

NATIONAL EDUCATION AGREEMENT

Council of

An agreement between

- n the Commonwealth of Australia and
- n the States and Territories, being:
 - t the State of New South Wales;
 - t the State of Victoria;
 - t the State of Queensland;
 - t the State of Western Australia;
 - t the State of South Australia;
 - t the State of Tasmania;
 - t the Australian Capital Territory; and
 - t the Northern Territory of Australia.

The objective of this Agreement is that all Australian school students acquire the knowledge and skills to participate effectively in society and employment in a globalised economy.

The Agreement will contribute to the achievement of the outcomes that a) all children are engaged in, and benefit from schooling, b) meet basic literacy and numeracy standards and that levels of achievement are improving, c) Australian students excel by international standards, d) schooling promotes the social inclusion and reduces the educational disadvantage of children, especially Indigenous children and e) young people make a successful transition from school to work and further study.

National Education Agreement

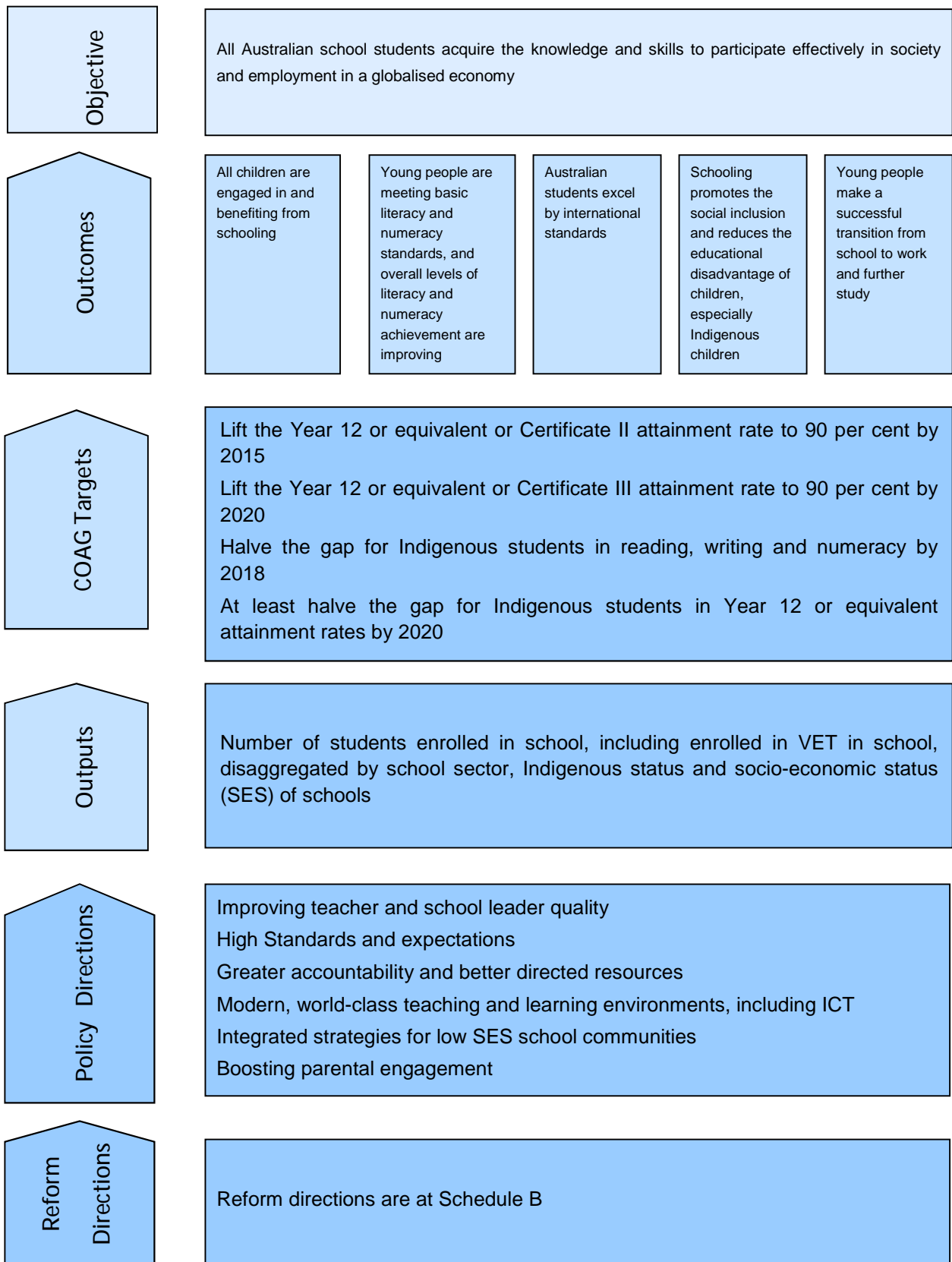
INTERGOVERNMENTAL AGREEMENT ON FEDERAL FINANCIAL RELATIONS

PRELIMINARIES

1. This Agreement is created subject to the provisions of the *Intergovernmental Agreement on Federal Financial Relations* and should be read in conjunction with that Agreement and subsidiary schedules. In particular, the schedules include direction in respect of performance reporting and payment arrangements.
2. The Parties are committed to addressing the issue of social inclusion, including responding to Indigenous disadvantage. That commitment is embodied in the objectives and outcomes of this agreement. However, the Parties have also agreed other objectives and outcomes - for example, in the National Indigenous Reform Agreement - which the Parties will pursue through the broadest possible spectrum of government action. Consequently, this agreement will be implemented consistently with the objectives and outcomes of all National Agreements and National Partnerships entered into by the Parties.
3. The Commonwealth, State and Territory Governments of Australia recognise that ensuring all young people have the best possible start in life is vital to the well-being of families, communities and the nation as a whole. High-quality schooling supported by strong community engagement is central to Australia's future prosperity and social cohesion.
4. This National Education Agreement (the Agreement) has been established to pursue this agenda. This Agreement may be amended by the consensus of all jurisdictions.
5. The new *National Declaration on Educational Goals for Young Australians* reaffirms the importance of national collaboration and promoting high-quality schooling for all Australian students. This Agreement and the shared National Goals are mutually reinforcing.
6. This Agreement will drive reform directions to 'Close the Gap' in education outcomes between Indigenous and non-Indigenous students. This will be supported by the Standing Council on School Education and Early Childhood (SCSEEC), Indigenous education policy directions and action plans.
7. SCSEEC is the current relevant Standing Council established under the Council of Australian Governments (COAG) to consider school education matters. Additional funding is provided through this agreement to meet the legitimate additional costs of implementing the National Secondary School Computer Fund (see Schedule A).
8. The Agreement consists of a statement of objectives and outcomes which sets out:
 - (a) Australia's shared objective and outcomes for schooling;

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- (b) a broad outline of the outputs performed in schooling;
- (c) roles and responsibilities of each level of government;
- (d) performance indicators and performance benchmarks, which outline a number of outcomes-focussed targets, and progress measures towards the outcomes specified in this Agreement; and
- (e) policy and reform directions to achieve progress towards the objective.



OBJECTIVES

9. Through this Agreement, the Parties commit to the objective that all Australian school students acquire the knowledge and skills to participate effectively in society and employment in a globalised economy.
10. This objective will also be pursued through the *National Declaration on Educational Goals for Young Australians* and supported by SCSEEC Indigenous Education policy directions and action plans.
11. All aspects of this Agreement contribute to, or measure progress towards, the objective.

OUTCOMES

12. The Agreement will contribute to the following outcomes:
 - (a) all children are engaged in and benefiting from schooling;
 - (b) young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving;
 - (c) Australian students excel by international standards;
 - (d) schooling promotes the social inclusion and reduces the educational disadvantage of children, especially Indigenous children; and
 - (e) young people make a successful transition from school to work and further study.

COAG TARGETS

13. COAG has agreed to the following targets, which are critical to the achievement of the objective and outcomes above:
 - (a) Lift the Year 12 or equivalent or Certificate II attainment rate to 90 per cent by 2015;
 - (b) Lift the Year 12 or equivalent or Certificate III attainment rate to 90 per cent by 2020;
 - (c) Halve the gap for Indigenous students in reading, writing and numeracy by 2018; and
 - (d) At least halve the gap for Indigenous students in Year 12 or equivalent attainment rates by 2020.

OUTPUTS

14. This Agreement will contribute to a range of outputs which support achievement of the agreed outcomes for schooling. Outputs include student enrolments disaggregated by school sector and Indigenous status.

ROLES AND RESPONSIBILITIES

15. All Parties will work cooperatively to realise the objectives and commitments made in this Agreement.
16. The Parties commit to being accountable to the community for achieving the outcomes.

Shared Responsibilities of the Commonwealth and the States and Territories

17. The Commonwealth and the States and Territories are:
 - (a) jointly responsible for developing, progressing and reviewing the national objectives and outcomes for schooling;
 - (b) jointly responsible for funding school education to enable improved performance in the nationally agreed outcomes and to achieve national objectives;
 - (c) responsible for developing policy and reform directions to support achievement of Indigenous education outcomes;
 - (d) responsible for working together to develop evidence to support the achievement of the national objectives and outcomes, and to promote its application to policy and practice;
 - (e) jointly responsible for designing the funding mechanism by which the Commonwealth allocates funds to States and Territories to support improved service delivery and reform;
 - (f) responsible for public leadership which encourages the community to recognise and embrace the importance of the nationally agreed outcomes;
 - (g) consistent with their roles, responsible for monitoring and reviewing performance of school systems and individual schools to support improved performance against the nationally agreed outcomes, as well as being accountable for these outcomes through the Performance Reporting Framework;
 - (h) responsible for the development and maintenance of a National Curriculum and for participating in the work of the national education authority that manages national curriculum, assessment and data management, analysis and reporting; and
 - (i) jointly responsible for a nationally consistent system of teaching standards.

Role of the Commonwealth

18. The Commonwealth undertakes responsibility for:
 - (a) allocating funding to States and Territories to support improved service delivery and reform to meet nationally agreed outcomes and to achieve the national objective, including for students with particular needs;
 - (b) ensuring that the funding arrangements for non-government school systems and schools are consistent with, and support the responsibilities of the States and Territories in respect of regulation, educational quality, performance and reporting on educational outcomes;
 - (c) higher education policy, including its impact on pre-service and post-graduate teacher education and teacher supply through setting higher education national priorities, and its funding of universities;

- (d) investing in actions to secure nationally agreed policy priorities, in consultation with States and Territories; and
- (e) ensuring that funding agreements between the Commonwealth and non-government authorities will include a provision that the non-government school sector will work with Governments within each state or territory to ensure their participation in relevant aspects of this agreement.

Role of the States and Territories

19. The States and Territories undertake responsibility for:

- (a) ensuring that all school aged children are given the opportunity to enrol in a safe and supportive school that provides a quality education, including where students have particular needs. States and Territories are also responsible for ensuring that children of compulsory school-age attend school and therefore are responsible for
 - (i) developing policy;
 - (ii) delivering services;
 - (iii) monitoring and reviewing performance of individual schools; and
 - (iv) regulating schools;so as to work towards national objectives and achievement of outcomes compatible with local circumstances and priorities;
- (b) ensuring that schools provide clear performance reporting to parents, carers and to their local communities;
- (c) the regulatory framework for all schools, including registration and accreditation, educational quality and their performance in educational outcomes, in monitoring and reviewing performance of school systems;
- (d) the employment conditions of teachers in the government school sector, and its impact on teacher supply;
- (e) implementing the National Curriculum; and
- (f) working with the non-government school sector in their State or Territory to ensure their participation in relevant aspects of this agreement.

PERFORMANCE INDICATORS AND PERFORMANCE BENCHMARKS

- 20. All parties to this Agreement are accountable to the community for their progress against the agreed outcomes through the Performance Reporting Framework detailed in Schedule C of the *Intergovernmental Agreement on Federal Financial Relations* 'Public Accountability and Performance Reporting'.
- 21. To improve student outcomes, all Parties have agreed to the Performance Reporting Framework which governs the collection and publication of student and school data for the following three purposes:
 - (a) accountability to students, parents, carers and community;

- (b) public accountability in support of COAG outcomes and targets; and
 - (c) providing an evidence base to support future policy reforms and system improvements including the aim of better directed resources.
22. All governments invest substantially in schools to deliver better outcomes for all students. Accountability for performance will be achieved through clear and meaningful public reporting and will contribute to an assessment of the return on investment.
23. All governments recognise that the collection, provision and publication of data on student outcomes and school performance is essential for public accountability. These data will also provide the evidence necessary to support the continuous improvement of students, schools and education systems over time.
24. To assist the community to assess school, system and Government performance towards achieving these outcomes, all Governments agree to the Performance Reporting Framework that encompasses the following elements:
- (a) streamlined and consistent reports on national progress including
 - (i) an annual national report to be published within twelve months of the end of the calendar year on the outcomes of schooling in Australia, covering the *National Declaration on Educational Goals for Young Australians* and *SCSEEC Measurement Framework for National Key Performance Measures (KPM) Framework* at Schedule D; and
 - (ii) the biennial COAG report on Overcoming Indigenous Disadvantage;
 - (b) national reporting on performance of individual schools to inform parents and carers and for evaluation by governments of school performance with details as agreed by SCSEEC in March 2009; and
 - (c) provision by schools of plain language student reports to parents and carers and an annual report made publicly available to their school community on the school's achievements and other contextual information.

Reports on national progress towards achieving national outcomes, including COAG targets

Outcomes	Performance Indicators
1. All children are engaged in and benefiting from schooling.	The rate of student attendance at school.
2. Young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving.	Literacy and numeracy achievement of Year 3, 5, 7 and 9 students in national testing.
3. Schooling promotes the social inclusion and reduces the educational disadvantage of children, especially Indigenous children.	All Performance Indicators are to be disaggregated with specific measures included under Outcomes 1, 2 and 5.
4. Australian students excel by international standards.	The proportion of students in the bottom and top levels of performance in international testing.

Outcomes	Performance Indicators
5. Young people make a successful transition from school to work and further study.	The proportion of young people who have attained at least a Year 12 or equivalent or AQF Certificate II/III or above. The proportion of young people participating in post-school education, training or employment.

25. The technical definitions for the performance indicators are at Schedule C.
26. These data are collected and released to enhance public accountability and maintain focus on reform and improvement. Base funding is not conditional on the level or trend of these data reported against the performance indicators.
27. Reflecting all Australian Governments' shared commitment to tackling social exclusion, including Indigenous disadvantage, all performance indicators will also be disaggregated at a minimum by Indigenous and low-SES.

Biennial COAG report on Overcoming Indigenous Disadvantage

28. To inform Australian Governments on whether policy programs and interventions are achieving positive outcomes for Indigenous people, the Steering Committee for the Review of Government Service Provision produces a biennial report against key indicators of Indigenous disadvantage, which will help guide where further work is needed.

National Report on Outcomes of Schooling in Australian and SCSEEC KPM Framework

29. The Parties agree to continue to meet the requirements of the SCSEEC KPM Framework (see Schedule D) which sets out a basis for reporting progress towards the achievement of the *National Goals for Schooling in the Twenty-First Century*. Schools, systems and Governments are required to continue to adhere to the requirements of the SCSEEC KPM Framework including the new National Goals statement agreed in December 2008, which includes participation in the National Assessment Program and providing performance data to support the publication of an annual national report on schooling in Australia.
30. The Parties also commit to report on the number of students who are provided with additional support, specifically students with a disability and students from non-English speaking backgrounds (including newly arrived migrants and refugees), disaggregated by school sector.

National Reporting on Performance of Individual Schools

31. The Parties agree that :
 - (a) clear accountability helps create a learning environment that encourages innovation and excellence from school leaders, teachers and students;
 - (b) access to transparent school performance information enables the community to understand the decisions taken by Governments and ensures schools are accountable for the results they achieve with the public funding they receive; and
 - (c) access to timely and robust performance information is crucial so that Governments can improve student outcomes by directing assistance and additional resources to areas of need.
32. The Parties agree that the Australian Curriculum, Assessment and Reporting Authority will be supplied with the information necessary to enable it to publish relevant, nationally-comparable

information on all schools to support accountability, school evaluation, collaborative policy development and resource allocation. The Authority will provide the public with information on each school in Australia that includes data on each school's performance, including national testing results and school attainment rates, the indicators relevant to the needs of the student population and the school's capacity including the numbers and qualifications of its teaching staff and its resources. The publication of this information will allow comparison of like schools (that is, schools with similar student populations across the nation) and comparison of a school with other schools in their local community.

Student Reports and Annual Reporting to School Community

33. The Parties recognise the vital role that parents and carers play in their child's education, and commit to provide parents and carers with information on their child, including reports on student achievement. This will assist parents and carers in working with their children to improve learning outcomes.
34. The Parties commit to ensuring schools provide parents and carers with readily understandable, plain language reports on student achievement. These reports will give an accurate and objective assessment of the student's progress and include assessment of the student's achievement relative to the student's peer group. The provisions for these reports are outlined in Schedule E.
35. Each school will make publicly available, within six months of the end of each program year, information on the school's achievements including contextual information about the school. Specific requirements are at Schedule E.

POLICY AND REFORM DIRECTIONS

Policy Directions

36. The Parties commit to the following policy directions:
 - (a) improving teacher and school leader quality;
 - (b) high standards and expectations;
 - (c) greater accountability and better directed resources;
 - (d) modern, world-class teaching and learning environments, including Information and Communication Technology (ICT);
 - (e) integrated strategies for low SES school communities; and
 - (f) boosting parental engagement.
37. The policy directions describe the broad areas of policy effort that evidence suggests will have a significant impact on the attainment of the outcomes specified in this Agreement.
38. Further detail on these directions is outlined in the Forward Work plan at Schedule B, including specifying particular strategies to achieve these policy directions.

Reform Directions

39. The Parties agree to the following reform directions:

- (a) attract, train, place, develop and retain quality teachers and school leaders and support schools working with their local community;
 - (b) implement a national curriculum;
 - (c) transparent and strengthened accountability to improve student and school performance, including through national reporting on individual schools and the improved collection of and access to nationally consistent data and information required to support the agreed outcomes;
 - (d) raise parental and community expectations of educational outcomes;
 - (e) support teaching and learning in schools through appropriate infrastructure;
 - (f) review funding and regulation across Government and non-government schooling sectors;
 - (g) providing support to students with additional needs; and
 - (h) "Closing the Gap" in educational outcomes between Indigenous and non-Indigenous students.
40. The reform directions have been identified as priority areas for effort over the near term, noting that the rate of progress in many areas will be contingent on available resources. The foundation for each policy and reform direction is an approach that places students and their achievement of the nationally agreed outcomes at the centre of the service system and any reform efforts.
41. All governments commit to undertake the immediate and future work outlined in the Forward Work Plan (see Schedule B) that will make a substantial contribution towards the achievement of the nationally agreed outcomes.
42. In developing the policy and reform directions, consideration has been given to reform directions agreed by COAG:
- (a) Improving Teacher Quality;
 - (b) Education in low SES school communities;
 - (c) a National Literacy and Numeracy Action Plan;
 - (d) the Digital Education Revolution; and
 - (e) the Trade Training Centres in Secondary Schools Program.
43. All governments will work together to prioritise reform directions in addition to other jurisdictional specific priorities, such as the National Curriculum initiative and the National Asian Language and Studies in Schools Program.
44. All governments will also work together to review the policy and reform directions in the light of emerging priorities. This review process will be taken forward under the auspices of COAG, through the Productivity Agenda Working Group or a successor body, and in cooperation with Ministerial Councils.
45. Variations to the agreed policy and reform directions and any actions that arise will need to be agreed by COAG as necessary.

The Digital Education Revolution — National Secondary School Computer Fund: Additional Funding for On-Costs

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- B1 The Australian Government has recognised that there are additional costs associated with the implementation of the National Secondary School Computer Fund (the Fund). Funding will be provided to meet the costs of installation and maintenance of the additional computers purchased through the Fund.
- B2 This schedule relates only to the payment of the Additional Funding for On-Costs. Conditions associated with the implementation of the National Secondary School Computer Fund will be managed through the existing funding agreements with education authorities and, in future, through a National Partnership Agreement.

CONDITIONS ASSOCIATED WITH ON-COSTS FUNDING

Timing

- B3 The additional funding will be provided as a one-off payment before the end of the 2008-09 financial year.

Payment mechanism

- B4 Each state and territory is required to pass on the nominated amounts to the Catholic and Independent Block Grant Authority (BGA) in their state or territory in accordance with Schedule D of the *Intergovernmental Agreement on Federal Financial Relations*. Nominated amounts will be advised by the Department of Education, Employment and Workplace Relations (DEEWR).

Payment structure

- B5 The Australian Government will only provide funding for costs associated with the deployment of additional computers, that is computers deployed to move schools to a 1 to 1 computer to student ratio by 2011 and which are additional to those computers, which were identified in the preliminary survey as being less than 4 years old as at 30 June 2008.

- B6 The Australian Government will provide a total of \$2,500 for each additional computer provided under the Fund (that is a combination of \$1,000 per computer provided under existing Digital Education Revolution funds and an extra \$1,500 provided under the new Australian Government funding commitment - Additional Funding for On-Costs).

Rounds One and Two

- B7 The Australian Government will provide funding to cover the on-costs associated with the deployment of all additional computers provided under Round One and Round Two of the Fund. A supplementary Round Two process (2.1) will be undertaken for those schools that chose not to apply in Round Two.
- B8 The share of additional funding provided to education authorities under the Additional Funding for On-Costs Commitment will be determined by the actual number of additional computers provided under Round One and Two including the supplementary Round 2.1 process.
- B9 At the conclusion of Round Two, including the supplementary Round 2 process, all schools in Australia will have been provided with the opportunity to obtain funds to bring them to a 1 to 2 computer to student ratio, including funding to address on-costs associated with deployment of additional computers.

Future Rounds of the Fund

- B10 Allocation of funding for both computer purchase and on-cost provision will, from the conclusion of Round 2, be based on each education authority's share of the numbers of students enrolled in Years 9 to 12 in the 2007 Schools Census.

Reporting and Accountability

- B11 In return for the additional funding for the on-costs the education authorities will report to DEEWR on a six monthly basis on their progress towards:
- (a) the use of this funding to support effective deployment of computers provided under the Fund;
 - (b) achieving a 1:1 ratio of computers to students by 2011; and
 - (c) addressing the four strands of change identified in the Strategic Plan to guide the implementation of the Digital Education Revolution initiative and related initiatives for joint national action:
 - (i) Leadership – that ensures schools have a coordinated plan for the provision of infrastructure, learning resources and teacher capability to address the educational challenges of the 21st Century;
 - (ii) Infrastructure – access to digital teaching and learning resources and tools for processing information, building knowledge and for communication and collaboration;
 - (iii) Learning Resources – that stimulate, challenge and assist students in achieving desired learning outcomes. These include collaborative and interactive activities as well as instructional and reference materials; and
 - (iv) Teacher Capability – teachers have the skills and tools to design and deliver programs that meet students' needs and harness the benefits and resources of the digital revolution.

Forward work plan

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- B12 The Policy and Reform Directions outlined in the Forward Work Plan will be key components of achieving the COAG Targets agreed as part of this Agreement.
- B13 All policy and reform directions will contribute to the achievement of COAG targets for Year 12 attainment and Indigenous students. Further work will be undertaken to determine whether additional strategies will be required in order to achieve the COAG targets, and where appropriate these will be developed and included in the forward workplan.

Outcomes	Policy Directions	Reform Directions	Forward Work Plan	
			Immediate Work	Future Work
<p>All children are engaged in and benefiting from schooling.</p> <p>Young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving.</p> <p>Australian students excel by international standards.</p> <p>Schooling promotes the social inclusion and</p>	<p>Improving teacher and school leader quality.</p> <p>High standards and expectations.</p> <p>Boosting parental engagement.</p> <p>Integrated strategies for low SES school communities.</p> <p>Greater accountability and better directed resources.</p> <p>Modern, world-class teaching and learning environments, including</p>	<p>Attract, train, place, develop and retain quality teachers and school leaders and support schools to run as professional organisations, working with their local community.</p>	<p>2009 onwards: Implement reform to improve the quality of teaching and to continue the MCEETYA program of work to improve teacher and school leader quality.</p>	<p>2011: Productivity Agenda Working Group (PAWG) (or successor body) to consider possible new reform directions and interventions for improving teacher and school leader quality.</p>

Outcomes	Policy Directions	Reform Directions	Forward Work Plan	
			Immediate Work	Future Work
<p>reduces the educational disadvantage of children, specifically Indigenous children.</p> <p>Young people make a successful transition from school to work and further study.</p>	ICT.			
		Implement a national curriculum.	<p>2009 onwards: Initial action to take forward the agreed National Curriculum Implementation Plan and the establishment of the new national education authority that incorporates the management of national curriculum, assessment and data management, analysis and reporting.</p> <p>2009 onwards: Implement the National Literacy and Numeracy Action Plan.</p>	2011: COAG and MCEETYA to sign off on the implementation of national curriculum (K-12 national curriculum in the key learning areas of English, maths, the sciences and history).
		Transparent and strengthened accountability to improve student and school performance, including through national reporting on individual schools and the improved collection of and access to nationally consistent	<p>As a result of the Review of the NEA Performance Framework in 2012 the following will be included:</p> <p>In the 2012 cycle of reporting:</p> <ul style="list-style-type: none"> Disaggregation by equity groups to be undertaken where appropriate and feasible drawing on the SCSEEC's report on current 	<p>Also stemming from the 2012 NEA Review, over the longer term, SCSEEC to:</p> <ul style="list-style-type: none"> Undertake a stocktake of the information to apprise measurement of 'engagement in schooling, including but not limited to student and parent opinion data; Assess the availability and

Outcomes	Policy Directions	Reform Directions	Forward Work Plan	
			Immediate Work	Future Work
		data and information required to support the agreed outcomes.	<p>and proposed improved measures compiled through a stocktake or audit of current definitions of disadvantage with the aim of national implementation.</p> <ul style="list-style-type: none"> A three-pronged approach to be adopted to monitor progress towards the achievement of the COAG Year 12 or equivalent attainment targets and indicators 7 and 9 using Census of Population and Housing data; Survey of Education and Work data as the key source for measuring annual performance at the national level between census years; and administrative data to provide annual progress measures of State and Territory performance. <p>By mid-2013:</p> <ul style="list-style-type: none"> SCSEEC to provide an analysis of the implications, and costs and benefits of implementing changes to 	<p>feasibility of a nationally consistent tool, such as the Australian Early Development Index, to measure educational disadvantage at an individual level and to provide a baseline to measure gain over time, to support performance reporting under the NEA;</p> <ul style="list-style-type: none"> Advise COAG if any work undertaken by the Post ECE NP Working Group on measures of children under the age of six and at school could be drawn upon in the NEA performance reporting framework.

Outcomes	Policy Directions	Reform Directions	Forward Work Plan	
			Immediate Work	Future Work
			<p>existing collections or possible new data collections to allow disaggregation and for understanding of student engagement and progression over time, including for the agreed subgroups of disadvantage.</p> <p>By 2013, SCSEEC to:</p> <ul style="list-style-type: none"> • Consider establishing 'proficient' NAPLAN standards; if proficient standards are set as part of the future application of NAPLAN, advise COAG if this standard should be included as an additional performance indicator under Outcome 2; and • Investigate the feasibility of using gain over time in NAPLAN as a performance indicator as part of the future application of NAPLAN. <p>For reporting in 2015:</p> <ul style="list-style-type: none"> • Performance indicator 1 to draw on work currently underway to improve attendance data with the 	

Outcomes	Policy Directions	Reform Directions	Forward Work Plan	
			Immediate Work	Future Work
			<p>work due to be completed in time to allow collection from 2014.</p> <p>For reporting when 2016 Census data is available:</p> <ul style="list-style-type: none"> • Use a 2016 measure, set at the national level only, to determine progress towards the Year 12/Certificate III target, based on 2011 Census data; • The Australian Bureau of Statistics comparison between the Survey of Employment and Work (SEW) survey results and the 2011 and 2016 Census to provide a gauge of 2020 SEW data as the measure of the national 2020 target. 	

Outcomes	Policy Directions	Reform Directions	Forward Work Plan	
			Immediate Work	Future Work
			Initiate work to establish a unique student identifier, including costs and benefits, for tracking of students from at least first year of compulsory schooling to post-school education and training.	By 2011: Establish a national approach to managing student identification.
			The development of regular progress measures to ensure there is an appropriate improvement of educational outcomes towards COAG targets. In particular, these measures are to be developed to promote the appropriate acceleration in the improvement of educational outcomes for Indigenous students in support of the COAG targets.	From 2010: Reporting on improvement in literacy and numeracy outcomes for all students.
		Raise parental and community expectations of educational outcomes.	All Governments to look for opportunities to exercise public leadership in raising parental and community understanding and expectations, including as a component of the Teacher Quality and Low SES School Communities initiatives.	2010: PAWG (or successor body) to consider the commissioning of further research in support of best practice reform for achieving greater parental and community engagement in education.
		Support teaching and learning in schools through appropriate infrastructure.	a. end 2008: development of arrangements for Digital Education Revolution; and b. Trades Training Centres in Schools.	Work on key enablers, including inter-governmental agreement and coordination for digital information management, development of digital tools and new curriculum content.

Outcomes	Policy Directions	Reform Directions	Forward Work Plan	
			Immediate Work	Future Work
		Review funding and regulation across Government and non-Government schooling sectors.	<p>2009 onwards: Commonwealth, States and Territories to review engagement with Government and non-government schools and systems with aim of ensuring that:</p> <ul style="list-style-type: none"> a. regulation and oversight of schools best support the achievement of agreed outcomes; and b. through funding and registration mechanisms, all schools and systems are accountable for participating in and complying with national reporting requirements. 	PAWG (or successor body) to consider the implications of levels of achieved outcomes and performance improvements in schools, and progress against targets, for Governments' funding mechanisms and need for improvements to regulatory and accountability framework for all schools. Consider implications for the Commonwealth review of schools funding.
		Providing support to students with additional needs.	<p>2009: PAWG (or successor body) to initiate work to explore reforms and policy actions that best focus on ensuring that all students with additional needs have the support they require to engage in and benefit from schooling. Including:</p> <ul style="list-style-type: none"> a. students with disabilities; b. students who have disengaged from education and those at risk of disengaging; c. Indigenous students; and d. new arrivals with a non English speaking background, including newly arrived migrants and refugees. <p>2009 onwards: Implement the</p>	<p>All Governments to work towards a nationally consistent approach to identifying students with disability and disengaged students in both Government and non-government sectors and funding levels sufficient to support achievement of COAG outcomes and the National Declaration on Educational Goals for Young Australians.</p> <p>PAWG or successor body to review the likelihood of achieving COAG targets for these students in light of NEA/NP reforms.</p>

Outcomes	Policy Directions	Reform Directions	Forward Work Plan	
			Immediate Work	Future Work
			National Partnership for education needs in low SES school communities. 2009 onwards: Implement the National Literacy and Numeracy Action Plan. 2009-12: Implement MCEETYA's Indigenous Education Action Plan under the Australian Directions in Indigenous Education.	

Performance Indicators, technical definitions

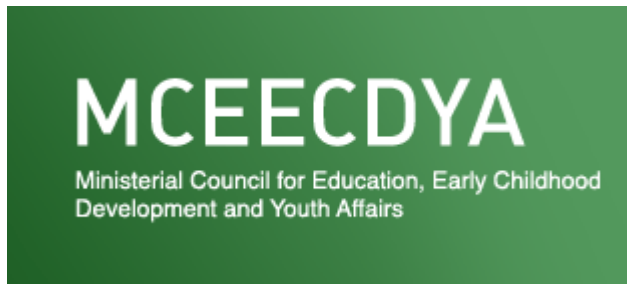
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Performance Indicators	Technical Definitions (In development and not agreed with further adjustments to be made following work resulting from the 2012 NEA Performance Review and identified in the Forward Work Program in Schedule B)
The proportion of children enrolled in and attending school.	<p>Enrolment</p> <ol style="list-style-type: none"> 1. It is proposed that this measure be based on the count of full and part-time compulsory school aged children (Years 1 – 10) only for each jurisdiction as drawn from the annual National School Statistics Collection as a proportion of the estimated resident population of children between the ages of 6 and 16 as calculated by the ABS based on their quinquennial Census of Population and Housing; 2. The count of full and part-time compulsory aged students (Years 1 – 10) as collected through the National Schools Statistics Collection undertaken in August each year will form the numerator; and 3. The ABS quinquennial Census of Population and Housing and the subsequent estimates of resident population for 6 to 15 year old children for each jurisdiction will be used as the denominator.
	<p>Attendance</p> <ol style="list-style-type: none"> 1. As per the MCEETYA national school attendance collection definition, full-time, compulsory school age (Years 1 -10) student attendance be reported: <ul style="list-style-type: none"> • as an attendance rate generated from the aggregate number of actual days in attendance over the number of days possible for the period; and • disaggregated by state/territory and school sector for all students, Indigenous status students and by socio-economic status. 2. The period for this collection will be: <ul style="list-style-type: none"> • Semester 1 of each school year for Government systems (except Tasmania where Term 1 is used); and • the last 20 school days in May of each school year for non-government schools.

Performance Indicators	Technical Definitions (In development and not agreed with further adjustments to be made following work resulting from the 2012 NEA Performance Review and identified in the Forward Work Program in Schedule B)
Literacy and numeracy achievement of Year 3, 5, 7 and 9 students in national testing.	<ol style="list-style-type: none"> 1. Reading, writing and numeracy results are to be used as the indicative progress measures for each of Years 3, 5, 7 & 9. It is not proposed to use language conventions in support of this measure. This approach would result in 12 reporting areas for all students under this progress measure; 2. The basis for this measure is the proportion of students achieving at or above the minimum national standard (e.g. at or above Band 2 for Year 3) in reading, writing and numeracy for each year level (Years 3, 5, 7 & 9); 3. In addition, this measure is to be disaggregated for Indigenous/non-Indigenous students which will result in the addition of a further 24 measures (Indigenous/non-Indigenous); and 4. Results will be reported in relation to the proportion of students at or above the national minimum standard and will be accompanied by the mean score for each of the reading, writing and numeracy domains.
The proportion of students in the bottom and top levels of performance in international testing (e.g. PISA, TIMSS).	<ol style="list-style-type: none"> 1. The proportion of students achieving at or above the nationally agreed proficiency level (level 3*) on PISA Reading Literacy, PISA Mathematical Literacy and PISA Scientific Literacy assessments for Australia.
The proportion of the 19-year-old population having attained at least a Year 12 or equivalent or AQF Certificate II.	<ol style="list-style-type: none"> 1. The proportion of 19 year olds in the population who have: <ul style="list-style-type: none"> • been awarded a statement or certificate on completion of Year 12 by an Australian Government studies authority/Department; or • attained a Qualification at AQF Certificate Level II or above.
The proportion of young people participating in post-school education or training six months after school.	<ol style="list-style-type: none"> 1. The proportion of 15 to 19 year olds in the population who have left school and are participating in any education and/or training (including an apprenticeship or traineeship), on either a full or part-time basis.
The proportion of 18-24-year-olds engaged in full-time employment, education or training at or above Certificate III.	<ol style="list-style-type: none"> 1. In accordance with ABS definitions, full-time employment is considered to be 35 hours or more per week; and 2. The person had attained a Qualification at AQF Certificate Level III or above.

SCSEEC KPM Framework

NATIONAL EDUCATION AGREEMENT



Measurement Framework for Schooling in Australia

December 2010

acara AUSTRALIAN CURRICULUM,
ASSESSMENT AND
REPORTING AUTHORITY

Feedback and copyright

Feedback on the Measurement Framework for Schooling in Australia should be sent to info@acara.edu.au.

Enquiries in relation to copyright should be addressed to ACARA, Level 10, 255 Pitt Street, Sydney NSW 2000.

More information about ACARA can be found at www.acara.edu.au

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1. INTRODUCTION

The Measurement Framework for Schooling in Australia¹ provides the basis for Australian, State and Territory Governments to report on the performance of schooling in accordance with the Melbourne Declaration on Educational Goals for Young Australians, endorsed by all Australian Education Ministers in December 2008. A summary of the Melbourne Declaration is provided as Appendix 1.

The Melbourne Declaration set two educational goals for the next ten years:

Goal 1: Australian schooling promotes equity and excellence

Goal 2: All young Australians become successful learners, confident and creative individuals, and active and informed citizens.

The Measurement Framework outlines the collection and reporting responsibilities of school systems and sectors across the country. It details the national key performance measures, outlines the annual assessment and reporting cycle and informs the National Report on Schooling in Australia.

These performance measures align with the Council of Australian Governments (COAG) targets, the performance indicators contained in the National Education Agreement, other national agreements and the Schools Assistance Act 2008.

The framework is maintained by the Australian Curriculum, Assessment and Reporting Authority (ACARA) on behalf of the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA).

The Measurement Framework will be revised by ACARA in consultation with jurisdictions and sectors. Minor changes to the document will be approved by the Chief Executive Officer, ACARA.

A full review of the framework will be undertaken by ACARA every three years, commencing in 2012. Amendments to the key performance measures will be agreed by MCEECDYA and informed by COAG's commitment to improved data quality.

The MCEECDYA Principles and protocols for reporting on schooling in Australia guide the practices and procedures used by all jurisdictions, ACARA and other agencies in reporting against the Measurement Framework.

¹ Formerly known as the MCEETYA Measurement Framework for National Key Performance Measures. This document replaces the August 2008 version of the Measurement Framework for National Key Performance Measures.

2. KEY PERFORMANCE MEASURES

The core of the Measurement Framework is the Schedule of Key Performance Measures (KPMs). By intent, these KPMs are:

- strategic measures which provide nationally comparable data on aspects of performance critical to monitoring progress against the Melbourne Declaration;
- focussed on student participation, achievement and attainment;
- based on sound and reliable assessment practice;
- supportive of open and transparent reporting;
- relevant and of interest to the public;
- cost effective, practical to collect, and take account of the burden and impact that data collection may place on students, schools and schooling systems.

The agreed areas of performance monitoring include the following:

Achievement in the National Assessment Program (NAP), with a focus on:

- literacy;
- numeracy;
- science;
- civics and citizenship; and
- information and communication technologies (ICT).

Participation and attainment, with a focus on:

- engagement of young people in vocational education and training (VET);
- participation;
- school completion and attainment; and
- student attendance.

For reporting purposes these focus areas are disaggregated by sex and Indigenous status and, where possible and appropriate, by language background, geographic location, socio-economic background and disability as outlined in the MCEECDYA Data Standards Manual.

3. NATIONAL ASSESSMENT PROGRAM

The National Assessment Program is a major component of the Measurement Framework and encompasses all assessments endorsed by Education Ministers. These assessments comprise:

- literacy and numeracy tests (NAPLAN);
- three-yearly sample assessments in Science Literacy, Civics and Citizenship, and ICT literacy; and
- Australia's participation in the Programme for International Student Assessment (PISA) and Trends in International Mathematics and Science Study (TIMSS).

National standards

MCEECDYA has established national standards within each element of the National Assessment Program.

National Assessment Program—Literacy and Numeracy

National standards for Literacy and Numeracy are minimum standards to be achieved at each year level under this program. For each year level, a minimum standard is defined and located on the common underlying NAPLAN scale. Students achieving the minimum standard have typically demonstrated only the basic elements of literacy and numeracy for their year level.

Within the NAPLAN scale, Band 2 is the minimum standard for Year 3; Band 4 is the minimum standard for Year 5; Band 5 is the minimum standard for Year 7; and Band 6 is the minimum standard for Year 9.

Further information about the NAPLAN national minimum standards is available on the NAP website.

National Assessment Program—Sample Assessments

Proficient standards have been established for the sample assessment components of the National Assessment Program, namely Science Literacy, Civics and Citizenship, Information and Communication Technologies (ICT) Literacy, PISA and TIMSS.

The national proficient standards represent a challenging level of performance, requiring students to demonstrate more than elementary skills.

The proficient standard for PISA (reading, mathematics and science) is Level 3 on the international PISA scales. The proficient standard for TIMSS (mathematics and science) is the Intermediate level on the international TIMSS scales.

In terms of the three-yearly national sample assessments, the proficient standards are: Band 3.2 for Year 6 Science Literacy; Level 2 (Year 6) and Level 3 (Year 10) for Civics and Citizenship; and Level 3 (Year 6) and Level 4 (Year 10) for ICT Literacy.

4. PARTICIPATION AND ATTAINMENT

The Measurement Framework includes a number of measures related to the enrolment, attendance, participation and attainment of Australian students. Population-based full participation and attainment measures provide evidence of schooling outcomes and other learning pathways.

SCHEDULE OF KEY PERFORMANCE MEASURES

Measures	Target Population	Data source(s)	Frequency	2010	2011	2012	2013	2014	2015
1. Literacy									
(a) Proportion of students achieving at or above the national minimum standard for Reading: Year 3—Level 2 Year 5—Level 4 Year 7—Level 5 Year 9—Level 6	Years 3, 5, 7 and 9	NAPLAN	Annual	ü	ü	ü	ü	ü	ü
(b) NAPLAN mean scale scores for Reading	Years 3, 5, 7 and 9	NAPLAN	Annual	ü	ü	ü	ü	ü	ü
(c) Proportion of students achieving at or above the national minimum standard for Writing: Year 3—Level 2 Year 5—Level 4 Year 7—Level 5 Year 9—Level 6	Years 3, 5, 7 and 9	NAPLAN	Annual	ü	ü	ü	ü	ü	ü
(d) NAPLAN mean scale scores for Writing	Years 3, 5, 7 and 9	NAPLAN	Annual	ü	ü	ü	ü	ü	ü
(e) Proportion of students achieving at or above the proficient standard (Level 3) on the OECD PISA combined Reading scale	15 year old students	PISA	Triennial			ü			ü

Measures	Target Population	Data source(s)	Frequency	2010	2011	2012	2013	2014	2015
2. Numeracy									
(a) Proportion of students achieving at or above the national minimum standard for Numeracy: Year 3—Level 2 Year 5—Level 4 Year 7—Level 5 Year 9—Level 6	Years 3, 5, 7 and 9	NAPLAN	Annual	ü	ü	ü	ü	ü	ü
(b) NAPLAN mean scale scores for Numeracy	Years 3, 5, 7 and 9	NAPLAN	Annual	ü	ü	ü	ü	ü	ü
(c) Proportion of students achieving at or above the proficient standard (Level 3) on the OECD PISA combined Mathematics scale	15 year old students	PISA	Triennial			ü			ü
(d) Proportion of students achieving at or above the proficient standard (Intermediate) on the TIMSS Mathematics scales	Years 4 and 8	TIMSS	Quadrennial	ü				ü	
3. Science Literacy									
(a) Proportion of students achieving at or above the proficient standard (Level 3.2) in Science Literacy	Year 6	NAP – Science Literacy	Triennial			ü			ü
(b) Proportion of students achieving at or above the proficient standard (Level 3) on the OECD PISA	15 year old students	PISA	Triennial			ü			ü

Measures	Target Population	Data source(s)	Frequency	2010	2011	2012	2013	2014	2015
combined Scientific Literacy Scale									
(c) Proportion of students achieving at or above the proficient standard (Intermediate) on the TIMSS Science scales	Years 4 and 8	TIMSS	Quadrennial	ü				ü	
4. Civics and Citizenship									
Proportion of students achieving at or above the proficient standard in Civics and Citizenship: Year 6 - Level 2 Year 10 - Level 3	Years 6 and 10	NAP – Civics and Citizenship	Triennial	ü			ü		
5. Information and Communication Technology (ICT) Literacy									
Proportion of students achieving at or above the proficient standard in ICT Literacy: Year 6 - Level 3 Year 10 - Level 4	Years 6 and 10	NAP – ICT Literacy	Triennial		ü			ü	
6. Engagement of young people in VET									
Proportion of the population aged 15 to 19 years who in the calendar year successfully completed at least one Unit of Competency as part of a VET qualification at AQF Certificate II or above	15 to 19 year olds	NCVER national VET provider collection NCVER VETiS collection ABS Estimated Resident Population	Annual	ü	ü	ü	ü	ü	ü
7. Student participation									

Measures	Target Population	Data source(s)	Frequency	2010	2011	2012	2013	2014	2015
(a) Proportion of children aged 6 to 15 years who are enrolled in school	6 to 15 year olds	MCEECDYA National Schools Collection ABS Estimated Resident Population	Annual	ü	ü	ü	ü	ü	ü
(b) The number of actual full-time equivalent student-days attended by full-time students in Years 1 to 10 as a percentage of the total number of possible student-days attended over the period	Years 1 to 10	Government and non-government school sectors in States and Territories Administrative Data	Annual	ü	ü	ü	ü	ü	ü
7. Student participation									
(c) Proportion of 15 to 19 year olds in full-time education or training, in full-time work, or both in part-time work and part-time education or training	15 to 19 year olds	ABS Survey of Education and Work	Annual	ü	ü	ü	ü	ü	ü
(d) Proportion of 20 to 24 year olds in full-time education or training, in full-time work, or both in part-time work and part-time education or training	20 to 24 year olds	ABS Survey of Education and Work	Annual	ü	ü	ü	ü	ü	ü
(e) Proportion of 15 to 19 year olds, who have left school, and are fully engaged in education, training or employment, by highest level of schooling	15 to 19 year olds	ABS Survey of Education and Work	Annual	ü	ü	ü	ü	ü	ü

Measures	Target Population	Data source(s)	Frequency	2010	2011	2012	2013	2014	2015
(f) Proportion of 18 to 24 year olds engaged in full-time employment, education or training at or above AQF Certificate III	18 to 24 year olds	ABS Survey of Education and Work	Annual	ü	ü	ü	ü	ü	ü
(g) Proportion of 17 to 19 year old population having completed Year 10 or above	17 to 19 year olds	ABS Census of Population and Housing	Quinquennial		ü				
(h) Apparent retention rates from Year 7/8 to Year 10 and Year 12	Year 10 and 12 students	MCEECDYA National Schools Statistics Collection	Annual	ü	ü	ü	ü	ü	ü
(i) Proportion of students participating in NAPLAN for Years 3, 5, 7 and 9 for Reading, Writing and Numeracy	Year 3, 5, 7, 9 students	NAPLAN	Annual	ü	ü	ü	ü	ü	ü
8. Student attainment									
(a) Proportion of the 20 to 24 year old population having attained at least Year 12 or equivalent or AQF Certificate II or above	20 to 24 year olds	ABS Survey of Education and Work	Annual	ü	ü	ü	ü	ü	ü
(b) Proportion of the 20 to 24 year old population having attained at least Year 12 or equivalent or AQF Certificate III or above	20 to 24 year olds	ABS Survey of Education and Work	Annual	ü	ü	ü	ü	ü	ü
(c) The proportion of 25 to 29 year olds who have gained a post-secondary qualification at AQF Certificate III or	25 to 29 year olds	ABS Survey of Education and Work	Annual	ü	ü	ü	ü	ü	ü

Measures	Target Population	Data source(s)	Frequency	2010	2011	2012	2013	2014	2015
above									

APPENDIX 1: MELBOURNE DECLARATION–GOALS

The 2008 Melbourne Declaration on Educational Goals for Young Australians set two educational goals for the next ten years:

Goal 1: Australian schooling promotes equity and excellence

Goal 2: All young Australians become

- successful learners
- confident and creative individuals
- active and informed citizens.

Within the Melbourne Declaration, a Commitment to Action was made by all Australian governments to work with all school sectors and the broader community to achieve the two educational goals. Eight inter-related areas were identified:

- developing stronger partnerships;
- supporting quality teaching and school leadership;
- strengthening early childhood education;
- enhancing middle years development;
- supporting senior years of schooling and youth transitions;
- promoting world-class curriculum and assessment;
- improving educational outcomes for Indigenous youth and disadvantaged young Australians, especially those from low socioeconomic backgrounds; and
- strengthening accountability and transparency.

APPENDIX 2: NATIONAL EDUCATION AGREEMENT—OBJECTIVES (COAG TARGETS)

The key objective to be achieved by the National Education Agreement, as similarly identified in the Melbourne Declaration and supported by MCEECDYA Indigenous Education policy directions and action plans is to ensure that all Australian school students acquire the knowledge and skills to participate effectively in society and employment in a globalised economy.

All aspects of the Agreement contribute to, or measure progress towards, the objective.

More particularly, the Agreement will contribute to the following five outcomes:

- all children are engaged in and benefiting from schooling;
- young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving;
- Australian students excel by international standards;
- schooling promotes the social inclusion and reduces the educational disadvantage of children, especially Indigenous children; and
- young people make a successful transition from school to work and further study.

COAG has agreed to the following targets, which are critical to the achievement of the objective and outcomes above:

- lift the Year 12 or equivalent attainment rate to 90 per cent by 2020;
- halve the gap for Indigenous students in reading, writing and numeracy within a decade; and
- at least halve the gap for Indigenous students in Year 12 or equivalent attainment rates by 2020.

In April 2009, COAG further agreed to bring forward the 90 per cent Year 12 or equivalent attainment rate target from 2020 to 2015. COAG agreed as well that the most appropriate measure of the 90 per cent Year 12 or equivalent attainment rate target is:

- for 2015, the proportion of young people in the 20-24 year old age group who have achieved Year 12 or a Certificate II or above as measured by the Australian Bureau of Statistics Survey of Education and Work; and
- for 2020, the proportion of young people in the 20-24 year old age group who have achieved Year 12 or a Certificate III or above as measured by the Australian Bureau of Statistics Survey of Education and Work.

Student reports and annual reporting to the School Community

NATIONAL EDUCATION AGREEMENT

- E1 These provisions are consistent with those proposed to apply to non-government schools. Should those provisions be amended, this Schedule will be amended by agreement of the Parties or relevant Ministers to the Agreement.
- E2 This Schedule will be updated in accordance with MCEETYA decisions regarding reporting requirements.

Student Reports

- E3 Provision to parents and carers by all schools of plain language reports twice a year that:
- (a) are readily understandable to those responsible for the student and give an accurate and objective assessment of the student's progress and achievement;
 - (b) include an assessment of the student's achievement against any available national standards; and
 - (c) include, for subjects studied, an assessment of the student's achievement-
 - (i) reported as A, B, C, D and E (or an equivalent five-point scale), clearly defined against specific learning standards; and
 - (ii) relative to the performance of the student's peer group.

School Annual Report

- E4 Provision of an annual report made publicly available by all schools of information on a set of indicators, including:
- (a) contextual information about the school, including the characteristics of the student body;
 - (b) teacher standards/qualifications as mandated in the relevant jurisdiction;
 - (c) workforce composition, including indigenous;
 - (d) student attendance:
 - (i) rates for each Year level and whole school; and

- (ii) how non-attendance is managed by school;
 - (e) senior secondary outcomes:
 - (i) percentage of students in Year 12 undertaking vocational or trade training; and
 - (ii) percentage of students in Year 12 attaining a Year 12 certificate or equivalent VET qualification;
 - (f) student outcomes in standardised national literacy and numeracy testing;
 - (g) parent, student and teacher satisfaction;
 - (h) post school destinations; and
 - (i) income broken down by funding source.
- E5 The required method of publication will be on the Internet. However, where a parent is unable to access the information in this way, it must be provided in a way that the parent can access.