

**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**

The overarching policy framework for the Government's reform agenda is set by the National Education Agreement and the Melbourne Declaration on Educational Goals for Young Australians. The National Education Agreement includes a statement of objectives and outcomes for all schools, as well as a clear framework for performance reporting.

The Government commissioned an independent review of funding for schooling, chaired by Mr David Gonski AC, in 2010. The review panel report in early 2012 and the Government's high-level response outlining a comprehensive consultation framework.

The review of funding for schools is the next major step in the reform agenda, and the Government is committed to developing a new system that is fair, transparent and sustainable and that supports delivery of resources all schools need to provide every child with a world-class education.

The Government's strategy for Outcome 2 reflects two national goals for schooling outlined in the Melbourne Declaration:

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

Similar policy parameters and accountability measures for the non-government sector are provided through the *Schools Assistance Act 2008*.

In 2007, the Government delivered a new vision for Australian schooling and has invested \$65.4 billion in school education funding between 2009 and 2012. Investment in school buildings, trade training and technology has delivered state-of-the art facilities to equip our students for the 21st century. Targeted investment by the Government in low socioeconomic status (SES) schools is helping break the cycle of disadvantage.

*DEEWR Budget Statements – Outcomes and performance – Outcome 2*

In recognition of the fact that teacher quality is the single greatest in-school influence on student outcomes, the Government is committed to ensuring high quality entrants to the teaching profession, that they are supported and trained to be effective and that excellence is rewarded. Significant national reforms have already been put in place under the Improving Teacher Quality National Partnership, including agreement on the National Professional Standards for Teachers. Future years will see the Rewards for Great Teachers initiative recognise and reward our best teachers who achieve certification at the Highly Accomplished and Lead levels of the Standards.

The Government is delivering Australia's first national curriculum to ensure that all Australian students have access to a world-class curriculum. Developed by ACARA, the Australian Curriculum in the first four learning areas of English, mathematics, science and history is being implemented in schools around the country, with development work on other learning areas progressing this year.

The Government is also committed to providing greater transparency and accountability of school performance. The *My School* website was updated for the third time in February 2012 and included, for the first time, a new depiction of student improvement or 'gain' in literacy and numeracy achievement and a new vocational education page. The Government's commitment to *My School*, which puts more information into the hands of parents and the community, is also being matched by efforts to give schools greater responsibility and flexibility to make decisions at the local level to improve teaching and learning.

The Empowering Local Schools initiative aims to drive improved student performance and outcomes through increasing the capacity of principals, parents and school communities to make decisions about how their local school is run. The Reward for School Improvement initiative aims to encourage a nationally consistent and rigorous approach to school self-evaluation and improvement planning through implementation of a National School Improvement Framework and reward payments to schools showing most improvement.

Schools, teachers and students continue to be supported through the Government's \$2.5 billion investment in the Smarter Schools National Partnerships to improve teacher quality, support disadvantaged school communities and improve literacy and numeracy. This includes \$1.5 billion over seven years (2008–09 to 2014–15) to support education reform activities in approximately 1700 low SES schools around the country.

Closing the Gap is a commitment by all Australian governments to improve the lives of Aboriginal and Torres Strait Islander peoples, and in particular provide a better future for Aboriginal and Torres Strait Islander children. There are two Closing the Gap targets for schooling:

- to halve the gap in reading, writing and numeracy achievements for Indigenous children by 2018
- to halve the gap for Indigenous students in Year 12 attainment or equivalent rates by 2020.

To achieve these targets, a range of reforms, including the development of the *Aboriginal and Torres Strait Islander Education Action Plan 2010–14*, are being delivered. The plan focuses on improvements in the following areas: readiness for school, literacy and numeracy and pathways to real post-school options.

The Government is providing targeted assistance to help ensure that students with special learning needs and disabilities are appropriately supported. For example, an additional \$200 million is being provided through the More Support for Students with Disabilities initiative, which will build the capacity of schools and teachers to better meet students' individual needs.

The Government is investing over \$2.1 billion to support the effective integration of information and communications technology in Australian schools in line with the Government's broader education initiatives, including \$31.4 million for more digital teaching and learning resources and infrastructure to support implementation of the Australian Curriculum.

The \$2.5 billion investment in Trade Training Centres (TTCs) ensures that Australian students are being equipped with the skills needed in the workplaces of today and tomorrow by building new state-of-the-art training centres on school sites for use by secondary school students who want to pursue a career in the trades.

Funding provided under the National Partnership on Youth Attainment and Transitions supports the achievement of a national Year 12 or equivalent attainment rate of 90 per cent by 2015. This National Partnership aims to increase the educational engagement and attainment of young people and to improve their transition to post school education, training and employment.

**Table 2.1A Budgeted expenses and resources for Outcome 2**

<b>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.</b>	2011-12 Estimated actual expenses \$'000	2012-13 Estimated expenses \$'000
<b>Program 2.2: Non Government Schools National Support</b>		
Administered expenses		
Special appropriations	7,738,681	8,313,066
<b>Total for Program 2.2</b>	<b>7,738,681</b>	<b>8,313,066</b>
<b>Program 2.3: School Support</b>		
Administered expenses		
Ordinary annual services (Appropriation Bill No. 1)	233,883	205,288
<b>Total for Program 2.3</b>	<b>233,883</b>	<b>205,288</b>
<b>Program 2.4: Trade Training</b>		
Administered expenses		
Other services (Appropriation Bill No. 2)	55,025	84,249
<b>Total for Program 2.4</b>	<b>55,025</b>	<b>84,249</b>
<b>Program 2.5: Digital Education</b>		
Administered expenses		
Ordinary annual services (Appropriation Bill No. 1)	9,242	6,000
Other services (Appropriation Bill No. 2)	74,000	74,000
<b>Total for Program 2.5</b>	<b>83,242</b>	<b>80,000</b>
<b>Program 2.6: National Action Plan on Literacy and Numeracy</b>		
Administered expenses		
Ordinary annual services (Appropriation Bill No. 1)	6,800	162,338
<b>Total for Program 2.6</b>	<b>6,800</b>	<b>162,338</b>
<b>Program 2.7: Education Infrastructure</b>		
Administered expenses		
Other services (Appropriation Bill No. 2)	93,419	-
<b>Total for Program 2.7</b>	<b>93,419</b>	<b>-</b>
<b>Program 2.9: Smarter Schools - Improving Teacher Quality national partnership</b>		
Administered expenses		
Ordinary annual services (Appropriation Bill No. 1)	15,640	13,401
<b>Total for Program 2.9</b>	<b>15,640</b>	<b>13,401</b>
<b>Program 2.10: More Support for Students with Disabilities</b>		
Administered expenses		
Ordinary annual services (Appropriation Bill No. 1)	554	554
Other services (Appropriation Bill No. 2)	17,066	17,066
<b>Total for Program 2.10</b>	<b>17,620</b>	<b>17,620</b>

**Table 2.1A Budgeted expenses and resources for Outcome 2 (continued)**

<b>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.</b>	2011-12 Estimated actual expenses \$'000	2012-13 Estimated expenses \$'000
<b>Program 2.11: Youth Support</b>		
Administered expenses		
Ordinary annual services (Appropriation Bill No. 1)	123,071	125,779
Special Accounts	240	240
<b>Total for Program 2.11</b>	<b>123,311</b>	<b>126,019</b>
<b>Program 2.12: Student Assistance</b>		
Administered expenses		
Special appropriations	276,998	279,842
Special Accounts	5	5
<b>Total for Program 2.12</b>	<b>277,003</b>	<b>279,847</b>
<b>Program 2.13: Empowering Local Schools</b>		
Administered expenses		
Ordinary annual services (Appropriation Bill No. 1)	1,250	-
Other services (Appropriation Bill No. 2)	18,613	-
<b>Total for Program 2.13</b>	<b>19,863</b>	<b>-</b>
<b>Program 2.14: Rewards for School Improvement</b>		
Administered expenses		
Ordinary annual services (Appropriation Bill No. 1)	5,785	5,471
<b>Total for Program 2.14</b>	<b>5,785</b>	<b>5,471</b>
<b>Program 2.15: National Rewards for Great Teachers</b>		
Administered expenses		
Other services (Appropriation Bill No. 2)	8,717	1,743
<b>Total for Program 2.15</b>	<b>8,717</b>	<b>1,743</b>
<b>Outcome 2 Totals by appropriation type</b>		
Administered Expenses		
Ordinary annual services (Appropriation Bill No. 1)	396,225	518,831
Other services (Appropriation Bill No. 2)	266,840	177,058
Special appropriations	8,015,679	8,592,908
Special Accounts	245	245
Departmental expenses		
Departmental appropriation <sup>1</sup>	161,536	156,248
Expenses not requiring appropriation in the Budget year <sup>2</sup>	23,393	23,178
<b>Total expenses for Outcome 2</b>	<b>8,863,918</b>	<b>9,468,468</b>
	2011-12	2012-13
<b>Average Staffing Level (number)</b>	974	888

<sup>1</sup> Departmental Appropriation combines "Ordinary annual services (Appropriation Bills No. 1 & 3)" and "Revenue from independent sources (s31)".

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

## **Program 2.1 Government Schools National Support**

### **Program objective**

The objective of this program is to contribute to boosting participation and Australia's productivity by providing supplementary funding to states and territories to support government schools achieve the following five outcomes:

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

Government funding for schooling is delivered through the funding framework associated with the National Education Agreement (NEA) with states and territories. The NEA articulates the commitment of all Australian governments to ensure that all Australian school students acquire the knowledge and skills to participate effectively in society and employment in a globalised economy.

Under this framework, the Government provides supplementary funding for government schools through the National Schools Specific Purpose Payments to state and territory governments.

The NEA applies the reporting framework agreed to under the Intergovernmental Agreement on Federal Financial Relations and sets out ten performance indicators that allow reporting on national progress towards achieving the agreed outcomes. National progress reports include the:

- *National Report on Schooling in Australia* (published by ACARA)
- *Education 2010: Comparing performance across Australia* (published by the Council of Australian Governments' Reform Council)
- *Annual Report on Government Services* (published by the Productivity Commission).

These reports provide information on all Australian schools regardless of sector (government or non-government).

Linked to: Treasury’s Specific Purpose Payments (SPPs) – refer to Budget Paper No. 3 (Australia’s Federal Relations), Payments to support state education services, which includes SPP arrangements with the states and territories. See also The Treasury’s Program 1.6: Assistance to the States for Government Schools.

**Program 2.1 deliverables**

	2011–12 Revised budget	2012–13 Budget	2013–14	2014–15	2015–16
<b>Government Schools Specific Purpose Payment</b>					
Number of full-time equivalent students funded (enrolment projections)	2 289 759	2 303 000	2 325 000	2 356 000	2 385 000

**Program 2.2 Non-Government Schools National Support**

**Program objective**

The Government will provide an estimated \$37.0 billion for non-government schooling for 2009–2014 under the *Schools Assistance Act 2008* (the Act). Funding appropriated under the Act supports the capital and operating costs of non-government primary and secondary education schools and systems. Government funding to non-government schools supplements funding raised by the schools from other sources.

**Administered items**

The Act, which began on 1 January 2009, provides for:

- recurrent and capital funding for non-government schools
- continuation of indexation arrangements for recurrent and other specifically targeted funding
- maximum recurrent grant funding for non-government special schools, special assistance schools and schools with significant proportions of Aboriginal and Torres Strait Islander students
- Indigenous Supplementary Assistance (ISA) for Aboriginal and Torres Strait Islander students, generally comprising the non-government recurrent funding component for Aboriginal and Torres Strait Islander school students formerly provided under the *Indigenous Education (Targeted Assistance) Act 2000*. From 1 January 2011, non-remote non-government boarding schools with more than 50 Aboriginal and Torres Strait Islander boarding students from remote communities are eligible for the higher remote rate of ISA for these students.

### Targeted programs

- School Languages Program – to help non-government schools improve the learning outcomes of students who are learning languages other than English.
- Country Areas Program – to assist geographically isolated children.
- English as a Second Language – New Arrivals Program – to assist newly arrived students of non-English speaking backgrounds.
- Literacy, Numeracy and Special Learning Needs Program – to assist the most disadvantaged students including students with disability.
- Short Term Emergency Assistance – to support the operation of schools that have been affected by unforeseen, emergency circumstances.

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. Funding is provided under the *Indigenous Education (Targeted Assistance) Act 2000* and provides assistance to organisations and government and non-government schools.

Initiatives include:

- Indigenous Youth Leadership Program – (\$57.3 million over four years 2009–2012) provides secondary and tertiary scholarships to support Aboriginal and Torres Strait Islander students from mainly very remote and remote areas across Australia to complete Year 12 and/or an undergraduate degree while developing leadership skills. Current contracts cease December 2012 and DEEWR will soon commence discussions with service providers on future arrangements.
- Indigenous Youth Mobility Program – (\$57.5 million over four years 2009–2012) 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. This program is delivered in 16 host locations and participants are encouraged to pursue Australian Apprenticeships, VET and higher education. Current contracts cease December 2012 and DEEWR will soon commence discussions with service providers on future arrangements.
- Sporting Chance Program – a \$43.4 million Australian Government initiative (2009–2012) that uses sport and recreation as a vehicle to increase the level of engagement of Aboriginal and Torres Strait Islander students in their schooling to improve their education, training and employment outcomes. The program has been implemented with providers working together with schools, education authorities, sporting bodies, businesses and community groups.

DEEWR Budget Statements – Outcomes and performance – Outcome 2

- An additional \$4.8 million over three years will benefit up to 700 Aboriginal and Torres Strait Islander secondary school students at risk of otherwise not completing their schooling. The Clontarf Foundation will establish new academies in regional New South Wales to support some 350 Aboriginal and Torres Strait Islander male students. In addition, new funding will be provided to support school engagement strategies for up to 350 Indigenous female students.
- Additional 200 teachers in the Northern Territory initiative—(\$107.8 million over four years 2009–2012) to recruit, deploy and retain up to 200 teachers in schools in remote communities in the Northern Territory (170 teachers in the government sector and 30 teachers in the non-government sector). Both the government and non-government sectors are on track to have 200 additional teachers deployed by the end of 2012.
- Continuing Government funding for 200 teaching positions in remote Northern Territory schools under the Stronger Futures in the Northern Territory package to provide retention of existing teachers recruited under the Closing the Gap in the Northern Territory National Partnership. Funding will be tapered over the ten year lifetime of this proposal to allow the Northern Territory government to take full responsibility for funding teachers after 2021–22.

**Table 2.2.2 Administered expenses for Program 2.2**

	2011-12 Revised budget \$'000	2012-13 Budget \$'000	2013-14 Forw ard year 1 \$'000	2014-15 Forw ard year 2 \$'000	2015-16 Forw ard year 3 \$'000
Annual administered expenses:					
Special Appropriations:					
<i>Schools Assistance Act 2008</i>	7,587,740	8,183,019	8,840,529	9,557,949	10,330,319
<i>Indigenous Education (Targeted Assistance) Act 2000</i>	150,941	130,047	136,689	133,391	126,928
<b>Total program expenses</b>	<b>7,738,681</b>	<b>8,313,066</b>	<b>8,977,218</b>	<b>9,691,340</b>	<b>10,457,247</b>

DEEWR Budget Statements – Outcomes and performance – Outcome 2

**Program 2.2 deliverables<sup>1</sup>**

	2011–12 Revised budget	2012–13 Budget	2013–14	2014–15	2015–16
<b>Recurrent Grants—Non-government</b>					
Number of full-time equivalent students funded (enrolment projections)	1 214 000	1 234 000	1 258 000	1 285 000	1 314 000
<b>Capital Grants—Non-government</b>					
Number of schools assisted with capital support	245	235	235	127	Ceases end 2014
<b>English as a Second Language—New Arrivals—Non-government</b>					
Number of new arrivals assisted	838	1000	1050	1100	1150
<b>Indigenous Youth Mobility Program</b>					
Number of participants in the Indigenous Youth Mobility Program	460	324	Arrangements being finalised		
<b>Indigenous Youth Leadership Program</b>					
Number of participants in the Indigenous Youth Leadership Program (secondary and tertiary)	871	871	Arrangements being finalised		
<b>Sporting Chance Academies</b>					
Number of students attending Sporting Chance Academies	5600	3496	Arrangements being finalised		

---

<sup>1</sup> Note that arrangements for forward years have not been finalised at this time for the Indigenous Youth Mobility Program, Indigenous Youth Leadership Program and Sporting Chance Academies.

**Program 2.2 key performance indicators**

	2011–12 Revised budget	2012–13 Budget	2013–14	2014–15	2015–16
<b>Enrolment trends–Non-government</b>					
Full-time student enrolments in Australian schools <sup>2</sup>					
Primary	633 725	646 000	662 000	679 000	681 000
Secondary	590 849	599 000	609 000	619 000	651 000
Number of Indigenous students at school <sup>3</sup>	24 864	26 000	28 000	29 000	31 000
Apparent retention rate of full-time students from Year 7/8 to Year 12	79%	80%	80%	80%	80%
<b>Enrolment trends</b>					
Student enrolments in Australian schools <sup>4</sup> :					
Primary	2 037 154	2 067 000	2 111 000	2 165 000	2 178 000
Secondary	1 482 405	1 486 000	1 490 000	1 494 000	1 550 000
Trend in the number of Indigenous students at school	167 547	173 000	178 000	184 000	189 000
<b>Indigenous trends<sup>5</sup></b>					
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	60%	60%	Arrangements being finalised		
Percentage of eligible Indigenous students in receipt of Indigenous Youth Leadership Program scholarships who complete Year 12	90%	90%	Arrangements being finalised		

<sup>2</sup> Note change to indicator wording, from ‘Trend in full-time student enrolments in Australian schools’ in 2011–12 PBS.

<sup>3</sup> Note change to indicator wording, from ‘Trend in the number of Indigenous students at school’ in 2011–12 PBS.

<sup>4</sup> Note change to indicator wording, from ‘Trend in full-time student enrolments in Australian schools’ in 2011–12 PBS.

<sup>5</sup> Arrangements for forward years have not been finalised at this time.

### **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.

#### **Administered items**

- The National Trade Cadetships (NTC)—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. The NTC will be an industry endorsed course of study as an option under the Australian Curriculum. There will be two pathway options: Years 9 to 10, which will focus on work readiness and laying the foundation for further education and training; and Years 11 to 12, which will focus on a particular trade or industry. A work experience component will form an integral part of both pathways.
- Indigenous Ranger Cadetships—the Government will provide \$4.1 million over 2011–12 to 2013–14 to assist Aboriginal and Torres Strait Islander young people complete school and build their capacity for further study, training, jobs and careers in land, water and resource management. The Indigenous Ranger Cadetships pilot will engage students in culturally relevant school-based programs involving natural resource management, heritage related activities and cultural studies. The program is designed to improve school capacity to retain Aboriginal and Torres Strait Islander students to Year 12 and to assist students with their transition from school to further education, training and work. This will contribute to lifting Year 12 attainment levels for Aboriginal and Torres Strait Islander secondary students and contribute to closing the gap in learning outcomes between Aboriginal and Torres Strait Islander peoples and other Australians.
- Teach Next—a new employment-based pathway into teaching has been established for up to 395 skilled and experienced professionals who are seeking a career change into the teaching profession. The program will play an important role in addressing areas of teacher shortages in regional and hard-to-staff schools and in reducing the number of teachers currently teaching outside their subject areas.
- Helping Children with Autism package: Positive Partnerships—this cross-portfolio package is delivering \$220 million over 2007–2015 in targeted support for children with autism spectrum disorder, their parents, carers, teachers and other professionals. It provides early intervention funding, Medicare rebates, information and support for children with autism. The package is being delivered by the Departments of Families, Housing, Community Services and Indigenous Affairs (FaHCSIA); Health and Ageing (DoHA); and Education, Employment and Workplace Relations (DEEWR).

*DEEWR Budget Statements – Outcomes and performance – Outcome 2*

- The Government, through the department, is committing \$40.5 million to Positive Partnerships over 2007–2015. The department is responsible for delivering two initiatives under the package which aim to foster positive partnerships between schools and families to improve the educational outcomes of children with an autism spectrum disorder. The initiatives provide:
  - professional development for teachers, school leaders and other school staff to build their understanding, skills and expertise in working with children with an autism spectrum disorder
  - workshops and information sessions for parents and carers to assist them to work with their child’s teachers, school leaders and other staff.
- National School Chaplaincy and Student Welfare Program—a voluntary program that assists school communities to support the wellbeing of their students including strengthening values, providing pastoral care and enhancing engagement with the broader community. In the 2011-12 Budget, the Government provided an additional \$222 million to extend the scheme to up to an extra 1000 schools from 2012, with priority given to schools service disadvantaged areas or in regional and remote locations.
- Parliament and Civics Education Rebate—provides a subsidy to schools for students who travel more than 150 kilometres to the national capital for a civics and citizenship excursion.
- National Asian Languages and Studies in Schools Program—aims to increase opportunities for school students to become proficient at learning the languages and understanding the cultures of our Asian neighbours, namely China, Indonesia, Japan and Korea. This program ceases December 2012.
- Quality Outcomes—provides funding for strategic projects that support the Government’s key objective of improved student learning outcomes in schools and its national leadership role in school education.
- Grants and Awards—supports the Australian Students Prize; Recurrent Service Fees to support Education Services Australia; 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 organisations.
- Online Diagnostic Tools—\$46.9 million over five years from 2010–11 to deliver online assessment and learning tools for teachers and parents and to trial online delivery of the National Assessment Program including NAPLAN and sample population assessments in science, civics and ICT.

DEEWR Budget Statements – Outcomes and performance – Outcome 2

- As part of the Stronger Futures in the Northern Territory, the Improving School Enrolment and Attendance through Welfare Reform Measure (SEAM) will be aligned with the Northern Territory government’s Every Child, Every Day strategy as a way to connect schools and families where children are not enrolled in school, or not regularly attending school. SEAM provides greater access for families to Department of Human Services social workers and other support, and attaches conditions to income support payments to encourage parents to ensure that their children of compulsory school age are enrolled in and attending school regularly. SEAM will also expand from the current six communities in the Northern Territory to a further 16 locations. Additional SEAM sites were chosen in the Northern Territory because attendance is poor in many of these sites and more is needed to be done to encourage and support parents to ensure their children attend school.

Linked to: Treasury’s Specific Purpose Payments (SPPs) – refer to Budget Paper No. 3 (Australia’s Federal Relations), Payments to support state education services, which includes SPP arrangements with the states and territories. See also The Treasury’s Program 1.6: Assistance to the States for Government Schools.

**Table 2.2.3 Administered expenses for Program 2.3**

	2011-12	2012-13	2013-14	2014-15	2015-16
	Revised	Budget	Forward	Forward	Forward
	budget		year 1	year 2	year 3
	\$'000	\$'000	\$'000	\$'000	\$'000
Annual administered expenses:					
Teach Next	4,300	5,224	4,434	1,950	-
National Trade Cadetship	-	3,100	12,500	12,500	12,500
Online Diagnostic Tools	14,894	10,238	9,734	9,734	9,734
Australian Baccalaureate	-	-	-	-	2,706
Indigenous Ranger Cadetships	850	1,325	825	-	-
National Asian Languages in Schools	4,635	461	-	-	-
Grants and Awards	4,035	4,076	4,134	4,194	4,255
National School Chaplaincy Program	74,000	74,000	74,000	-	-
Helping Children with Autism	5,354	5,434	5,539	5,642	5,750
Quality Outcomes	50,539	58,498	47,970	40,137	37,029
Framework for Open Learning	2,875	2,984	3,643	3,722	3,805
Local Schools Working Together	10,000	-	-	-	-
Student Resilience and Wellbeing	1,911	1,234	1,117	1,738	6,245
Review of School Funding	-	4,793	557	-	-
One Laptop Per Child	11,700	-	-	-	-
Maths and Science Participation	-	3,100	4,650	4,700	4,450
Indigenous Education	48,790	30,821	30,893	30,967	31,049
<b>Total program expenses</b>	<b>233,883</b>	<b>205,288</b>	<b>199,996</b>	<b>115,284</b>	<b>117,523</b>

**Program 2.3 deliverables**

	2011–12 Revised budget	2012–13 Budget	2013–14	2014–15	2015–16
<b>Helping Children with Autism Package</b>					
Number of teachers and other school staff attending professional development courses	225	450	450	450	450
Number of parents and carers attending workshops and information sessions	725	1800	1800	1800	1800
<b>Parliament and Civics Education Rebate</b>					
Number of schools visiting Canberra under PACER	2130	2280	1630	1670	1710
<b>Indigenous Ranger Cadetships</b>					
Number of participant schools in the Indigenous Ranger Cadetship program	Up to 6 pilot schools	Up to an additional 6 pilot schools	Final pilot school commencement is January 2013. Program ceases June 2014		
<b>Teach Next</b>					
Number of Teach Next participants commencing	100	195	100	Final intake is November 2013. Program ceases December 2015	
<b>National School Chaplaincy and Student Welfare Program</b>					
Number of schools receiving support for chaplaincy or student welfare services	3650	3500	3500	Program ceases December 2014	

**Program 2.4 Trade Training**

**Program objective**

Trade training is an important element of the Government's agendas in relation to workforce development and Year 12 attainment in schools. Through the program, the Government 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

*DEEWR Budget Statements – Outcomes and performance – Outcome 2*

- assisting young people to make a successful transition from school to work or further education or training
- supporting the Closing the Gap initiative to halve the gap between Aboriginal and Torres Strait Islander and other students in Year 12 or equivalent attainment rates by 2020.

The program is one of several Government programs that seek to contribute to improved Year 12 retention rates. Trade Training Centres (TTCs) are already giving students access to trade training facilities and pathways, keeping students engaged in school and creating linkages between schools, communities, and local industry.

Since Round 4 opened in late 2011, the rollout of the program is based on the relative socioeconomic disadvantage of schools within each education authority sector, rather than the former competitive application process. In addition, education authorities and their schools now strategically forward plan to develop quality coordinated projects with buy-in from schools and local communities.

Linked to: Treasury’s Specific Purpose Payments (SPPs) – refer to Budget Paper No. 3 (Australia’s Federal Relations) Payments to support state education services – National Partnership payments: TTCs.

**Administered items**

The Trade Training Centres in Schools Program will provide \$2.5 billion over the years 2008–2018, to enable secondary schools across Australia to seek funding for trade training centres, allowing secondary students from years 9 to 12 to access vocational education and training to give students a broader range of options, help improve Year 12 retention rates and enhance pathways into vocational careers. 376 TTC projects benefiting over 1070 schools have been announced so far.

**Table 2.2.4 Administered expenses for Program 2.4**

	2011-12 Revised budget \$'000	2012-13 Budget \$'000	2013-14 Forward year 1 \$'000	2014-15 Forward year 2 \$'000	2015-16 Forward year 3 \$'000
Annual administered expenses:					
Trade Training Centres (Non-Government)	55,025	84,249	55,300	112,828	161,564
<b>Total program expenses</b>	<b>55,025</b>	<b>84,249</b>	<b>55,300</b>	<b>112,828</b>	<b>161,564</b>

**Program 2.4 deliverables**

	2011–12 Revised budget	2012–13 Budget	2013–14	2014–15	2015–16
<b>Trade Training Centres in Schools Program<sup>6</sup></b>					
Total announced projects (cumulative)	376	376	549	722	969
New projects announced	89	0	173	173	247
New projects announced—number of schools benefiting <sup>7</sup>	176	0	341	341	487

**Program 2.5 Digital Education Revolution**

**Program objective**

The Government’s reform agenda is supported and extended by the significant investment of over \$2.1 billion through the Digital Education Revolution (DER) which supports the effective integration of information and communications technology (ICT) in Australian schools. The DER complements broader education policy initiatives to improve workforce capability and develop coherent national curriculum and assessment frameworks.

For more than a decade, governments and school communities around Australia have been working to harness the power of ICT to improve educational opportunities, boost outcomes and further enhance the learning experience. Through the DER, the Government is working with jurisdictions, government and non-government schools sectors to provide computers and software, reliable infrastructure, professional development and quality digital resources to prepare young people to live and work in a digital world. All state and territory governments agreed to a national, coordinated and collaborative partnership approach to develop and implement the DER.

The Australian Information and Communications Technology in Education Committee provides ongoing advice on the implementation of the DER to the Standing Council on School Education and Early Childhood.

Linked to: Treasury’s Specific Purpose Payments (SPPs)—refer to Budget Paper No. 3 (Australia’s Federal Relations) Payments to support state education services—National Partnership payments: Digital Education Revolution.

<sup>6</sup> Indicators for this program have been revised and updated in order to provide more accurate reporting.

<sup>7</sup> 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.

### Administered items

The Digital Education Revolution is a suite of initiatives, including:

- the National Secondary Schools Computer Fund, which is helping schools to provide new computers and other ICT equipment for students in Years 9 to 12, as well as providing the necessary infrastructure to support the installation and maintenance of the additional ICT. A 1:1 computer to student ratio has been achieved nationally in Years 9 to 12 in Australian schools
- the \$31.4 million Supporting the Australian Curriculum Online program that will significantly enhance the pool of national, state and territory digital curriculum resources to support all teachers in implementing the Australian Curriculum. It includes a focus on filling resource gaps identified for English, mathematics, science and history and providing extra resources to help teachers to teach geography, languages and the arts. Funding will also provide support for teachers developing flexible learning approaches and integrating resources into the classroom
- the \$16.3 million Information and Communications Technology Innovation Fund which is supporting four projects that together will assist teachers and school leaders to embrace technology and encourage teachers to creatively and effectively integrate the use of ICT into the classroom
- the National Schools Interoperability Program which was established by the Australian Education, Early Childhood and Youth Senior Officials Committee to provide it with technical advice and support for national initiatives
- the Australian Curriculum Connect Project which is supporting implementation of the Australian Curriculum by enabling the use, sharing and discovery of digital resources aligned with the new curriculum.

**Table 2.2.5 Administered expenses for Program 2.5**

	2011-12 Revised budget \$'000	2012-13 Budget \$'000	2013-14 Forward year 1 \$'000	2014-15 Forward year 2 \$'000	2015-16 Forward year 3 \$'000
Annual administered expenses:					
Digital Education Revolution Project Pool	9,242	6,000	4,000	-	-
Digital Education Revolution (Non-Government)	74,000	74,000	nfp <sup>1</sup>	nfp	nfp
<b>Total program expenses</b>	<b>83,242</b>	<b>80,000</b>	<b>4,000</b>	<b>nfp</b>	<b>nfp</b>

<sup>1</sup> Funding not published past the expiry date of the agreement. Future funding is subject to the negotiation of a new agreement with the states.

**Program 2.6 National Action Plan on Literacy and Numeracy**

**Program objective**

This program focuses on the key areas of teaching, leadership and the effective use of student performance information to deliver sustained improvement in literacy and numeracy outcomes for all students, especially those who are falling behind. It contributes to the COAG target to halve the gap for Aboriginal and Torres Strait Islander students in reading, writing and numeracy within a decade. The key element of this program is the National Partnership Agreement on Literacy and Numeracy.

The department reports on the following program effectiveness indicators:

	Year 3		Year 5		Year 7		Year 9	
	R	N	R	N	R	N	R	N
Percentage of non-Indigenous students at or above the national minimum standard in reading and numeracy	94.9%	96.4%	92.9%	95.5%	95.7%	95.5%	93.5%	94.1%
Percentage of Indigenous students at or above the reading and numeracy national Minimum Standards	76.3%	83.6%	66.4%	75.2%	77.1%	76.5%	71.9%	72.0%

(R) Reading (N) Numeracy

Note: This table presents 2011 data.

**2008–2011 Comparison of gap in Indigenous reading and numeracy**

2011 NAPLAN	Indigenous Reading (%)	Gap (percentage points)	Change on 2008 Gap (percentage points)	Indigenous Numeracy (%)	Gap (percentage points)	Change on 2008 Gap (percentage points)
Yr 3	76.3	18.6	-6.6	83.6	12.8	-4.6
Yr 5	66.4	26.5	-2.7	75.2	20.3	-4.5
Yr 7	77.1	18.6	-4.9	76.5	19.0	+1.2
Yr 9	71.9	21.6	-1.9	72.0	22.1	-0.2

Source: 2008 and 2011 NAPLAN – proportion of Indigenous students at or above the national minimum standard.

### Administered items

The \$540 million National Partnership Agreement on Literacy and Numeracy (NP) commenced in 2009 and comprises:

- \$150 million which has been paid to states and territories to facilitate the implementation of literacy and numeracy models or approaches that demonstrated evidence for accelerating improvement in students' results.
- Up to \$350 million to reward states and territories for achievement of targets based on predetermined milestones or performance benchmarks.
- \$40 million for strategic initiatives.

The NP is achieving significant reform at the national, state and local school level. The October 2011 state and territory progress reports provided many local examples of activity including widespread adoption of in-classroom support for teachers by specialist coaches; increased teacher skill and confidence in using data to better address individual student learning needs; and the use of targeted literacy and numeracy interventions for under-performing students.

A strategic initiative under the NP is the development of Teach, Learn, Share, a national evidence base of literacy and numeracy teaching strategies that have been proven to work to improve literacy and numeracy outcomes for students. Effective practice will be disseminated to support system-wide improvements.

**Table 2.2.6 Administered expenses for Program 2.6**

	2011-12 Revised budget \$'000	2012-13 Budget \$'000	2013-14 Forw ard year 1 \$'000	2014-15 Forw ard year 2 \$'000	2015-16 Forw ard year 3 \$'000
Annual administered expenses:					
National Action Plan on Literacy and Numeracy	6,800	162,338	162,538	162,538	162,538
<b>Total program expenses</b>	<b>6,800</b>	<b>162,338</b>	<b>162,538</b>	<b>162,538</b>	<b>162,538</b>

## Program 2.7 Education Infrastructure

### Program objective

As part of the Government's \$42 billion Nation Building – Economic Stimulus Plan, \$16.2 billion was invested over four financial years (2008–09 to 2011–12) through Building the Education Revolution (BER). The BER aimed to provide economic stimulus through the rapid construction and refurbishment of school infrastructure and to build learning environments to help children, families and communities participate in activities that support achievement, develop learning potential and bring communities together. The BER is underpinned by a strong partnership approach between the Australian, state and territory governments and non-government education authorities.

Linked to: Treasury's Specific Purpose Payments (SPPs) – refer to Budget Paper No. 3 (Australia's Federal Relations) Payments to support state education services – National Partnership payments: Building the Education Revolution.

### Administered items

- Primary Schools for the 21st Century – \$14.1 billion for long-term investment to build or upgrade large scale infrastructure in all primary schools, special schools and Kindergarten to Year 12 (primary component) in government and non-government sectors. New buildings funded by this program include libraries, multipurpose halls, covered outdoor learning areas, classrooms or major refurbishment of existing facilities.

**Table 2.2.7 Administered expenses for Program 2.7**

	2011-12 Revised budget \$'000	2012-13 Budget \$'000	2013-14 Forw ard year 1 \$'000	2014-15 Forw ard year 2 \$'000	2015-16 Forw ard year 3 \$'000
Annual administered expenses:					
Building the Education Revolution (Non-Government)	93,419	-	-	-	-
<b>Total program expenses</b>	<b>93,419</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

### Program 2.7 deliverables

	2011–12 Revised budget	2012–13 Budget	2013–14	2014–15	2015–16
<b>Government</b>					
Percentage of eligible schools receiving funding through Primary Schools for the 21st Century	70.07%				Ceases June 2012
<b>Non-government</b>					
Percentage of eligible schools receiving funding through Primary Schools for the 21st Century	28.4%				Ceases June 2012

**Program 2.8 Smarter Schools—Low SES School Communities National Partnership**

**Program objective**

The National Partnership Agreement on Low Socio-economic Status School Communities (NP) is providing \$1.5 billion over seven years (2008–09 to 2014–15) 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. They contribute to COAG's social inclusion and Indigenous disadvantage agendas.

The performance indicators set out in the National Education Agreement will measure effectiveness. These include the proportion of Aboriginal and Torres Strait Islander and low SES children enrolled in and attending school and the literacy and numeracy achievement of Years 3, 5, 7 and 9 Aboriginal and Torres Strait Islander and low SES students in national testing.

Approximately 1734 schools (17 per cent of all schools) will benefit from the NP over the seven year period (2008–09 to 2014–15). These schools enrol around 464 000 students (13 per cent of all students), of whom around 65 000 identify as Aboriginal and/or Torres Strait Islander. This represents 42 per cent of all Aboriginal and Torres Strait Islander students enrolled in schools around the country.

The NP is creating cultural shifts in teaching and learning and improved attendance and engagement. Schools are implementing innovative approaches to support the holistic needs of students and their families. Some of these reforms 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.

Linked to: Treasury's Specific Purpose Payments (SPPs)—refer to Budget Paper No. 3 (Australia's Federal Relations), Payments to support state education services, which includes SPP arrangements with the states and territories. See also The Treasury's Program 1.6: Assistance to the States for Government Schools.

**Administered items**

The NP provides support for schools and systems to:

- offer incentives to attract high-performing principals and teachers to low SES schools

*DEEWR Budget Statements – Outcomes and performance – Outcome 2*

- adopt best-practice performance management and staffing arrangements that articulate a clear role for principals
- implement innovative and flexible school operational arrangements to meet the local needs of the school community
- provide innovative and tailored learning opportunities to address the learning needs and wellbeing of low SES students
- strengthen school accountability and provide better reporting of outcomes to parents and communities
- establish external partnerships with parents, other schools, businesses and communities to provide wrap around support for students and help them transition successfully to work or further education.

**Program 2.8 deliverables**

	<b>2011–12 Revised budget</b>	<b>2012–13 Budget</b>	<b>2013–14</b>	<b>2014–15</b>	<b>2015–16</b>
Number of schools assisted	1734 (over 2009 to 2015)				Ceases December 2015

**Program 2.9 Smarter Schools—Improving Teacher Quality National Partnership**

**Program objective**

The Smarter Schools—Improving Teacher Quality National Partnership (TQNP) supports ambitious, nationally significant and sustainable reforms to attract, train, place, develop and retain quality teachers and school leaders in classrooms and schools. These reforms provide a platform for raising student performance and support other schooling reforms targeting low socioeconomic status school communities and literacy and numeracy outcomes.

Bilateral agreements and implementation plans agreed to by the Commonwealth, states and territories set out strategies in each jurisdiction to implement reforms along with payments and state co-investments to be made in support of the TQNP. Summary versions of state and territory implementation plans are published on the department’s Smarter Schools website [www.smarterschools.gov.au](http://www.smarterschools.gov.au).

The effectiveness of the NP will be measured by the achievement of reform milestones which are included in the bilateral agreements and implementation plans. States and territories have reported to the Commonwealth biannually on progress against the agreed facilitation reform milestones and will provide one report for each reward year on progress against their reward reform milestones.

Under the TQNP, facilitation funding was paid to states and territories to implement national reforms such as 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.

States and territories are eligible to receive 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 COAG Reform Council will assess achievements against reward reforms and report performance information to COAG.

The Teach for Australia program was established to expand traditional pathways into teaching and attract high-calibre graduates (who may otherwise not have considered a career in teaching) by introducing an employment-based pathway into the profession. Participants have a reduced teaching load and receive a high level of ongoing support and training throughout their two-year placement period including a number of intensive residential training components. On completion of their two year placement, participants are awarded a Postgraduate Diploma of Teaching.

Linked to: Treasury’s Specific Purpose Payments (SPPs) – refer to Budget Paper No. 3 (Australia’s Federal Relations) Payments to support state education services – National Partnership payments: Improving teacher quality.

### Administered items

The TQNP will provide \$550 million in Commonwealth funding from 2008 to 2013, which includes:

- \$94 million in facilitation funding to be paid to states and territories
- up to \$350 million in reward funding to be paid to states and territories
- \$38 million in special projects funding to be paid to states and territories for principal professional development
- \$68 million to be retained by the Commonwealth to support joint national activity and the Australian Institute for Teaching and School Leadership (AITSL).

**Table 2.2.9 Administered expenses for Program 2.9**

	2011-12 Revised budget \$'000	2012-13 Budget \$'000	2013-14 Forw ard year 1 \$'000	2014-15 Forw ard year 2 \$'000	2015-16 Forw ard year 3 \$'000
Annual administered expenses:					
Teacher Quality	15,640	13,401	-	-	-
<b>Total program expenses</b>	<b>15,640</b>	<b>13,401</b>	-	-	-

### Program 2.9 deliverables

	2011-12 Revised budget	2012-13 Budget	2013-14	2014-15	2015-16
Number of Teach for Australia Associates commenced	41	50			-

### Program 2.10 More Support for Students with Disabilities

#### Program objective

The More Support for Students with Disabilities initiative is providing \$200 million in additional funding to government and non-government education authorities to support their work with students with disability and learning difficulties.

The initiative allows education authorities to use the funding to increase support for students with disability by building the capacity of schools and teachers to better meet students' individual needs. Education authorities have the flexibility to select a range of activities that will best meet the needs of students, teachers and schools in their jurisdiction. Education authority implementation plans for the initiative are available through the department's website. Services will be delivered in the 2012 and 2013 school years.

The major focus of this short-term initiative is to build the capacity of Australian schools and teachers to better support students with disability, contributing to improved student learning experiences, educational outcomes and transitions to further education or work.

Linked to: Treasury's Specific Purpose Payments (SPPs)—refer to Budget Paper No. 3 (Australia's Federal Relations), Payments to support state education services, which includes SPP arrangements with the states and territories. See also The Treasury's Program 1.6: Assistance to the States for Government Schools.

### **Administered items**

The National Partnership for More Support for Students with Disabilities provides state and territory governments and non-government education authorities flexibility to select activities based on the needs of their jurisdiction. Examples of the supports that are being implemented include:

- the delivery of coordinated expert services within a school
- the development of support centres which serve as centres of expertise in the educational needs of students with disability
- the provision of specialised assistive technologies (eg computer software, low vision aids, communication tools for use in classrooms)
- the engagement of paraprofessionals to strengthen support students with disability
- schools coordinating with health and allied health professionals to assist students with disability
- the provision of additional support for students with disability to transition effectively between stages of schooling and/or from school into further education
- the provision of professional development and support for teachers to adjust the curriculum and the way they teach to better support students with disability.

A comprehensive evaluation will be undertaken to identify successful strategies in the education of students with disability. This information will then be made publicly available to teachers, schools, students, parents and communities.

**Table 2.2.10 Administered expenses for Program 2.10**

	2011-12 Revised budget \$'000	2012-13 Budget \$'000	2013-14 Forward year 1 \$'000	2014-15 Forward year 2 \$'000	2015-16 Forward year 3 \$'000
Annual administered expenses:					
Students with Disabilities (COPE)	554	554	276	-	-
Students with Disabilities (Non-Government)	17,066	17,066	8,502	-	-
<b>Total program expenses</b>	<b>17,620</b>	<b>17,620</b>	<b>8,778</b>	-	-

**Program 2.10 deliverables**

	2011–12 Revised budget	2012–13 Budget	2013–14	2014–15	2015–16
Key performance indicators for this initiative have been developed at the jurisdictional level and vary according to activities being undertaken. Indicators are detailed in jurisdiction implementation plans that are approved by the Australian Government.					

**Program 2.11 Youth Support**

**Program objective**

The Government is committed to supporting all 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 have not increased significantly over the past decade and that improvement above the long-term trend will be required to meet the COAG 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. Another cohort do not make smooth transitions from school. 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.

Linked to: Treasury's Specific Purpose Payments (SPPs)—refer to Budget Paper No. 3 (Australia's Federal Relations) Payments to support state education services—National Partnership payments: Youth attainment and transitions.

### **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 of \$624 million over four calendar years from 2010-2013 for improved youth career and transition arrangements. The NP also provides \$100 million in 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 together with state and territory governments to remove duplication and overlap in the 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.

- Youth Connections—(\$288.2 million over four years) 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. Support is tailored to each young person's personal situation and circumstances and assists them to overcome obstacles to engagement, including low SES or other disadvantage.
- School Business Community Partnership Brokers (Partnership Brokers)—\$139.3 million<sup>8</sup> over four years 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). In Victoria, this function is delivered through enhancement to the existing Local Learning and Employment Network (LLEN).

---

<sup>8</sup> This figure is commonly reported as \$183.3 million for Partnership Brokers under the NP on Youth Attainment and Transitions. Because of different arrangements for the Partnership Broker program in Victoria, \$44 million in funds for Victoria is disbursed through their Maximising Engagement, Attainment and Successful Transitions (MEAST) funds, to be used to build partnerships through their LLEN network. MEAST funds are commonly reported as \$106 million, which reflects the amount provided to the states and territories for reform.

These programs are tailored to the needs of local communities within each region and are designed to be flexible and responsive to the needs of young people. Youth Connections and Partnership Brokers work together to increase the community's capacity to assist young people to realise their full potential and keep their lives on track.

Other initiatives under the NP include

- Maximising Engagement, Attainment and Successful Transitions—\$150 million 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. Funding is available for the reform areas of multiple learning pathways; career development and mentoring.
- National Career Development—\$30 million 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 for example [www.myfuture.edu.au](http://www.myfuture.edu.au).
- 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 NP.

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.

The Office for Youth also has a research focus through the Longitudinal Surveys of Australian Youth (LSAY) program, and works across government at all levels, and with the youth sector through the Australian Youth Affairs Coalition to identify gaps, emerging issues and areas of focus for the future.

- 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, to provide specific assistance to vulnerable young people and also by providing comprehensive and up-to-date information about key issues and practices in the youth field.
  - Australian Youth Forum—a formal communication channel between the 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.

DEEWR Budget Statements – Outcomes and performance – Outcome 2

- 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 in three key areas: support for local events (through funding agreements with the states and territories); implementation of a national communications strategy; and secretariat support for the National Planning Group.
- Australian Clearinghouse for Youth Studies—a central access point for information on youth issues in Australia. The Australian Clearinghouse for Youth Studies 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. This allowance encourages a preventative and early intervention approach, which can help these young people avoid further welfare dependency and homelessness.
- Youth Development and Support Program—a program that provides small grants to community-based organisations to conduct small-scale projects that engage young people in activities that develop their personal skills to support their transition to independence and adulthood, as well as providing an avenue for greater community involvement.

**Table 2.2.11 Administered expenses for Program 2.11**

	2011-12 Revised budget \$'000	2012-13 Budget \$'000	2013-14 Forw ard year 1 \$'000	2014-15 Forw ard year 2 \$'000	2015-16 Forw ard year 3 \$'000
Annual administered expenses:					
Youth Attainment and Transitions National Partnership	113,402	114,360	57,446	-	-
Youth Engagement	9,669	11,419	8,942	7,490	7,516
Special Account Expenses:					
National Youth Affairs Research Component	240	240	240	240	240
<b>Total program expenses</b>	<b>123,311</b>	<b>126,019</b>	<b>66,628</b>	<b>7,730</b>	<b>7,756</b>

**Program 2.11 deliverables**

<b>National Partnership on Youth Attainment and Transitions</b>					
Progress towards 2015 COAG target of 90 per cent Year 12 or equivalent attainment	86.73%	There are no targets set for between 2012–2014		90%	Ceases December 2013
Number of young people for whom outcomes are achieved through support provided by the Youth Connections program	15 000	15 000	15 000	Ceases December 2013	
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 2013	
<b>Transition to Independent Living Allowance</b>					
Number of young people accessing the Transition to Independent Living Allowance	2260	2260	2260	2260	2260

**Program 2.12 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 July 2012, as part of the Government's student income reform package, the student personal income test limits will increase from \$236 to \$400 per fortnight. Also from 1 July 2012, the student income bank will increase from \$6000 to \$10000 per annum.

*DEEWR Budget Statements – Outcomes and performance – Outcome 2*

- As part of the Building Australia's Future Workforce package announced in the 2011-12 Budget, Youth Allowance will be extended to include 21 year old job seekers from 1 July 2012. In line with the longstanding principle that ABSTUDY payments reflect other general income support payments, the rate of payment for ABSTUDY 21 year olds will also be aligned with the rate for Youth Allowance from 1 July 2012.
- Student Start-up Scholarship—payable to eligible university students receiving ABSTUDY Living Allowance. The rate for 2012 is \$2050, paid in two half yearly instalments. The Student Start-up Scholarship is indexed annually and is also available to eligible students assisted under Youth Allowance and veterans' schemes. Students who are in receipt of a Commonwealth Education Costs Scholarship (CECS) are not eligible to also receive the Student Start-up Scholarship.
- Relocation Scholarship—payable to eligible university students receiving ABSTUDY Living Allowance who, as dependent recipients, have to move away from home for study or as independent students who are disadvantaged by their personal circumstances and are unable to live in the family home. In 2012, the scholarship is \$4000 for eligible students in their first year of living away from home to attend university. For students from major cities, the scholarship is \$1000 for each subsequent year they need to live away from home to study. Students from regional areas may receive \$2000 in each of the second and third years of their study and \$1000 in the following years they live away from home to study. Students who are in receipt of a Commonwealth Accommodation Scholarship (CAS) or Indigenous CAS are not eligible to also receive the Relocation Scholarship.
- 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.

DEEWR Budget Statements – Outcomes and performance – Outcome 2

**Table 2.2.12 Administered expenses Program 2.12**

	2011-12 Revised budget \$'000	2012-13 Budget \$'000	2013-14 Forward year 1 \$'000	2014-15 Forward year 2 \$'000	2015-16 Forward year 3 \$'000
Special Appropriations:					
<i>Student Assistance Act 1973</i>					
ABSTUDY - Secondary	141,235	133,511	129,205	129,956	129,974
ABSTUDY - Tertiary	78,162	83,261	86,401	86,732	87,706
Assistance for Isolated Children	57,601	63,070	69,661	71,686	73,769
Special Account Expenses:					
Superannuation payments for ATAS	5	5	5	5	5
<b>Total program expenses</b>	<b>277,003</b>	<b>279,847</b>	<b>285,272</b>	<b>288,379</b>	<b>291,454</b>

**Program 2.12 deliverables**

	2011–12 Revised budget	2012–13 Budget	2013–14	2014–15	2015–16
<b>Assistance for Isolated Children Scheme</b>					
Students in receipt of Assistance for Isolated Children funding	12 156	12 176	14 346	14 346	14 346

**Program 2.12 key performance indicators**

<b>ABSTUDY—Secondary</b>					
Average number of school students receiving ABSTUDY during the year	22 000	22 600	23 200	23 600	23 600
<b>ABSTUDY—Tertiary</b>					
Average number of higher education students receiving ABSTUDY during the year	3900	4200	4300	4400	4400
Average number of Australian Apprentices and students attending a TAFE college or private training institution in receipt of ABSTUDY during the year	5500	5500	5700	5800	5800
Average number of tertiary and VET students in receipt of ABSTUDY during the year (total)	9400	9700	10 000	10 200	10 200

### **Program 2.13 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.

Key elements of the initiative are:

- Phase One – will focus on supporting increased local decision-making in the areas of governance, funding and infrastructure, and workforce in up to 1000 government and non-government schools over 2012 and 2013 (the Western Australian government is not participating in the Empowering Local Schools initiative). Funding for Phase One comprises
  - start-up grants of \$43.51 million (between \$40 000 and \$50 000 per participating school) to assist them to manage their increased decision-making responsibilities effectively
  - up-front, one-off transition funding to the government sector of \$6.36 million (\$909 000 per education authority) and the Catholic sector of \$4.07 million (\$509 000 per education authority) to support changes to centralised administrative arrangements required to assist participating schools to assume greater levels of local decision-making
  - \$3.22 million in funding to support the provision of training and professional development for principals and school communities.
- Phase Two – will be informed by an independent evaluation of Phase One and is expected to commence from 2015.

Linked to: Treasury’s Specific Purpose Payments (SPPs) – refer to Budget Paper No. 3 (Australia’s Federal Relations) Payments to support state education services – National Partnership payments: Empowering Local Schools.

#### **Administered items**

- A further amount of \$1.25 million will be 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 Phase One of the initiative.
- The total funding commitment comprises \$475.5 million over seven years from 2010–2017.

**Table 2.2.13 Administered expenses for Program 2.13**

	2011-12 Revised budget \$'000	2012-13 Budget \$'000	2013-14 Forw ard year 1 \$'000	2014-15 Forw ard year 2 \$'000	2015-16 Forw ard year 3 \$'000
Annual administered expenses:					
Empow ering Local Schools	1,250	-	-	-	-
Empow ering Local Schools (Non-Government)	18,613	-	-	-	115,453
<b>Total program expenses</b>	<b>19,863</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>115,453</b>

### **Program 2.14 Rewards for School Improvement**

#### **Program objective**

The Rewards for School Improvement program aims to encourage a nationally consistent and rigorous approach to school self-evaluation and improvement planning through implementation of a National School Improvement Framework and reward payments to schools showing the most improvement.

Key elements of the initiative are:

- development of a National School Improvement Framework (NSIF), to be implemented nationally from 2014
- annual assessments from 2015 of school improvement to identify most improved schools
- reward payments to schools showing greatest improvement from the previous year commencing in 2015.

Linked to: Treasury’s Specific Purpose Payments (SPPs)—refer to Budget Paper No. 3 (Australia’s Federal Relations) Payments to support state education services—National Partnership payments: Reward for School Improvement.

#### **Administered items**

- Funding of \$40.9 million from 2011–2019 for the development of the NSIF and operation of the program.
- A total budget of \$19 million over 2012–2014, to be paid to states and territories to facilitate implementation of the NSIF.
- \$275.6 million in reward funding from 2014–15, to be made to schools demonstrating the greatest improvement.

**Table 2.2.14 Administered expenses for Program 2.14**

	2011-12 Revised budget \$'000	2012-13 Budget \$'000	2013-14 Forw ard year 1 \$'000	2014-15 Forw ard year 2 \$'000	2015-16 Forw ard year 3 \$'000
Annual administered expenses:					
Rew ards for School Improvement	5,785	5,471	5,610	5,610	5,610
Rew ards for School Improvement (Non-Government)	-	-	-	10,900	21,700
<b>Total program expenses</b>	<b>5,785</b>	<b>5,471</b>	<b>5,610</b>	<b>16,510</b>	<b>27,310</b>

**Program 2.15 National Rewards for Great Teachers**

**Program objective**

The Rewards for Great Teachers initiative will provide \$1.1 billion over eight years from 2011–2019 to recognise and reward quality teachers in Australia who achieve certification at the highest levels of the National Professional Standards for Teachers. Over the next four years the Government will invest \$225 million in the Rewards for Great Teachers initiative. Of this, \$60 million will be available to implement a new Australian Teacher Performance and Development Framework and a nationally consistent certification process for Highly Accomplished and Lead Teachers with \$165 million available to reward teachers.

Through the Rewards for Great Teachers initiative, teachers who become certified at the highest levels of the National Professional Standards for Teachers will be rewarded with a one-off payment of \$7500 for Highly Accomplished teachers and \$10 000 for teachers who achieve the Lead teacher level.

Linked to: Treasury’s Specific Purpose Payments (SPPs)—refer to Budget Paper No. 3 (Australia’s Federal Relations) Payments to support state education services—National Partnership payments: National Rewards for Great Teachers.

**Table 2.2.15 Administered expenses for Program 2.15**

	2011-12 Revised budget \$'000	2012-13 Budget \$'000	2013-14 Forw ard year 1 \$'000	2014-15 Forw ard year 2 \$'000	2015-16 Forw ard year 3 \$'000
Annual administered expenses:					
National Rew ards for Great Teachers	8,717	1,743	13,965	43,616	87,232
<b>Total program expenses</b>	<b>8,717</b>	<b>1,743</b>	<b>13,965</b>	<b>43,616</b>	<b>87,232</b>

*DEEWR Budget Statements – Outcomes and performance – Outcome 2*