



Creative Learning Partnerships 2025

Application Drafting Tool – Victorian First Peoples schools, or First Peoples-led schools

**How to use the Application Drafting Tool**

Use this tool to **draft** an application. Once drafted you can copy and paste your text into the corresponding boxes on the Department of Jobs, Skills, Industry and Regions (DJSIR) Grants Portal.

**To access the DJSIR Grants portal**, **please use the unique link on the** [**Creative Learning Partnerships**](https://creative.vic.gov.au/funding-opportunities/find-a-funding-opportunity/creative-learning-partnerships) **funding page**

Before starting an application make sure you:

1. read the program guidelines on the [**Creative Learning Partnerships**](https://creative.vic.gov.au/funding-opportunities/find-a-funding-opportunity/creative-learning-partnerships) funding page; and
2. meet all program eligibility criteria.

**Getting started on the DJSIR Grants Portal**

After accessing the DJSIR Grants Portal via the **unique link** on the [**Creative Learning Partnerships**](https://creative.vic.gov.au/funding-opportunities/find-a-funding-opportunity/creative-learning-partnerships) funding page, you will be required to create a new account and log in to continue with your application.

Once logged in to the DJSIR Grants Portal you will be guided though the following sections. You must complete all sections in the order they appear - you cannot skip ahead.

**SAVE as you complete each section – your draft will not save automatically in the DJSIR Grants Portal.**

*N.B. The DJSIR Grants Portal will accept applications until* ***3pm*** *on the advertised closing date.*

**Definitions**

**Creative professionals, collectives and organisations partnering with the school must be Victorian or those based in cross-border communities.**

**‘Cross-border’** means the border areas of Albury-Wodonga, Yarrawonga-Mulwala, Echuca-Moama, and Mildura-Wentworth.

**‘Creative Collective’** is used to refer to an ensemble or group of creative professionals who work together. For the purpose of this program, a creative collective is defined as:

* three to five creative professionals
* at least two members have a minimum of three years demonstrated experience working in school and/or community projects.

**‘Creative Organisation’** is used to refer to micro, small and large organisations within the creative industries that are legally constituted – i.e. created by law (for example, university or government statutory authority) or registered under law (for example, incorporated association, company limited by guarantee, Pty Ltd company, or Aboriginal Corporation).

**‘Creative Professional’** is used to refer to an independent creative practitioner who has specialist training in their field (not necessarily in academic institutions), is recognised by their peers, is committed to devoting significant time to creative activity and has a history of public presentation.

**‘Creative Project’** is used to refer to a project undertaken in any art form, or creative and cultural industries discipline. Examples include, but are not limited to, media, drama, dance, theatre, music, game design, film, animation, literature, visual arts, fashion, architecture, digital arts etc.

**‘First Peoples’** is used to refer to Traditional Owners of Victoria and all other Aboriginal and Torres Strait Islander peoples who reside in this state.

**‘VCE Vocational Major and VPC’** refers to:

* + Victorian Certificate of Education (VCE) Vocational Major, a 2-year program within the VCE.
  + Victorian Pathways Certificate (VPC), a flexible foundation secondary course for students in years 11 and 12 not able or ready to undertake the VCE or the VCE Vocational Major.

Refer to the program Guidelines and FAQ documents on the [**Creative Learning Partnerships**](https://creative.vic.gov.au/funding-opportunities/find-a-funding-opportunity/creative-learning-partnerships) funding page for further definitions (where relevant).

**DJSIR Grants Portal application form sections**

## Introduction - contains key program information, definitions, and detail on where to get help using the DJSIR Grants Portal.

## Applicant Details - contains key applicant detail questions such as:

* ***Name of your Organisation and Australian Business Number (ABN)*** – the registered business name of your school and its ABN
* ***Primary Contact*** – details of the teacher or person who will be running the project day to day
* ***Are the contact details for the primary contact the same as the*** ***grant agreement signatory (e.g. Principal)?*** - the answer will be no, unless you are the Principal or equivalent, and will also be running the project day to day
* ***Authorised Signatory/Contact*** - this will be your school’s Principal or equivalentperson, who is authorised to enter into a Common Funding Agreement
* ***Registered Address*** – school’s address
* ***Postal Address*** – school’s postal address

## Victorian First Peoples Schools or First Peoples-led Schools

|  |  |
| --- | --- |
| ***Are you wanting to apply as a Victorian First Peoples school or First Peoples-led school?***  The term **First Peoples** is used to refer to Traditional Owners of Victoria and all other Aboriginal and/or Torres Strait Islander peoples who reside in this state.  First Peoples school applications will be assessed in alignment with Aboriginal self-determination by an assessment panel of First Peoples education and/or creative industries peers. | Select one |

## Activity Details - contains questions about the activity you are seeking a grant for. You will be asked:

|  |  |
| --- | --- |
| ***Amount applying for*** (please choose only one below):   * ***$10,000 to partner with individual creative***   ***OR***   * ***$35,000 to partner with creative collective or organisation*** | |
| ***Activity start date*** | *(not before Term 2, 2025)* |
| ***Activity end date*** | *(at school’s discretion across Terms 2-4, 2025)* |
| ***Activity title*** | *(project name)* |
| ***Activity description (500 characters max.) In a few sentences summarise what you propose to do*** *– include the project’s intended artistic concept/theme, artform, cohort involved and the creative outcome/event.* | |

You will be asked:

|  |  |
| --- | --- |
| ***Primary Location of activity***  Generally, the activity will take place at your school location in Victoria. However, if your activities are in multiple locations within both metropolitan and regional Victoria, choose Statewide.  *Please do not choose Interstate or International options.* | Select one |
| ***If partnering with a creative organisation, is it legally constituted with a Victorian or cross-border based ABN?***  ***If partnering with a creative collective, is it Victorian or cross-border based?***  This is an eligibility criterion. If creative partners are not based in Victoria or cross border communities, they are not eligible to partner with your school. | Select one  Select one |
| Has your creative partner and all other creative personnel provided **proof of a current Working with Children Check**? | Select one |
| ***Does your application include any of the following?***  - a partnership with a First Peoples individual creative professional  - a partnership with a First Peoples creative collective or organisation  - First Peoples Cultural Intellectual Property (CIP) that is not your own culture, or that is not your creative partner/s own culture  - engagement with First Peoples community or community member/Elder/s  **NOTE**: CIP may refer to artistic work, stories, languages, tangible and intangible cultural property, and contemporary and historical records. Please refer to Arts Law website for more detailed information at <https://www.artslaw.com.au/information-sheet/indigenous-cultural-intellectual-property-icip-aitb/> | Select one |

If **YES**, you will also need to provide a First Peoples budget line item/s in the budget section of this application and supporting documentation that demonstrates cultural protocol. This can include:

* Letters of confirmation from First Peoples collaborators / communities
* Detailed budget notes on First Peoples line item/s
* Cultural safety protocol strategies
* First Peoples community engagement plan/s

If applications do not provide documentation to demonstrate cultural protocol, the activity will not be supported for funding.

Applications from non-First Peoples applicants that contain First Peoples activity may also be reviewed by a First Peoples review process.

**NOTE:** *Please refer to* [*Australia Council’s Protocols For Using First Nations Cultural And Intellectual Property In The Arts*](https://www.australiacouncil.gov.au/workspace/uploads/files/protocols-for-using-first-nati-5f72716d09f01.pdf)*. In particular, the project checklist (pp. 168-172) can be used as a resource to guide considerations when engaging with First People’s content, creatives/artists and cultural heritage.*

*One of the key guiding principles of the* [*Creative State 2025 strategy*](https://creative.vic.gov.au/about/our-strategy) *is ‘First Peoples First’. The Victorian Government is committed to the United Nations Declaration of the Rights of Indigenous Peoples, and the 11 guiding principles of Aboriginal Self-Determination as identified in the* [*Victorian Aboriginal Affairs Framework 2018-23*](https://www.aboriginalvictoria.vic.gov.au/victorian-aboriginal-affairs-framework-2018-2023)*.*

[*Please see here for Department of Education and Training information on appropriate protocols:*](http://www.education.vic.gov.au/school/teachers/support/diversity/Pages/koorieart.aspx)[*Teaching Aboriginal and Torres Strait Islander culture*](https://www.education.vic.gov.au/school/teachers/teachingresources/multicultural/Pages/koorieculture.aspx)

## Number of project participants

|  |  |
| --- | --- |
| ***How many students will be directly taking part in the project?***  **NOTE**: **Identify the target group of students** to be involved. Creative partners cannot be expected to work in a meaningful and in-depth manner with large numbers of students. **A smaller group is recommended.** |  |
| ***How many teachers will be taking part in the project, both directly and in a supporting capacity?*** |  |
| ***How many creative personnel will be taking part in the project, both directly and in a supporting capacity?*** |  |

## Project Personnel - details of all the project personnel and their roles in the project.

## Note: Creative Partner/s Profile and CV/s should be uploaded at the Support Material section.

|  |  |
| --- | --- |
| ***Creative Professional Name*** |  |
| ***Creative Professional Address*** |  |
| ***Creative Professional e-mail*** |  |
| ***Creative Professional Mobile*** |  |

**OR**

|  |  |
| --- | --- |
| ***Organisation/ Collective Name*** |  |
| ***Organisation/ Collective Address*** |  |
| ***Organisation/ Collective Phone*** |  |
| ***Organisation/ Collective Project Lead Name*** |  |
| ***Organisation/ Collective Project Lead Title*** |  |
| ***Organisation/ Collective Project Lead e-mail*** |  |
| ***Organisation/ Collective Project Lead Mobile*** |  |

|  |
| --- |
| *Provide the name, job title/ area of expertise, project role, phone number and email address of OTHER school and creative personnel involved in the project (please include school Business Manager contact details)* |
| *Insert text here* |

**Application Questions**

For the questions below, it is important to provide a clear and comprehensive description of your activity and what you are proposing to do. Each response can have a **maximum of 1000 characters, including spaces**. Revisit the guidelines to make sure your application addresses the assessment criteria and aims of the program.

|  |
| --- |
| **Criterion 1 – Creative Merit**   1. What is the artistic concept/theme of this project? (i.e. What is the work about?) 2. What artform and process will you use to investigate this artistic concept/theme? 3. What is the intended creative outcom~~e~~/event of the project? |
| **Criterion 2 - Creative Professionals**   1. What is your creative partner’s field of creative practice? 2. What is your creative partner’s level of experience in public presentation of their creative practice, and in working with schools/young people? 3. How did you connect with your creative partner and why do you want them at your school? |
| **Criterion 3 – Learning**   1. Does the project support a whole school inquiry or unit of work? Describe (enter N/A if not applicable) 2. Describe the year level, student cohort, and the skills and understandings students will learn about 3. Which key curriculum areas will the project address? How will this project meet existing curriculum objectives? 4. Describe professional learning opportunities for teachers - planned formal learning and/or anticipated informal learning. Outline how, when, staff involved, knowledge/skills focus etc. 5. How do creative partners anticipate the project will impact their professional learning, creative practice, and networks? 6. How will you document work and evaluate the project’s success in meeting the intended outcomes? (e.g. Documentation – progress photos, video, journals etc. Evaluation - student/parent/school pre and post surveys etc.) |
| **Criterion 4 - Viability**   1. Provide a brief project plan (dot points sufficient) – i.e. anticipated schedule, contact vs planning time, full/half days, work/performance spaces, excursions etc. 2. How will the school support the project delivery team? – i.e. project committee, release time, CRT coverage for Project Coordinator etc. 3. Describe how the team will collaborate – i.e. planning and communication platforms/tools, regular meetings, debrief, who will attend etc. 4. Where hybrid delivery is intended, describe virtual delivery plans including the ratio of face-to-face and virtual sessions (enter N/A if not applicable) |

**Activity Area**

|  |  |
| --- | --- |
| What is the primary creative discipline of your activity? (Select one) | Dance  Circus and physical theatre  Theatre (incl. comedy and cabaret)  Opera and musical n  Music (contemporary and classical)  Literature (and publishing)  Visual arts  Multi-practice (incl. multi-arts cross platform and multi-practice festivals)  Film  TV  Interactive media incl. digital games  Design  Fashion  Heritage (incl. museums libraries and archives)  Other culture |
| Do you or any creative practitioners involved with this application identify as (tick as many as apply) | First Peoples  Children (0 to 11)  Young People (12-25)  Culturally & linguistically diverse (CALD)  Seniors (60+)  LGBTIQ+  Women  Deaf and/or disabled  People living in regional communities  Not Applicable  Prefer not to say |
| Does the activity outlined in your application target any of the following groups? (tick as many as apply) | First Peoples   Children (0 to 11)   Young People (12-25)   Culturally & linguistically diverse (CALD)   Seniors (60+)   LGBTIQ+   Women   Deaf and/or disabled  People living in regional communities   Not Applicable   Prefer not to say |

*When responding to the above questions you will need to confirm that you have consent to provide personal or health information from any individual who can reasonably be identified (e.g. responses relating to a small group, etc).*

***Tick box here to confirm***

**Budget**

All income and expenditure related to the project needs to appear in the budget. When you have completed the budget **the Total Income and Total Expenditure must balance**. Please don't use cents in any of your figures.

You can use the **budget drafting tool** to prepare your budget. You can find a download link on the [**Creative Learning Partnerships**](https://creative.vic.gov.au/funding-opportunities/find-a-funding-opportunity/creative-learning-partnerships)funding page.

You will also be asked:

|  |  |
| --- | --- |
| Which of the following expenses will be assisted by this grant? (tick all that apply): | Fees/on-cost for Victorian creatives   Fees/on-costs for Victorian non-creative personnel   Fees/on-costs for non-Victorian creatives or non-creative personnel  Marketing and promotion   Project/production costs   Administration (including auspicing/auditing fees)   Access cost   Other. Please explain (500 characters) |
| If you selected YES to including First Peoples Cultural Intellectual Property (CIP)\* that is not your own culture, or that of your creative partner/s, and/or engagement with a First Peoples community or community member/Elder/s, please provide the budget amount allocated for community engagement:    **NB. For the CLP program, budget allocations (such as salaries etc.) for First Peoples creative partner/s that are the primary creative partner/s in the project, should be captured in the main budget table for the project.** | |

## Support Material

**Applications must be submitted with the following supporting documents:**

* **Creative Partner Profile** – to be completed by the creative partner/s [(download from CLP funding page).](https://creative.vic.gov.au/funding-opportunities/find-a-funding-opportunity/creative-learning-partnerships)
* Per creative professional**, brief CV and examples of work**. This may include links to work, websites etc. and examples completed with other schools or communities.
* **Declaration of Support** – signed by the school Principal, the President of the school council or equivalent, the school Project Coordinator, and the creative partner/s [(download from CLP funding page).](https://creative.vic.gov.au/funding-opportunities/find-a-funding-opportunity/creative-learning-partnerships)

**Activity involving First Peoples intellectual cultural property and/or First Peoples collaboration and engagement that is not your own culture, or that of your creative partner/s, and/or engagement with a First Peoples community or community member/Elder/s**

As part of the application form you will be required to indicate if your application contains First Peoples Cultural Intellectual Property that is not your own culture, or that of your creative partner/s, and/or engagement with a First Peoples community or community member/Elder. If you select yes to this question you will need to provide a First Peoples budget line item and supporting documentation that demonstrates cultural protocol. This can include:

* + Letters of confirmation from First Peoples collaborators / communities (max. 2 pages per letter)
  + Detailed budget notes on First Peoples line item/s (max. 2 pages)
  + Cultural safety protocol strategies. Please refer to the [*Victorian Department of Heath’s Aboriginal and Torres Strait Islander Cultural Safety Framework*](https://www.health.vic.gov.au/health-strategies/aboriginal-and-torres-strait-islander-cultural-safety) (max. 2 pages)
  + First Peoples community engagement plans (max. 2 pages)

You must follow correct protocols when working with First Peoples’ creatives, content and/or communities. Please refer to [*Australia Council’s Protocols For Using First Nations Cultural and Intellectual Property In The Arts*](https://australiacouncil.gov.au/workspace/uploads/files/protocols-for-using-first-nati-5f72716d09f01.pdf), in particular the checklist in pages 168 to 172.

‘First Peoples First’ is one of the key guiding principles of the Creative State 2025 strategy. The Victorian Government is committed to the United Nations Declaration of the Rights of Indigenous Peoples, and the 11 guiding principles of Aboriginal Self-Determination as identified in the [*Victorian Aboriginal Affairs Framework 2018-23*](https://www.firstpeoplesrelations.vic.gov.au/victorian-aboriginal-affairs-framework-2018-2023)*.*

**Notes for additional supporting materials**

• You can upload and submit up to 10 documents/files and/or 4 URLs (external links).   
• Attached files can be no more than 5MB in size each  
• Label the files with names (i.e. Creative Professional Profile, Declaration of Support)   
• File names can be no longer than 80 characters   
• It may be necessary to combine supporting material into one document in some instances, i.e., multiple images or letters of support may be compiled into one PDF or PowerPoint file (not exceeding 5MB).

**Weblinks and URLs -** only use links to publicly available sites (not membership-based). Link must directly open to the material you want to submit. If you are linking to a private video on a site such as Vimeo, you must provide passwords.

**Do not provide links to** non-public websites such as Google Drive, Drop Box or other online hosting platforms that require viewers to enter personal identification to gain access. Materials provided using these platforms will not be assessed by the peer advisory panel.

**The following file types are accepted:**

* **Documents** – Word (.doc .docx); Excel (.xls .xlsx); PowerPoint (.ppt .pptx); Acrobat (.pdf)
* **Images** – .jpg .png .tiff
* **Audio** – .mp3 .wma
* **Video** – .mp4 .wma .avi .mov**Where to get help**

To find out more or to discuss your application, please find the appropriate Creative Victoria staff member to contact by visiting the relevant Creative Victoria funding page.

**CLP Application Checklist**

School Project Coordinator and Creative Partner/s have physically met one another

School and creative partner have drafted their application together using the drafting tools and Application Document templates

School’s Project Coordinator has registered on the grant portal, **using the School Name as the Account Name**

In the online application, the School Project Coordinator (running the project day to day) has been entered as **Primary Contact** and the Principal as **Authorised Signatory/Contact**

School has answered all questions in the online application i.e. copying and pasting from the drafting tools **and saving as each section is completed**

School has collected and uploaded completed mandatory Application Support Material –

1. Creative Partner Profile
2. Declaration of support
3. Brief CV and examples of work (per creative partner).

School has uploaded letters of confirmation/ detailed budget notes/ cultural safety protocol strategies/community engagement plans from relevant local First Peoples representatives (if working with including First Peoples CIP that is not your own culture, or that of your creative partner/s, and/or engagement with a First Peoples community or community member/Elder)

School has formally **SUBMITTED** the application on the DJSIR grant portal with all support materials **prior to 3pm on the advertised closing date.**

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