

Appendix A.2

1 Background

- 1.1 When agreeing the PRA, parties agreed to the following parameters to guide the development of Appendix A.2:

Appendix A.2 – Preschool Outcomes Measure Trial

The purpose of this appendix will be to agree the details of the new Preschool Outcomes Measure to proceed to trial in 2024. This will include, but not be limited to, consideration of:

- Design of the outcomes measure, including feasibility
- A set of high-level principles will be agreed to guide the trial, including but not limited to:
 - Implemented in good faith
 - Cognisant of States’ circumstances
- Design of the trial including where and when the measure will be trialed
- Design of the evaluation including how success will be measured
- How data will be provided

Appendix A.2 will be presented to Education Ministers for their signature, reflecting a decision-point and agreement, by Education Ministers in the second quarter of 2023¹.

[Signature page to be inserted]

2 Principles

- 2.1 In February 2023, Education Ministers endorsed a set of principles to guide the development of this Appendix A.2, as listed below.

Principles to guide the development of PRA Appendix A.2 – Preschool Outcomes Measure Trial

1. For the purposes of the Preschool Reform Agreement (PRA), the purpose of the outcomes measure should be clearly stated and agreed by Ministers as being to support high-quality practice by equipping teachers and educators with access to a validated assessment tool to inform children’s learning. This will support a research agenda agreed by Ministers outside of the PRA with appropriate governance structures to be developed by the Early Childhood Policy Group.
2. Data from the outcomes measure will not be tied to performance reporting or funding, now or in the future. A set of data protocols will be developed to dictate how data is stored, shared, and used. Data is to be held at state and territory level and not at national level. The protocols and associated governance will be agreed by Ministers.
3. All jurisdictions will be provided the ongoing opportunity to collaborate on the shared development and shaping of the new learning progressions and national assessment tool, which will be agreed by EMM via Appendix A2.
4. Implementation will support jurisdictions’ choice to use existing age-appropriate formative assessment tools, provided they are appropriately validated. Alternatively, jurisdictions may choose to adopt the national assessment tool developed by the Australian Government.
5. A clear set of criteria agreed by EMM via Appendix A2, will be established to determine whether assessment tools (existing and new) meet minimum requirements to enable alignment and

¹ Stage 1 July 2023 and Stage 2 September 2023 subject to EMM endorsement of this approach in July 2023.

facilitate the “Rosetta Stone” approach. The “Rosetta Stone” approach will seek to balance the need to recognise diversity whilst also achieving national consistency.

6. Services will be strongly encouraged but not mandated to use the new outcomes measure. Implementation will seek to leverage participation by preschools/services that are willing and able to participate first.
7. Acknowledge the Australian Government commitment, including financial, to develop, pilot and validate the new national learning progressions and national assessment tool. Note there will be significant implementation costs, including for communications and engagement in quality resources and appropriate professional learning to support families and the workforce with change management. Governments will work collaboratively to determine how shared costs associated with development, trial, validation, evaluation (Appendix A.2) will be handled, following which costs associated with implementation (Appendix A.3) will be determined.
8. All jurisdictions commit to engaging with sector bodies and unions prior to trialing.
9. A staged approach will be taken to meet the PRA requirement ‘commencement of implementation of the measure in 2025’ (noting implementation is subject to an evaluation of a successful trial, and Ministers’ agreement to progress to national implementation of the outcomes measure), recognising different jurisdiction and service level starting points and circumstances.
10. The learning progressions will be aligned with existing benchmarks of quality preschool such as the National Quality Standard and approved learning frameworks such as the Early Years Learning Framework or State approved equivalents.
11. The new outcomes measure will enhance the teaching experience and support teachers and educators to meet requirements under the National Law to assess and document the assessment of children’s learning.
12. The new outcomes measure, and activities to develop the measure, will ensure it is suitable for use throughout Australia with First Nations children, children of all abilities and cultural and linguistic backgrounds (including consultation with First Nations representatives, where appropriate).
13. The Australian Government and jurisdictions will collaborate on the development of PRA Appendix A.2 - Preschool Outcomes Measure Trial and provide further advice for consideration by Education Ministers Meeting in 2023², including in relation to:
 - a) the purpose and evidence for the outcomes measure;
 - b) design of the outcomes measure, including feasibility;
 - c) a set of high-level principles to guide the development of the:
 - i. national learning progressions;
 - ii. new national assessment tool and
 - iii. alignment of existing tools to the new national learning progressions;
 - d) governance arrangements;
 - e) design of the trial, including where and when the outcomes measure will be trialed;
 - f) design of the trial evaluation, including how success will be measured;
 - g) success criteria for the various stages of decision making;
 - h) the trial timeline;
 - i) approach to stakeholder engagement and communications; and
 - j) financial support for the development, trial, validation, and evaluation of the outcomes measure.
14. PRA Appendix A.3 - Preschool Outcomes Measure(s) Implementation will focus on arrangements for the commencement of implementation from 2025.

² Stage 1 July 2023 and Stage 2 September 2023 subject to EMM endorsement of this approach in July 2023.

3 Evidence for the outcomes measure

- 3.1 Participation in preschool has been found to have a strong influence on children's learning, transition to school, language and academic achievement, both in the short and long term.
- 3.2 The recognition of the importance of preschool is reflected in the PRA, which includes an objective to facilitate children's early learning and development and transition to school by maximising the benefit of the preschool year by improving outcomes for children.
- 3.3 States, Territories and the Australian Government have demonstrated commitment to ensuring that children in preschool and early childhood education and care experience quality teaching and learning through the implementation of approved learning frameworks which emphasise play-based approaches.
- 3.4 The National Quality Framework (NQF) identifies observing children's learning and using assessment to inform teaching and learning decisions as an essential element of educational programs and practice. In addition, the Early Years Learning Framework (EYLF) and other approved learning frameworks recognise the value in using assessment to inform practice in a way that supports children's learning and development.
- 3.5 Early childhood educators in all States and Territories draw on a rich repertoire of pedagogical practices to promote children's learning. This includes assessing and monitoring children's learning to inform provision and support children in achieving learning outcomes. There are also different service delivery contexts across the jurisdictions which need to be considered in the development of a national preschool outcomes measure.

4 Purpose for the preschool outcomes measure

- 4.1 The preschool outcomes measure contributes to the PRA objective of maximising the benefits of the preschool year by improving outcomes for children.
- 4.2 The purpose of the outcomes measure is to support high-quality practice by equipping teachers and educators with access to a validated assessment tool to inform children's learning. This will support a research agenda agreed by Ministers outside of the PRA with appropriate governance structures to be developed by the Early Childhood Policy Group.
- 4.3 In achieving this purpose, a national preschool outcomes measure will:
 - a. Reflect a child-centred approach through formative assessment approaches;
 - b. Support continuity of learning, including children's transition to school;
 - c. Be aligned with the EYLF and other approved learning frameworks;
 - d. Be inclusive of all children, incorporating their different experiences, contexts and the level of learning and development in the Year Before Fulltime School (YBFS). It must also be culturally respectful and be able to recognise and value the diversity, strengths and abilities of all children.
 - e. Enhance and support the work that teachers and educators do already, by:
 - i. Being able to be embedded in everyday practice to minimise any new work or time requirements;
 - ii. Aligning with existing expectations of assessment for children's learning under the NQF.

- 4.4 For the avoidance of doubt, the purpose of the preschool outcomes measure is not:
- a. An epidemiological screening tool that is used to, for example, screen for developmental delay.
 - b. To be used as an accountability mechanism tied to performance reporting or funding now or at any point in the future.
 - c. To rank jurisdictions, providers or services in any way.
 - d. To unduly duplicate effective practices that are already in place in jurisdictions.
 - e. To be made mandatory.
 - f. To make any judgments, publicly or not, of teacher, educator, service or provider quality, practice or performance.
 - g. To hold data at the national level.

5 Design of the national learning progressions

5.1 Domains

- 5.1.1 For the purpose of the trial, learning progressions for two domains, aligned with the EYLF, will be developed.
- 5.1.2 The two domains will be:
- a. Oral language and literacy,
 - b. Executive function.
- 5.1.3 Subject to the success of the trial, subsequent domains may be developed in the future.
- 5.1.4 The learning progressions developed for each domain included in the preschool outcomes measure must be:
- a. Aligned with the EYLF or other approved early learning frameworks.
 - b. Teachable, observable, and reflect increasing levels of competence.
 - c. Culturally respectful, inclusive, and capable of recognising the diverse ways and contexts in which children learn and develop – including First Nations children, children who use languages other than English and children with a disability, developmental delay and / or additional needs.
- 5.1.5 For clarity, oral language and literacy means³:
- a. The capacity, confidence, and disposition to use language in all its forms. Literacy incorporates a range of modes of communication including music, movement, gesture, dance, song, drama, storytelling, visual arts, digital literacies, and media, as well as listening, talking, signing, viewing, reading, and writing.
 - b. Diverse community languages and dialects, including languages other than English.

³ [Early Years Learning Framework](#)

5.1.6 For clarity, executive function means⁴:

- a. Working memory, flexible thinking and self-control. Executive functioning refers to the mental processes in the brain that enable children to plan, focus attention, remember instructions and manage multiple tasks successfully.

5.1.7 The preschool outcomes measure must reflect learning and development progressions for the relevant sub-domains under each domain. Sub-domains:

- a. Must align with the learning and development outcome descriptors within the EYLF or other approved learning frameworks and
- b. Must be supported by contemporary evidence.

5.1.8 As a policy decision, jurisdictions will agree on the development of sub-domains.

5.2 Establishing the limits of capability ('anchors' or 'levels')

5.2.1 Limits of capability/'anchors' for each learning and development progression will:

- a. Reflect a psychometrically validated and reliable range of any child's observable behaviours in the YBFS, as defined in each jurisdiction.
- b. Be inclusive of all children and anticipate a wide range of abilities and diversity of children attending preschool in the YBFS.

5.3 Items

5.3.1 The number and detail of items should:

- a. Ensure psychometric validity and reliability in supporting teachers and educators' understanding of an individual child's strengths and capabilities against the learning progressions;
- b. Provide sufficient sensitivity so that the tool can be used more than once in the YBFS;
- c. Align with existing expectations of assessment practice established under the EYLF and NQF;
- d. Need to be informed by the need to balance the sensitivity of the assessment with the burden on users of the tool. This should include:
 - i. The time users of the tool will need to complete the assessment, noting decisions that have been taken about appropriate time in comparable tools in an early childhood context and
 - ii. The total time required for users to complete assessments against multiple domains at one time and the potential for additional domains to be added in future.

⁴ [Early Years Learning Framework](#)

5.4 Coherency

- 5.4.1 The learning progressions will be coherent with:
- a. The EYLF and other approved learning frameworks and
 - b. The National Quality Standard (NQS), or the NQS as mirrored in Tasmania and Western Australia.

5.5 Inclusivity

- 5.5.1 The preschool outcomes measure will ensure inclusivity by:
- a. Explicitly acknowledging that oral language development will be inclusive of the development of diverse community languages and dialects and children who have first languages other than English;
 - b. Using educational measurement approaches that can establish psychometrically valid and reliable measurement across multiple languages and contexts and
 - c. Having the capability to represent priorities / different interpretations of capabilities in some cultural groups.

6 Design of the national assessment tool

6.1 Format of the tool

- 6.1.1 For the purposes of the trial, the assessment tool will be designed for digital delivery, with low or no bandwidth and paper-based options to be made available where necessary.
- 6.1.2 The format of the tool must meet accessibility standards to be inclusive of all users of the tool.

6.2 Assessment format

- 6.2.1 For the purposes of the trial, wherever possible, while ensuring the validity and reliability of the assessment tool, the assessment format should be based on either teacher recall and/or 'live' observation.
- 6.2.2 The national tool should be designed to assess a child's learning and development against the national learning progressions at a point in time, and over time, in a way that supports high quality early childhood professional practice.

6.3 Availability of the tool

- 6.3.1 Availability of the tool should:
- a. Be limited to children for whom it is valid (children in the YBFS);
 - b. Be made available free of charge and
 - c. Not be made publicly available.

6.4 Usage of the tool

- 6.4.1 For the purposes of the trial, the tool should be designed to be validly and reliably used by teachers, educators, and educational leaders and have the capacity for multiple teachers and educators to contribute.
- 6.4.2 Users of the tool should have completed an appropriate level of professional learning.⁵

6.5 Information provided by the tool

- 6.5.1 For the purpose of the trial, information provided by the tool should:
 - a. Demonstrate how a child's strengths, capabilities, learning, knowledge and skills aligns with learning progressions in relation to their zone of proximal development and
 - b. Provide advice for users of the tool on evidence-based teaching strategies relevant to a child's zone of proximal development to inform teaching practices that support the progression of the child's learning and development.

7 Participation in the trial

7.1 Agreements about jurisdiction participation in the national trial

- 7.1.1 For clarity, the trial refers to an organised approach which will see participating jurisdictions supporting the engagement by YBFS preschool providers with the national tool.
- 7.1.2 The Australian Government will agree bilaterally with individual jurisdictions the basis for participation in the trial including:
 - a. The number and types of services participating from each jurisdiction;
 - b. The basis for selecting services to participate in the trial and
 - c. The basis on which data will be shared for the purposes of the evaluation of the trial.
- 7.1.3 Jurisdictions with an existing tool in use that aligns with the national learning progressions and meets the requirements set out in **clause 7.2**, will be taken to have satisfied the requirement to participate in the trial.
- 7.1.4 A jurisdiction that is not currently using an existing tool may choose to either trial the new national tool or trial an alternative existing tool.
- 7.1.5 If a jurisdiction has demonstrated that an existing tool is aligned with the national learning progressions and meets the requirements set out in **clause 7.2**, another jurisdiction adopting the same tool will not be required to demonstrate alignment in accordance with **clause 7.2** again.
- 7.1.6 Where jurisdictions choose to trial an existing tool that is already in use and is aligned with the national learning progressions in accordance with the requirements set out in **clause 7.2**, the scope of their trial will only be to understand local applicability. Psychometric validity will not be assessed again.

⁵ Agreed subject to successful negotiation of *Appendix A.2 Part Two*, particularly funding arrangements.

- 7.1.7 Where modification of any tool that is not the national tool is required to demonstrate alignment with the national learning progressions in accordance with the requirements set out in **clause 7.2**, the jurisdiction will work with the Australian Government to agree any required changes in light of the report obtained under **clause 7.2**.
- 7.1.8 Subject to the extent of modifications required, the jurisdiction and the Australian Government may also agree on further trial arrangements, which could include participation in the national or an alternative trial, including:
- i. The number and types of services participating from each jurisdiction;
 - ii. The basis for selecting services to participate in the trial and
 - iii. The timelines for the trial.

7.2 Process for assessing and agreeing alignment of any tool that is not the national tool with national learning progressions and methodology expectations

- 7.2.1 For a bilateral agreement, to be agreed by Ministers, to stipulate that a jurisdiction could use any tool that is not the national tool and/or modify any tool that is not the national tool for the trial the Australian Government needs to be satisfied that the tool should be able to validly and reliably demonstrate alignment with the agreed learning progressions and:
- a. Have the capability to assess a child's learning and development against the national learning progressions at a point in time, and over time, in a way that supports high quality early childhood professional practice and
 - b. Use psychometrically valid and reliable assessment methodologies, such as teacher recall and / or 'live' observation.
- 7.2.2 To support this process, jurisdictions will assist the Australian Government by:
- a. Responding to requests for information within reasonable timeframes;
 - b. Providing evidence or advice which confirm the alignment of their tool and its reporting capabilities with the national learning progressions from suitably qualified experts such as psychometricians and
 - c. Outlining plans for the development or modification of their tool, if required.
- 7.2.3 To support this process, the Australian Government will:
- a. Outline clear and reasonable expectations for evidence requirements for the process of agreeing alignment to the national learning progressions;
 - b. In consultation with the relevant jurisdiction, seek third party advice from bilaterally agreed experts, such as psychometricians to support methodology and review evidence provided by jurisdictions to achieve alignment expectations stipulated in **clause 7.2.1** and
 - c. If officials cannot bilaterally agree the alignment of any tool that is not the national tool with national learning progressions alignment process, the resolution of this issue will occur through the Australian Education Senior Officials Committee (AESOC) representatives of the Australian Government and the State. If resolution cannot occur at the AESOC level, it will be raised to the respective ministers.

8 Governance arrangements principles for the development of the preschool outcomes measure and the trial

- 8.1 Governance arrangements for the development of the measure and trial include the process to procure external providers, managing contracts and projects, the development process, how decisions are made, reporting on progress and outcomes, and evaluation.
- 8.2 The overarching principles for governance of the trial are:
- a. All policy and other major design and implementation decisions relating to the preschool outcomes measure will be made through jurisdictional agreement;
 - b. Operational responsibility is with the Australian Government and
 - c. There is an emphasis on consultation and engagement including, but not limited to:
 - i. YBFS preschool providers, teachers, and educators;
 - ii. First Nations communities;
 - iii. Culturally and linguistically diverse communities;
 - iv. Representatives of children with disabilities, developmental delay or additional needs and their families and
 - v. Unions.

9 Data storage and management for the trial of the national tool (applicable to jurisdictions trialling the national tool only)

- 9.1 Where the national tool collects data through the trial, data must be stored and managed:
- 9.1.1 By an agreed party that meets agreed data standards;
 - 9.1.2 So that any jurisdiction choosing to use the national tool will have a data tenancy agreement to manage usage and access to their own data, but no other data and
 - 9.1.3 Jurisdictions' data will not be shared unless they give their express and prerequisite consent. For clarity, this would include a jurisdiction sharing data:
 - a. With the Australian Government;
 - b. With an evaluator of the trial;
 - c. With an early childhood provider and
 - d. For any shared national research agenda agreed outside the context of the PRA.
 - 9.1.4 Jurisdictions using an existing tool for the trial will be responsible for their own arrangements for data storage and management.

10 Principles to guide data sharing for establishing alignment (where applicable), trial and evaluation.

- 10.1 The Australian Government will ensure that appropriate agreements are in place with entities holding data, as required by the Data Availability and Transparency Act 2022, to ensure that any entity subject to the Act is prevented from sharing data under the Act unless the jurisdiction to which the data relates has expressly consented as outlined in 9.1.3. This may require the Australian Government to enter into a separate agreement with the entity holding the data to

ensure that jurisdictions retain the ability to decide whether data provided through the use of the national tool is shared.

- 10.2 Jurisdictions using an existing tool for the trial will be responsible for their own arrangements for data storage and management.

11 Evaluation

11.1 Approach to evaluation, noting the context of different jurisdictions

11.1.1 The Australian Government and all jurisdictions share an interest in an independent, external, comprehensive evaluation of the trial as an input to making decisions about future rollout or variation of the preschool outcomes measure.

11.1.2 Evaluation:

- a. As described in this clause does not relate to assessments of psychometric validity;
- b. Refers to the evaluation anticipated in section 20 of Appendix A to the PRA and
- c. Is the mechanism by which success of the trial will be defined and measured.

11.1.3 Where a jurisdiction is using the national tool as part of its participation in the trial, that jurisdiction will participate in the national evaluation. The scope of this evaluation is provided in **clause 11.2.2a**.

11.1.4 Where a jurisdiction is using an alternative existing tool as part of its participation in the trial, they may choose one of two ways to participate in the evaluation of the trial in relation to that tool:

- a. Jurisdictions that elect to participate by meeting **clause 7.1.3** will participate in the national evaluation as per **clause 11.2.2b** and
- b. Jurisdictions that elect to participate by meeting **clause 7.1.4** will participate in the national evaluation as per **clause 11.2.2c**.

11.2 Scope of the national evaluation

11.2.1 The overall scope of the national evaluation will be to consider whether and how the national preschool outcomes measure trial has contributed to its purpose of supporting high-quality practice as outlined in **clause 4**.

11.2.2 The scope of the evaluation will vary depending on the tool being used and the approach to participating in the national trial:

- a. For the national tool, the national evaluation will consider:
 - i. Whether the design and development of the national tool supported the effective delivery of the trial;
 - ii. Whether the tool development and deployment process was implemented with fidelity (including on time and on budget);

- iii. Whether the implementation supports for the national tool were effective, adequate and efficient in the context of the purpose outlined in **clause 4**. Implementation supports include, but are not limited to, professional development, as well as supports to differentiate teaching practice based on information provided by the tool;
 - iv. To the extent possible, experiences of stakeholders, including any burden on the workforce;
 - v. To the extent possible, experiences of diverse populations of children, families, educators and teachers including First Nations communities, culturally and linguistically diverse communities, people living with disabilities or additional needs;
 - vi. Whether teacher and educator experience and qualifications impact on the use of the tool;
 - vii. To the extent possible, experiences across different delivery settings and contexts, including in remote communities;
 - viii. Variation in delivery as agreed in bilateral agreements including frequency of use and
 - ix. Scalability and sustainability of the implementation approach used in the trial, as well as the implementation supports provided alongside the tool.
- b. For jurisdictions that have satisfied requirements to participate in the trial as set out in **clause 7.1.3**, they may elect to participate in sections of the national evaluation that are relevant. They may elect to provide complementary information, to be included as a separate attachment, as outlined at **clause 11.4**.
- c. For alternative existing tools that meet the requirements set out in **clause 7.2**, are already in use by another jurisdiction or by preschool providers in Australia, and that have been deployed in jurisdictions for the purposes of the national trial and evaluation, the national evaluation will consider:
- i. Whether implementation supports were applicable to the local context in a way that was effective, adequate and efficient in the context of the purpose outlined in **clause 4**. Implementation supports include, but are not limited to, professional development, as well as supports to differentiate teaching practice based on information provided by the tool;
 - ii. To the extent possible, experiences of stakeholders, including any burden on the workforce;
 - iii. To the extent possible, experiences of diverse populations of children, families, educators and teachers including First Nations communities, culturally and linguistically diverse communities, people living with disabilities or additional needs and
 - iv. To the extent possible, experiences across different delivery settings and contexts, including in remote communities.

11.2.3 For clarity the national evaluation will not be scoped to:

- a. Complete a randomised controlled trial or quasi-experimental trial;
- b. Assess the psychometric validity of any tool;
- c. Assess the alignment or application of an existing tool already in use in a jurisdiction and
- d. Compare the performance or effectiveness of jurisdictions or tools.

11.2.4 For clarity the national evaluation will be scoped to include the process to develop the alignment criteria at **clause 7.2.3b** (but not its application).

11.3 Evaluation report

11.3.1 The national evaluation will be undertaken by an independent evaluator, who will be appointed by the Australian Government with the agreement of jurisdictions. The national evaluation will provide findings in relation to the national trial and advice on options for future implementation beyond the trial.

11.3.2 All jurisdictions will be invited to review the draft evaluation report, and the final report, and jurisdictions will be invited to comment on relevant sections before they are finalised.

11.3.3 Jurisdictions will have the opportunity to endorse relevant sections of the final evaluation report before it is provided to Ministers.

11.3.4 The final evaluation report will be provided to Ministers, as anticipated in Appendix A of the PRA.

11.4 Complementary activities

11.4.1 When a jurisdiction has satisfied requirements to participate in the trial as set out in **clause 7.1.3**, that jurisdiction may bilaterally agree with the Australian Government to provide information to be included as an attachment to the national evaluation report, with the focus on building a shared understanding about the practice of using tools that are aligned with the national learning progressions. A jurisdiction may elect to make some or all of this information available for consideration by the evaluator.

12 Cost sharing arrangements

12.1 The Australian Government recognises there are costs associated with participating in the preschool outcomes measure trial and is prepared to provide support to jurisdictions to achieve this.

12.2 To support the establishment of the preschool outcomes measure, the Australian Government will fully fund:

12.2.1 Design, development and validation of the new learning progressions for the domains described in **clause 5**, as well as supporting materials including professional development resources to support the use of the learning progressions;

12.2.2 The development of alignment criteria that are required to support jurisdictions to demonstrate the psychometric validity and alignment of alternative tools with the new learning progressions;

12.2.3 Design, development and validation of the national tool as described in **clause 6**;

12.2.4 Development of supporting materials for the trial of the new national tool including:

- a. Professional development materials;
- b. Supports to assist users of the tool to vary and differentiate their teaching practice based on information provided by the tool and
- c. Help desk and other associated functions as advised by the developer to support delivery.

12.2.5 The national evaluation as described in **clause 11**, including associated costs of participation, such as backfill for staff to participate in evaluation activities.

12.3 Jurisdictions will incur costs associated with participating in the national trial, and these costs will differ depending on the approach each jurisdiction chooses to acquit the requirement to participate in the trial (i.e. use of the national tool versus electing to use or modify an existing tool). These costs could include, but are not limited to, the following:

12.3.1 Costs of demonstrating psychometric validity and alignment with national learning progressions;

12.3.2 Costs associated with modifying an existing tool, **and any associated implementation costs related to the modification**, to align with national learning progressions;

12.3.3 Costs associated with embedding the functionality of the national tool in another tool already in use;

12.3.4 Delivery of professional development for each service that is participating in the national trial;

12.3.5 Backfill to relieve teachers and educators who are participating in professional development;

12.3.6 A one-off funding contribution for each service that is participating in the national trial which may be used to, at the discretion of the jurisdiction, support change management;

12.3.7 Backfill to provide teachers and educators with planning time to complete assessments for learning as part of the national trial and

12.3.8 Project management cost of supporting the day-to-day administration of the trial.

12.4 The Australian Government will make a funding contribution to support jurisdictions in meeting trial implementation costs, including but not limited to those outlined at point 12.3 above, on the following basis:

12.4.1 For jurisdictions participating in the trial by nominating the new national tool as their 'primary tool' – up to \$3.4 million;

12.4.2 For jurisdictions who elect to participate in the trial by nominating a tool that is well developed, validated but not yet trialled at scale as their 'primary tool' - a mid-point of funding, more than \$1 million and up to \$3.4 million, to be negotiated bilaterally and

12.4.3 For jurisdictions participating in the trial by nominating an existing tool as their 'primary tool' – up to \$1 million.

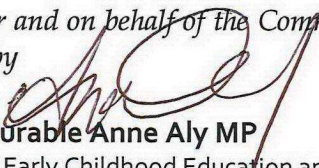
12.5 Where a jurisdiction elects to trial more than one tool, they will nominate a 'primary' tool in accordance with **clause 12.4** for the purposes of the Australian Government allocating funding support for the trial.

- 12.6 If a jurisdiction elects to trial more than one tool the majority of Australian Government funding available must be spent on trialling the 'primary' tool in the national trial in 2025. The remainder of Australian Government funding may be used to support the trial of alternative tools, subject to bilateral agreement.
- 12.7 Funding available at **clause 12.4** will be made available so it can be spent on trial activities to support trial arrangements during and in the year prior to the national trial. Both trial participation and what the Australian Government's contribution will be spent on (where applicable) will be bilaterally agreed and included in Implementation Plans.
- 12.8 Given the opt-in nature of the trial, funding available at **clause 12.4** will not be linked to trial participation rates. However, jurisdictions will make best efforts to meet the bilaterally agreed trial parameters to support a valid national trial.
- 12.9 Jurisdictions will ensure that the funding provided to participating services is based on a reasonable estimate of time and resources the service and educators require to meet the trial requirements to, as far as is practical, ensure an equitable approach to stakeholders across jurisdictions.

13 Stakeholder communications

- 13.1 The Australian Government and jurisdictions share an interest in communications about the preschool outcomes measure being clear, consistent and firmly founded in the purpose for the measure as outlined in **clause 4**.
- 13.2 To support communications, Ministers will endorse key messages about the overall purpose for the measure.
- 13.3 The Australian Government, in agreement with jurisdictions, will be responsible for the development of a stakeholder communications plan relating to the preschool outcomes measure trial, which includes the establishment of the national learning progressions and tool, and the national trial and evaluation. Communications will acknowledge local differences in implementation.
- 13.4 Individual jurisdictions will be responsible for communications relating to how their jurisdiction will use tools that align to national learning progressions, and how they will participate in the national trial and evaluation.
- 13.5 Communications approaches will be consistent with approaches to consultation outlined in **clause 8.2c**.

Signed for and on behalf of the Commonwealth of Australia by



The Honourable Anne Aly MP
Minister for Early Childhood Education and Youth

14/11/2023

Signed for and on behalf of the State of New South Wales by

The Honourable Prue Car MP
Minister for Education and Early Learning

___/___/___

Signed for and on behalf of the State of Queensland by

The Honourable Grace Grace MP
Minister for Education

___/___/___

Signed for and on behalf of the State of South Australia by

The Honourable Blair Boyer MP
Minister for Education, Training and Skills

___/___/___

Signed for and on behalf of the Australian Capital Territory by

The Honourable Yvette Berry MLA
Minister for Education and Early Childhood Development

___/___/___

Signed for and on behalf of the State of Victoria by

The Honourable Lizzie Blandthorn MP
Minister for Children

___/___/___

Signed for and on behalf of the State of Western Australia by

The Honourable Dr Tony Buti MLA
Minister for Education

___/___/___

Signed for and on behalf of the State of Tasmania by

The Honourable Roger Jaensch MP
Minister for Education, Children and Youth

___/___/___

Signed for and on behalf of the Northern Territory by


The Honourable Eva Lawler MLA
Minister for Education

___/___/___

Signed for and on behalf of the Commonwealth of Australia by

The Honourable Anne Aly MP
Minister for Early Childhood Education and Youth
____ / ____ / _____

Signed for and on behalf of the State of New South Wales by


The Honourable Prue Car MP
Minister for Education and Early Learning
3 / 11 / 23

Signed for and on behalf of the State of Queensland by

The Honourable Grace Grace MP
Minister for Education
____ / ____ / _____

Signed for and on behalf of the State of South Australia by

The Honourable Blair Boyer MP
Minister for Education, Training and Skills
____ / ____ / _____

Signed for and on behalf of the Australian Capital Territory by

The Honourable Yvette Berry MLA
Minister for Education and Early Childhood Development
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Minister for Children

26 / 1 / 24

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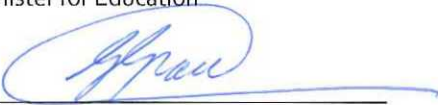
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Eva Lawler
30 / 10 / 23