



**Australian Government**

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**Indigenous Communications Program**

**CLOSING THE GAP: NATIONAL  
PARTNERSHIP AGREEMENT ON  
REMOTE INDIGENOUS PUBLIC  
INTERNET ACCESS**

**Implementation Report  
2010-11**

**Queensland**

**1 August 2011**

# 1. Introduction

This report fulfils the reporting requirements of the National Partnership Agreement on Remote Indigenous Public Internet Access (the Agreement) and the 2010-11 implementation plan under that Agreement.

This report also captures information about the role of service delivery design, community consultation and partnerships in the delivery of remote IT services. This information is necessary to inform future policy and program design and delivery to enable the Department to satisfy its reporting requirements.

On 29 November 2010, the Queensland implementation plan for 2010-11 was agreed between the Minister for Public Works and Information and Communication Technology, the Honourable Robert Swarten MP and the Minister for Broadband, Communications and the Digital Economy. Following this, \$440,320 in Commonwealth funding was transferred to the State Library of Queensland to deliver public internet access facilities, maintenance and basic computer training in 20 remote Indigenous communities.

The Queensland Government through its Department of Public Works (DPW) and State Library of Queensland (SLQ) also provided approximately \$70,000 in acquisition of resources, administrative, technical and training support. The Queensland implementation plan for 2010-11 provided installation, maintenance and training services for twenty (20) remote communities.

## 2. Service delivery model

### Service delivery model

The 2009-10 delivery model was highly successful, being based on a participatory community development method, a valued partnership with local government authorities that involved them in all decision making and a flexible training method. Small group and individual training was tailored to engage through individual interests, needs and skill set in a non-threatening environment. IKC coordinators received additional support to build their confidence to provide ongoing peer support.

Based on the successful 2009-10 delivery model, four of the eleven new installations were located in communities that host Indigenous Knowledge Centres (IKCs). IKCs have proven to be a great shared public space in a community containing many services and support, making the public feel welcome. This approach has worked well in supporting the uptake of ICT in communities with IKCs. For the other seven new locations, consultation with the local council authorities determined a location for the service with similar attributes to IKCs.

While a more structured training format was implemented, there was still allowance made for flexibility and expansion of the content of sessions based on community demand.

Installation of ICT equipment in 2009-10 was performed by an external contractor. Due to a number of delays and availability of external contractors, the installation in 2010-11 was performed in-house by State Library staff. This approach has resulted in improvements to the technology used as each installation was specifically tailored to most appropriately suit the location. The cost benefit result in moving to an in-house solution allowed the employment of a Desktop Support Officer to assist with the installation, maintenance, further development of training materials and provide remote training with continuous support provided to communities throughout the period.

### Consultation

Discussions between the Department of Public Works, The State Library of Queensland and local Councils together with other federal, state and local agencies identified the next eleven locations most suited for the second stage of implementation in 2010-2011.

Flexible delivery dates for equipment and training is required with regular contact and ongoing consultation undertaken to accommodate changing community circumstances such as funerals, commemorations and competing priorities of key staff. Where building infrastructure is being developed delays in completing renovations, official openings and internet connections may also impact on the delivery timeframes. Logistically even when flights and limited accommodation have been pre-booked, flight schedules may change and accommodation cancelled.

## Partnerships and collaboration

IKCs are in constant and daily use by individuals from the communities and visitors to Cape York and Torres Strait regions. Other external agencies also use IKCs such as Schools, Churches, Art Centres, Health, Community Care, Traditional Owners and training organisations which help an IKC form strong and important links in the community.

The contribution by government departments and philanthropic partners has enabled IKCs to continue to deliver multiple services to the community and the partnership is proving to be the basis for a sustainable methodology to provide a sustainable public internet service. As a result of the positive impact on community through the improved connectivity and increased usage of the IKCs Councils have responded by refining their relief staff arrangements and lifting the profile of their IKCs by contributing to consumables to support the varied programs being delivered,

Partnerships between State Library and Councils were already established at fourteen sites where there was an operational IKC. These relationships have been expanded to an additional three sites in the Torres Straits (Saibai, York and Warraber) where there isn't currently an IKC.

New partnerships were developed at three sites (Kowanyama, Doomadgee and Dajarra) where the local Council hadn't any experience of the IKC model. At sites without an IKC a Memorandum of Understanding (MOU) formalises Council's commitment to providing the building infrastructure as a public space for access to internet services and ownership of the assets. Where possible the data network used by Council services is also used for the public internet access computers, with the aim to maximise the ICT support and utilise their priority response capacity to remedy data outages.

## 3. Achievements

### Outcomes under the Agreement

(a) **Increased public access to online resources and services, principally for financial, educational, health, economic and social purposes**

The nine sites that had public internet access installed in 2009-10 were expanded in 2010-11 by installing 17 new computers. Three of these communities have also experienced a large increase of public usage over the last 12 months, requiring the need to increase their monthly internet download limits in the IKC.

Of the eleven additional communities targeted in 2010-11 four have received 16 new public internet access computers with an additional 16 computers to be installed into the remaining seven communities by November 2011.

During 2010-11 Wireless internet access was introduced at the twenty communities to allow community members to access internet services on their own portable devices when in the proximity of an IKC.

#### **Financial**

Use of Internet Banking services has increased dramatically due to community training performed in 2009-10 and with the installation of new computers in 2010-11. Internet Banking was one of the most requested components of the training due to the need of financial services and the lack of facilities in communities. Participants were also surprised at the simplicity of transferring money between accounts, as well as paying bills by B-Pay. A significant cost saving has been achieved for community members now using Internet Banking for regular transfers to assist relatives and boarding school students.

#### **Educational**

One individual who stands out in this field is from Seisia, who after undertaking the 2010 internet training program has enrolled at the Bachelor Institute of Indigenous Tertiary Education and is pursuing a career in community social services. After attending several training sessions, she was able to use a number of different internet research techniques to find exactly the courses she was interested in.

#### **Economic**

A gentleman from Mabuiag returned for more training this year. In 2009-10 training on how to connect and use the internet helped him to expand his crayfish business online. This year he wanted to learn about other services such as Internet Banking, PayPal and weather forecasts to further improve his business.

#### **Social Purposes**

In Boigu, a Facebook training session showed people how Facebook can connect you to long lost friends and family members. After participants created their accounts, they immediately called their friends and relatives asking for their Facebook details to add them as friends. As a result of training with this social media technology, they were able to reconnect with people they had not seen for years.

In Seisia, Facebook training focused on sharing information with individuals' entire family and their 'friend's community' in new ways, instead of simply sharing information by word of mouth. Trainees learned to share videos and links to things they had found online, as well as how to create a sharing community by commenting on friends' posts to let them know what they think. Trainees were also shown how to download their Facebook profile history, and use Facebook as a form of online personal diary keeping.

A further example of the positive impact of social media in community is Skype training opening up free video calls to family members who live hundreds of kilometres away. An individual in Seisia was trained using Skype and later used the technology to reconnect to a friend in Nigeria by sending him text messages and later calling through video chat.

Communicating through Skype has also opened a direct link to call the Desktop Support Officer to help support and mentor community peers and IKC Coordinators to teach and pass on skills to other participants. This capability has greatly enhanced the level of support provided by State Library to IKCs.

Training and access to emails, Skype and social media is establishing fluid integration of these technologies adding to the number of communication modes used in remote communities.

**(b) Increased awareness of the benefits and uses of online resources and services**

The training has helped people to use services they typically do not have access to in remote communities. One example is from the Northern Peninsula Area, where the government services are located in a purpose built Rural Transaction Centre (RTC). As the RTC is not always fully staffed, training has facilitated access to the same services online, with many participants stating that they prefer using the online service as it feels more private for them in a small community.

In the Torres Strait, the islands typically contain a single general store which stocks a limited range of groceries and household items. Online shopping has enabled people in this region to purchase goods from retailers in Cairns and Brisbane. During one of the training sessions, the trainer was visiting specific websites providing examples of how to purchase CDs and DVDs when one of the participants stated "The prices at another website are cheaper" - a website not used in the training component. The participant had found the site through a search engine and was well on their way to finding the best deal.

**(c) Increased computer literacy enabling effective use of information and communication technology and the internet**

Facebook and Skype allow families, friends and relatives to communicate easily and keep up to date with the happenings around them. Both these tools are used by parents and their kids when they are sent to boarding schools hundreds of kilometres away.

Young people from these communities have no choice but to leave their communities to attend boarding schools and hostels to further their education. Family members being able to stay in contact with their children, alleviates 'homesickness' and disengagement preventing early dropout rates.

Once we have helped users setup a Facebook account, people are amazed by how many people they know who are also members. Facebook's friends of friends

structure makes it quicker for them to find long lost friends instead of spending hours searching for people before contacting them to catch up.

**(d) Increased information literacy enabling the search for, evaluation and use of online information**

During a lesson on Internet searching, trainees were delighted to see how the State Library of Queensland's OneSearch; a tool which searches catalogued collections, can yield different results when using the web, image, news, video, scholar and blog search options. Several comments were made by a group of trainees in Seisia about how using the different options allowed them to find the information they were actually interested in, like news stories and images, rather than the commercial sites which frequently have priority in any search results. Trainees were also shown how to use information portals like dictionary.com and Wikipedia in order to find quick and easy answers to their questions about the world.

An exercise using Google Earth and Google Street View technologies got trainees very excited about how they can explore the world without leaving their communities. They were amazed at how they were able to quickly and easily "fly" to any location they chose to see, and were then shown how to use photograph locations and titles to search for more information through Google and Wikipedia, and then sharing the information socially through Facebook.

**(e) Increased internet use facilitates transactions and communication with government agencies, businesses, communities and families**

During most Internet Banking sessions, participants were most interested in performing transfers and transactions without needing to visit the ATM or utilising phone banking services, rather than checking their bank balance. Participants were also delighted to find out that they can use B-Pay services through their internet banking portal. Several participants had forgotten their password for phone banking so methods were taught on how to create secure but memorable passwords.

In remote communities, Government and Council offices are not always staffed, which affects public access to services such as vehicle registration, drivers licensing, fishing permits, Medicare easyclaim facilities and Centrelink information. The internet training has taught participants how to access these services online when these offices are closed in community and anecdotal evidence indicates that this is often now the preferred method for perceived privacy issues.

## Links to Closing the Gap targets

**(a) Reading, writing and numeracy**

Educational games are installed as standard on the public internet access computers with children and young people required to improve their skills to progress to the next level. These games are popular with high usage, as they have entertainment value while improving skills in reading, writing and numeracy. With readily available internet connectivity, users also learn to spell out the things they are searching for online, and to recognise key words in search results pages to find the sites they seek.

**(b) Schooling to Year 12**

Students are using the public internet access after school to support their studies. Websites such as Wikipedia.com and HowStuffWorks.com are shown to them during training sessions and are now used to additionally research their study topics. Students can also support their studies by accessing 'The Learning Place' an online curriculum resource made available by Education Queensland.

Learning to use search engines to research fosters an interest in exploring the internet to seek out information and helps students to understand the world in a broader sense. This understanding, in turn, helps students relate what they learn in class to areas that have personal relevance. As teachers in communities are using more technology in the classroom, students are able to directly link their studies to their recreational internet use.

**(c) Employment outcomes**

Job search training sessions are always popular with participants. After creating email accounts, which are vital for online communication, they are shown how to use job finding websites and narrow down listings to suit their skills and interests. An additional training session focuses on using Microsoft Word to develop CVs and letter writing for more information about available positions.

## Case studies

Delivering improved internet connectivity to remote areas using IKCs as the on ground delivery mechanism is demonstrating its value as a sustainable model. However the complexity of working in Indigenous affairs and the impact of external factors such as government policies means the foundations laid by the program to provide long term remote access to the digital economy for Indigenous communities remains weak. The following case study based on the experience of the implementation at the remote community of Injinoo demonstrates the potential but many of the challenges in achieving sustainable public internet access and training.

### **The Case Study - Injinoo**

Injinoo, the focus of this case study is one of five communities in the Northern Peninsula Area (NPA) located at the tip of Cape York. There is currently an IKC in the three communities of Injinoo, Seisia and New Mapoon, with plans to open IKCs at Bamaga and Umagico in 2012.

Understanding the unique history of each community informs our partnerships and the operating environment. To provide a brief history, Injinoo was established by the Aboriginal traditional owners of the area. Umagico was established predominately by people moving from Lockhart River. New Mapoon was a forced relocation of people from Mapoon near Weipa due to mining. Bamaga and Seisia are recognised as being mainly Torres Strait Islanders who have moved to the mainland for a number of reasons, as for example people from Saibai moved following the impact of a tsunami.

Prior to amalgamation in 2008 as the Northern Peninsula Area Regional Council (NPARC), the five communities consisted of three Aboriginal Councils and two Island Councils.

Some resistance to the amalgamation of the individual Councils continues and it has only been since 2010 that the NPARC has had the capacity to engage with State Library and appreciate the potential of their IKCs to contribute to their community development aspirations. Importantly for Council, they now realise the opportunity through their IKCs to unify the communities by respecting and acknowledging their separate histories. As with all the Councils, the sustainability of the IKCs is dependent on many factors including the NPARC's continuing ability to provide the building infrastructure, identify and fund local staff and meet the operational costs.

Historically the Injinoo IKC had no space for public internet access computers, despite a recognised need for information technologies in that community. In the previous twelve months the Injinoo IKC relocated to a site at the end of the main street and is now co-located with the Youth Centre. The relocation presented new challenges with the new IKC location unsuitable for use due to water damage. The setup and installation of new computers was further complicated as the IKC's communications equipment was located in an adjoining office that was locked and inaccessible whenever that staff member was absent.

Partnering with the Council allowed the State Library to work with the community over several months supporting the Council to rectify these accommodation problems prior to implementing the improved equipment, connectivity and training.

On arrival at Injinoo several hours were required to rearrange the IKC and install two public access and one staff computer, setup a wireless access point and clean-up loose and unlabelled cabling. During this process an existing fax line was discovered and the fax machine in the adjoining office was recommissioned after several months of inactivity. Maintaining telecommunications infrastructure is a continuing challenge for many Councils in remote areas and this project not only provides additional benefits to Council with the resulting good will, but increases their understanding of the profile and user needs.

Training during the week was impacted by rolling power outages which rendered the IKC inoperable from 2:30pm each day. These disruptions necessitated a more focussed training structure with 9 participants trained in Internet Banking, Email, Internet Searching and Job Search over several days, most returning each day. As part of the training, delivery materials developed and distributed at each community enables participants to explore in their own time. These materials cover the same topics as the scheduled training with additional topics for intermediate to advanced participants who want to expand their skills further.

With sustainability as the goal, concentrated training sessions focussed on the IKC coordinator so that they can more confidently support and mentor community members. Subsequent to the training program, the Desktop Support Officer continues to provide offsite support building the skills of the IKC coordinator through mentoring, support and follow up training. This support strengthens the relationship and creates a vital link for the understanding and knowledge of what impact this project is delivering to the community in the longer term.

The IKC coordinator at Injinoo has only recently been appointed to this position and brings administration skills but also juggles the demands of church and family with her working role. As a related but separate initiative to this project, State Library provides professional development to the IKC coordinator in their role of managing a small library and keeping place, further supporting their use and confidence in new technologies, including an online library management system. Regular communication with the IKC coordinator via technologies such as Skype is proving invaluable in sustaining the previously mentioned peer training methodology.

The IKC coordinator is an advocate for the preservation of traditional language in the community and with support from the Council; State Library sponsored their attendance at a national language conference. The implementation plan in 2011-12 may extend the software and training at the Injinoo IKC and other IKCs to include Miromaa, an internet-based community driven language program. By building on local interests and providing the resources and skills development the new technologies are more likely to be used in other aspects of people's lives.

The Injinoo IKC is now a user-friendly and aesthetically pleasing space with fast public internet access for the first time. The recently appointed IKC coordinator, a traditional owner, brings leadership and enthusiasm finding the addition of the public access computers has made a dramatic change to the IKC and is proud of the new services she is able to offer her community through the IKC.

Literacy and Numeracy learning games have been installed on all public access computers and are being used by school children. Researching projects for school, communicating with friends via social networks and finding relevant content on streaming media sites are all favoured activities of users post-establishment. Internet access logs have shown that internet access in Injinoo is increasing, especially in internet banking services.

To achieve digital literacy, training a critical mass of people to provide ongoing peer support should create a sustainable learning culture. With support through the implementation plan, the infrastructure is in place and initial training completed. To achieve long term sustainability the partnership with Council remains critical to achieve a shared vision, strategic direction and maintenance of the infrastructure. A peer learning culture is being developed through the ongoing support to the IKC coordinator in her library management role and with additional technical support provided by the Desktop Support Officer.

Another training visit is scheduled during 2011-12 and it is planned that the Desktop Support Officer role will develop a remote training program focussing on screen sharing and video conferencing tools. This will allow State Library to deliver even more training and support to Injinoo in the future.

## 4. Conclusion

The Queensland approach, through the State Library, aims to enable remote Indigenous Councils to provide the community service of public internet access as part of their core municipal services.

Ownership of the assets and using, where possible, the underlying network connections used by core council services builds on an established communications infrastructure that is more likely to be resourced and sustainable into the future.

Whilst understanding of the importance of these services is growing, remote Councils have limited resources and technical skills. State Library continues to involve the Councils in all levels of decision making, managing delivery and building capacity of staff to assist members of the public and maintain the service. In cases where ICT equipment security is questionable, State Library endeavours to work closely with Councils to restore resources in the case of theft, and to put a system in place that enables equipment to be held securely. Usage and traffic monitoring of wireless broadband is conducted by State Library staff and with the involvement of Council necessary actions are taken to ensure that access for unsanctioned purposes does not occur.

A small number of technical issues identified in 2009-10 have now been resolved with the installation of filtered Wireless access with Councils' now also having an understanding of the technical requirements to manage this service.

The 2010-11 implementation of the project has completed 65% of internet access installations and upgrades, as well as 60% of the community training across the twenty sites.

Equipment has been purchased, with installation and training to be completed at all specified communities by the end of August 2011, with the exception of Bamaga. The Bamaga IKC building infrastructure is not expected to be completed until November 2011. As an interim solution, the resources allocated to Bamaga have been diverted to the nearby community of Seisia and will be re-allocated to Bamaga as soon as building is completed.

The target of 90% completion was not met because of the impact of two severe weather events in Queensland and required additional equipment purchases and rescheduling of site visits.

In response to the cyclone Yasi, State Library played a critical role in delivering communications to the Tully region by providing State Library's laptop training kit to be used by the public at no cost allowing communication with relatives, essential government services and businesses. This required the purchase of a laptop kit to be used for the digital access training.

As a result of rescheduling, the external contractors were unable to meet the new timeframes and State Library delivered the project utilising existing staff and recruiting additional expertise where required. The in-house approach was successful and State Library proposes to continue with this method for training and maintenance in future implementation plans. The benefits of in-house delivery included;

- Greater understanding of, and the ability to adjust, any installation details of ICT equipment when in community

- Faster turnaround on issues that arose post installation as the same team responsible for the design, purchasing and installation of the equipment handles the maintenance, support and communication with network providers and suppliers
- A reduction in cross communication, and possibility of misunderstanding, among departments, agencies, contractors and suppliers
- Cost savings as a result of the in-house support method allowed additional equipment to be purchased and employment of a Cairns based Desktop Support Officer

The employment in March 2011 of a full time Cairns based Desktop Support Officer has provided a more personal approach in supporting community users and assisted in the installation and maintenance of ICT equipment. This has proved highly beneficial, allowing State Library to more effectively monitor ICT equipment, guide Councils and perform remote training to improve sustainability of the model.

Digital literacy is far easier achieved than written literacy in an English as a Second language (ESL) environment due to the visual onscreen prompts. The IKC coordinators are often English as a second language speakers with widely varying levels of ICT capacity. Training them in digital literacy requires a high level of support to achieve sustainability. Each coordinator's ICT skills need to be developed through a carefully built process of introduction to new technology at a pace which is understandable. This peer support strategy will provide digitally literate trainers who are themselves from an ESL background and better able to transfer these skills to other ESL users.

The appointment of a Desktop Support Officer has increased the confidence of IKC coordinators with 'skyping' occurring on a regular basis requesting additional training and support. IKC coordinators then run their own casual training sessions with their community. Sites which received the installation in 2009-10 are reporting increased internet usage in 2010-11 and there is currently consultation with Councils to increase the internet bandwidth for public usage.

Since 2009-10, changes to the training program has allowed a structured but flexible schedule which the community have commented as helpful in allowing them to fit the training into their typical work day. To complement the training visits, materials have been developed and distributed to communities. These materials cover the same topics in the scheduled training as well as additional topics for intermediate to advanced participants wanting to expand their skills.

The sites of Dajarra, Doomadgee and Kowanyama, have been difficult to establish as these Councils had no previous familiarity with the IKC model, understanding or recognition of the importance of the internet access and training in their community. A MOU has been developed with these Councils as well as the Torres Strait Island Regional Council for the sites of Saibai Island and Masig (Yorke Island) to identify building infrastructure and funding for staff at the new centres.

# Appendix: Reporting Tables

## A1. Statement of expenditure

### Commonwealth funding

In 2010-11, Queensland received \$440,320 in funding under the Agreement. This was expended as follows:

Type of service	Allocated \$ *	Actual Spend \$	Balance \$
Internet Access	\$231,280	\$174,410	\$56,870
Maintenance	\$86,160	\$59,248	\$26,912
Training	\$122,880	\$43,471	\$79,409
<b>TOTAL</b>	<b>\$440,320</b>	<b>\$277,129</b>	<b>\$163,191**</b>

\* include amount from 2010-11, including carried-over funding from 2009-10.

\*\* this amount will be carried over to the 2011-12 financial year

### State/Territory contribution

The contribution by the Queensland Government towards this project included project management, equipment, procurement and administration, travel and wages for training at twenty locations. This has been calculated to a minimum value of \$70,000.

The project team has included three field support positions and a Desktop Support Officer. Additional support has been provided through finance, administration, ICT groups and senior management of State Library of Queensland in association with the Department of Public Works.

## A2. Performance indicators and benchmarks

In 2010-11, Queensland delivered the following achievements against the performance benchmarks, timelines and reporting stated at item 21 of the Agreement.

Performance indicator	Benchmark	Statement of achievements (at 1 August 2011)
1. A reduction in the number of remote Indigenous communities that have limited or no public internet access.	(a) New or expanded public internet access to 20 approved communities in 2010-11.*	New public internet access was provided to 4 of 11 communities. Expanded public internet access was provided to 9 of 9 communities. Installation for the remaining 7 communities is expected to be completed at 4 communities by 26 August 2011, 2 communities by 9 September 2011 and the seventh community (Bamaga) by November 2011.
2. An increased number of people in remote Indigenous communities that have received training in information technology and internet use.	(a) Training in information technology and internet use to 20 approved <b>communities</b> annually.* (b) Training received by 200-300 agreed <b>participants</b> annually.*	Training in information technology and internet use was provided to 12 of 20 communities. Training was received by 137 participants. Training for the remaining 8 communities is expected to be completed by 16 September 2011.
3. An increase in transactions and communication between remote Indigenous communities and government agencies, businesses, communities and families.	(a) All communities receiving new or expanded public internet access have internet facilities in use.	13 of 20 communities have new or expanded public internet access facilities in use. Installation for the remaining 7 communities is expected to be completed at 4 communities by the 22 August 2011, 2 communities by 9 September 2011 and the seventh community (Bamaga) by November 2011.

\* Number reflects implementation plan benchmarks. The NPA specifies 90% of these should be achieved.

## A3. Internet access

### Commonwealth funding

The Agreement requires reporting on Output 1, new or expanded public internet access, in 2010-11.

In 2010-11, Queensland received \$231,280 in funding under the Agreement for Output 1. This was delivered to communities listed at Item 11 of the Implementation Plan as follows:

Note: Scheduled installations may not be delivered exactly on the date provided should local circumstances require greater flexibility

Community	Facilities installed	Date installed	Access times	Filtering installed	Usage of computers	\$ Amount
1. Palm Island	4 PCs, printer and wireless access point installed at Palm Island IKC	9 July 2010	Mon 9:00AM – 5:00PM Tues-Thurs 8:00AM – 7:00PM Fri 9:00AM – 3:00PM Sat 9:00AM – 12:00PM	Yes	L	\$9,269.35
2. Kowanyama	2 PCs, printer and wireless access point to be installed at Kowanyama Land and Sea Centre	Scheduled 8 Aug 2011	9:00AM – 5:00PM (M-F)	8 Aug 2011	-	\$14,060.93
3. Woorabinda	4 PCs and printer installed at Woorabinda IKC. Internet is through Education Queensland's network	29 Mar 2011	8:30AM – 5:00PM (M-F)	Yes	M	\$18,852.51
4. Bamaga	3 PCs, printer and wireless access point to be installed at Bamaga IKC	Scheduled Nov 2011	-	Nov 2011	-	\$16,456.72
5. Injinoo	3 PCs, printer and wireless access point at Injinoo IKC	3 May 2011	9:00AM – 5:00PM (M-F)	Yes	M	\$16,456.72
6. Saibai Island	2 PCs, printer and wireless access point to be installed in Saibai Island Council Office	Scheduled 8 Aug 2011	9:00AM – 4:00PM (M-F)	1 Aug 2011	-	\$14,060.93

Community	Facilities installed	Date installed	Access times	Filtering installed	Usage of computers	\$ Amount
7. Yorke Island	3 PCs, printer and wireless access point to be installed at Yorke Island Community Hall	Scheduled 22 Aug 2011	9:00AM – 4:00PM (M-F)	22 Aug 2011	-	\$16,456.72
8. Warraber	3 PCs, printer and wireless access point to be installed at Warraber Council Office	Scheduled 5 Sept 2011	9:00AM – 4:00PM (M-F)	1 Aug 2011	-	\$16,456.72
9. Dauan	3 PCs, printer and wireless access point at Dauan IKC	9 May 2011	9:00AM – 4:00PM (M-F)	Yes	M	\$16,456.72
10. Doomadgee	3 PCs, printer and wireless access point to be installed at Doomadgee PCYC	Scheduled 5 Sept 2011	9:00AM – 4:00PM (M-F)	25 Jul 2011	-	\$16,456.72
11. Dajarra	3 PCs, printer and wireless access point to be installed at Jimberella Co-operative Society	Scheduled 8 Aug 2011	9:00AM – 4:30PM (M-F)	15 Aug 2011	-	\$16,456.72
12. Boigu	2009/10: 4 PCs and printer 2010/11: Wireless access point All equipment installed at Boigu IKC	14 Mar 2011	8:30AM – 4:30PM (M-F)	Yes	H	\$330
13. Mabuig	2009/10: 3 PCs and printer 2010/11: Wireless access point All equipment installed at Mabuig IKC	11 Jul 2011	9:00AM – 4:00PM (M-F)	Yes	-	\$330
14. Badu	2009/10: 4 PCs and printer 2010/11: Wireless access point All equipment installed at Badu IKC	18 Oct 2010	9:00AM – 4:00PM (M-Th)	Yes	H	\$330
15. lama	2009/10: 4 PCs and printer 2010/11: Wireless access point All equipment installed at lama IKC	14 Mar 2011	9:00AM – 5:00PM (M-F)	Yes	-	\$330

Community	Facilities installed	Date installed	Access times	Filtering installed	Usage of computers	\$ Amount
16. Poruma	2009/10: 3 PCs and printer 2010/11: Wireless access point All equipment installed at Poruma IKC	18 Oct 2010	8:30AM – 4:30PM (M-F)	Yes	H	\$330
17. New Mapoon	2009/10: 3 PCs and printer 2010/11: Wireless access point All equipment installed at New Mapoon IKC	3 May 2011	8:30AM – 5:00PM (M-F)	Yes	H	\$330
18. Aurukun	2009/10: 4 PCs and printer 2010/11: Wireless access point All equipment installed at Aurukun IKC	30 May 2011	8:00AM – 4:00PM (M-F)	Yes	M	\$330
19. Pormpuraaw	2009/10: 2 PCs and printer 2010/11: Wireless access point All equipment installed at Pormpuraaw IKC	20 Jun 2011	Mon-Tues 10:00AM – 5:00PM Wed-Fri 9:00AM – 5:00PM	Yes	M	\$330
20. Wujal Wujal	2009/10: 3 PCs and printer 2010/11: Wireless access point All equipment installed at Wujal Wujal IKC	21 Mar 2011	8:30AM – 4:30PM (M-F)	Yes	M	\$330
<b>TOTAL</b>						<b>\$174,409.74</b>

\* Usage of the facility to be provided on average over a typical month during opening hours. This may be estimated if not formally recorded.

H - **High** = facility in use 75% or more of the time. M - **Medium** = facility in use 50% to 74% of the time. L - **Low** = facility in use less than 50% of the time.

## A4. Maintenance

The Agreement requires reporting on Output 2, maintenance of public internet access facilities.

In 2010-11, Queensland received \$86,160 in funding under the Agreement for Output 2. This was delivered to the communities listed at Item 12 of the Implementation Plan as follows:

Community name	Routine maintenance *	Frequency	Operational	Non-routine maintenance issues	\$ Amount
12. Boigu	Yes	Weekly	Yes	No non-routine issues have occurred	\$9,777.52
13. Mabuiag	Yes	Weekly	Yes	No non-routine issues have occurred	\$7,381.73
14. Badu	Yes	Weekly	Yes	No non-routine issues have occurred	\$4,985.94
15. Iama	Yes	Weekly	Yes	No non-routine issues have occurred	\$7,381.73
16. Poruma	Yes	Weekly	Yes	No non-routine issues have occurred	\$4,985.94
17. New Mapoon	Yes	Weekly	Yes	No non-routine issues have occurred	\$2,590.15
18. Aurukun	Yes	Weekly	Yes	Replacement of wireless bridge between IKC and Council building due to interference problems with the original hardware	\$4,985.94
19. Pormpuraaw	Yes	Weekly	Yes	No non-routine issues have occurred	\$4,985.94

Community name	Routine maintenance *	Frequency	Operational	Non-routine maintenance issues	\$ Amount
20. Wujal Wujal	Yes	Weekly	Yes	No non-routine issues have occurred	\$12,173.31
<b>TOTAL</b>					<b>\$59,248.20</b>

\* **Routine Maintenance includes:**

- Inspection of equipment
- Apply updates to software
- Check of computer settings and configuration
- View of logs to indicate activity and possible future issues

## A5. Training

The Agreement requires reporting on Output 3, delivery of training sessions be tailored to individual community needs. The following skills are to be provided to Indigenous Australians:

- (a) basic computer use
- (b) using internet applications including email and web browsers
- (c) applied internet use, with a focus on financial management, education, health, communication, government transactions, and economic and employment opportunities;
- (d) locating and navigating internet search engines and databases, constructing effective searches, evaluating websites and accessing culturally appropriate digitised objects
- (e) peer support techniques that enable users with a higher skill level to provide basic assistance to other community members in using computers and the internet.

Note: Scheduled training may not be delivered exactly on the date provided should local circumstances require greater flexibility

In 2010-11, Queensland received \$122,880 in funding for Output 3. This was delivered to the communities listed at Item 10 of the Implementation Plan as follows:

Community name	Description	Name of Training Organisation	Trainees	Training Date	\$ Amount
1. Palm Island		State Library Queensland	-	Scheduled 12 Sept 2011	\$956.19
2. Kowanyama		State Library Queensland	-	Scheduled 8 August 2011	\$1,831.92
3. Woorabinda		State Library Queensland	-	Scheduled 12 Sept 2011	\$0
4. Bamaga	A, B, C, D, E	State Library Queensland	10	26 May 2011	\$2,689.49
5. Injinoo	A, B, C, D, E	State Library Queensland	9	26 May 2011	\$3,002.34
6. Saibai Island		State Library Queensland	-	Scheduled 8 August 2011	\$2,377.51
7. Yorke Island		State Library Queensland	-	Scheduled 22 August 2011	\$1,617.57
8. Warraber		State Library Queensland	-	Scheduled 5 Sept 2011	\$1,382.52

Community name	Description	Name of Training Organisation	Trainees	Training Date	\$ Amount
9. Dauan	A, B, C, D, E	State Library Queensland	9	9 May 2011	\$1,716.00
10. Doomadgee		State Library Queensland	-	Scheduled 5 Sept 2011	\$1,146.65
11. Dajarra		State Library Queensland	-	Scheduled 15 August 2011	\$1,670.35
12. Boigu	A, B, C, D, E	State Library Queensland	12	14 March 2011	\$4665.16
13. Mabuiag	A, B, C, D,	State Library Queensland	14	11 July 2011	\$3,180.54
14. Badu	A, B, C, D	State Library Queensland	14	18 October 2010	\$5973.96
15. lama	A, B, C, D, E	State Library Queensland	14	14 March 2011	\$1,137.72
16. Poruma	A, B, C, D	State Library Queensland	13	18 October 2010	\$4077.72
17. New Mapoon	A, B, C, D, E	State Library Queensland	8	23 May 2011	\$2,689.49
18. Aurukun	A, B, C, D, E	State Library Queensland	2	9 May 2011	\$1,836.95
19. Pormpuraaw	A, B, C, D, E	State Library Queensland	18	20 June 2011	\$915.96
20. Wujal Wujal	A, B, C, D, E	State Library Queensland	14	21 March 2011	\$602.73
<b>TOTAL</b>			<b>137</b>		<b>\$43,470.77</b>

## A6. Services not delivered

The communities below did not receive the services as scheduled in the 2010-11 Implementation Plan. Please also list communities in which internet access facilities are not operational.

Community name	Outstanding / incomplete activity	Explanation and action
1. Palm Island	Training not commenced	Could not deliver training due to sorry business. Training will be rescheduled to 2011-12 and carried over to 2011-12 implementation plan.
2. Kowanyama	Internet Access and Training not commenced	Could not deliver internet access and training in the timeframe. Scheduled to complete 8 August 2011 and carried over to the 2011-12 implementation plan
3. Woorabinda	Training not commenced	Could not deliver training due to installation issues with Department of Education and Training. Installation is complete and training will be rescheduled to 2011-12 and carried over to the 2011-12 implementation plan
4. Bamaga	Internet Access not commenced	The location for Bamaga is not ready for Internet Access installation. At this time Internet Access has been installed in the community of Seisia 3KM away and will be relocated in 2011-12
6. Saibai Island	Internet Access and Training not commenced	Could not deliver internet access and training in the timeframe. Scheduled to complete 1 August 2011 and carried over to the 2011-12 implementation plan
7. Yorke Island	Internet Access and Training not commenced	Could not deliver internet access and training due to connection issues with the selected location. Rescheduled to 22 August 2011 and will be carried over to the 2011-12 implementation plan
8. Warraber	Internet Access and Training not commenced	Could not deliver internet access and training in the timeframe. Scheduled to complete 1 August 2011 and carried over to the 2011-12 implementation plan

<b>Community name</b>	<b>Outstanding / incomplete activity</b>	<b>Explanation and action</b>
10. Doomadgee	Internet Access and Training not commenced	Could not deliver internet access and training due to selected location of installation still under renovation. Scheduled to complete 25 July 2011 and carried over to the 2011-12 implementation plan
11. Dajarra	Internet Access and Training not commenced	Could not deliver internet access and training in the timeframe. Scheduled to complete 15 August 2011 and carried over to the 2011-12 implementation plan
13. Mabuig	Completed with exception of training output (e)	Training the IKC coordinator as the peer support was not completed as IKC coordinator was not available. Will be completed in 2011-12 through additional site visits and remote training
14. Badu	Completed with exception of training output (e)	Training the IKC coordinator as the peer support was not completed as IKC coordinator was not available. Will be completed in 2011-12 through additional site visits and remote training
16. Poruma	Completed with exception of training output (e)	Training the IKC coordinator as the peer support was not completed as IKC coordinator was not available. Will be completed in 2011-12 through additional site visits and remote training