Program Coordinators and school Principals;</li> <li>review and endorse data and information associated with the program;</li> <li>participate in the recruitment of Follow the Dream Program Coordinators;</li> <li>participate in Program Operations Group meetings as deemed necessary;</li> <li>chair Program Management Group meetings with the PFF and</li> <li>co-design with schools and the PFF, an annual FTD Conference for FTD staff.</li> </ul>	<p>Each Program Coordinator will:</p> <ul style="list-style-type: none"> <li>plan, coordinate and monitor the program activities for the host school and affiliated outreach schools;</li> <li>provide educational leadership in the school and community to build shared ownership of and engagement with the Follow the Dream Program;</li> <li>ensure program planning and delivery is culturally responsive and inclusive of Program Outcomes Framework elements;</li> <li>foster and nurture positive and mutually respectful relationships with FTD students;</li> <li>develop, monitor and review personalised learning plans with students and families;</li> <li>build and maintain effective working relationships with key program stakeholders to support student outcomes and opportunities;</li> <li>fulfil executive officer responsibilities for the Program Operations Group;</li> <li>fulfil administration reporting requirements; and</li> <li>effectively manage Program financial and human resources.</li> </ul>	<p>Tutors and/or Mentors will:</p> <ul style="list-style-type: none"> <li>develop mutually respectful relationships with students, families and school staff;</li> <li>refer to students personalised learning plans in developing appropriate, meaningful and engaging activities for students;</li> <li>monitor and review student progress in accordance with their personalised learning plan;</li> <li>communicate student progress and achievement with the program Coordinator and school staff;</li> <li>support the program Coordinator to report on student achievement;</li> <li>support students with career and pathway planning;</li> <li>meaningfully embed the General Capabilities into tuition and/or mentoring activities; and</li> <li>support the planning and delivery of extra-curricular activities and opportunities for students.</li> </ul>

PFF funded staff	
<b>Program Managers</b> assigned to each FTD Program to provide local planning, implementation and monitoring support, leverage opportunities and experiences for students and liaise with schools on Program related matters.	An <b>External Relations Manager</b> to establish and maintain strong relationships with internal and external stakeholders in order to identify and celebrate innovative practices and success stories.
<p>Program Managers will:</p> <ul style="list-style-type: none"> <li>• support the implementation of the program Elements Framework;</li> <li>• promote culturally responsive programs;</li> <li>• identify innovative and successful practice to share and celebrate through networks and with program partners;</li> <li>• support appropriate governance of programs through membership of the program Operations Group;</li> <li>• represent the needs and interests of external sponsors;</li> <li>• update the Program Management Group regarding PFF related engagement and experiential opportunities, initiatives and directions;</li> <li>• participate in the recruitment of FTD Program Coordinators;</li> <li>• support the induction of new Program Coordinators and provide/broker professional learning for current Program Coordinators;</li> <li>• promote and support financial, in-kind and/or other opportunities with partners, service providers or community organisations to enhance outcomes for students and their post-school pathways; and</li> <li>• promote and support local engagement with the PFF Living the Dream alumni strategy.</li> </ul>	<p>The External Relations Manager will:</p> <ul style="list-style-type: none"> <li>• manage PFF's external relations function, develop communications campaigns and implement strategy on media, brand and marketing;</li> <li>• promote student/program/alumni achievements to key audiences across a range of media platforms and mediums;</li> <li>• manage media engagement, cultivate ongoing media relationships, and identify media opportunities;</li> <li>• develop a range of content to showcase Follow the Dream, Living the Dream and relevant partnerships;</li> <li>• develop tailored communications strategies for major milestones, events and news;</li> <li>• build awareness and acknowledgement of program partners and supporters; and</li> <li>• provide oversight and advice on branding and marketing material at program level.</li> </ul>

As programs evolve and respond to student, school, community and/or partner needs and priorities, the PFF may provide roles additional to those specified. These could include, but are not limited to STEM initiatives, early childhood and primary programs, well-being, community liaison, alumni and/or employment support. The Department and the PFF will negotiate the needs arising, requirements and engagement of new roles in programs as they arise.

## 7. Local School and PFF Shared Commitments

The FTD Collaboration and Governance Agreement is operationalised at local school level. At this local level there is a shared commitment between the school and the PFF to deliver the FTD program in a place based context.

In addition to the shared commitments outlined in the table below, each host school delivering a Follow the Dream program is accountable to the Department's FTD Targeted Initiative, inclusive of Schedule B.

The Polly Farmer Foundation will work directly with each Program Coordinator to provide support and guidance.

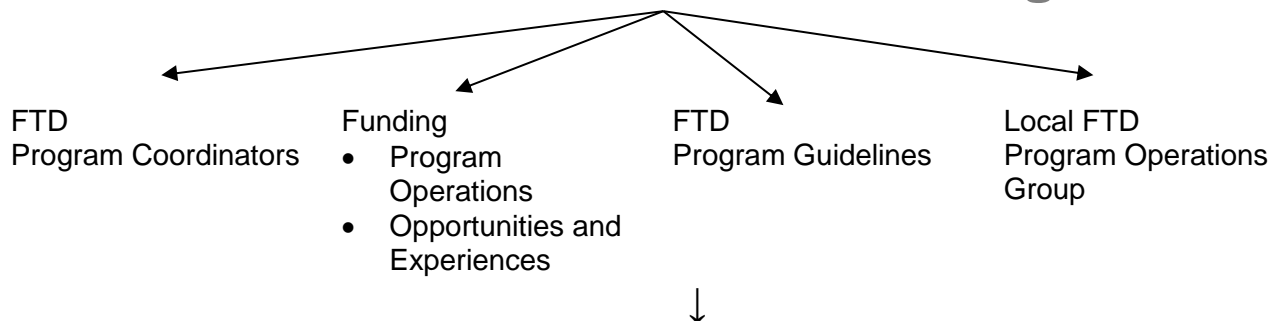
The school and the PFF commit to:				
working together	promoting the program	monitoring student and program performance	providing resources and funding	respecting privacy and confidentiality
<ul style="list-style-type: none"> <li>develop positive working relationships which ensure shared understandings and alignment with the program's objectives;</li> <li>communicate openly to share knowledge and information relevant to the program;</li> <li>create partnerships and collaborations that benefit and enhance the experience of the students in the program; and</li> <li>ensure that employees comply with legislation, policies, procedures and regulations relevant to the program.</li> </ul>	<ul style="list-style-type: none"> <li>share student success and achievements with stakeholders who have commitments and/or interest in the program;</li> <li>host events and activities designed to celebrate and promote the program; and</li> <li>follow the protocols outlined in Media and promotions.</li> </ul>	<ul style="list-style-type: none"> <li>monitor individual student progress and performance;</li> <li>participate in FTD Program Operations Group meetings;</li> <li>prepare the agreed data and reporting information in advance of each FTD Program Operations Group meeting; and</li> <li>contribute information and data for the Department and school's annual report.</li> </ul>	<ul style="list-style-type: none"> <li>allocate program resources in a manner that optimises outcomes and opportunities for students to pursue their interests and aspirations;</li> <li>financial, human and asset management practices that ensure appropriate use of and accountability for program funds and resources; and</li> <li>meet FTD program funding acquittal and reporting requirements.</li> </ul>	<ul style="list-style-type: none"> <li>respect the privacy of students and families when sharing or reporting program information; and</li> <li>Ensure that both parties approve information and data prior to publication or sharing.</li> </ul>

## Individual commitments

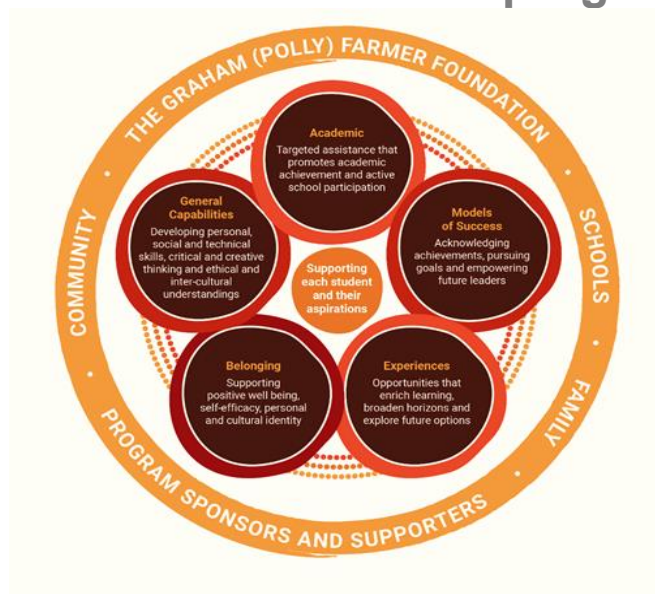
<p><b>The host school commits to:</b></p> <ul style="list-style-type: none"> <li>• manage the selection and recruitment of FTD Program Coordinator vacancies.</li> <li>• provide induction for new FTD Program Coordinators.</li> <li>• provide appropriate professional learning opportunities for the program Coordinator, as agreed through the performance management process.</li> <li>• ensure that the program Coordinator is an active participant in the school leadership team.</li> <li>• provide an appropriate work space and resources for the FTD Program Coordinator inclusive of IT equipment and support, a mobile telephone, photocopying etc.</li> <li>• provide other reasonable resources or funding associated with a Level 3 School Administrators undertaking their duties.</li> <li>• ensure the Program Coordinator meets all budget and financial obligations as outlined in Schedule 6 – FTD budget and financial acquittal of the Collaboration and Governance Agreement.</li> </ul>	<p><b>The PFF commits to:</b></p> <ul style="list-style-type: none"> <li>• participate in the selection process of FTD Program Coordinators.</li> <li>• support the induction of new Program Coordinators.</li> <li>• attend and contribute to Program Operations Group meetings.</li> <li>• assist Program Coordinators in the identification of potential program tutors and/or mentors, inclusive of FTD alumni.</li> <li>• provide support and advice to Program Coordinators at the request of the Department's nominated Principal Consultant, the school Principal or the Program Coordinator to: <ul style="list-style-type: none"> <li>○ develop the FTD budget and prepare the Financial Acquittal;</li> <li>○ meet all FTD reporting obligations;</li> <li>○ select appropriate students to participate in the program;</li> <li>○ implement the program Outcomes Framework - through PFF Program Managers;</li> <li>○ facilitate access to experiential opportunities for students, through the Foundation's industry, education and community networks and partnerships. This includes connecting students with potential post-school pathway destinations, including higher education institutions, training providers and prospective employers; and</li> <li>○ prepare student and program activity case studies and other anecdotal information.</li> </ul> </li> <li>• align the practices and approaches of the PFF in a manner which supports the objectives of the Aboriginal Cultural Standards Framework.</li> <li>• share collated information in relation to FTD students' post-school destination pathways.</li> <li>• represent the interests of program partners, including negotiating and agreeing upon expectations, with the Program Operations Group on commitments outlined in partnership agreements between the PFF and program funding partners; and</li> <li>• promote the development and growth of the PFF alumni network to provide enriching opportunities for current students to access role models and for alumni to contribute to their former program.</li> </ul>
<p><b>All schools operating a FTD program commit to:</b></p> <ul style="list-style-type: none"> <li>• ensure the recruitment, induction and management of suitable tutors and/or mentors for the FTD program.</li> <li>• embed FTD in whole school planning and operations.</li> <li>• invite the FTD Program Coordinator to attend and/or contribute to school Leadership Team meetings.</li> <li>• provide opportunities for students which are inclusive of the Program Outcomes Framework elements (academic, experiences, models of success, belonging, and general capabilities).</li> <li>• provide and maintain a welcoming, culturally appropriate space in the school for the operation of the FTD program where tuition and other activities can occur.</li> <li>• provide access to student data and information to support Program Coordinators in the student selection process.</li> <li>• provide teacher relief for staff required to attend excursions and/or camps related to FTD.</li> <li>• provide reasonable travel expenses incurred as a result of the Program Coordinator working with outreach students.</li> <li>• ensure that evidence-based, personalised learning plans are developed and reviewed collaboratively with the student, teachers, parents and FTD Program Coordinator.</li> <li>• support Program Coordinators to meet all FTD reporting obligations.</li> <li>• provide access to school administrative support and resources for the FTD program.</li> <li>• maintain an asset register for FTD items.</li> <li>• support and celebrate the FTD local alumni network.</li> </ul>	

The following Follow the Dream overarching model provides a visual representation of the Program in the context of the strategic and valued partnership between the Department and the PFF and the key principles underpinning the Follow the Dream program.

## Collaboration and Governance Agreement



## Local Follow the Dream programs



## Enhanced opportunities and experiences for individual students



## Underlying Principles

Flexible

Place based

Culturally responsive

Transparent

Equitable

Sustainable

## 8. Student selection and participation

Decisions regarding student selection and participation in Follow the Dream should be considered in the context of the program's purpose, objectives and allocated resources.

A consistent process for student selection and participation in Follow the Dream maintains high student and program expectations and enables equitable and transparent decision making.

### Student eligibility

To be eligible for the program, students must:

- [identify as Aboriginal and/or Torres Strait Islander](#); and
- be enrolled at a Western Australian public school

### Student selection and application process

#### Direct offer to a student to participate in the program

The Program Coordinator may directly offer a student the opportunity to participate in the program where the student has demonstrated:

- attainment above the national minimum standard in the NAPLAN assessment areas of Numeracy, Writing and Reading and/or achieved a minimum C grade in Mathematics, English, Science and Humanities (MESH) subjects;
- 90% school attendance;
- a positive approach to their education; and
- a commitment to achieving personal academic success

The offer will:

- a. be shared with parents; and
- b. outline the objectives and opportunities provided by the Program and the commitments and expectations of participants

If the student accepts the offer to join the program, they will sign a letter of acceptance that includes sharing how they anticipate the Program will support them to achieve their goals.

#### Recommendation and student self-nomination

Students may be offered the opportunity to participate in Follow the Dream via recommendation by:

- a. a school staff member;
- b. parent/family member;
- c. community member; and/or
- d. self-nomination

This process may apply to students who:

- demonstrate talents, interests and/or abilities that the Program can support;
- have a positive approach to their education; and
- show a commitment to achieving personal academic success.

In this instance the following application process will apply:

- a. The student will undertake a culturally safe expression of interest process. This could include providing a video, a written or oral statement and/or participating in a brief interview with the Follow the Dream Program Coordinator and at least one other representative from the Program Operations Group.
- b. The Program Coordinator and representative(s) from the Program Operations Group will consider the student's expression of interest.
- c. If the student is offered the opportunity to participate in Program, the Program Coordinator will provide an offer to the student which will:
- d. be shared with parents; and
- e. outline the objectives and opportunities provided by the program and the commitments and expectations of participants.
- f. If the student is offered a place in the program, they will sign a letter of acceptance that includes sharing how they anticipate the program will support them to achieve their goals.

### Student withdrawal from the program

As Follow the Dream is a supplementary program and student participation is optional, students may choose to depart the program. A process for withdrawing students from the program will be agreed by the Program Operations Group. The following steps are provided as guidance.

Where concerns arise about a student meeting the expectations of the Program, the Program Coordinator will raise the matter in a timely manner with the student and as required, with their parents.

Students will be supported to identify factors that are impacting their participation in the Program and strategies to assist them to re-engage with the Program.

Students who are unable to consistently meet program expectations may, on the recommendation of the Program Coordinator, be withdrawn from the Program. The student and their parent will be advised in writing of the intention to withdraw the student from the program.

Upon the withdrawal of a student, and where appropriate, the Program Coordinator will liaise with the student and family to support a renomination to participate in the Program.

The Program Operations Group will be consulted when it is planned to withdraw a student from a Program.

## 9. Participating schools

The FTD program is delivered in WA public schools through a host and outreach model as indicated in the table below with the host school highlighted.

Eastern Goldfields College	Fremantle College
Kalgoorlie-Boulder CHS	Melville SHS
Esperance SHS	Lakeland SHS
Esperance PS	Atwell College
Castlereagh PS	John Curtin College of the Arts
Nulsen PS	Applecross SHS
Leonora DHS	Gilmore College
Broome SHS	Baldivis SC
Derby DHS	Safety Bay SHS
East Kimberley College	Warnbro CHS
Halls Creek DHS	John Tonkin College
Carnarvon CC	Halls Head College
Champion Bay SHS	Pinjarra SHS
Geraldton SHS	Coodanup College
Governor Stirling SHS	Sevenoaks Senior College
Ellenbrook SC	Thornlie SHS
Aveley SC	Yule Brook College
Hampton SHS	Cannington CC
Kiara College	Harrisdale SHS
Morley SHS	Lynwood SHS
Dianella SC	Willetton SHS
Mount Lawley SHS	Canning Vale College
Warwick SHS	Albany SHS
Ballajura CC	Denmark SHS
Belridge SC	Mount Barker CC
Carine SHS	North Albany SHS
Churchlands SHS	Jerramungup DHS
Shenton College	Denmark Ag School
Duncraig SHS	Newton Moore SHS
Swan View SHS	Bridgetown High School
Eastern Hills SHS	Busselton SHS
Wanneroo SC	Cape Naturaliste College
Ashdale SC	Donnybrook DHS
Butler College	Manjimup SHS
Joseph Banks SC	Margaret River SHS
Yanchep SC	Bunbury SHS
Mindarie Senior College	Australind SHS
Hedland SHS	Collie SHS
Karratha SHS	Dalyellup College
Newman SHS	Eaton CC
Tom Price SHS	Harvey SHS
Belmont City College	Manea Senior College
Bob Hawke College	Katanning SHS
Como SC	Katanning PS
Kent Street SHS	Narrogin SHS
Cecil Andrews College	Northam SHS
Armadale SHS	*Host School
Byford SC	
Kelmscott SHS	
Lesmurdie SHS	

## 10. Student Opportunities and Experiences

### Purpose

PFF will provide funding to all Follow the Dream programs to enable students to undertake opportunities and experiences, which enhance their career pathways, post-school aspirations, connection to culture, academic achievement and general capabilities.

### Scope

Funding is to be used to provide opportunities and experiences that align with the program's objectives. Activities for individuals or groups of students may include, but are not limited to, the following:

- incursions;
- excursions;
- camps; and
- courses, seminars and workshops.

The intention of the opportunities and experiences funding is that it will be used for the current cohort of students who are participating in the program during that year and in a manner that will deliver the most benefit. As such, it is considered that significant activities, such as camps, will occur at a time during the year when the experience provides the opportunity for the student to reflect on their current goals and future aspirations and to be a motivation to positively participate in their learning.

The Program Manager will work with Program Coordinator to develop an annual [Opportunities and Experiences Activity Plan](#) with a provisional budget to submit to the POG for endorsement.

Completion of the 'actual expenditure' column within the Opportunities and Experiences Activity Plan is required at the completion of each activity.

### Parameters

Funding is provided by the Polly Farmer Foundation, through sponsorship from industry partners.

Funding for programs to pursue opportunities and experiences has been allocated based on an equitable funding model that recognises student enrolment and geographic location factors.

### Approval and Funds Distribution

Upon the Opportunities and Experiences Activity Plan being approved by the POG, PFF will provide an agreement to the host school Principal and Program Coordinator.

### Significant expenditure

A [Program Activity Case Study](#), for activities that expend a significant amount of funds allocated to the program or as agreed with the PFF Program Manager, will be prepared by the Program Coordinator within four weeks of completion of an activity. Information that can be shared through PFF and school social media channels may also be prepared. Activities funded through the opportunities and experiences funding will be shared by the Program Coordinator with the Program Operations Group.

## 11. Measuring success and reporting requirements

### Program Coordinator reporting requirements

Program Coordinators are required to provide de-identified student data and information for each student in the Program. The Program Coordinator is also responsible for the capture and reporting of outreach student data where applicable.

Templates for the submission and reporting of student and program data and information is available through Microsoft Teams – Follow the Dream group. A schedule of key reporting dates will be provided via Teams on an annual basis.

The data and information sought relates directly to program outcomes and enables the Department and the PFF to measure the success of the Program, whilst also allowing the Program Coordinator to capture, monitor and celebrate student achievement.

### Case studies

Case studies provide concise descriptions about an individual or group of students and FTD program activities. This qualitative data source validates achievements, provides deeper insight and contextual information about programs and enables the opportunity to elaborate on other program data. Information provided through case studies assists in sharing stories and developing understandings with stakeholders and wider audiences.

Program Coordinators will complete at least one [Individual Student Case Study](#) and one Program Activity Case Study per semester. Templates for each case study type provide a guide for the content and information requested and enables collation of information in relation to the program objectives.

### Requests for additional reporting information

As required, PFF may request additional information from programs.

## 12. Measuring program success

The indicators against which program success are determined, the links to program objectives and elements and the means by which they are reported, are outlined in the following table. Data collection and reporting tools will be developed to support the gathering and analysis of program related information and will be available via Teams.

Program Elements	Objectives	Indicators of Success	Reporting Supported by case studies where identified by the program Coordinator
<b>Academic</b> Targeted assistance that promotes academic achievement and active school participation	Student's academic outcomes and talents enable the pursuit of their aspirations	Students of all Years within the school and both male and female students participate in Follow the Dream	Total number of male and female students participating in Follow the Dream by Year and school
		Follow the Dream students participate in tuition/mentoring for a minimum of 2 hours tuition and/or mentoring per week during each school Term	% of students who have attended a minimum of 2 hours Follow the Dream tuition/mentoring each week, by Year and school
		Follow the Dream students: 1. Participate fully 2. Behave appropriately 3. Are well organised 4. Meet deadlines 5. Work autonomously	<ul style="list-style-type: none"> <li>School attendance and program participation</li> <li>Reporting to Parents data in Years 7-9 to monitor student academic and ABE data</li> <li>% of Follow the Dream students suspended, by Year and school</li> </ul>
		Follow the Dream students participate actively in the school and wider community and are recognised for their achievements	Students who have: <ul style="list-style-type: none"> <li>been acknowledged in the school or community</li> <li>demonstrated leadership in/external to school</li> <li>mentored peers</li> <li>participated in activities in/external to school/class</li> </ul>
		Follow the Dream students maintain regular or indicated school attendance	Percentage of students who maintain regular (90% or greater) and indicated (80-89%) school attendance
	Students achieve a WACE upon completion of Year 12	Follow the Dream students are WACE eligible	<ul style="list-style-type: none"> <li>Reporting to Parents data in Years 7-9 to monitor student academic and Attitude Behaviour Effort (ABE) data</li> <li>WACE Tracker to monitor Year 10, 11 and 12 students' WACE eligibility (including meeting OLN requirements)</li> </ul>
		All Follow the Dream students achieve a WACE upon completion of Year 12 (Reference: Closing the Gap in Partnership, Outcome 5, Target 5)	Number and percentage of students who achieved a WACE upon completion of Year 12
		Follow the Dream students' complete school with a qualification, higher education pathway, training or employment (Reference: Closing the Gap in Partnership, Outcome 6, Target 6)	<ul style="list-style-type: none"> <li>Number of students with a qualification upon completing school, including the level and name of Certificate</li> <li>Number of students enrolled in higher education (regardless of entrance pathway)</li> <li>Number of students in employment/traineeships upon completing school</li> </ul>

<b>Models of Success</b> Acknowledging achievements, pursuing goals and empowering future leaders	Students and alumni are role models and leaders within their schools and communities	Follow the Dream students are recipients of scholarships and awards	Students who have received scholarships and/or awards
		The achievements of Follow the Dream Alumni are recognised	Alumni who have received awards, achieved significant milestones (career, study, sporting, cultural, personal) and/or fulfilled leadership/representative roles
		Follow the Dream Alumni participate in tutoring, mentoring and/or school visits for current Program participants	Alumni participation in Follow the Dream Programs
<b>Experiences</b> Opportunities that enrich learning, broaden horizons and explore future options	Students and alumni access unique experiential opportunities through the Follow the Dream network	Follow the Dream students participate in appropriate and targeted extra-curricular experiences	Type and number of extra-curricular experiences
		Follow the Dream students have opportunities to undertake work experience/placements with program partners	Number and type of student work experience/school based traineeships undertaken
<b>Belonging</b> Supporting positive well-being, self-efficacy, personal and cultural identity	Student's Aboriginal cultural identity is acknowledged and celebrated	Follow the Dream students and families have opportunities to connect with their culture	Types of opportunities provided for students
	Families and communities actively engage in shaping and implementing the program	Appropriate consultation forums and engagement processes are developed and embedded	<ul style="list-style-type: none"> <li>Family attendance at Follow the Dream events including welcome event, end of year celebration and special occasions</li> <li>Family participation in personalised learning planning</li> <li>Family/community representation and participation in the program Operations Group</li> <li>Number of Aboriginal people employed to support the program</li> </ul>
	Student wellbeing underpins positive engagement and academic success	<ul style="list-style-type: none"> <li>Follow the Dream program has links with appropriate support services and agencies</li> <li>Community organisations actively support and participate in Follow the Dream programs</li> </ul>	Number and type of community organisations that support students and program activities
<b>General Capabilities</b> Developing personal, social and technical skills, critical and creating thinking and ethical and inter-cultural understandings	Students demonstrate relevant knowledge, skills, behaviours and dispositions and can apply skills confidently and effectively in complex and changing circumstances	The General Capabilities are embedded within Follow the Dream programs	Not applicable
	Students have a sense of self knowledge and agency about their capabilities, interests and potential future pathways	Follow The Dream students reflect on their performance, achievement of personal milestones and refinement of goals through the personalised learning process	Student reflection surveys/discussions

### 13. Funding framework

The Department and the PFF commit to jointly funding the delivery of the FTD program in WA public schools:

#### Salaries

The Department funds a Level 3 School Administrator for each host school to manage the program in the host school and affiliated outreach schools through the Department's FTD Targeted Initiative. These funds are dispersed to schools through the March gateway of each calendar year.

#### Program operations funding

Joint Department and PFF funding is allocated to schools on a per student basis for program operations, inclusive of tuition. The Department disperses program operations funds through the FTD Targeted Initiative to host schools for the benefit of all students who participate in the program. These funds are provided through the March gateway of each calendar year.

#### Student opportunities and experiences funding

PFF allocates annual funding to each program based on student enrolments and program location to support opportunities and experiences for program participants. These funds will be provided via an agreement between the school and PFF.

#### Innovation funding

Funding is available annually to support the development of innovative approaches and new initiatives. FTD Program Coordinators, in consultation with their Program Operations Group, may apply for these funds via the Innovation Fund Template.

#### Strategic funding

Funding is available each year for the development of strategic initiatives and the piloting of new approaches, as identified and agreed to by the Program Management Group.

## 14. Program budget and financial acquittal

The program budget identifies the annual income and estimated expenditure for the delivery of the program. It captures all anticipated expenditure related to the program, including day-to-day operations, maintenance and purchase of resources and activities designed to enhance the outcomes and opportunities for students.

### Budget development

The budget will be developed collaboratively between the school Principal, Program Coordinator, PFF Program Manager and Program Operations Group members at the beginning of Term 1. The [Budget Monitoring Tool and End of Year Acquittal](#) template is to be used to create the budget.

When developing the budget, consideration should be given to the:

- funds allocated to support the program;
- distribution of the program's total funds;
- opportunities and experiences activity plan;
- planned program initiatives;
- number of students participating in the host and where relevant, outreach programs;
- program location; and
- historical expenditure.

### Budget approval

The budget and the Opportunities and Experiences Activity Plan will be presented by the Program Coordinator at the Term 1 Program Operations Group meeting. Subject to feedback, adjustments to allocations and the meeting of Government expenditure requirements, the Program Operations Group will endorse the budget. The endorsed budget will be formally acknowledged in the minutes of the meeting.

### Budget expenditure

The budget is intended to provide enriched culturally responsive educational and experiential opportunities for Aboriginal students.

Program funds should not be used for any of the following expenses/purposes:

- professional learning for the Program Coordinator;
- whole school approaches to provision of a culturally responsive school community;
- students not participating in the FTD program;
- payment of a tutor/mentor, or any other person, to shop for or prepare afternoon tea or meals for excursions and/or camps;
- any item of student clothing not branded with the FTD logo;
- food and/or drinks outside of the provision of a small, healthy afternoon tea or camp catering;
- teacher relief for staff required to attend excursions and/or camps related to FTD;
- maintenance of an appropriate location in the school for the Program Coordinator to work from and for students to participate in FTD tuition/mentoring;
- provision of assets, resources and/or support required by the Program Coordinator in order to fulfil their role;
- reasonable travel expenses incurred as a result of the Program Coordinator working with outreach students;
- reasonable expenses incurred by Level 3 School Administrators in undertaking their duties; and/or
- any other expense not directly related to the FTD program and/or the students participating in the program.

## Budget Monitoring Tool and End of Year Acquittal

The year to date expenditure against the approved budget will be prepared by the Program Coordinator on the Budget Monitoring Tool and End of Year Acquittal template and presented to the Program Operations Group at each meeting.

Program Expenditure Categories	
Expenditure item	Description
Student tuition and/or mentoring	Payment of tutors and/or mentors to support students identified educational needs, as per their personalised learning plan.
Catering	Provision of small, nutritious snack and/or drink at the commencement of a tuition/mentoring session.
Consumables	Items generally utilised for program activities or which are designed for short term use, including stationery, art supplies and/or cooking activities (not catering).
Equipment and resources	Items purchased to support program delivery and operations that can be considered the property of the program within the school, including computers, learning resources, textbooks, sport and cooking equipment/appliances etc.
Assets	Items with a value of \$1 000 or more will be included on the school's asset register, under FTD assets. Program Coordinator's will undertake a regular stocktake of resources.
Marketing and promotions	Purchase of marketing and promotional materials for the program, inclusive of banners, staff and student uniforms, signage, photography and videography and program related merchandise.
Student travel	Reasonable individual student travel costs for program related travel.
Events	Costs associated with hosting school and/or local community events associated with the program such as a welcome afternoon, student success celebrations and/or community engagement workshops.
Student Opportunities and Experiences	As per Annual Opportunities and Experiences Activities Plan - includes Opportunities and Experiences funding and may be supplemented by program Targeted Initiative funds.  Opportunities can support individuals or groups of student
• <i>Camps</i>	
• <i>Excursions</i>	
• <i>Incursions</i>	
• <i>Student workshops, courses or training</i>	
Other	As required

Principals and Program Coordinators should direct any enquiries related to the use of program funds to the Department's nominated Principal Consultant and the relevant Polly Farmer Foundation Program Manager.

### End of Year Acquittal

The Program Coordinator will submit an end of year acquittal on the Budget Monitoring Tool and End of Year Acquittal template to the Department's nominated Principal Consultant and the PFF Program Manager by Week 8 of Term 4, following completion of the activities.

The end of year acquittal will be shared with the Program Operations Group for discussion and endorsement.

The acquittal must be signed by the Program Coordinator, Host School Principal and PFF Program Manager prior to submission.

### Unspent funds

Funds are allocated for use in the given calendar year, for participating students in that year. It is therefore expected that all funds will be appropriately planned, expended and acquitted within the given calendar year. Where this does not occur, remaining funds will be held by the school for use in the following year, and where the underspend is greater than 5% of the allocated budget for the calendar year, the underspend will be deducted from the allocated funds for the following calendar year.

## 15. Innovation fund

### Purpose

The Department and the PFF commit funds each year for the purpose of supporting new initiatives or unique opportunities designed to support student achievement and aspirations. FTD Program Coordinators, with support from the school Principal and Program Operations Group, may apply for additional funds in the calendar year using the [Innovation Funding Application Form](#).

These funds are available through a merit based application process to support one-off initiatives or opportunities for students and should not be relied upon for future FTD endeavours or program planning.

### Application process

The Program Coordinator is required to complete an Innovation Fund Application Form. Once completed and signed by both the school Principal and Program Coordinator, the form is submitted electronically to the Department's nominated Principal Consultant and the relevant PFF Program Manager.

The FTD Program Management Group, will review applications and administer the innovation funding. The group will consider applications in their meetings held in Term 1, Term 2 and Term 4 of each year. Applications from Program Coordinators must be received by the group 10 working days prior to the meeting date. Meeting dates will be published on the FTD Connect Community. In extenuating circumstances, applications may be considered out of session.

Applications will be assessed as either supported, partially supported or declined. In either eventuality, feedback is provided to applicants.

If the application is approved by the Program Management Group, written notification is provided to the Principal and Program Coordinator outlining the agreed use of funds, gateway through which funds will be provided, funding conditions and acquittal process.

Applications may be partially approved. In this instance, the Program Management Group may:

- approve part of the funds requested, but not all;
- propose a shared commitment with the school; or
- approve part of the initiative applied for only.

In either case the Principal and Program Coordinator is advised in writing. If the Principal and Program Coordinator agree in writing to the partial approval, written confirmation outlining the agreed use of funds, gateway through which funds are to be provided, funding conditions and acquittal process will be provided.

Should an application be declined, written feedback is provided to the Principal and Program Coordinator.

## Conditions of funding

Where an application is successful or partially successful, the Program Coordinator commits to provide:

- a progress update regarding the initiative or opportunity for sharing at the Program Operations Group meeting;
- A program activity case study for submission to the Program Management Group within four weeks of completion of the initiative or activity; and
- a financial acquittal form submitted to the Program Management Group for the initiative or activity.

## 16. Additional Polly Farmer Foundation funding and engagement opportunities

The Polly Farmer Foundation has numerous partnerships and scholarships that may enable programs to access additional funding and engagement opportunities.

### Initiatives

PFF partners fund initiatives across a range of areas including, but not limited to, the following:

- STEM based projects;
- Site visits at their operations/workplaces
- Camps; and
- Individual student opportunities that enhance their educational outcomes, leadership skills, career aspiration and/or personal development.

These opportunities will be communicated by PFF via Connect Community throughout the year and programs will have an opportunity to apply for this funding.

### Alumni

Funding is available through the Polly Farmer Alumni program, to enable alumni events and activities to be hosted in local communities.

For more information about these opportunities, please contact your PFF Program Manager.

## 17. Media and promotions

The Department and the PFF commit to celebrating FTD programs and student achievement, through appropriate and relevant communications.

### Shared commitments

- The Department's Communication and Media Branch and the PFF will collaborate on relevant and/or joint media opportunities and statements.
- Quotes included in communications will be validated by the person cited.
- All photographs of students used in communications will have individual parental approval, obtained and retained by the Program Coordinator.
- The PFF will inform the Department of approaches by the media with regards to FTD programs in WA public schools and work with the Department to prepare any response and/or comments. Similarly, the Department will inform the PFF of relevant approaches by the media to prepare any response and/or comments.
- Media Statements issued by either the Department or the PFF regarding WA Programs will acknowledge the contribution of both parties.

### Social media

The Department and the PFF use a range of social media platforms to promote and celebrate the FTD program and student achievement.

Social media is used to communicate with a range of audiences, including: parents, communities, students (who meet minimum age requirements), alumni, partners, and supporters.

Social media posts cover a range of relevant topics, such as student achievements, alumni achievements, program success stories, program events, PFF and Department events, important milestones, partnerships, and relevant partner news.

The content and language used for social media content is positive, strength based and respectful.

The [Polly Farmer Foundation's Social Media Policy](#) outlines how information provided by programs is managed and monitored on PFF social media platforms.

### Correct use of the Department logo

The Department of Education logo will be used in accordance with the Department's guidelines outlined on Ikon for all publications outside of the school community.

### Use of school logo

The school logo or program FTD logo/branding will be developed and used in accordance with Department guidelines outlined on Ikon.

### Use of the PFF logo and branding

When PFF logos or branding artwork are used, they should be used in accordance with the [Foundation's Brand Guidelines](#). Use of PFF branding requires prior approval by PFF through the Manager External Relations or Program Manager. The following links are provided for the [Polly Farmer Foundation logo](#) and [Polly Farmer Follow the Dream logo](#).

### External Partner Logos

PFF will consult with the individual school Principal where external partner logos are proposed to be used in school communications and promotions.

To ensure branding requirements are met, the use of partner logos requires prior approval through the PFF Manager External Relations or Program Manager.

### Events

Invitations for the Minister for Education and Training or Department's Director General to attend PFF and/or FTD events should be progressed through the Department's nominated Principal Consultant.

Invitations for Department executive personnel to attend PFF events should be progressed through the Department's nominated Principal Consultant. Invitations for PFF executive personnel, board member and/or program partners to attend Department events should be progressed through the PFF Manager External Relations, after consultation with the FTD Program Manager.

Invitations for Department and/or PFF personnel to attend local school FTD events should be issued by the school Principal and progressed in accordance with the above.