NATIONAL EDUCATION AGREEMENT

Council of Australian Governments

An agreement between

- the Commonwealth of Australia and

- the States and Territories, being:

  - the State of New South Wales;

  - the State of Victoria;

  - the State of Queensland;

  - the State of Western Australia;

  - the State of South Australia;

  - the State of Tasmania;

  - the Australian Capital Territory; and

  - 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.
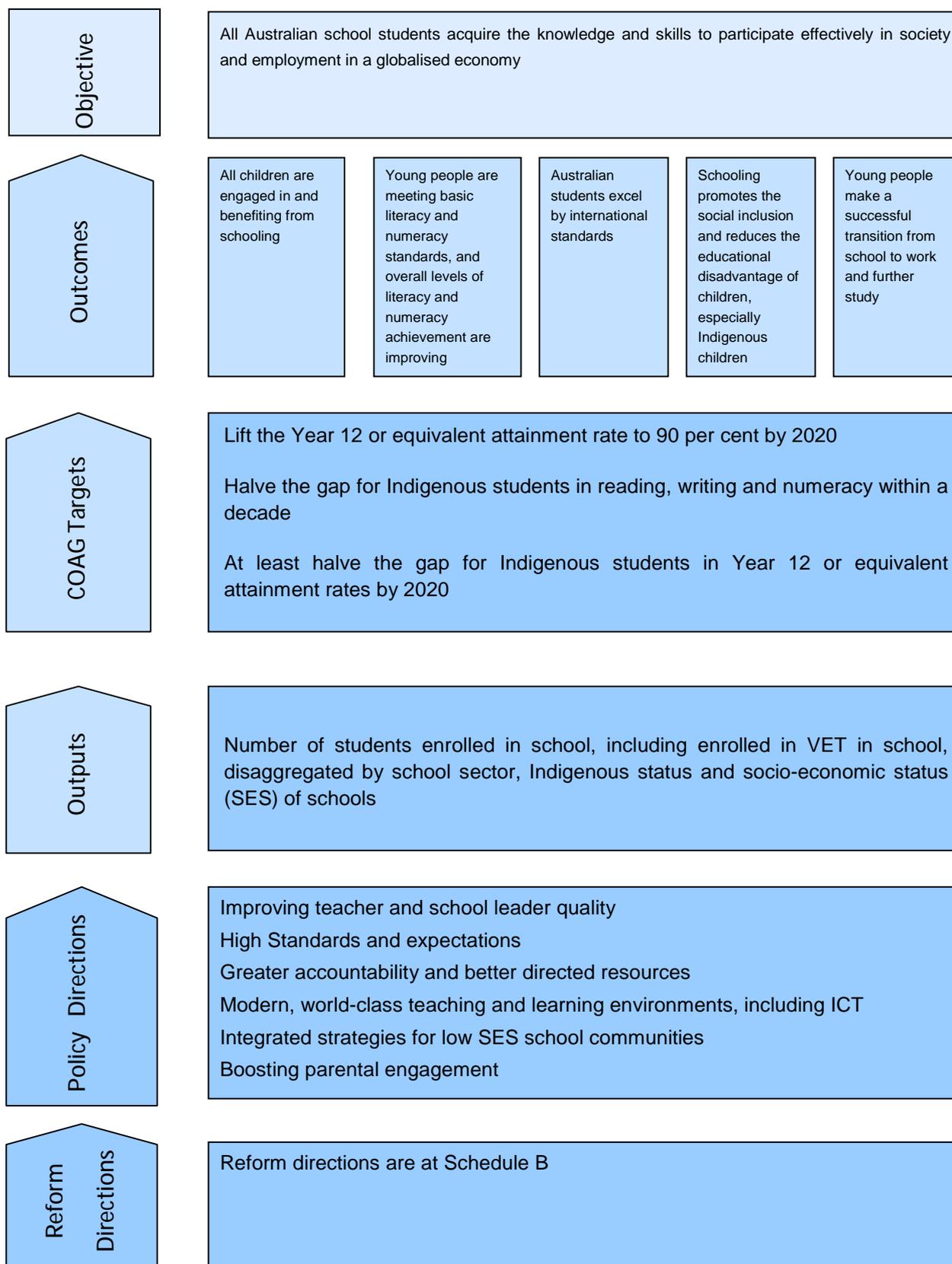
National Education Agreement

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 Ministerial Council of Education, Employment, Training and Youth Affairs (MCEETYA) Indigenous education policy directions and action plans.

7. 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;

   (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.

Objective	All Australian school students acquire the knowledge and skills to participate effectively in society and employment in a globalised economy

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	Young people make a successful transition from school to work and further study

COAG Targets	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 At least halve the gap for Indigenous students in Year 12 or equivalent attainment rates by 2020

Outputs	Number of students enrolled in school, including enrolled in VET in school, disaggregated by school sector, Indigenous status and socio-economic status (SES) of schools

Policy Directions	Improving teacher and school leader quality High Standards and expectations Greater accountability and better directed resources Modern, world-class teaching and learning environments, including ICT Integrated strategies for low SES school communities Boosting parental engagement

Reform Directions	Reform directions are at Schedule B

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 MCEETYA 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 attainment rate to 90 per cent by 2020;

    (b)   halve the gap for Indigenous students in reading, writing and numeracy within a decade; and

    (c)   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 MCEETYA *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 to be agreed by MCEETYA by 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
All children are engaged in and benefiting from schooling.	The proportion of children enrolled in and attending school.
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.

Outcomes	Performance Indicators
Schooling promotes the social inclusion and reduces the educational disadvantage of children, especially Indigenous children.	The proportion of Indigenous and low SES children enrolled in and attending school.
	Literacy and numeracy achievement of Year 3, 5, 7 and 9 Indigenous and low SES students in national testing.
	The proportion of the 19 year old Indigenous and low SES population having attained at least a Year 12 Certificate or equivalent or Australia Qualifications Framework (AQF) Certificate II.
	The proportion of Indigenous students completing Year 10.
Australian students excel by international standards.	The proportion of students in the bottom and top levels of performance in international testing (for example Program for International Student Assessment (PISA), Trends in International Mathematics and Science Study (TIMSS)).
Young people make a successful transition from school to work and further study.	The proportion of the 19 year old population having attained at least a Year 12 or equivalent or AQF Certificate II.
	The proportion of young people participating in post-school education or training six months after school.
	The proportion of 18 to 24 year olds engaged in full-time employment, education or training at or above Certificate III.

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 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 MCEETYA KPM Framework

29.   The Parties agree to continue to meet the requirements of the MCEETYA 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 MCEETYA 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 to the approach to school level reporting with details to be agreed by MCEETYA by March 2009. 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 commit to national reporting on the performance of individual schools, with details to be agreed by MCEETYA, for accountability, school evaluation and resource allocation. The new 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 in 2009 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
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	Improving teacher and school leader quality. High standards and expectations. Boosting parental engagement. Integrated strategies for low SES school communities. Greater accountability and better directed resources. Modern, world-class teaching and learning	Attract, train, place, develop and retain quality teachers and school leaders and support schools to run as professional organisations, working with their local community.	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.	2011: Productivity Agenda Working Group (PAWG) (or successor body) to consider possible new reform directions and interventions for improving teacher and school leader quality.

Outcomes	Policy Directions	Reform Directions	Forward Work Plan	
			Immediate Work	Future Work
social inclusion and reduces the educational disadvantage of children, specifically Indigenous children. Young people make a successful transition from school to work and further study.	environments, including ICT.			
		Implement a national curriculum.	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. 2009 onwards: Implement the National Literacy and Numeracy Action Plan.	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	During 2009: Work to improve the quality and comparability of currently collected schools performance data. This may require identification and possible introduction of new performance indicators and contextual information to enable like school comparisons Initially taken forward through the	By 2011: Investigate value added modelling for assessing the impact of individual schools upon student performance (this will include consideration of a number of models for value added analysis).

Outcomes	Policy Directions	Reform Directions	Forward Work Plan	
			Immediate Work	**Future Work**
		of and access to nationally consistent data and information required to support the agreed outcomes.	National Education Agreement Performance Reporting Framework, and with a focus on three broad categories: a. accountability to students, parents and carers, and the community; b. public accountability in support of COAG outcomes; and c. providing an evidence base to support future policy reforms and system improvements including the aim of better directed resources. Work to progress the operation of a schools data centre, as part of the national education authority, to undertake school performance measurement and data collection on KPMs and reporting functions. This would include a new national data collection on a range of indicators for every school in Australia which provide information for teachers, principals, parents, carers and Governments for the purposes of school evaluation, accountability and resource allocation.	

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.	2009 onwards: Commonwealth, States and Territories to review engagement with Government and non-government schools and systems with aim of ensuring that: 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.	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: 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	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. PAWG or successor body to review the likelihood of achieving COAG targets for these students in light of NEA/NP reforms.

Outcomes	Policy Directions	Reform Directions	Forward Work Plan	
			Immediate Work	**Future Work**
			speaking background, including newly arrived migrants and refugees.	
			2009 onwards: Implement the 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)
The proportion of children enrolled in and attending school.	Enrolment 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.
	Attendance 1. As per the MCEETYA national school attendance collection definition, full-time, compulsory school age (Years 1 -10) student attendance be reported: • 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: • 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)
Literacy and numeracy achievement of Year 3, 5, 7 and 9 students in national testing.	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).	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.	1. The proportion of 19 year olds in the population who have: • 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.	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.	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.

MCEETYA KPM Framework

NATIONAL EDUCATION AGREEMENT

MINISTERIAL COUNCIL ON EDUCATION,
EMPLOYMENT, TRAINING AND YOUTH AFFAIRS
Performance Measurement and Reporting Taskforce

Measurement Framework for National Key Performance Measures

August 2008

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Introduction

In 1999, Ministers responsible for school education agreed to the new set of *National Goals for Schooling in the Twenty-First Century*, with the aim of providing high quality schooling in Australia which would secure for students the necessary knowledge, understanding, skills and values for a productive and rewarding life. As a consequence, the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) set in train a process to enable nationally comparable reporting of progress against the *National Goals*.

The *Measurement Framework for National Key Performance Measures* takes account of all MCEETYA decisions related to measuring performance against the *National Goals* agreed to in 1999.

It sets out a basis for reporting progress towards the achievement of the National Goals by Australian school students by drawing on the agreed definitions of Key Performance Measures. The core of the Framework is a schedule setting out the Key Performance Measures and an agreed assessment and reporting cycle for the period 2006–2014.

A new set of National Goals is currently being developed for consideration by Ministers in late 2008. The Council of Australian Governments (COAG) will also finalise a set of national measures to monitor implementation of the national participation and productivity reforms. The 2009 Measurement Framework will be informed by the new goals and COAG measures and targets that relate to school education.

With the aim of driving school improvement and enhanced outcomes for students, Ministers responsible for school education have agreed to report on progress towards the achievement of the National Goals in the following priority areas, comparable by State and Territory, and using Key Performance Measures as the basis for reporting:

- literacy
- numeracy
- science
- civics and citizenship education
- information and communication technologies
- vocational education and training in schools
- participation and attainment.

Ministers noted the need to investigate the development of indicators of performance in enterprise education, and to develop an approach to reporting the outcomes for students with disabilities, but have since agreed that work in these areas should cease for the time being.

Following extensive work by the Performance Measurement and Reporting Taskforce (PMRT), Ministers agreed that it was not feasible to develop key performance measures in enterprise education or a definition encompassing all students with disabilities, that could be used for the purposes of nationally comparable reporting.

Definitions of student characteristics have been agreed by MCEETYA. Student outcomes will be reported for the student cohorts disaggregated by:

- sex
- Indigenous status
- language background
- geographic location
- socio-economic background.

In 2004, MCEETYA endorsed the following enhancements to national reporting and accountability systems:

- introducing benchmarking against international comparisons
- ensuring that reporting is reliable and nationally comparable for Years 3, 5 and 7
- collecting financial data that allows for comparable reporting
- developing plain English reporting
- using data collections to improve Australian education policy.

In December 2004, the Federal Parliament passed the *Schools Assistance (Learning Together — Achievement Through Choice and Opportunity) Act 2004*. The Act and the Regulations supporting it required PMRT to undertake further work in relation to developing and reporting against common instruments for literacy and numeracy, developing nationally comparable measures for attendance, and to incorporate the Trends in International Mathematics and Science Study (TIMSS) within the Measurement Framework. As a result, literacy and numeracy measures based on Programme of International Student Assessment (PISA) and TIMSS have been incorporated into the Measurement Framework, as has a national measure of attendance.

PMRT is responsible for developing and implementing a management strategy for the work outlined in the Framework. The resources to support PMRT's work are provided by the Australian Government and the States and Territories according to the MCEETYA funding formula.

Key Performance Measures

National Key Performance Measures (KPMs) have been developed for each priority area within the National Goals to ensure that key indicators of the outcomes of schooling in Australia are publicly available. In March 2000, Ministers endorsed the definition of national KPMs as:

> a set of measures limited in number and strategic in orientation, which provides nationally comparable data on aspects of performance critical to monitoring progress against the National Goals for Schooling in the Twenty-First Century.

Within that context, a KPM quantifies a dimension of student participation, attainment or achievement and enables progress to be monitored against the National Goals. KPMs are expressed as a percentage or proportion of students achieving a performance standard, or the number or proportion of students participating in or successfully completing programs of a particular duration, and/or standard.

KPMs reflect good assessment practice, support open transparent reporting and are published in a manner that facilitates access by the public. They are policy relevant, cost effective and practical to collect, and of interest to the public.

As a set, the national KPMs are balanced in coverage across the priority areas, and provide nationally comparable data.

The following principles underpin the development of KPMs:

- Information on student outcomes is the focus of the reporting agenda.
- KPMs take account of State and Territory curriculum and assessment frameworks.
- Assessment techniques are innovative and model good assessment practice and, wherever possible, assessment materials developed for national sample assessments are available for use by systems and schools. Collection and use of

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data for national purposes will in all respects conform to the guidelines provided in the document, *Principles and Protocols for the Collection and National Reporting of MCEETYA Key Performance Measures for Schooling in Australia.*

iv. Access to PMRT data collections will be available to interested parties subject to privacy and confidentiality considerations, the provisions of the *Census and Statistics Act 1905*, and agreed MCEETYA and PMRT processes and protocols. PMRT data will only be made available to researchers or other external agencies in a form that does not identify individual students, schools or education sectors.

v. Where performance across different student age cohorts in a particular domain is the focus of measurement, a single scale should underpin the measurement of student achievement.

vi. The KPMs enable the range of student achievement in each assessed area to be reported.

Prior to 2008, measures of literacy and numeracy performance based on national benchmarks did not meet all of these principles. However, a number of enhancements were introduced in parallel with the introduction of common national literacy and numeracy tests commencing in May 2008 to enable reporting of student performance in each of the assessed curriculum areas at a national minimum standard, across a range of achievement levels, and on a single scale.

Ministers expect that new areas will be proposed for measurement at the national level, as policies and priorities change. The process for establishing new measures, including those directly requested by MCEETYA or referred from COAG through MCEETYA involves, in the first instance, discussion and evaluation by PMRT and development of possible measures. This is followed by the provision of written advice to MCEETYA which would include an indication of the likely resource demand of establishing the measure and the timeline for implementation.

Benchmarks and Standards

MCEETYA has advised PMRT that it requires student performance to be reported across the range of achievement levels. Prior to 2008, the approach in literacy and numeracy was restricted to reporting performance at or above the minimum standard which was described by the national benchmarks. However, implementation of the enhanced literacy and numeracy assessment processes in 2008 will ensure that the range of student performance can be reported. The Australian Education System Officials Committee (AESOC) recommended that where comparative data is required for national reporting, student achievement data should be aggregated to the State and Territory level, and by the agreed student sub-groups, and reported in relation to the 'national minimum standard'. In addition, data on the performance of students across all achievement bands at each of the Year levels 3, 5, 7 and 9 will also be prepared and made available.

MCEETYA has agreed that national standards for measures in all of the national and international sample assessments should be set at a 'proficient' standard, rather than a 'minimum' standard. This includes measures in science literacy, civics and citizenship and information and communication technologies (ICT) literacy, measures of the performance of 15 year old students based on PISA, and the Year 4 and Year 8 measures based on TIMSS. In addition, data on the performance of students across all achievement bands will also be prepared and made available.

1. The definition and application of the term 'annually comparable' and further information about data management is discussed in MCEETYA's *Principles and Protocols for the Collection and National Reporting of MCEETYA Key Performance Measures for Schooling in Australia*, available from http://www.mceetya.edu.au/mceetya/.

2. The PMRT Secretariat will advise jurisdictions through PMRT members of requests for data by external researchers.

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At its March 2003 meeting, PMRT established a national standard setting process. Standards have been set and reported in:

- science literacy (Year 6)
- ICT literacy (Years 6 and 10)
- civics and citizenship (Years 6 and 10), and
- reading and mathematics literacy for 15 year old students.

During 2008, PMRT will complete work on standard setting for scientific literacy for 15 year old students, and for mathematics and science as measured using the Trends in International Mathematics and Science Study (TIMSS) for students in Years 4 and 8.

Target Setting

MCEETYA has endorsed target setting as a means of expressing aspirations and providing motivation, guidance, support and monitoring for continuous school and system improvement.

The agreed definition of a national target is, *a measurable level of performance expected to be attained within a specified time.*

National targets are developed with two purposes in mind: to drive improvement in school and student outcomes, and to provide an indication of how the States and Territories are performing in relation to the relevant National Goals.

To date, Ministers have agreed to national targets in the areas of reading, writing, spelling and numeracy for Years 3, 5 and 7. The treatment of these targets in the reporting of the 2008 national test results will be revised in the context of the method announced by MCEETYA for incorporating national minimum standards in the new NAPLAN reporting framework.

Ministers have also agreed to consider establishing further national targets where KPMs are developed for other national goals. However, each national goal has different characteristics, which has implications for developing meaningful KPMs.

Review of the Key Performance Measures

The set of KPMs outlined in this Measurement Framework will be reviewed from time to time in the context of MCEETYA's expectation that the measures will be few in number and strategic in orientation, the need to ensure appropriate coverage of the priority areas outlined in the National Goals, and to investigate implementation of additional measures required by MCEETYA and COAG. Following such reviews, written advice will be provided to MCEETYA proposing additional measures or reframing or removing existing measures.

During 2008, work is being undertaken by PMRT to review the two measures in civics and citizenship education.

Changes to the Measurement Framework in 2008

The 2008 version of the Measurement Framework schedule has been updated to encompass the period 2006-2014. There have been some minor changes in the text to reflect the implementation of the NAP – Literacy and Numeracy tests (NAPLAN) and implications for the current national targets.

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Measures 1a, 1c and 1d, and Measure 2a have been amended within the schedule to reflect AESOC decisions about the nomenclature for national literacy and numeracy standards.

Measure 1(d) Spelling has been further amended within the schedule to reflect the new Language Conventions component of the new NAPLAN tests.

Measure 2(b) in relation to achievement by 15 year old students against the PISA numeracy standard has been amended within the schedule to reflect PMRT's agreement that Band 3 be the proficient standard for PISA Mathematical Literacy.

Managing the Reporting Demands on Schools

Managing the data collection demands on jurisdictions and schools has been an important consideration in developing the national KPMs. There are currently nine areas covered by national KPMs. Thirteen KPMs involve testing students, including the national literacy and numeracy tests.

PMRT's focus on managing the reporting demands on schools and jurisdictions is evident in the rolling triennial cycle for the assessment of science literacy, civics and citizenship and ICT literacy using a sample of students, and using data from TIMSS to provide information about the performance of Year 4 and Year 8 students in mathematics and science. PISA data is used to measure literacy, numeracy and science outcomes for 15 year old students.

In addition, the number of KPMs in the Vocational Education and Training (VET) area has been limited to one participation measure and one attainment measure to minimise the workload on jurisdictions.

Nevertheless, it is recognised that some schools may perceive national and international assessments to have a lower priority than other programs within the school, and that whatever the benefits of such assessments, there will be disruption and additional workload demands at the school level. This is particularly evident in smaller jurisdictions where schools are approached more frequently to participate in assessment programs In some regions the literacy level of parents may be lower, and this presents challenges for the collection of student background data.

Whenever the Measurement Framework is reviewed, and where new measures are proposed, the impact on schools and smaller jurisdictions will be carefully weighed in reaching decisions about the scope of the proposed measures and the feasibility of introducing them.

The National Assessment Program

The National Assessment Program (NAP) which has been agreed by MCEETYA, and outlined in the *Measurement Framework for National Key Performance Measures* has both national and international elements. It encompasses all of the MCEETYA endorsed tests which are developed nationally to measure student performance in relation to the *National Goals for Schooling*, and also Australia's participation in the international tests, the OECD's Programme for International Student Assessment (PISA) and Trends in International Mathematics and Science Study (TIMSS).

The term NAP is used within the titles of the nationally developed assessment programs to identify them as part of this suite of assessments. To avoid confusion, however, while

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1 See Key Performance Measures 1 7 in the table on pages 7 9

Australia's participation in PISA and TIMSS is characterised as part of the NAP, the titles of these international assessments remain unchanged.

National elements

The assessments assist educators to interpret the performance of their own schools by providing nationally comparable information about the achievements of students in other States and Territories.

The common national literacy and numeracy test (NAPLAN) is a full cohort assessment of students in Years 3, 5, 7 and 9 that was implemented for the first time in May 2008, with the aim of improving literacy and numeracy achievement nationally. Student test results will be reported to parents and schools.

Each of the national sample assessment programs in science literacy, civics and citizenship and ICT literacy has, wherever possible, been designed to provide a set of items that any Australian school can use to measure its students' performance against national standards. In addition, the detailed reports prepared following each assessment cycle provide useful information to schools and jurisdictions and inform planning for improved student learning in these key curriculum areas.

International elements

The results from Australia's participation in international assessment programs, specifically PISA and TIMSS, are used to provide data on the progress of Australian school students towards achieving the *National Goals*.

It should be noted that data collection for both national and international assessment programs will be expedited through jurisdictional approval processes. Jurisdictions and sectors have agreed that as these assessment programs are endorsed by Ministers and are part of the National Assessment Program, and that since agencies managing such programs are themselves bound by the highest ethical standards, approval processes applied to general research programs and 'one-off' studies do not apply.

PMRT will develop a process for evaluating future invitations to participate in international assessment programs to ensure that an appropriate cost-benefit analysis is undertaken.

Assessment Cycle

A table summarising the agreed national Key Performance Measures and the assessment cycle is included on the following pages.

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4 See http://www.mceetya.edu.au/mceetya/ for benefits of participating in national assessments.

5 See http://www.mceetya.edu.au/mceetya/ for benefits of participating in international assessments.

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Current Key Performance Measures and Agreed Assessment and Data Collection Cycle

	Measure	Year Level	Cycle	Type/Source	2006	2007	2008	2009	2010	2011	2012	2013	2014
Literacy													
1a	% achieving at or above the national minimum standard for reading[6]	Years 3, 5, 7 & 9[7]	Annual	State and Territory full cohort literacy test to 2007; common tests from 2008	✓	✓	✓	✓	✓	✓	✓	✓	✓
1b	% achieving at or above the proficient standard on the OECD PISA combined reading scale[8]	15 year olds	Triennial	International test – national sample of students	PISA			PISA			PISA		
1c	% achieving at or above the national minimum standard for writing[5]	Years 3, 5, 7 & 9	Annual	State and Territory full cohort literacy test to 2007, common tests from 2008	✓	✓	✓	✓	✓	✓	✓	✓	✓
1d	Language conventions: % achieving at or above the national minimum standard for spelling[9] and % achieving at or above the national minimum standard for grammar and punctuation	Years 3, 5, 7 & 9[9]	Annual	National test from 2008			✓	✓	✓	✓	✓	✓	✓

6 Common national tests for NAPLAN (Years 3, 5, 7 and 9) were introduced in 2008.

7 National assessment in Year 9 (reading, writing, language conventions and numeracy) commenced in 2008

8 For the PISA Reading scale, the proficient standard is agreed to be Level 3

9 National assessment of language conventions commenced in 2008

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Measure	Year Level	Cycle	Type/Source	2006	2007	2008	2009	2010	2011	2012	2013	2014
Numeracy												
2a % achieving at or above the national minimum standard for numeracy[6]	Years 3, 5, 7 & 9	Annual	State and Territory full cohort numeracy test to 2007; common tests from 2008	✓	✓	✓	✓	✓	✓	✓	✓	✓
2b % achieving at or above the proficient standard on the OECD PISA combined mathematics scale[10]	15 year olds	Triennial	International test – national sample of students	PISA			PISA			PISA		
2c % achieving at or above the proficient standard on the TIMSS mathematics scale[11]	Years 4 & 8	Quad-rennial	International test – national sample of students	TIMSS				TIMSS				TIMSS
Science Literacy												
3a % achieving at or above the proficient standard in science literacy[12]	Year 6	Triennial	National Assessment Program (NAP) – national sample of students	✓			✓			✓		
3b Interim measure – % achieving at or above the OECD mean score[13]	15 year olds	Triennial	International test – national sample of students	PISA			PISA			PISA		
3c % achieving at or above the proficient standard on the TIMSS science scale[14]	Years 4 & 8	Quad-rennial	International test – national sample of students	TIMSS				TIMSS				TIMSS

10 For the PISA combined mathematics scale, the proficient standard is agreed to be Level 3.

11 National standard under consideration.

12 For Year 6 science literacy, the proficient standard is set at Band 3.2 within the National Assessment Program.

13 Standard to be based on the 2006 PISA results.

14 National standard under consideration.

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	Measure	Year Level	Cycle	Type/Source	2006	2007	2008	2009	2010	2011	2012	2013	2014
Civics and Citizenship													
4a	% achieving at or above the proficient standard in civic knowledge and understanding [15]	Years 6 & 10	Triennial	National Assessment Program (NAP) – national sample of students		✓			✓			✓	
4b	% achieving at or above the proficient standard in citizenship participation skills and civic values [15]	Years 6 & 10	Triennial	National Assessment Program (NAP) – national sample of students		✓			✓			✓	
Information and Communication Technologies (ICT) Literacy													
5	% achieving at or above the proficient standard in ICT [16]	Years 6 & 10	Triennial	National Assessment Program (NAP) – national sample of students				✓			✓		✓
VET in Schools													
6a	Participation – School students undertaking VET (with New Apprenticeships and Traineeships disaggregated) as part of their senior secondary school certificate in a calendar year as a proportion of all school students undertaking a senior secondary school certificate in that year	Senior secondary	Annual	Up to 2004 – State and Territory certification data. From 2005 – NCVER	✓	✓	✓	✓	✓	✓	✓	✓	✓

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[15] For Year 6 civics and citizenship, the proficient standard is set at Level 2, and for Year 10 at Level 3, within the National Assessment Program. Refer to the report MCEETYA National Assessment Program – Civics and Citizenship Years 6 & 10, pp 42 and 43 (http://www.mceetya.edu.au/mceetya/).

[16] For Year 6 ICT literacy the proficient standard is set at Level 2, and for Year 10 at Level 3. Refer to the report MCEETYA National Assessment Program – ICT Literacy Years 6 and 10, 2005, pp 46 and 47 (http://www.mceetya.edu.au/mceetya/)

	Measure	Year Level	Cycle	Type/Source	2006	2007	2008	2009	2010	2011	2012	2013	2014
6b	Attainment – School students enrolled in a senior secondary certificate in a calendar year who have completed at least one VET unit of competency/module as a proportion of all school students undertaking the senior secondary certificate in that year	Senior secondary	Annual	Up to 2004 – State and Territory certification data. From 2005 – NCVER	✔	✔	✔	✔	✔	✔	✔	✔	✔
Student Participation													
7a	The proportion of 15–19 year olds, by single year of age, in full-time education or training, in full-time work, or both in part-time work and part-time education or training		Annual	ABS *Survey of Education & Work*	✔	✔	✔	✔	✔	✔	✔	✔	✔
7b	The proportion of 20–24 year olds by single year of age, in full-time education or training, in full-time work, or both in part-time work and part-time education or training		Annual	ABS *Survey of Education & Work*	✔	✔	✔	✔	✔	✔	✔	✔	✔
Student Attainment													
8a	The proportion of 20–24 year olds who have completed Year 12 or equivalent or gained a qualification at AQF Level 2 or above [17]		Annual	ABS *Survey of Education & Work*	✔	✔	✔	✔	✔	✔	✔	✔	✔

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17 The Australian Standard Classification of Education (ASCED) is a national standard classification which includes all sectors of the Australian education system. ABS introduced this new standard for reporting of the 2007 Survey of Education and Work released in Dec 2007. The new ASCED standard replaces the previous ABSCQ classification used by the ABS.

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	Measure	Year Level	Cycle	Type/Source	2006	2007	2008	2009	2010	2011	2012	2013	2014
8b	The proportion of 25-29 year olds who have gained a post secondary qualification at AQF Level 3 or above[17]		Annual	ABS *Survey of Education & Work*	✓	✓	✓	✓	✓	✓	✓	✓	✓
Student Attendance													
9	The number of actual full-time equivalent 'student days' attended[18] as a percentage of the total number of possible student days attended over the period	Years 1 to 10[19]	Annual	Jurisdiction and sector data		✓	✓	✓	✓	✓	✓	✓	✓

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18 The period will be the first semester as defined by each State and Territory's school calendar, although in the transitional phase the collection period will vary between States, Territories and sectors but must include at least the last 20 days in May.

19 Year 1 being the first year of compulsory schooling.

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Student reports and annual reporting to the School Community

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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.