

Outcome 2

Improved learning and literacy, numeracy and educational attainment for school students, through funding for quality teaching and learning environments, workplace learning and career advice

Outcome 2 strategy

During 2013–14 the overarching policy framework for the Government’s schooling agenda will transition from reforms delivered under the National Education Agreement (NEA) and National Partnerships to a new National Plan for School Improvement (NPSI).

The NPSI will deliver the Government’s response to the independent Review of Funding for Schooling (the Review), led by Mr David Gonski AC. The NPSI will provide funding to every Australian school based on the needs of their students irrespective of whether the school is in the government, Catholic or independent sector.

The NPSI will also address the relative decline in the performance of Australian students in international testing. To this end, the Government has committed to two new goals for school education: that Australia will be ranked, by 2025, as one of the top five highest performing countries based on the performance of Australian school students in reading, mathematics and science, and based on the quality and equity of Australian schooling.

The Government’s strategy for Outcome 2 will also continue to reflect the two national goals for schooling outlined in the Melbourne Declaration on Educational Goals for Young Australians:

- Australian schooling promotes excellence and equity.
- All young Australians become successful learners, confident and creative individuals and active and informed citizens.

Consistent with the central recommendation of the Review, from 2014, Commonwealth funding for all schools will be based on a new Schooling Resource Standard (SRS), comprising a base amount for every primary and secondary school student and loadings for school and student need.

School-based loadings will be provided to reflect school size and location. Student loadings will be provided for low socio-economic and Indigenous students and students with limited English skills. A loading for students with disability will be introduced when more accurate data is available from 2015, with interim arrangements in place for 2014. In the meantime, the Government will extend current funding for students with disability to continue the More Support for Students with Disability National Partnership in 2014.

Through the NPSI the Government, in partnership with states and territories and the non-government school sector, will also deliver education reforms in five core areas that evidence shows will lead to better outcomes:

- quality teaching
- quality learning
- empowered school leadership
- meeting student need
- greater transparency and accountability.

The NPSI will build on the substantial work undertaken collaboratively by governments over recent years such as implementation of the Australian Curriculum, delivery of the *My School* website, improvements to teacher quality, implementation of the Aboriginal and Torres Strait Islander Education Action Plan and individual school improvements achieved through National Partnerships.

The Government will continue to conduct negotiations with states and territories up until 30 June 2013 to enter into a new intergovernmental agreement on school education, the National Education Reform Agreement (NERA), which will replace the NEA. Similar negotiations will continue with the non-government sector. The NERA will secure commitment of governments to implement the NPSI funding and education reforms and reconfirm the commitment of governments to deliver on existing Council of Australian Governments (COAG) targets to close the gap between Aboriginal and Torres Strait Islander and non-Indigenous student attainment.

During 2013–14 the *Schools Assistance Act 2008*, which provides recurrent funding and secures the NEA policy parameters and accountability measures for non-government schools, will be replaced by the Australian Education Act. The Australian Education Act, which will come into effect from 1 January 2014, when enacted, will provide the legislative framework underpinning the NERA and the NPSI. The Australian Government will continue to support a limited number of programs at a national level, including programs for Aboriginal and Torres Strait Islander young people, to complement schools education delivered by states, territories and non-government sectors.

Table 2.2A Budgeted expenses and resources for Outcome 2

	2012-13 Estimated actual expenses \$'000	2013-14 Estimated expenses \$'000
Outcome 2: Improved learning, and literacy, numeracy and educational attainment for school students, through funding for quality teaching and learning environments, workplace learning and career advice.		
Program 2.1: Government Schools National Support		
Administered expenses		
Special appropriations	-	2,432,752
Total for Program 2.1	-	2,432,752
Program 2.2: Non Government Schools National Support		
Administered expenses		
Ordinary annual services (Appropriation Bill No. 1)	-	41,404
Other services (Appropriation Bill No. 2)	-	3,207
Special appropriations	8,095,377	8,846,733
Total for Program 2.2	8,095,377	8,891,344
Program 2.3: School Support		
Administered expenses		
Ordinary annual services (Appropriation Bill No. 1)	229,864	209,167
Total for Program 2.3	229,864	209,167
Program 2.4: Trade Training		
Administered expenses		
Other services (Appropriation Bill No. 2)	51,887	31,138
Total for Program 2.4	51,887	31,138
Program 2.5: Digital Education		
Administered expenses		
Ordinary annual services (Appropriation Bill No. 1)	6,000	4,000
Other services (Appropriation Bill No. 2)	74,000	-
Total for Program 2.5	80,000	4,000
Program 2.6: Smarter Schools - Improving Teacher Quality National Partnership		
Administered expenses		
Ordinary annual services (Appropriation Bill No. 1)	17,787	1,179
Total for Program 2.6	17,787	1,179
Program 2.7: More Support for Students with Disabilities		
Administered expenses		
Ordinary annual services (Appropriation Bill No. 1)	554	5,001
Other services (Appropriation Bill No. 2)	17,066	19,871
Total for Program 2.7	17,620	24,872
Program 2.8: Youth Support		
Administered expenses		
Ordinary annual services (Appropriation Bill No. 1)	125,778	127,324
Special Accounts	240	240
Total for Program 2.8	126,018	127,564
Program 2.9: Student Assistance		
Administered expenses		
Special appropriations	288,816	294,025
Special Accounts	5	5
Total for Program 2.9	288,821	294,030

Table 2.2A Budgeted expenses and resources for Outcome 2 (continued)

	2012-13 Estimated actual expenses \$'000	2013-14 Estimated expenses \$'000
Outcome 2: Improved learning, and literacy, numeracy and educational attainment for school students, through funding for quality teaching and learning environments, workplace learning and career advice.		
Program 2.10: National Action Plan on Literacy and Numeracy		
Administered expenses		
Ordinary annual services (Appropriation Bill No. 1)	1,141	-
Total for Program 2.10	1,141	-
Program 2.13: Rewards for School Improvement		
Administered expenses		
Ordinary annual services (Appropriation Bill No. 1)	600	-
Total for Program 2.13	600	-
Program 2.14: National Rewards for Great Teachers		
Administered expenses		
Other services (Appropriation Bill No. 2)	1,759	-
Total for Program 2.14	1,759	-
Outcome 2 Totals by appropriation type		
Administered Expenses		
Ordinary annual services (Appropriation Bill No. 1)	381,724	388,075
Other services (Appropriation Bill No. 2)	144,712	54,216
Special appropriations	8,384,193	11,573,510
Special Accounts	245	245
Departmental expenses		
Departmental appropriation ¹	157,462	158,422
Special appropriations	-	-
Special Accounts	-	-
Expenses not requiring appropriation in the Budget year ²	18,728	16,752
Total expenses for Outcome 2	9,087,064	12,191,220
	2012-13	2013-14
Average Staffing Level (number)	868	852

¹ Departmental Appropriation combines "Ordinary annual services (Appropriation Bill No. 1)" and "Revenue from independent sources (s31)".

² Expenses not requiring appropriation in the Budget year is made up of Depreciation Expense, Amortisation Expense, Makegood Expense, Audit Fees.

Program 2.1 Government Schools National Support

Program objective

The Australian Government provides supplementary funding to states and territories to support government schools achieve agreed national outcomes.

Up to 31 December 2013 payments for government schools will be delivered under the funding framework associated with the National Education Agreement through the National Schools Specific Purpose Payments to state and territory governments.

From 1 January 2014 it is anticipated that funding for government schools will be appropriated through the Australian Education Act, when enacted, to support government schools to meet the policy and reform objectives of the NERA.

Administered items

From 1 January 2014, it is expected that funding for all schools will be based on a new Schooling Resource Standard (SRS), comprising a base amount for every primary and secondary school student and loadings for school and student need. This new approach to schools funding is to ensure that each student and school is funded on the basis of need.

The detailed implementation of new school funding arrangements, including the Australian Government and state and territory funding shares will be outlined in the NERA. The Australian Government contribution of public funding for government schools will be appropriated through the Australian Education Act.

Table 2.2.1 Administered expenses for Program 2.1

	2012-13 Revised budget \$'000	2013-14 Budget \$'000	2014-15 Forw ard year 1 \$'000	2015-16 Forw ard year 2 \$'000	2016-17 Forw ard year 3 \$'000
Special Appropriations:					
<i>Australian Education Act 2013</i>	-	2,432,752	5,164,370	5,778,099	6,512,708
Total program expenses	-	2,432,752	5,164,370	5,778,099	6,512,708

Linked to: Department of the Treasury, Program 1.6 Assistance to the States for Government Schools

Table 2.2.1A Program 2.1 deliverables

Deliverables	2012-13 Revised budget	2013-14 Budget	2014-15	2015-16	2016-17
Government Schools Specific Special Purpose Payment					
Number of full-time equivalent students funded (enrolment projections)	2,316,717	2,349,000	2,390,000	2,428,000	2,467,000

Program 2.2 Non-Government Schools National Support

Program objective

Funding appropriated under the *Schools Assistance Act 2008* and, from 1 January 2014 the Australian Education Act, supports the capital and operating costs of non-government primary and secondary schools and systems and supplements funding raised by schools from other sources.

Administered items

The *Schools Assistance Act 2008*, which began on 1 January 2009 will cease on 31 December 2013. From 1 January 2014, it is expected that funding for all schools (both government and non-government) will be calculated according to a new Schooling Resource Standard (SRS), comprising a base amount for every primary and secondary school student and loadings for school and student need.

The policy objectives and associated funding for targeted programs provided under the *Schools Assistance Act 2008* will be incorporated into the new school funding and education reform arrangements.

The detailed implementation of the new school funding arrangements will be outlined in the NERA. The Australian Government share of public funding for non-government schools will be appropriated through the Australian Education Act. This will also include funding for the continuation of the Capital Grants Program (non-government), and the Short Term Emergency Assistance Program.

From 1 January 2014 the Australian Education Act will also provide for the continuation of capital funding for non-government schools (in accordance with the Government's announcement of the continuation of capital funding for non-government schools, under the Capital Grants Program).

Specific targeted funding for Short Term Emergency Assistance will be provided under annual appropriation.

The *Indigenous Education (Targeted Assistance) Act 2000* provides assistance to organisations to improve education outcomes for Aboriginal and Torres Strait Islander young people from early childhood through to tertiary education. From 1 January 2014, the program will be funded by an annual appropriation with elements also appropriated across the Treasury and Industry, Innovation, Climate Change, Science, Research and Tertiary Education portfolios.

The Government's Aboriginal and Torres Strait Islander education initiatives strategically target issues impacting on education outcomes of Aboriginal and Torres Strait Islander students with a particular focus on Closing the Gap targets.

Initiatives include:

- Parental and Community Engagement Program is a community driven program for parents and carers of Aboriginal and Torres Strait Islander

young people. It supports families and communities to engage in their children's education with the aim of improving the educational outcomes of their children.

- Indigenous Youth Leadership Program provides secondary and tertiary scholarships to support Aboriginal and Torres Strait Islander students from mainly very remote and remote areas to complete Year 12 and/or an undergraduate degree while developing leadership skills.
- Indigenous Youth Mobility Program supports young Aboriginal and Torres Strait Islander people aged 16-24 years, primarily from remote areas, who need to move away from home to gain the qualifications they need to have a greater chance of obtaining sustainable employment.
- Sporting Chance Program aims to increase the level of engagement of Aboriginal and Torres Strait Islander students in their schooling to improve their education, training and employment outcomes.
- Stronger Futures in the Northern Territory National Partnership Agreement – Schooling Measures: education related measures over 10 years designed to address the significant complex issues associated with closing the educational outcome gaps for Aboriginal and Torres Strait Islander people living in remote areas of the Northern Territory. The Schooling Measures include
 - the Building a Quality School Workforce measure which comprises three sub-elements: the Quality Teaching Initiative; the Teacher Housing Initiative; and the Additional Teachers Initiative
 - the Improving School Enrolment and Attendance through Welfare Reform measure
 - the School Nutrition program.

Table 2.2.2 Administered expenses for Program 2.2

	2012-13 Revised budget \$'000	2013-14 Budget \$'000	2014-15 Forward year 1 \$'000	2015-16 Forward year 2 \$'000	2016-17 Forward year 3 \$'000
Annual administered expenses:					
Short Term Emergency Assistance	-	667	1,441	1,481	1,535
Indigenous Education Targeted Assistance	-	43,944	100,425	91,236	105,930
Special Appropriations:					
<i>Schools Assistance Act 2008</i>	7,965,080	4,378,398	-	-	-
<i>Australian Education Act 2013</i>	-	4,391,031	9,149,708	9,851,899	10,585,920
<i>Indigenous Education (Targeted Assistance) Act 2000</i>	130,297	77,304	-	-	-
Total program expenses	8,095,377	8,891,344	9,251,574	9,944,616	10,693,385

From 1 January 2014 elements of Indigenous Education Targeted Assistance are appropriated across the Treasury and Industry, Innovation, Climate Change, Science, Research and Tertiary Education portfolios.

Linked to: Department of the Treasury, Program 1.10 National Partnership Payments to the States and the Department of Human Services, Program 1.1 Services to the Community and the Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education, Program 3.3 Tertiary Student Assistance and the Department of Families, Housing, Community Services and Indigenous Affairs, Program 7.5 Stronger Futures in the Northern Territory

Table 2.2.2A Program 2.2 deliverables and key performance indicators

Deliverables	2012–13 Revised budget	2013–14 Budget	2014–15	2015–16	2016–17
Recurrent Grants—Non-government					
Number of full-time equivalent students funded (enrolment projections)	1,232,497	1,255,000	1,279,000	1,308,000	1,331,000
Capital Grants—Non-government					
Number of schools assisted with capital support	229	253	253	253	253
Indigenous Youth Mobility Program					
Number of participants in the Indigenous Youth Mobility Program	290	Arrangements being finalised			
Indigenous Youth Leadership Program					
Number of participants in the Indigenous Youth Leadership Program (secondary and tertiary)	871	Arrangements being finalised			
Parental and Community Engagement Program					
Number of participants	na	Arrangements being finalised			
Sporting Chance Academies					
Number of students attending Sporting Chance Academies ¹	5,901	Arrangements being finalised			

Key performance indicators	2012–13 Revised budget	2013–14 Budget	2014–15	2015–16	2016–17
Enrolment trends— Non-government					
Full-time student enrolments in Australian schools:					
• Primary	646,000	662,000	680,000	668,000	682,000
• Secondary	599,000	608,000	616,000	660,000	671,000
Number of Indigenous students at school	26,000	28,000	30,000	32,000	33,000
Apparent retention rate of full-time students from Year 7/8 to Year 12	80%	81%	81%	81%	81%

¹ The 2012–13 number of students attending Sporting Chance Academies does not include 604 female students expected to attend new Sporting Chance Academies in 2013.

Key performance indicators	2012–13 Revised budget	2013–14 Budget	2014–15	2015–16	2016–17
Enrolment trends					
Full-time student enrolments in Australian schools:					
• Primary	2,067,000	2,128,000	2,191,000	2,173,000	2,225,000
• Secondary	1,486,000	1,496,000	1,501,000	1,588,000	1,601,000
Number of Indigenous students at school	173,000	181,000	187,000	194,000	201,000
Indigenous trends²					
Percentage of young people who commence on the Indigenous Youth Mobility Program who exit the program after achieving a vocational education and training or higher education qualification or to take up full-time employment	38%	Arrangements being finalised			
Percentage of eligible Indigenous students in receipt of Indigenous Youth Leadership Program scholarships who complete Year 12	90%	Arrangements being finalised			

Program 2.3 Schools Support

Program objective

In its national leadership role the Government funds initiatives, including quality teaching and learning environments, that aim to improve the quality outcomes for all Australian students. From January 2014, this program objective is expected to be met through the National Plan for School Improvement (NPSI) which includes quality teaching and quality learning as two of its five key education reform areas.

Administered items

- Support for implementation of the NPSI.
- Additional funding will be provided to the Australian Curriculum, Assessment and Reporting Authority, the Australian Institute for Teaching and School Leadership and Education Services Australia to support the NPSI.

² Arrangements for forward years have not been finalised at this time.

- The Creative Young Stars program – a new program that aims to encourage, support and celebrate creative, cultural, academic and community achievement by students and young people, and provides financial assistance for them to participate in relevant activities.
- The Teach Next program – has established an employment-based pathway into teaching for skilled and experienced professionals who are seeking a career change into the profession.
- Grants and Awards – supports the Australian Students Prize, Recurrent Service Fees to support the Asia Education Foundation to deliver support services for the study of Asia in Australian schools and Grants-in-Aid which assist in maintaining the operations of key national education research organisations and national parents and principals organisations.
- Quality Outcomes – provides funding for strategic projects that aim to improve student learning outcomes in schools.
- Student Resilience and Wellbeing – provides funding for strategic and collaborative initiatives that aim to improve student resilience and wellbeing outcomes in schools.
- Helping Children with Autism package – in response to the increasing prevalence of children with autism spectrum disorder in Australia, the Government is providing targeted support for these children, their parents, carers, teachers and other professionals through the Helping Children with Autism package. The education element of this package, Positive Partnerships, supports professional development for school staff working with children with autism and aims to build partnerships between schools and families to improve the educational outcomes of students with autism spectrum disorder.
- Indigenous Ranger Cadetships Pilot – from 2011–12 to 2014–15 this funding is assisting Aboriginal and Torres Strait Islander students complete school and build their capacity for further study, training, jobs and careers in land, water and resource management. The Indigenous Ranger Cadetship Pilot engages students in culturally relevant school-based programs involving natural resource management, heritage related activities and cultural studies.

- The National Trade Cadetships—an initiative that will deliver a school-based program that provides opportunities for students to undertake vocational learning and develop work readiness skills in preparation for a skilled occupation after leaving school.
- As part of the Stronger Futures in the Northern Territory, the Improving School Enrolment and Attendance through Welfare Reform Measure (SEAM) is being rolled out to 23 communities across the Northern Territory over two years. SEAM aligns with and complements the Northern Territory Government's Every Child, Every Day strategy to ensure that children of compulsory school age are enrolled at school and attending regularly.
- As part of the extension of the Cape York Welfare Reform measures in Queensland, a new model of SEAM will be rolled out in four Cape York Welfare Reform communities. The extension of the Cape York Welfare Reforms is over two years commencing on 1 January 2014 and ending on 31 December 2015.
- The Cape York SEAM model aims to support families to ensure that their children are enrolled in and attending school regularly. The Family Responsibilities Commission together with the Department of Human Services will provide families with additional assistance through social worker support, particularly for those families who may be struggling to get their children to school.
- Framework for Open Learning Program—fosters innovation in eLearning and Information and Communications Technology (ICT) in education across the schools, vocational education and training and higher education sectors.
- Online Diagnostic Tools (ODT)—aims to deliver online assessment and learning tools for teachers and parents to help assess student progress and provide targeted support. ODT also supports the transition to online delivery of the National Assessment Program including NAPLAN, subject to future decisions by Education Ministers.
- National School Chaplaincy and Student Welfare Program—assists school communities to support the wellbeing of their students including strengthening values, providing pastoral care and enhancing engagement with the broader community.

Table 2.2.3 Administered expenses for Program 2.3

	2012-13 Revised budget \$'000	2013-14 Budget \$'000	2014-15 Forw ard year 1 \$'000	2015-16 Forw ard year 2 \$'000	2016-17 Forw ard year 3 \$'000
Annual administered expenses:					
National Plan for School Improvement	17,650	9,655	17,684	12,614	7,066
Creative Young Stars	-	3,825	3,725	-	-
Teach Next	838	1,903	765	-	-
Grants and Awards	3,847	3,901	3,959	4,014	4,016
Quality Outcomes	50,570	41,846	40,645	45,375	45,704
Helping Children with Autism	5,434	5,540	5,648	5,750	5,755
Indigenous Ranger Cadetships	1,325	3,825	-	-	-
National Trade Cadetships	3,600	3,900	12,054	12,500	12,500
Framework for Open Learning	2,584	3,212	3,278	3,364	3,450
Online Diagnostic Tools	10,238	9,734	9,734	9,734	9,734
National School Chaplaincy Program	74,000	74,000	-	-	-
Australian Baccalaureate	-	-	-	2,706	2,708
National Asian Languages in Schools	461	-	-	-	-
NBN Enabled Education	7,875	8,045	3,205	-	-
ABC Digital Education	1,287	1,287	-	-	-
Review of School Funding	4,793	557	-	-	-
Maths and Science Participation	3,100	4,650	4,700	4,450	-
Indigenous Education	40,822	30,887	30,965	31,043	31,117
Endeavour Language Teacher Fellow ships	1,440	2,400	2,400	2,400	2,400
Total program expenses	229,864	209,167	138,762	133,950	124,450

Linked to: Department of the Treasury, Program 1.10 National Partnership Payments to the States and the Department of Human Services, Program 1.1 Services to the Community

Table 2.2.3A Program 2.3 deliverables

Deliverables	2012-13 Revised budget	2013-14 Budget	2014-15	2015-16	2016-17
Parliament and Civics Education Rebate					
Number of schools visiting Canberra under PACER	1,992	2,072	2,155	2,241	2,331
Helping Children with Autism Package					
Number of teachers and other school staff attending professional development courses	597	450	450	450	450
Number of parents and carers attending workshops and information sessions	2,511	1,800	1,800	1,800	1,800

Deliverables	2012–13 Revised budget	2013–14 Budget	2014–15	2015–16	2016–17
Indigenous Ranger Cadetships					
Number of participant schools in the Indigenous Ranger Cadetship program	2 more schools will be selected for IRC pilots	12	12	Program ceases June 2015	
National School Chaplaincy and Student Welfare Program					
Number of schools receiving support for chaplaincy or student welfare services	3,500	3,551	Program ceases December 2014		
Teach Next					
Number of Teach Next participants commencing	8	50	Final intake January 2014. Program ceases December 2015		

Program 2.4 Trade Training

Program objective

The Trade Training Centres in Schools Program aims to help:

- support the achievement of a national Year 12 or equivalent attainment rate of 90 per cent by 2015
- address skills shortages in traditional trades and other eligible occupations by
 - improving student access to trade training facilities that meet industry standards
 - improving the quality of schooling offered to secondary students undertaking trade related pathways
 - assisting young people to make a successful transition from school to work or further education or training
- support the Closing the Gap COAG target to halve the gap between Aboriginal and Torres Strait Islander and other students in Year 12 or equivalent attainment rates by 2020.

Since 2011 the rollout of the program has been based on the relative socioeconomic disadvantage of schools within each education sector.

Administered items

The Trade Training Centres in Schools Program will provide \$2.5 billion over the years 2008–2018 to enable eligible secondary schools across Australia to seek funding for Trade Training Centres.

Table 2.2.4 Administered expenses for Program 2.4

	2012-13 Revised budget \$'000	2013-14 Budget \$'000	2014-15 Forw ard year 1 \$'000	2015-16 Forw ard year 2 \$'000	2016-17 Forw ard year 3 \$'000
Annual administered expenses:					
Trade Training Centres	51,887	31,138	82,986	97,370	163,837
Total program expenses	51,887	31,138	82,986	97,370	163,837

Linked to: Department of the Treasury, Program 1.10 National Partnership Payments to the States

Table 2.2.4A Program 2.4 deliverables

Deliverables	2012–13 Revised budget	2013–14 Budget	2014–15	2015–16	2016–17
Trade Training Centres in Schools Program					
Total announced projects (cumulative)	376	517	669	821	1,125
New projects announced	0	141	152	152	304
New projects announced— number of schools benefiting ³	0	230	268	268	536

Program 2.5 Digital Education

Program objective

The Digital Education Revolution (DER) has helped schools to provide access to new information and communications technology for secondary students in Years 9 to 12. A one to one computer to student ratio has been achieved nationally with more than 967,000 computers installed, exceeding the national target of 786,000 computers. The DER National Partnership with states and territories and the DER Funding Agreements with the non-government sector end on 30 June 2013.

DER Project Pool supports national projects to integrate information and communications and technology into teaching and learning. The DER Project Pool is the source of funding for two projects recommended by the Digital Education Advisory Group. The projects will support the teaching and learning of Asian priority languages, and advance the integration of teaching and learning 21st Century skills in Australian classrooms.

³ The number of schools benefiting is subject to minor variations as a result of changes to cluster (groups of secondary schools working together to establish trade training centres) arrangements or other factors.

Table 2.2.5 Administered expenses Program 2.5

	2012-13 Revised budget \$'000	2013-14 Budget \$'000	2014-15 Forw ard year 1 \$'000	2015-16 Forw ard year 2 \$'000	2016-17 Forw ard year 3 \$'000
Annual administered expenses:					
Digital Education Revolution Project Pool	6,000	4,000	-	-	-
Digital Education Revolution (Non-Government)	74,000	-	-	-	-
Total program expenses	80,000	4,000	-	-	-

Linked to: Department of the Treasury, Program 1.10 National Partnership Payments to the States

Program 2.6 Smarter Schools – Improving Teacher Quality

Program objective

The Smarter Schools – Improving Teacher Quality National Partnership (TQNP) has supported ambitious, nationally significant and sustainable reforms to attract, train, place, develop and retain quality teachers and school leaders in classrooms and schools over five years from 2008–09 to 2012–13.

The TQNP supported national reforms including the development of the National Professional Standards for Teachers, nationally consistent teacher registration, a national approach to the accreditation of initial teacher education, professional development for school leaders and improving the quality and availability of teaching workforce data. Facilitation funding was paid to states and territories for the implementation of these reforms.

States and territories were also eligible to receive additional reward funding for the demonstration of achievement in reform areas that improve teacher remuneration structures, increase school-based decision making, improve in-school support, reward teachers in 'hard-to-staff' and disadvantaged schools and increase Aboriginal and Torres Strait Islander teachers' and schools leaders' engagement with community members.

The Teach for Australia program was established to introduce employment-based pathways into the profession and attract high-calibre graduates who may otherwise not have considered a career in teaching. On completion of their two year placement, participants are awarded a Postgraduate Diploma of Teaching. Teach for Australia is now funded for a fifth cohort.

Administered items

The TQNP has invested Commonwealth funding from 2008–09 to 2012–13, including:

- facilitation funding paid to states and territories
- reward funding paid to states and territories
- special projects funding paid to states and territories for principal professional development

- funding retained by the Commonwealth to support joint national activity and the Australian Institute for Teaching and School Leadership (AITSL).

Table 2.2.6 Administered expenses for Program 2.6

	2012-13 Revised budget \$'000	2013-14 Budget \$'000	2014-15 Forw ard year 1 \$'000	2015-16 Forw ard year 2 \$'000	2016-17 Forw ard year 3 \$'000
Annual administered expenses:					
Teacher Quality	17,787	1,179	835	-	-
Total program expenses	17,787	1,179	835	-	-

Linked to: Department of the Treasury, Program 1.10 National Partnership Payments to the States

Table 2.2.6A Program 2.6 deliverables

Deliverables	2012–13 Revised budget	2013–14 Budget	2014–15	2015–16	2016–17
Number of Teach for Australia Associates commenced	50	50	Fifth cohort commences in 2014.		

Program 2.7 More Support for Students with Disabilities

Program objective

Under the More Support for Students with Disabilities initiative, the Australian Government is providing funding to government and non-government education authorities to support the education of students with disability and/or learning difficulties. The focus of this limited term initiative is on building the capacity of schools and teachers to better support the needs of students with disability and/or learning difficulties, thereby contributing to improved student learning experiences, educational outcomes and transitions.

The extension of the More Support for Students with Disabilities initiative into 2014 is providing additional funding for education authorities to build on and consolidate the valuable reforms already underway through this initiative. This new funding will assist to maintain the current effort of Commonwealth, states and territories for students with disability while further work is done to establish a loading for students with disability under the new funding model from 2015.

The Australian Government is also providing additional support towards the phased implementation of a nationally consistent collection of data on school students with disability.

Administered items

Funding under the More Support for Students with Disabilities initiative is provided to all government and non-government education authorities. After consultation, education authorities determine what activities to undertake and which schools are to be involved. Jurisdictions are best placed to determine the

priorities for their systems, and the type and focus of interventions required for their schools.

An ongoing national independent evaluation is being conducted. The evaluation will determine how effective the initiative has been at helping to improve the educational outcomes of students with disability, increasing the skills of classroom teachers and enabling a more inclusive culture in schools.

Table 2.2.7 Administered expenses for Program 2.7

	2012-13 Revised budget \$'000	2013-14 Budget \$'000	2014-15 Forw ard year 1 \$'000	2015-16 Forw ard year 2 \$'000	2016-17 Forw ard year 3 \$'000
Annual administered expenses:					
Students w ith Disabilities (COPE)	554	5,001	2,882	2,032	570
Students w ith Disabilities (Non-Government)	17,066	19,871	11,369	-	-
Total program expenses	17,620	24,872	14,251	2,032	570

Linked to: Department of the Treasury, Program 1.10 National Partnership Payments to the States

Program 2.8 Youth Support

Program objective

The Government is supporting young people to make a successful transition from school to further education, training or work. Attaining a Year 12 qualification, or its vocational equivalent, is a key factor influencing young people’s future economic opportunities and engagement in lifelong learning.

Evidence shows that current Year 12 or equivalent attainment rates has increased in recent years, however improvement above the long-term trend will be required to meet the Council of Australian Government target of 90 per cent Year 12 or equivalent attainment by 2015.

A small proportion of young people are not engaged in productive activities after leaving school and this time is characterised by protracted periods of reliance on income support. For another cohort the transition from school is not smooth. For this group, transition support can reduce ‘churn’ through education or training courses, and lead to more sustainable employment. Government support has a particular focus on young people who are not fully engaged with education or work.

The National Partnership on Youth Attainment and Transitions aims to increase the educational engagement and attainment of young people to improve transitions. It clarifies roles and responsibilities between the Government and the states and territories, provides a safety net for young people who have disengaged from education, and drives longer-term reform to ensure that young people stay engaged in education and training and increase their skills and qualifications.

Administered items

National Partnership on Youth Attainment and Transitions (NP) – aims to improve young Australians’ educational participation and attainment, their engagement, and their transition to post-school education, training and employment. Under the NP, the Government is providing continued funding over four calendar years from 2010–2013 for improved youth career and transition arrangements, and reward funding for states and territories for progress towards the COAG target of 90 per cent Year 12 or equivalent attainment for 20 to 24-year-olds by 2015.

Under this NP the Government has worked with state and territory governments to remove duplication and overlap in support and transitions services for young people. This is evident in the two major programs by the Government which were tailored in each jurisdiction to complement state or territory programs and policies.

Administered items include:

- Youth Connections – to provide an improved safety net for youth at risk (delivered as a Commonwealth Own-Purpose Expense (COPE)). It offers flexible, individualised support to young people who have disengaged, or are at risk of disengaging from school.
- School Business Community Partnership Brokers (Partnership Brokers) – to build partnerships to foster a strategic, whole-of-community approach that supports young people’s learning and development. Partnership Brokers support strengthened partnerships between schools, business and communities to extend learning beyond the classroom, encourage student engagement and improve educational outcomes (delivered as a COPE).
- Maximising Engagement, Attainment and Successful Transitions – funding over four years from 2010–2013 to the states and territories to support the development and implementation of state based initiatives that will improve education and transition outcomes for young people.
- National Career Development – funding over four years from 2010–2013 administered by the Commonwealth for the development of resources at a national level for the benefit of all jurisdictions (delivered as a COPE).

On completion of the National Partnership on Youth Attainment and Transitions at the end of 2013, funding in the 2014 calendar year will support young people to be engaged in education and make a successful transition from school to further education, training or work through continuation of the Youth Connections, School Business Community Partnership Brokers (Partnership Brokers) and National Career Development initiatives.

The Office for Youth

The Office for Youth aims to ensure that: young people reach their full potential; make effective transitions to adulthood as they continue to learn; start work and make decisions that support a healthy lifestyle. To this end, the office delivers a range of initiatives to help young Australians reach their full potential and engage with their families and the community that complement the goals of the National Partnership on Youth Attainment and Transitions.

The Office for Youth manages the Australian Youth Forum which is a mechanism for young people to engage directly with the Government and have the opportunity to shape and influence policies on issues which matter to them.

Administered items

Youth Engagement – The Office for Youth administers the following government initiatives and programs which support young Australians to engage with government on decisions that impact on them, to transition to independent living, to celebrate their contribution to the community, and provide comprehensive and up-to-date information about key issues and practices in the youth field:

- Australian Youth Forum – a key communication channel between the Australian Government, young people (15 to 24 years) and the youth sector. It provides young people the opportunity to have their voices heard and encourages all young people to get involved in public discussions so that their ideas can be considered in the development of Australian public policy, programs or projects.
- National Youth Week – the single largest celebration of and for young people, has been held annually as a joint Australian, state and territory and local government initiative since 2000. It encourages young people to be engaged and active participants in their communities. The Government contributes by supporting local events (through funding agreements with the states and territories), supporting the National Youth Awards and by providing secretariat support for the National Planning Group.
- National Youth Clearinghouse Services – a central access point for information on youth issues in Australia. The National Youth Clearinghouse Services provides support to the youth sector and young people themselves, as well as policymakers, researchers and practitioners in other sectors working with youth by collecting and disseminating youth related research and best practice and building capacity within the youth sector.
- Transition to Independent Living Allowance – a program that provides a one-off allowance for young people aged 15 to 25 years who are about to, or have exited, formal state-based care and/or informal care such as juvenile justice, out-of-home care and Aboriginal and Torres Strait Islander kinship care arrangements, and who are at risk of not making a successful transition to independent living.

- Youth Development and Support Program – an annual national grants program to support small-scale, community-based development projects for young people aged 12 to 25 years in Australia. The program focuses on providing positive development opportunities for young Australians throughout adolescence and early adulthood.

Table 2.2.8 Administered expenses for Program 2.8

	2012-13 Revised budget \$'000	2013-14 Budget \$'000	2014-15 Forw ard year 1 \$'000	2015-16 Forw ard year 2 \$'000	2016-17 Forw ard year 3 \$'000
Annual administered expenses:					
Youth Attainment and Transitions	114,360	120,195	64,718	-	-
Youth Engagement	11,418	7,129	3,576	3,601	3,624
Special Account Expenses: National Youth Affairs Research Component	240	240	240	240	240
Total program expenses	126,018	127,564	68,534	3,841	3,864

Linked to: Department of the Treasury, Program 1.10 National Partnership Payments to the States and the Department of Human Services, Program 1.1 Services to the Community

Table 2.2.8A Program 2.8 deliverables and key performance indicators

Deliverables	2012–13 Revised budget	2013–14 Budget	2014–15	2015–16	2016–17
Youth Attainment and Transitions					
Progress towards 2015 COAG target of 90 per cent Year 12 or equivalent attainment	85.9%	There are no targets set for between 2012–2014 calendar years		90% final target	Program ceased
Number of young people for whom outcomes are achieved through support provided by the Youth Connections program	20,000	20,000	10,000	Ceases December 2014	
Number of regions that School Business Community Partnership Brokers support (Delivered through 31 Local Learning and Employment Networks in Victoria)	107	107	107	Ceases December 2014	
Transition to Independent Living Allowance					
Number of young people accessing the Transition to Independent Living Allowance	2,260	1,130	Arrangements to be finalised		

Program 2.9 Student Assistance

Program objective

The Government is committed to raising the Year 12 or equivalent attainment rate to 90 per cent by 2015 and to reduce the gap in Aboriginal and Torres Strait Islander peoples' education under its policy of giving all Australians an opportunity to gain a first class education.

Measures such as student support encourage and assist young people to remain in education and training. Government support is provided through programs such as ABSTUDY and funding through the Assistance for Isolated Children scheme.

Administered items

- ABSTUDY – addresses the particular educational disadvantages faced by Aboriginal and Torres Strait Islander peoples by providing support to students and Australian Apprentices to access and participate in secondary and tertiary education.

From 1 January 2014, new higher education students in receipt of ABSTUDY will transition from Student Start up Scholarship to Income Contingent Loans of up to \$2,050 per year to help them pay for up-front costs of study. Students who have received a Student Start up Scholarship prior to 1 January 2014 will continue to be eligible to receive the scholarship payment while in receipt of student payments.

- Assistance for Isolated Children scheme – provides support to ensure that all Australian children have access to a school education. If a student does not have reasonable daily access to an appropriate government school, parents may attract financial support to send the student to a school of their choice.

Table 2.2.9 Administered expenses for Program 2.9

	2012-13 Revised budget \$'000	2013-14 Budget \$'000	2014-15 Forw ard year 1 \$'000	2015-16 Forw ard year 2 \$'000	2016-17 Forw ard year 3 \$'000
Special Appropriations:					
<i>Student Assistance Act 1973</i>					
ABSTUDY - Secondary	139,803	135,475	138,468	141,510	142,064
ABSTUDY - Tertiary	84,044	86,961	90,856	91,980	93,696
Assistance for Isolated Children	64,969	71,589	73,232	74,910	76,749
Special Account Expenses:					
Superannuation Payments for ATAS	5	5	5	5	5
Total program expenses	288,821	294,030	302,561	308,405	312,514

Linked to: The Department of Human Services, Program 1.1 Services to the Community and the Department of Families, Housing, Community Services and Indigenous Affairs, Program 1.2 Family Tax Benefit

Table 2.2.9A Program 2.9 deliverables and key performance indicators

Deliverables	2012–13 Revised budget	2013–14 Budget	2014–15	2015–16	2016–17
Assistance for Isolated Children Scheme					
Students in receipt of Assistance for Isolated Children funding	12,176	11,100	11,100	11,100	11,100

Key performance indicators	2012–13 Revised budget	2013–14 Budget	2014–15	2015–16	2016–17
ABSTUDY—Secondary					
Average number of school students receiving ABSTUDY during the year	23,600	23,200	23,600	23,600	23,600
ABSTUDY—Tertiary					
Average number of higher education students receiving ABSTUDY during the year	4,400	4,300	4,400	4,400	4,400
Average number of Australian Apprentices and students attending a TAFE college or private training institution in receipt of ABSTUDY during the year	5,200	5,700	5,800	5,800	5,800
Average number of tertiary and VET students in receipt of ABSTUDY during the year	9,600	10,000	10,200	10,200	10,200

Program 2.10 National Action Plan on Literacy and Numeracy

Program objective

The Improving Literacy and Numeracy National Partnership aims to improve the performance of students who are falling behind in literacy and/or numeracy, including targeted groups with a particular emphasis on students from disadvantaged backgrounds and Aboriginal and Torres Strait Islander students, in participating schools in 2013. The partnership is facilitating the sharing of effective evidence-based teaching approaches across schools and jurisdictions including through an increase in the number of literacy and numeracy approaches published on the *Teach Learn Share* website.

This National Partnership concludes as of December 2013. From January 2014, funding will be redirected to the National Plan for School Improvement.

Table 2.2.10 Administered expenses for Program 2.10

	2012-13 Revised budget \$'000	2013-14 Budget \$'000	2014-15 Forw ard year 1 \$'000	2015-16 Forw ard year 2 \$'000	2016-17 Forw ard year 3 \$'000
Annual administered expenses:					
National Action Plan on Literacy and Numeracy	1,141	-	-	-	-
Total program expenses	1,141	-	-	-	-

Linked to: Department of the Treasury, Program 1.10 National Partnership Payments to the States

Program 2.11 Smarter Schools – Low SES School Communities National Partnership

Program objective

The National Partnership Agreement on Low Socio-economic Status School Communities (NP) is providing funding to facilitate a range of initiatives within school and out-of-school to address the learning needs and wellbeing of students in low socioeconomic status (SES) school communities.

These reforms are focusing on teacher quality, principal leadership, school accountability and innovative learning opportunities to better equip students for further education, workforce participation and civic responsibilities.

The NP is creating cultural shifts in teaching and learning and improved attendance and engagement. Innovative approaches implemented under the NP include the extended school model linking students and families to other community services, individual student learning plans, student case management and extra support to help students to transition from school to work or further study.

From January 2014, funding will be redirected to the National Plan for School Improvement.

Linked to: Department of the Treasury, Program 1.10 National Partnership Payments to the States

Table 2.2.11 Program 2.11 deliverables

Deliverables	2012–13 Revised budget	2013–14 Budget	2014–15	2015–16	2016–17
Number of schools assisted	1734 (over 2009 to 2015)			Ceases December 2015	Program ceased

Program 2.12 Empowering Local Schools

Program objective

The objective of the Empowering Local Schools initiative is to empower participating schools to make decisions at a local level, supporting them to better respond to the needs of students and the school community and provide services designed to assist their students to achieve their best educational outcomes.

The initiative has supported increased local decision-making in the areas of governance, funding and infrastructure, and workforce in up to 926 government and non-government schools over 2012 and 2013. The Western Australian government is not participating in the Empowering Local Schools initiative.

Funding in 2012–13 included:

- start-up grants to assist 926 schools to manage their increased decision-making responsibilities effectively
- up-front, one-off transition funding to the government sector to support changes to centralised administrative arrangements required to assist participating schools to assume greater levels of local decision-making
- funding to support the provision of training and professional development for principals and school communities.

The funding will be redirected from 1 July 2014 with future support provided under the NPSI.

Administered items

Funding was also provided to the Australian Institute for Teaching and School Leadership to support research, communities of practice and professional development for principals and school leaders participating in the initiative.

The reform direction of the Empowering Local Schools initiative will be reflected in the National Plan for School Improvement reforms including:

- giving all school principals greater authority to make decisions affecting their schools and build stronger partnerships into the community including with non-government organisations
- the development and implementation of a new Principal Performance and Development Framework supporting principals to increase their focus on leadership of effective teaching and learning in their schools

- developing a learning framework and modules to support aspiring principals, and provide support for aspiring leaders to develop the skills required for school leadership.

Program 2.13 Rewards for School Improvement

Program objective

The objective of the Rewards for School Improvement initiative is to encourage a nationally consistent and rigorous approach to school self-evaluation and improvement planning through implementation of a National School Improvement Framework.

Under this program, the *National School Improvement Tool* was developed in partnership with key stakeholders in 2012. The tool has been endorsed by the Standing Council for implementation in schools as part of existing school improvement strategies. The tool is intended to assist schools evaluate their performance against nationally agreed domains. It will help focus the efforts of schools to improve the quality of classroom teaching and learning that make a difference to student outcomes.

The initiative was a 2010 election commitment and funding will be redirected from 1 July 2014. The reform directions for school improvement strategies will be progressed through the Empowered School Leadership reforms in the NPSI. These directions include:

- the implementation of the *National School Improvement Tool*, to support strategies to lift student achievement at a school, intermediate and system level
- the development of a plan for year by year school improvement, including annual reporting of progress.

Table 2.2.13 Administered expenses for Program 2.13

	2012-13 Revised budget \$'000	2013-14 Budget \$'000	2014-15 Forward year 1 \$'000	2015-16 Forward year 2 \$'000	2016-17 Forward year 3 \$'000
Annual administered expenses:					
Rewards for School Improvement	600	-	-	-	-
Total program expenses	600	-	-	-	-

Linked to: Department of the Treasury, Program 1.10 National Partnership Payments to the States

Program 2.14 National Rewards for Great Teachers

Program objective

The objective of the Rewards for Great Teachers initiative is to recognise and reward quality teachers in Australia who achieve certification at the highest levels of the National Professional Standards for Teachers.

Funding available under the National Partnership Agreement to date has been used by participating education authorities to support the implementation of a new Australian Teacher Performance and Development Framework and a nationally consistent certification process for Highly Accomplished and Lead Teachers.

From 1 January 2014, the funding for the Rewards for Great Teachers National Partnership will be redirected to the National Plan for School Improvement. The reform directions for recognising teachers will be progressed through the quality teaching reforms in the National Plan for School Improvement. These directions include:

- implementation of the Australian Teacher Performance and Development framework that will ensure relevant, high quality feedback and professional development for teachers
- linking teacher career progression with the Australian Professional Standards for Teachers ensuring that the development of expertise in improving student outcomes is recognised and rewarded through career development
- implementation of the national certification process for Highly Accomplished and Lead Teachers in Australia for all sectors.

Table 2.2.14 Administered expenses for Program 2.14

	2012-13 Revised budget \$'000	2013-14 Budget \$'000	2014-15 Forw ard year 1 \$'000	2015-16 Forw ard year 2 \$'000	2016-17 Forw ard year 3 \$'000
Annual administered expenses:					
National Rewards for Great Teachers	1,759	-	-	-	-
Total program expenses	1,759	-	-	-	-

Linked to: Department of the Treasury, Program 1.10 National Partnership Payments to the States