

# NATIONAL EDUCATION REFORM AGREEMENT

Council of  
Australian  
Governments

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# National Education Reform Agreement

## PRELIMINARIES

1. The Parties to this Agreement recognise that ensuring all young people have the best possible start in life is vital to the well-being of families, communities and the nation as a whole. High quality schooling supported by strong community engagement is central to Australia's future prosperity and social cohesion.
2. The *National Education Reform Agreement* (this Agreement) has been established to pursue this agenda. This Agreement will be overseen by the relevant Standing Council established under the Council of Australian Governments (COAG) to consider school education matters.
3. This Agreement provides that schools are funded according to the needs of students as a means to achieving the objective and outcomes outlined in this Agreement. These funding arrangements, backed up by clear and meaningful public reporting on outcomes, will support and reinforce the education reforms also contained in this Agreement. In combination, these reforms will drive the school improvement needed to ensure that Australian schools deliver a high quality education to all students.
4. This Agreement will build on the *Melbourne Declaration on Educational Goals for Young Australians* (2008), which reaffirmed the importance of national collaboration and promoting high quality schooling for all Australian students, and the shared COAG targets and outcomes encompassed in the *National Education Agreement* (2008). This Agreement also encompasses the policy directions set out in schools National Partnerships related to the *National Education Agreement*. It provides the basis for working toward the national goals that Australia will be ranked, by 2025, as one of the top five highest performing countries based on the performance of Australian school students in reading, mathematics and science, and based on the quality and equity of Australian schooling – as set out in the National Plan for School Improvement (NPSI) at Part 4 of this Agreement.
5. The *Australian Education Act 2013* will provide the legislative framework at a Commonwealth level that, consistent with this Agreement, sets out the broad reform directions for Australian schooling to reach the 2025 goals, the details of Commonwealth funding arrangements to support those goals, and arrangements to apply to the non-government sector. These goals are converted into COAG targets for the purposes of this Agreement.
6. The Parties commit to be socially inclusive and address disadvantage, including for students who are Aboriginal or Torres Strait Islander, have disability, come from non-English language backgrounds or are socio-economically disadvantaged. That commitment is embodied in the objective and outcomes of this Agreement. This Agreement will drive reform directions to 'Close the Gap' in education outcomes between Aboriginal and Torres Strait Islander students and non-Indigenous students. The Parties recognise the need to accelerate improvement in the education outcomes of Aboriginal and Torres Strait Islander students. The Parties recognise the right to equality and non-discrimination and the right to education.
7. The Parties have also agreed other objectives and outcomes – in particular, in the *National Indigenous Reform Agreement* (2008) – which the Parties will pursue through the broadest possible spectrum of government action. Consequently, this Agreement will be implemented

consistently with the objectives and outcomes of all National Agreements and National Partnerships entered into by the Parties.

8. The Parties recognise the important role of non-government schools and systems as providers of school education and affirm non-government schools and systems' responsibilities in implementing the relevant aspects of the NPSI. Mechanisms will be established between the Commonwealth, States and Territories and the non-government schools and systems to implement the relevant aspects of the NPSI. The accountabilities for non-government schools and systems, in order to receive Commonwealth funding, will be outlined in the *Australian Education Act 2013*.
9. This Agreement is associated with the *Intergovernmental Agreement on Federal Financial Relations* (IGA FFR), and should be read in conjunction with the payment arrangements in that Agreement.

## PART 1 - PARTIES AND OPERATION

### Parties

10. The Parties to this Agreement (the Parties) are:
  - a. the Commonwealth of Australia (the Commonwealth); and
  - b. the States and Territories, being:
    - i. The State of New South Wales;
    - ii. The State of Victoria;
    - iii. The State of Queensland;
    - iv. The State of Western Australia;
    - v. The State of South Australia;
    - vi. The State of Tasmania;
    - vii. The Australian Capital Territory; and
    - viii. The Northern Territory.

### Term

11. This Agreement will operate from 1 January 2014 unless the Parties agree in writing to revoke it.

### Variations

12. This Agreement may be amended at any time with the agreement in writing of First Ministers and with terms and conditions as agreed by all the Parties.
13. Unless otherwise specified, the schedules to this Agreement may be amended or revoked, and new schedules added, at any time with the written agreement of the relevant portfolio Commonwealth Minister and all State and Territory Ministers for school education. Where an amendment has material funding implications for more than one State or Territory, agreement will be sought from First Ministers. For Schedules A and B, the following arrangements apply:

- a. amendment of a bilateral agreement in Schedule A, or the inclusion of an additional bilateral agreement in that schedule, only requires the agreement of the Prime Minister and the relevant First Minister; and
- b. Schedule B may only be amended by agreement between First Ministers.

## Participation

### Existing Agreements

14. If a State or Territory signs this Agreement prior to 1 January 2014, on 1 January 2014 it will cease to be a Party to the *National Education Agreement* and the following National Partnership Agreements:
  - a. Rewards for Great Teachers; and
  - b. Low Socio-Economic Status School Communities.

### Withdrawal of Parties

15. A Party to this Agreement may terminate its participation in this Agreement at any time by notifying all the other Parties in writing.

### Dispute Resolution

16. Any Party may give notice to the other Parties of a dispute under this Agreement.
17. Officials of relevant parties will attempt to resolve any dispute in the first instance. If a dispute cannot be resolved by officials it may be escalated to the relevant Ministers, and if necessary, the relevant COAG Council.
18. If a dispute cannot be resolved by the relevant Ministers, it may be referred to the relevant First Ministers and, if necessary, to COAG for consideration.

## PART 2 – STATEMENT OF OBJECTIVE AND OUTCOMES

### Objective

19. The Parties commit to the objective that Australian schooling provides a high quality and equitable education for all students.
20. All aspects of this Agreement contribute to, or measure progress towards, that objective.

### Outcomes

21. This Agreement will contribute to the following outcomes:
  - a. Australian students excel by international standards;
  - b. young people make a successful transition from school to work and/or further study;
  - c. all children are engaged in and benefiting from schooling; and
  - d. schooling reduces the educational disadvantage of children, including Aboriginal and Torres Strait Islander children and children from low socio-economic status backgrounds.

## COAG Targets

22. The Parties have agreed to the following existing national targets which are critical to the achievement of the objective and outcomes:
- a. lift the Year 12 (or equivalent) or Certificate II attainment rate to 90 per cent by 2015;
  - b. lift the Year 12 (or equivalent) or Certificate III attainment rate to 90 per cent by 2020;
  - c. at least halve the gap for Aboriginal and Torres Strait Islander students in Year 12 or equivalent attainment rates by 2020, from the 2006 baseline; and
  - d. halve the gap for Aboriginal and Torres Strait Islander students in reading, writing and numeracy by 2018, from the 2008 baseline.
23. The Parties have agreed new ambitious national targets with respect to Australia’s international performance:
- a. Australia placed in the top 5 countries internationally in reading, mathematics and science by 2025; and
  - b. Australia considered to be a high quality and high equity schooling system by international standards by 2025.
24. The Parties agree that further work be undertaken by Education Ministers, in consultation with Ministers responsible for Indigenous Affairs, to set a more ambitious target (with reference to provisions 22.c. and d.) to further reduce the gap for Aboriginal and Torres Strait Islander students in reading, writing and numeracy by 2025. This work will be undertaken in the context of developing a new Aboriginal and Torres Strait Islander Education Action Plan, which will operate from 2015 and be appended as a schedule to this Agreement.

## Outputs

25. The objective and outcomes of this Agreement will be achieved by outputs that deliver against the National Plan for School Improvement reform directions (as outlined in Part 4 of this Agreement).

## Performance Indicators

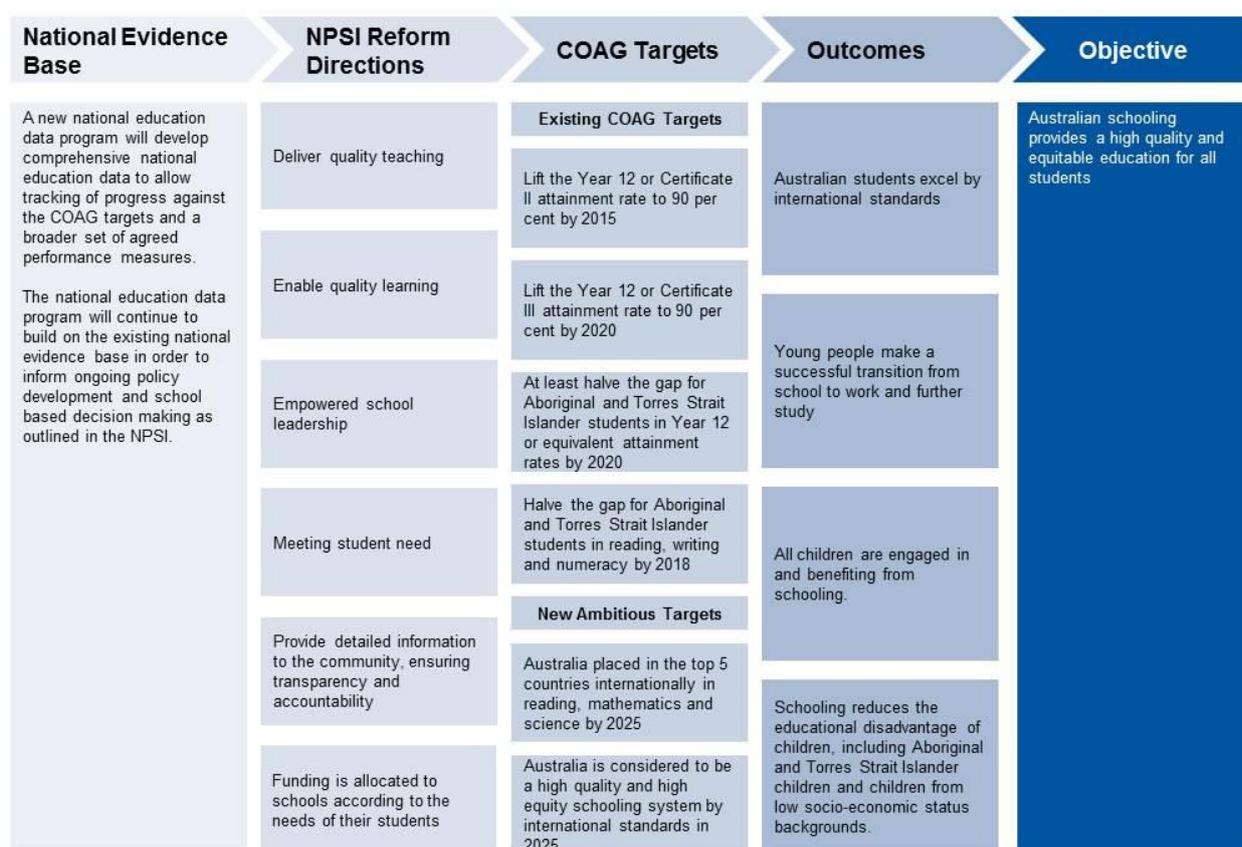
26. The following performance indicators, which were used in the *National Education Agreement* prior to this Agreement coming into operation, will be used to assess the performance of the Parties toward achieving these outcomes:

Outcome	Performance Indicators
Australian students excel by international standards.	1. The proportion of students in the bottom and top levels of performance in international testing.
Young people make a successful transition from school to work and/or further study.	2. The proportion of young people who have attained at least a Year 12 or equivalent or Australian Qualifications Framework (AQF) Certificate II/III or above. 3. The proportion of young people participating in post school education, training or employment.

All children are engaged in and benefitting from schooling.	4. Literacy and numeracy achievement of Year 3, 5, 7 and 9 in national testing. 5. Rate of attendance at school.
Schooling reduces the educational disadvantage of children, including Aboriginal and Torres Strait Islander children and children from low socio-economic status backgrounds.	6. All performance indicators are to be disaggregated, where possible, by equity groups.

COAG targets	Performance Indicators
Australia placed in the top 5 countries internationally in reading, mathematics and science by 2025.	7. Australia's mean scores for Organisation for Economic Cooperation and Development's (OECD) Programme for International Student Assessment (PISA) testing in reading, mathematics and science.
Australia considered to be a high quality and high equity schooling system by international standards in 2025.	8. Australia's achievement in PISA relative to the OECD average. 9. Relationship between the socio-economic background and PISA educational performance of Australian students compared to other countries and the OECD average.
Lift the Year 12 (or equivalent) or Certificate II attainment rate to 90% by 2015.	10. The proportion of young people who have completed Year 12 or equivalent or gained a qualification at AQF Certificate II or above.
Lift the Year 12 (or equivalent) or Certificate III attainment rate to 90% by 2020.	11. The proportion of young people who have completed Year 12 or equivalent or gained a qualification at AQF Certificate III or above.
At least halve the gap for Aboriginal and Torres Strait Islander students in Year 12 or equivalent attainment rates by 2020.	12. The proportion of Aboriginal and Torres Strait Islander young people who have completed Year 12 or equivalent or gained a qualification at AQF Certificate II or above compared with non-Indigenous students.
Halve the gap for Aboriginal and Torres Strait Islander students in reading, writing and numeracy by 2018.	13. The proportion of Aboriginal and Torres Strait Islander students who achieved at or above the national minimum standard (for reading, writing and numeracy, in Years 3, 5, 7 and 9) compared with non-Indigenous students. 14. National Assessment Program–Literacy and Numeracy (NAPLAN) mean scale scores of Aboriginal and Torres Strait Islander students (for reading, writing and numeracy in Years 3, 5, 7 and 9) compared with non-Indigenous students.

27. Performance indicators, measures and data sets will be developed to monitor the impact of education reforms introduced through the NPSI. These will be agreed by the relevant Standing Council by 30 June 2014. In determining these performance indicators, measures and data sets, the Standing Council will:
- seek to use existing performance indicators, measures and data sets where possible, to ensure continuity and minimise costs; and
  - balance the national benefits of access to data with the impact on jurisdictions providing that data.
28. The Standing Council will also consult with Commonwealth and State and Territory bodies, including the COAG Reform Council (CRC), that have experience with developing, analysing and reporting on performance indicators, measures and data sets.



## PART 3 — ROLES AND RESPONSIBILITIES

### Shared Responsibilities of the Commonwealth and the States and Territories

29. The Commonwealth and the States and Territories will:
- develop, progress and review the agreed national objective, outcomes and reform directions for school education as set out in Part 4 of this Agreement;
  - fund school education as per the arrangements specified in Part 5 of this Agreement to ensure that each student and school is funded on the basis of need;

- c. establish and agree bilateral agreements that reflect reform priorities in a local context, including implementation plans for the NPSI;
- d. implement agreed transparency and accountability arrangements;
- e. chart progress against performance indicators for all jurisdictions and schooling sectors;
- f. support the improved achievement of educational outcomes relating to Aboriginal and Torres Strait Islander young people;
- g. provide public leadership that encourages the community to recognise and embrace the importance of the nationally agreed outcomes;
- h. work together to develop, publish and disseminate evidence on what works best in schools to support the achievement of the agreed national objective and outcomes, including by:
  - i. researching, sharing and evaluating improvement and innovation strategies;
  - ii. taking account of national and international trends associated with school performance and education outcomes; and
  - iii. examining the impact and effectiveness of Australian school education across policy and strategy, program effectiveness and practice, and implementation in school settings; and
- i. monitor teacher supply;
- j. work together to improve the quality and timeliness of the data that supports the achievement of the objective and outcomes; and
- k. participate in the work of Australia's national education bodies as agreed by the relevant Standing Council.

## The Role of the States and Territories

30. The States and Territories will:

- a. ensure that all school-aged children are given the opportunity to enrol in a safe and supportive school that provides a high quality education, including where students have particular needs. States and Territories are also responsible for ensuring that children of compulsory school-age attend school and therefore are responsible for:
  - i. developing policy;
  - ii. delivering services;
  - iii. monitoring and reviewing performance of individual schools; and
  - iv. regulating schools;so as to work towards the national objective and the achievement of outcomes compatible with local circumstances and priorities;
- b. implement the NPSI reforms, as set out in Part 4 and as agreed in bilateral agreements;

- c. provide transparency and accountability, particularly for the government systems, including collecting data and reporting against agreed performance measures for monitoring and evaluating school improvement;
- d. ensure that schools provide clear performance reporting to parents and carers and to their local communities;
- e. manage government schooling systems;
- f. manage the employment conditions of teachers in the government school sector;
- g. manage the regulatory framework for all schools, including registration and accreditation, educational quality assurance, and monitoring and reviewing the performance of schools and systems;
- h. provide the required financial and student data from government systems to the relevant national education body and ensure that it is of the quality agreed by the relevant Standing Council;
- i. work with the non-government school sector in their State or Territory to support their participation in relevant aspects of this Agreement; and
- j. share best practice and school improvement strategies to support continuous improvement of school systems and individual schools.

## Role of the Commonwealth

### 31. The Commonwealth will:

- a. allocate funding to States and Territories on the basis of need as determined by the Schooling Resource Standard (SRS), set out in Part 5 and Schedule B, to support improved service delivery and reform to meet nationally agreed outcomes and to achieve the national objective;
- b. implement nationally agreed reforms – in particular, to lift the quality of teaching through national higher education policy;
- c. develop national policy priorities for school education, and invest in actions to secure nationally agreed policy priorities, in consultation with States and Territories;
- d. ensure that the Commonwealth funding arrangements for non-government schools and systems are consistent with, and support the responsibilities of, the States and Territories in respect of regulation, educational quality assurance, performance and reporting on educational outcomes, including jurisdiction specific policies that support the achievement of the objective and outcomes of this Agreement;
- e. ensure that arrangements between the Commonwealth and non-government education authorities include a provision that the non-government school sector will work with Governments within each State or Territory to ensure their participation in relevant aspects of this Agreement, including jurisdiction specific policies that support the achievement of the objective and outcomes of this Agreement; and
- f. lead Australia's international engagement on educational matters, including the international assessment programs of the Organisation for Economic Co-operation and Development.

## PART 4 – NATIONAL PLAN FOR SCHOOL IMPROVEMENT (NPSI)

### Reform Directions

32. This Agreement places students and their achievement of the nationally agreed outcomes at the centre of any reform efforts.
33. The reform directions in this Agreement describe the broad evidence-based areas of action that Parties agree will make a significant contribution to meeting the national goals that Australia will be ranked, by 2025, as one of the top five highest performing countries based on the performance of Australian school students in reading, mathematics and science, and based on the quality and equity of Australian schooling (as measured by PISA 2024).
34. In meeting these goals and other targets outlined in this Agreement, new evidence-based reforms will build on the substantial work on school reform undertaken collaboratively by Education Ministers and First Ministers over a number of years through national frameworks, National Agreements and National Partnerships.
35. The Parties commit to the following reform directions:
  - a. quality teaching;
  - b. quality learning;
  - c. empowered school leadership;
  - d. meeting student need; and
  - e. transparency and accountability.
36. For each reform direction, the Parties will commit to reforms to raise student achievement through implementation of existing reforms and new signature reforms.
37. A number of signature reforms will require consistent national effort by all Parties. These include:
  - a. initial teacher education, registration and certification against the Australian Professional Standards for Teachers;
  - b. a national assessment program aligned with the Australian Curriculum;
  - c. national data collection, research, reporting and dissemination of evidence of successful strategies for school improvement; and
  - d. an acceleration of the national effort to close the gaps in education for Aboriginal and Torres Strait Islander students and increase their opportunities to excel in education through the current *Aboriginal and Torres Strait Islander Education Action Plan* and commitment to develop and implement a new Plan.
38. Other reforms provide flexibility in the pace and pathways for implementation to take into account local context, available resources and the speed of learning from evidence and evaluation. Bilateral agreements in Schedules A will set out agreed milestones, feedback and evaluation mechanisms for each reform direction, drawing on the details of these reforms that are outlined in the Standing Council on School Education and Early Childhood (SCSEEC) National Plan for School Improvement Forward Work Plan in Schedule D.
39. The reform directions will be implemented over the period from 2014-2019 as agreed between Parties in Schedules A. The reform approach for the subsequent period of 2020-2025 will be

informed by the reviews of the NPSI and this Agreement as outlined in Part 6, with a view to ensuring that Parties are on track to reach the national 2025 goals.

40. SCSEEC will provide an annual *State of Our Schools* report to COAG that assesses progress against COAG targets, the reforms outlined in the NPSI and the effectiveness of improvement strategies. This work will be supported by national education agencies and education authorities, including non-government education authorities and schools.
41. The Parties further agree that this report will be made public to account to the Australian community on progress against the targets, performance indicators and reforms outlined in this Agreement.
42. The SCSEEC National Plan for School Improvement Forward Work Plan at Schedule D will be reviewed and updated by SCSEEC in the first instance at its May 2013 meeting, and thereafter at least on an annual basis.
43. The Parties recognise the role of the national education agencies (Australian Curriculum, Assessment and Reporting Authority (ACARA), the Australian Institute for Teaching and School Leadership (AITSL) and Education Services Australia (ESA)) in supporting the delivery of the agenda outlined in this Agreement.
44. The Parties agree that SCSEEC will undertake a review to identify the most efficient and effective governance and institutional arrangements to deliver the reforms outlined in this Agreement. This review will be finalised by 31 July 2013. This review will encompass the independent process at provision 56.a.
45. As part of the review, existing governance arrangements, charters, letters of expectation and budgets for ACARA, AITSL and ESA will be reviewed by SCSEEC and updated to reflect this Agreement and any agreed outcomes of the review.
46. Subject to the agreed outcomes of the review described at provision 44, Parties will invest in the work plans and budgets for the national education bodies on the basis of the SCSEEC shared funding formula.

## Existing and new signature reforms

### Quality teaching

47. The Parties commit to continue effort in existing reform areas:
  - a. implement the Australian Professional Standards for Teachers;
  - b. implement the Accreditation of Initial Teacher Education Programs: Standards and Procedures in Australia;
  - c. endorse the Certification of Highly Accomplished and Lead Teachers Principles and Processes;
  - d. implement nationally consistent registration of teachers in Australia; and
  - e. improve the quality of, and access to, professional development and performance feedback, through adoption of the Australian Teacher Performance and Development Framework and the Charter for Professional Learning of Teachers and School Leaders in Australia.

48. The Parties agree to the following new signature reforms:
- a. Improve the preparation of teacher graduates:
    - i. accelerate the schedule of the Accreditation of Initial Teacher Education Programs: Standards and Procedures in Australia;
    - ii. review initial teacher education programs, to be undertaken by the Tertiary Education Quality Standards Agency in consultation with universities and teacher employers;
    - iii. greater use of enhanced admissions processes to initial teacher education courses;
    - iv. develop and implement a literacy and numeracy assessment for student teachers before graduation from their initial teacher training; and
    - v. develop and implement an agreed national approach to delivering higher quality practicum, to improve the quality of preparation and readiness of graduate teachers.
  - b. Improve the quality of induction into the profession:
    - i. develop and implement national guidelines for support of beginning teachers that set out the essential elements for quality support, allowing flexibility for local implementation.
  - c. Enhance teacher performance and professional development:
    - i. implement the Australian Professional Standards for Teachers, to ensure the development of teachers' expertise and effectiveness in improving student outcomes is recognised.

### **Quality learning**

49. The Parties commit to continue effort in existing reform areas:
- a. develop and implement the Australian Curriculum from Foundation to Year 12 as already agreed by SCSEEC;
  - b. participate in the National Assessment Program; and
  - c. implement the Australian Early Development Index to provide a three yearly snapshot of young children's development in communities across Australia.
50. The Parties agree to the following new signature reforms:
- a. Strengthen the early years of education and improve student outcomes through higher quality instruction and parental engagement:
    - i. provide comprehensive literacy and numeracy support from Foundation to Year 3 with an intensive intervention on reading.
    - ii. provide school readiness assessments for students on entry to school to assist teachers to understand and meet the needs of individual students in their first few years at school.

- b. Extend Australian Curriculum reform:
  - i. implement the Australian Curriculum from Foundation to Year 12 as agreed through existing processes;
  - ii. provide significant exposure to the studies of Asia and work towards provision of continuous access to a priority Asian language;
  - iii. review and modernise the current national framework for vocational education in schools to better align with student, school, vocational education and training (VET), and employer requirements; and
  - iv. ensure comprehensive, high quality online resources are readily available and aligned to the Australian Curriculum.
- c. Align national assessment with the Australian Curriculum through existing processes:
  - i. deliver national online assessments that align with the Australian Curriculum and benchmark results against international testing;
  - ii. enhance and expand the National Assessment Program, by the addition of annual full cohort testing of science, with cohorts to be agreed by SCSEEC; and
  - iii. report national assessments against minimum, proficient and advanced standards once the new standards are developed and endorsed by SCSEEC.

### **Empowered school leadership**

- 51. The Parties commit to continue effort in existing reform areas:
  - a. adopt the Australian Professional Standard for Principals; and
  - b. endorsement of the National School Improvement Tool, with the manner in which the tool might be used to be determined by schools and systems.
- 52. The Parties agree to the following new signature reforms:
  - a. strengthen school leadership:
    - i. develop a plan for year by year school improvement, including annual reporting of progress;
    - ii. develop and implement a new Principal Performance and Development Framework, supporting principals to increase their focus on leadership of effective teaching and learning in their schools; and
    - iii. give all school principals greater authority to make decisions affecting their schools and build stronger partnerships with parents and into the community including with non-government organisations.
  - b. prepare future school leaders;
    - i. develop a framework and associated modules to support aspiring principals to develop the skills required for school leadership.

## Meeting student need

53. The Parties commit to continue effort in existing reform areas:
- a. implement the *Aboriginal and Torres Strait Islander Education Action Plan 2010-2014*;
  - b. implement the 2005 Disability Standards for Education; and
  - c. implement the elements of the National Safe Schools Framework.
54. The Parties agree to the following new signature reforms:
- a. implement an equitable funding model for all students
    - i. implement the needs-based funding model as set out in Part 5 of this Agreement.
  - b. strengthen parent and community engagement:
    - i. provide better support for, and engagement with, parents and families, including advice on how best to contribute to their child's learning at home; and
    - ii. establish effective partnerships between schools and other organisations in the community.
  - c. provide inclusive education to meet the needs of individual students and identify those at risk:
    - i. accelerate actions to close the gaps in outcomes for Aboriginal and Torres Strait Islander students and increase their opportunities to excel in education;
    - ii. commit to develop a new Aboriginal and Torres Strait Islander Education Action Plan for 2015-2020;
    - iii. provide reasonable adjustments for students with disability to reflect the national definitions agreed by SCSEEC; and
    - iv. encourage excellence and meet the needs of high-performing students.

## Transparency and accountability

55. The Parties commit to continue effort in existing reform areas:
- a. national reporting of performance data;
  - b. provide school-level information as agreed by SCSEEC for the *My School* website; and
  - c. develop agreed pathways for harmonising non-government school regulatory arrangements, consistent with the requirements of the Australian Charities and Not-for-profits Commission.
56. The Parties agree to the following new signature reforms:
- a. Establish an Australian School Performance entity; following an independent process to:
    - i. identify the roles, functions and governance to enable the entity to support school improvement and enhance national data, accountability, analysis and research capability;

- ii. consider the appropriate institutional arrangements, including consideration of the capacity of existing education agencies to deliver the recommended functions; and
- iii. consider the most cost-efficient and effective delivery of the recommended functions in a way which avoids duplication of existing agencies.

This process will be completed by 31 May 2013 for consideration of its recommendations by SCSEEC. The process will form the first phase of the review at provision 44.

- b. Build the evidence base through a national research plan;
  - i. develop a national research plan to ensure performance data is analysed and policy evaluated, which will be appended to this Agreement as Schedule F once agreed by SCSEEC; and
  - ii. improve the dissemination of research and data analysis to inform policy development.
- c. Improve national data quality, consistency and collection and capture information about educational outcomes and policy interventions to inform the ongoing work of the Standing Council.
  - i. Develop a comprehensive national education data program, which will be appended to this Agreement as Schedule E once agreed by SCSEEC.
  - ii. Develop arrangements for transparency and accountability for all jurisdictions that quantify targets and chart growth against these targets, subject to regular review, to achieve the 2025 COAG targets and agreed reforms.
- d. Reporting:
  - i. provide an annual *State of Our Schools* report to COAG that assesses progress against COAG targets, the reforms outlined in the National Plan for School Improvement and the effectiveness of improvement strategies; and
  - ii. further enhance *My School* as agreed by SCSEEC.

## PART 5 — FUNDING REFORM ARRANGEMENTS

### Principles for Needs-based Funding

57. The Parties agree that needs-based funding arrangements that take account of the specific circumstances of students, individual schools and systems are an important way to minimise disadvantage and to facilitate a high quality education for every student in every school.
58. The Parties will maximise educational outcomes by ensuring funding arrangements are aligned with the agreed needs-based arrangements for resourcing schooling, consistent with the following principles:
- a. provision to schools of a per student amount representing recurrent resources required to support a student with minimal educational disadvantage to achieve expected educational outcomes;

- b. for non-government schools, the per student amount articulated at 59.a. will recognise the extent of those schools' capacity to contribute;
- c. provision of 'loadings' providing additional funding to categories of educational need where that additional funding is required to support student achievement, including but not limited to:
  - i. school location;
  - ii. school size;
  - iii. low socio-economic status students;
  - iv. Aboriginal and Torres Strait Islander students;
  - v. students with limited English language proficiency; and
  - vi. students with disability;
- d. funding arrangements will take account of efficiencies that can be realised while achieving improved student outcomes; and
- e. publicly available and transparent funding formulae for calculating the level of funding each school receives.

### **Commonwealth Adoption of Needs-based Funding Arrangements – the Schooling Resource Standard (SRS)**

59. The Commonwealth will calculate its contribution to recurrent funding for schooling according to the SRS, which includes:
- a. a per student amount representing the recurrent resources required to support a student with minimal educational disadvantage to achieve the standard designated in Schedule B, taking account of efficiencies;
  - b. loadings for school location, school size; low socio-economic status students; Aboriginal and Torres Strait Islander students; students with limited English language proficiency; and students with disability; and
  - c. a capacity to contribute adjustment for non-government schools.
60. The approach to calculating funding entitlements under the SRS is set out in Schedule B with the consequential payments authorised under the *Australian Education Act 2013*.
61. The Commonwealth will provide funding to the States and Territories calculated in accordance with provision 59-60 for distribution as part of shared funding arrangements for all schools.

### **State and Territory Adoption of Needs-based Funding Arrangements**

62. States and Territories that are party to this Agreement will implement needs-based funding arrangements from 1 January 2014, as set out in Schedule A, in line with the principles at provisions 57-58.

### **Maintaining Current Funding Effort**

63. The Parties agree that the 'additional funding' under this Agreement is the positive difference between what would have been provided under the funding arrangements that preceded this Agreement and the SRS.

64. On this basis, to ensure a consistent baseline for calculating shares of additional funding (as per provisions 66-67) and to ensure funding from one Party does not substitute for funding from another in aiming to reach SRS funding levels by 2019, Parties agree to maintain current funding effort as set out in this provision and adjusted for indexation as set out in provisions 68-69.
- a. Parties agree that the approach for calculating what would have been provided under previous arrangements will be as follows:
    - i. *Baseline*: current funding levels will be calculated using the nationally-consistent school-level Commonwealth and State and Territory 2011 recurrent income as recorded on the *My School* website.
    - ii. *From 2011 to 2014*: 2011 Commonwealth and State and Territory recurrent funding levels will have grown at rates set out in Schedule A.
    - iii. *From 2014 to 2019*: 2014 Commonwealth and State and Territory recurrent funding levels will be grown at rates set out in Schedule A.
65. The Parties recognise the importance of encouraging innovations and consolidations that create cost efficiencies for schools and systems, but note that any efficiencies will not impact on the financial arrangements set out in Schedules A and B without a variation to those Schedules in accordance with provision 13.a.

## Commonwealth and State or Territory Shares of Additional Funding

66. All Parties agree to work cooperatively towards reaching the full SRS funding level by 2019 as per the transition arrangements at provisions 79-80.
67. Additional funding, as defined in provision 63, will be shared between the Commonwealth and participating States and Territories at a ratio of 65:35, subject to transition arrangements at provisions 81-90. The amounts each Party will provide in total, and as additional funding, are set out in Schedule A.

## Indexation

68. The Parties recognise that indexation which reflects the agreed cost (set out in Schedule A) of delivering education services (including being consistent with wages policy) is integral to ensuring high quality schooling for all students in all schools and systems.
69. The Parties agree that the SRS and Parties' base funding levels (as defined in provision 64.a.i.) will be indexed at the rates set out in Schedules A and B (which will be updated following the review set out in Schedule G).

## Non-government School Funding

70. Where a payment to a State or Territory includes a nominated amount for a non-government 'approved authority' (which includes school systems and/or individual schools), that State or Territory will pass on that payment to the approved authority, as calculated by the Commonwealth.
71. Parties agree to calculate and distribute funding using an agreed needs-based funding model to ensure that non-government schools are sufficiently resourced to deliver high quality education to all students, taking into account the capacity to contribute.
72. Parties agree to maintain current funding effort to non-government schools and systems and ensure that the appropriate proportion of additional funding is directed to non-government schools and systems, as per 64-69 and as set out in Schedule A.

73. Parties recognise that system costs for implementing school-level reform costs of NPSI are included as part of needs-based funding arrangements.

## Commonwealth National Education Reform Agreement (NERA) Funding

74. From 1 January 2014, for States and Territories that are Parties to this Agreement and have signed a bilateral agreement, Commonwealth funding for government schools will be calculated according to the SRS and will replace the government schools component of the National Schools Specific Purpose Payment (NSSPP). This funding will be referred to as Commonwealth National Education Reform Agreement (NERA) funding.

75. The *Australian Education Act 2013* will set out funding arrangements for approved non-government education authorities.

76. The Commonwealth Treasurer will ensure that the GST distribution process will not have the effect of unwinding the recognition of educational disadvantage embedded in the NERA funding arrangements.

77. The Commonwealth Treasurer will instruct the Commonwealth Grants Commission (CGC) to ensure that no State or Territory will receive a windfall gain through the GST distribution from non-participation in NERA funding arrangements.

78. Commonwealth NERA funding to participating States and Territories will be paid in accordance with the payment arrangements set out in Schedule D to the IGA FFR.

## Transition Arrangements

79. All Parties will progressively transition to the funding arrangements outlined in Part 5 of this Agreement by 31 December 2019, by aiming to reach each of the agreed implementation milestones set out in Schedule A.

80. The transitional funding set out in Schedule A will operate from 1 January 2014.

## PART 6 — IMPLEMENTATION, ACCOUNTABILITY AND REVIEW

### Implementation

81. The Parties commit to implement agreed arrangements to deliver on the objective, outcomes and reform directions contained in this Agreement. Parties commit to develop more detailed implementation arrangements to be included in bilateral agreements set out in Schedule A.

82. Once a State or Territory reaches agreement with the Commonwealth on implementation arrangements through a bilateral agreement, but not before 1 January 2014, Commonwealth NERA payments to that State or Territory will commence.

83. Implementation arrangements will be set out as follows:

- a. this Agreement sets out the shared objective, outcomes and reform directions to be implemented by all Parties; and
- b. bilateral agreements (Schedule A) with each of the Parties will set out the actions to be implemented at the State/Territory level in order to achieve the objective, outcomes and reform directions outlined in this Agreement.

84. Implementation arrangements set out for non-government education authorities and independent schools in the *Australian Education Act 2013* shall align with the objective, outcomes, reform directions and other relevant provisions of this Agreement.

### **Bilateral Agreements**

85. Any Heads of Agreement agreed prior to the meeting of the Council of Australian Governments on 19 April 2013 between the Commonwealth and each participating State and Territory will be appended to this Agreement in Schedule A. These Heads of Agreement will be replaced by the relevant bilateral agreement once finalised.

86. Bilateral agreements will outline specific arrangements additional to those set out in this Agreement, and will reflect reform priorities in a local context, including implementation plans for the NPSI and agreed funding arrangements.

87. The NPSI will be implemented across all participating jurisdictions, taking into account local context and different starting points. States and Territories will set out the jurisdiction-specific actions to implement NPSI reform directions and the process, for charting progress of those jurisdiction specific actions.

88. Bilateral agreement will, outline jurisdiction specific arrangements with respect to education reforms, including:

- a. planned activities, programs and initiatives to be implemented and how these contribute to reform directions and achievement of COAG targets;
- b. implementation milestones and timelines, with milestones reflecting the activities that are to be undertaken as part of this Agreement in order to achieve the outcomes and targets set out in Part 2 of this Agreement; and
- c. additional performance indicators to track progress, and feedback and evaluation mechanisms to chart progress and assess the impact of implemented activities in achieving the objective and outcomes of this Agreement.

89. Bilateral agreements will outline jurisdiction arrangements with respect to funding reforms, including the State or Territory needs-based funding model, which will be consistent with the principles for needs-based funding set out in Part 5 of this Agreement, taking into account local circumstances.

90. Each agreement should include a provision setting out arrangements for, and frequency of, reviews of the bilateral agreements, making reference to provision 106.

### **Reporting and Accountability**

91. All Parties to this Agreement are accountable to the community for progress against the agreed objective, outcomes, and COAG targets implemented through this Agreement and bilateral agreements (set out in Schedule A).

92. Accountability through public reporting is a key mechanism to give the community confidence that outcomes are being achieved to improve the quality and equity of Australia's schooling system.

93. In this context, the Parties also recognise the importance of minimising the reporting burden created by agreed reporting and accountability arrangements.

### **Reporting and Accountability Arrangements Continued under this Agreement**

94. All Parties to this Agreement commit to continued support for existing reporting and accountability arrangements, including:
- a. national reporting of performance data; and
  - b. providing school-level information for the *My School* website.

### **Reporting by the CRC**

95. All Parties commit to annual reporting by the CRC, against the outcomes and COAG targets specified in Part 2 of this Agreement, and commit to continue to provide the CRC with the information they require to fulfil their independent reporting role.
96. The CRC may draw upon all available sources of information.

### **Funding Transparency**

97. All Parties agree to transparency of school funding through:
- a. commencing from the date that the relevant information becomes available, the publication on the *My School* website of the SRS model and SRS entitlement for each system and, from 2016 the system funding model and system-calculated entitlements for that system and every school, disaggregated by base and loading entitlements and Commonwealth, State and Territory, and private income for each school.
  - b. Parties will agree the details for the representation of school-level information, including SRS school-level entitlements, on the *My School* website by 30 June 2013, subject to consideration of 2013 data when it becomes available in 2013.
  - c. Parties also agree that the COAG Council of Treasurers will produce an annual report to COAG on compliance by all participating jurisdictions, with maintaining of funding effort and additional funding commitments set out in provisions 63-67 and bilateral agreements (set out in Schedule A). This report will be published following consideration by COAG.

### **Improved Funding Assurance**

98. All Parties agree to update internal policies and procedures on non-government schools and systems to require more collaborative engagement between governments on compliance monitoring, investigation and enforcement.

### **Bilateral Activities**

99. All Parties agree to provide an annual progress report to the relevant Standing Council outlining progress on implementation measured against performance indicators, milestones and feedback and evaluation mechanisms outlined in bilateral agreements set out in Schedule A.
100. These reports will be published online after consideration by the Standing Council and the Standing Council will also provide all reports to the CRC.

## Review of this Agreement

### Comprehensive Review

101. Comprehensive reviews of this Agreement will be commissioned by First Ministers of participating jurisdictions and undertaken by a panel of independent reviewers agreed by First Ministers of participating jurisdictions.
102. A comprehensive review of all elements of this Agreement (including funding and policy elements) will be completed by 30 June 2016 in accordance with the terms of reference set out in Schedule G.
103. The Parties agree that the second comprehensive review of this Agreement will occur by 30 June 2019 to inform progress of this Agreement beyond the six year transition period.
104. To support effective reviews, all Parties will collect and establish baseline information at the commencement of this Agreement and provide this to a panel of independent reviewers for the purposes of review.

### Indexation Review

105. The Parties agree to commission an independent review of the indexation arrangements set out in provisions 68-69 in accordance with the terms of reference set out in Schedule G. The review will be completed by March 2015 and will be implemented from the beginning of the 2016 school year.

### Review of Bilateral Agreements

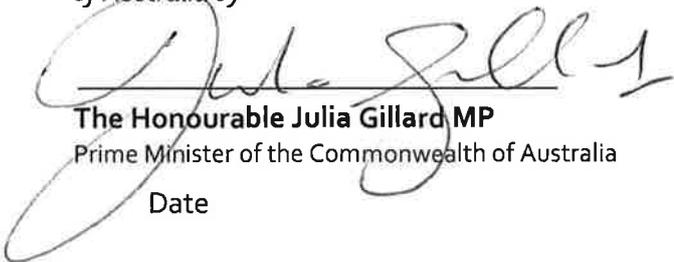
106. Provision for periodic review of the bilateral agreements to this Agreement will be agreed by parties to those bilateral agreements. The Parties agree to review bilateral agreements, at least every three years.

### Finalisation, Review and Update of Elements in the SRS

107. Parties will finalise loadings for:
  - a. students with disability (SWD) loading, so that a nationally consistent methodology for calculating this loading, as agreed by the relevant Standing Council, will be available for consideration by the Parties from 1 January 2015; and
  - b. English language proficiency (ELP) loading, so that a nationally consistent methodology for calculating this loading, as agreed by the relevant Standing Council, will be available for consideration by the Parties will be implemented from 1 January 2015.
108. Parties will review the low socio-economic status (SES) loading, so that the review findings, as agreed by the relevant Standing Council, will be available for consideration by the Parties from 1 January 2015.
109. The Commonwealth will also review the socio-economic status (SES) score methodology by 2017 to ensure this score remains the most appropriate means of assessing the relative educational advantage of non-government schools, including their capacity to contribute.
110. If the result of these reviews involves material funding implications, the Standing Council will refer the matter to First Ministers.
111. The Commonwealth will update each of the elements in the Commonwealth funding model, by incorporating the most recently available input data, with the following frequencies:

- a. school location, following every release of Australian Bureau of Statistics (ABS) five-yearly census data;
  - b. capacity to contribute, following every release of ABS five-yearly census data;
  - c. per student amount every three years;
  - d. low socio-economic status (SES), every two years;
  - e. English language proficiency (ELP) annually;
  - f. student enrolments annually;
  - g. Aboriginal or Torres Strait Islander (A&TSI) annually;
  - h. students with disability (SWD) annually;
  - i. school size annually; and
  - j. payment estimate annually.
112. Any consequential variations to this Agreement which arise from reviews set out in this section should follow the arrangements set out in the variations provisions at 12-13.

**Signed for and on behalf of the Commonwealth of Australia by**



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**The Honourable Julia Gillard MP**  
Prime Minister of the Commonwealth of Australia

Date

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



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**The Honourable Barry O'Farrell MP**  
Premier of the State of New South Wales

Date 23.4.13

**Signed for and on behalf of the State of Victoria by**

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**The Honourable Dr Denis Napthine MLA**  
Premier of the State of Victoria

Date

**Signed for and on behalf of the State of Queensland by**

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**The Honourable Campbell Newman MP**  
Premier of the State of Queensland

Date

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

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**The Honourable Colin Barnett MLA**  
Premier of the State of Western Australia

Date

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

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**The Honourable Jay Weatherill MP**  
Premier of the State of South Australia

Date

**Signed for and on behalf of the State of Tasmania by**

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**The Honourable Lara Giddings MP**  
Premier of the State of Tasmania

Date

**Signed for and on behalf of the Australian Capital Territory by**

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**Ms Katy Gallagher MLA**  
Chief Minister of the Australian Capital Territory

Date

**Signed for and on behalf of the Northern Territory by**

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**The Honourable Adam Giles MLA**  
Chief Minister of the Northern Territory

Date

## SCHEDULE A – BILATERAL AGREEMENTS

[Heads of Agreement will be appended to this Schedule at the 19 April 2013 COAG meeting and replaced by bilateral agreements once finalised.]

## SCHEDULE B - COMMONWEALTH FUNDING

1. The Commonwealth's approach to calculating funding for schooling is set out in this Schedule and the *Australian Education Act 2013*, with the consequential payments authorised by that Act and made according to the payment arrangements in the IGA FFR.

### The Schooling Resource Standard (SRS)

2. The SRS comprises per student amounts, with loadings for categories of educational need where it is known that additional funding is required to support student outcomes.
3. The SRS will provide per student amounts representing the recurrent resources required to support a student with minimal educational disadvantage.
  - a. This is calculated on a standard of school effectiveness and efficiency based on schools that meet a demanding student outcome benchmark at a lower than average cost. Reference schools are those where at least 80 per cent of the students exceed the national minimum standard in reading and numeracy under NAPLAN across three years (the 'standard' referred to in provision 59.a).
  - b. The per student amounts will be as follows:
    - i. primary - \$9,271; and
    - ii. secondary - \$12,193.
4. The following loadings to the per student amount will also be calculated:
  - a. A loading for students from low socio-economic status (SES) backgrounds:
    - i. for students in socio-educational advantage (SEA) Quarter 1 - a loading ranging from 15 per cent of the per student amount for each Q1 student to 50 per cent of the per student amount for each Q1 student in a school where 75 per cent or more of the students are in Q1; and
    - ii. for students in SEA Quarter 2 - a loading ranging from 7.5 per cent of the per student amount for each Q2 student to 37.5 per cent of the per student amount for each Q2 student in a school where 75 per cent or more of the students are in Q2.
  - b. A loading for students from Aboriginal or Torres Strait Islander backgrounds ranging from 20 per cent of the per student amount for the first Aboriginal or Torres Strait Islander background student up to 120 per cent of the per student amount for each Aboriginal or Torres Strait Islander background student in a school where 100 per cent of students are from Aboriginal or Torres Strait Islander backgrounds.
  - c. An interim loading for students with low English language proficiency of 10 per cent of the per student amount for each disadvantaged student with a language background other than English – up to a capped funding amount.
  - d. An interim loading in 2014 of 186 per cent of the per student amount for each student with disability (a new nationally consistent student with disability loading will be available from 2015.)

- e. A school size loading:
    - i. \$150,000 for primary schools with up to 200 enrolments, tapering to zero for schools with 300 enrolments and above. For schools with less than 15 students, the size loading ranges from \$10,000 up to \$150,000 based on enrolments and remoteness;
    - ii. \$240,000 for secondary schools with up to 500 enrolments, tapering to zero for schools with 700 enrolments and above. For schools with less than 100 students, the size loading ranges from \$20,000 up to \$240,000 based on enrolments and remoteness; and
    - iii. the loading for combined schools is based on a weighted average of primary and secondary students.
  - f. A location loading using the continuous Accessibility/Remoteness Index of Australia (ARIA) classifications to calculate a loading of up to 80 per cent of the per student amount for an ARIA classification of 15 (very remote): this loading is applied to the per student amount and size loading.
5. Input data into the SRS will be reviewed and updated at the frequencies as specified in Part 6 of this Agreement.

### **Commonwealth Funding to Government Systems**

6. For State and Territory government systems, the Commonwealth will provide its current funding contribution, calculated as per provision 64 of this Agreement, and the agreed shares of additional funding requirements for government schools as set out in provisions 66 - 67 of this Agreement, and with indexation as set out in 68-69 of this Agreement and 10-14 of this Schedule.

### **Commonwealth Funding to Non-Government Systems and Schools**

7. Non-government schools are subject to a 'capacity to contribute' adjustment to the per student amount recognising the extent of those schools' capacity to contribute:
- a. For both primary and secondary schools:
    - i. a maximum public contribution of 90 per cent of the per student amount for schools with an SES score of less than or equal to 93; and
    - ii. a minimum public contribution of 20 per cent of the per student amount for schools with an SES score of greater than or equal to 125.
  - b. Differential capacity to contribute curves apply between SES scores of 93 and 125 for primary and secondary schools, reflecting the differences in private fee structures.
  - c. Combined schools' capacity to contribute adjustments are based on the relative proportion of primary and secondary enrolments.

8. The following categories of schools will be exempt from the capacity to contribute adjustment:
  - a. special schools serving children with disability and special assistance schools catering for students with social, emotional or behavioural difficulties;
  - b. majority Indigenous student schools comprised of those with 80 per cent or more Indigenous enrolments, or very remote schools with 50 per cent or more Indigenous enrolments; and
  - c. sole provider schools (more than 25km from the nearest equivalent school) in remote locations from that are effectively offering a universally accessible service equivalent to a government school.
9. For non-government systems and independent schools, the Commonwealth will provide its current funding contribution, calculated as per 63-65 of this Agreement, and the agreed shares of additional funding requirements for non-government schools, taking account of the 'capacity to contribute' adjustment, and with indexation as set out in provisions 68-69 of this Agreement and provisions 10-14 of this Schedule.

## Indexation

10. Indexation arrangements will be reviewed as per provision 105 of this Agreement.

### Indexation of the SRS

11. The SRS will be indexed at 3.6 per cent per annum.
12. The proposed value of the indexed SRS in each of the transition years, as well as the Commonwealth and participating States and Territories contribution is set out in Schedule A.

### Indexation for systems and schools currently 'above' their SRS funding level

13. The Commonwealth will provide participating States and Territories, non-government school systems and independent schools that would, under current arrangements, receive funding above the Commonwealth's SRS in any year (schools 'above' the SRS) an increase in funding of 3 per cent over their current level of funding each year.
14. Systems' and schools' current level of funding will be calculated as per provision 64 of this Agreement.
15. Participating States and Territories will provide a share of funding to non-government school systems and independent schools in their jurisdiction to allow this to occur, in accordance with details specified in Schedule A.

## SCHEDULE C – TECHNICAL DEFINITIONS FOR PERFORMANCE INDICATORS

Performance Indicator	Technical definitions
<b>1. The proportion of students in the bottom and top levels of performance in international testing (e.g., PISA, Trends in International Mathematics and Science Study (TIMMS) and other appropriate measures that may be developed).</b>	1(a) The proportion of students who achieved at level 5 or above on each of reading literacy, mathematical literacy and scientific literacy in PISA testing. 1(b) The proportion of students achieving at or above the nationally agreed proficiency level ('Intermediate international benchmark') on each of mathematics and science in TIMMS testing. 1(c) The proportion of students who achieved at level 'Advanced international benchmark' on each of mathematics and science in TIMMS testing. 1(d) The proportion of students who achieved at 'Low international benchmark' or below on each of mathematics, and science in TIMMS testing.
<b>2. The proportion of young people who have attained at least a Year 12 or equivalent or Australian Qualifications Framework (AQF) Certificate II/III or above.</b>	2(a) The proportion of 20-24 year olds in the population who have completed Year 12 or equivalent or gained a Qualification at AQF Certificate Level II or above. 2(b) The proportion of 20-24 year olds in the population who have completed Year 12 or equivalent or gained a Qualification at AQF Certificate Level III or above. This measure will use the Survey of Education and Work (SEW) as a data source, supplemented by the ABS Census data when available and administrative data to consolidate Year 12 data, once definitions have been settled.
<b>3. The proportion of young people participating in post school education, training or employment.</b>	3(a) The proportion of young people aged 17-24 years participating in post school education, training or employment. This measure will use the Survey of Education and Work (SEW) as a data source, supplemented by the ABS Census data when available and administrative data to consolidate Year 12 data, once definitions have been settled.
<b>4. Literacy and numeracy achievement of Year 3, 5, 7 and 9 in national testing.</b>	4(a) The proportion of students who achieved at or above the national minimum, proficient and advanced (once developed) standard (for reading, writing and numeracy in Years 3, 5, 7 and 9) 4(b) National Assessment Program – Language and Numeracy (NAPLAN) mean scale scores for students (for reading, writing and numeracy in Years 3, 5, 7 and 9).
<b>5. The rate of student attendance at school.</b>	Attendance rates for students enrolled in Years 1 to 10.
<b>6. All performance indicators</b>	6(a) All performance measures are disaggregated by:

<p>are to be disaggregated, where possible, by equity groups</p>	<ul style="list-style-type: none"> <li>i. Aboriginal and Torres Strait Islander background;</li> <li>ii. students with disability;</li> <li>iii. non-English speaking backgrounds;</li> <li>iv. geo-location; and</li> <li>v. socio-economic status.</li> </ul>
<p><b>7. Australia’s mean scores for PISA testing in reading, mathematics and science.</b></p>	<p>7(a) Australia’s mean score across all three assessment domains (reading, mathematical and scientific literacy) significantly improving since the previous PISA cycle in which that domain was a major domain.</p>
<p><b>8. Australia’s achievement in PISA relative to the OECD average.</b></p>	<p>8(a) Australia’s mean score across all three assessment domains (reading, mathematical, and scientific literacy) above the OECD average.</p>
<p><b>9. Relationship between the socio-economic background and PISA educational performance of Australian students compared to other countries and the OECD average.</b></p>	<p>9(a) Australia’s equity as measured by strength and slope improving since the previous PISA cycle.</p>
<p><b>10. The proportion of young people who have completed Year 12 or equivalent or gained a qualification at AQF Certificate II or above.</b></p>	<p>10(a) The proportion of 18 to 24 year olds in the population who have:</p> <ul style="list-style-type: none"> <li>• Been awarded a statement or certificate on completion of Year 12 by an Australian Government studies authority/department; or</li> <li>• Attained a Qualification at AQF Certificate Level II or above.</li> </ul>
<p><b>11. The proportion of young people who have completed Year 12 or equivalent or gained a qualification at AQF Certificate III or above.</b></p>	<p>11(a) The proportion of 18 to 24 year olds in the population who have:</p> <ul style="list-style-type: none"> <li>• Been awarded a statement or certificate on completion of Year 12 by an Australian Government studies authority/department;</li> <li>• Attained a Qualification at AQF Certificate Level III or above.</li> </ul>
<p><b>12. The proportion of Aboriginal and Torres Strait</b></p>	<p>12a) The proportion of Aboriginal and Torres Strait Islander 18 to 24 year olds in the population who have:</p> <ul style="list-style-type: none"> <li>• Been awarded a statement or certificate on completion of Year 12 by an Australian Government studies</li> </ul>

<p><b>Islander young people aged 20-24 years who have completed Year 12 or equivalent or gained a qualification at Framework (AQF) Certificate II or above compared to all students compared with non-Indigenous students.</b></p>	<p>authority/Department;</p> <ul style="list-style-type: none"> <li>• Attained a Qualification at Framework (AQF) Certificate Level II or above; compared to all students compared with non-Indigenous students.</li> </ul>
<p><b>13. The proportion of Aboriginal and Torres Strait Islander students who achieved at or above the national minimum standard (for reading, writing and numeracy in Years 3, 5, 7 and 9) compared with non-Indigenous students.</b></p>	<p>13(a) The proportion of Aboriginal and Torres Strait Islander students in Years 3, 5, 7, and 9 who achieved at or above the national minimum standard (for reading, writing and numeracy in Years 3, 5, 7 and 9) compared with non-Indigenous students.</p>
<p><b>14. NAPLAN mean scale scores of Aboriginal and Torres Strait Islander students (for reading, writing and numeracy in Years 3, 5, 7 and 9) compared with non-Indigenous students.</b></p>	<p>14(a) The NAPLAN mean scale scores of Aboriginal and Torres Strait Islander students (for reading, writing and numeracy in Years 3, 5, 7 and 9) compared with non-Indigenous students</p>

## SCHEDULE D – SCSEEC NATIONAL PLAN FOR SCHOOL IMPROVEMENT – FORWARD WORKPLAN

Parties note that under provision 13 of this Agreement, schedules to the Agreement may be amended or revoked at any time with the written agreement of the relevant portfolio Commonwealth Minister and all State and Territory Ministers for school education.

Quality teaching			
Reform	Reform elements	Action	Timing
<b>Improve the quality of initial teacher education</b>	Accelerate the schedule of the Accreditation of Initial Teacher Education Programs: Standards and Procedures in Australia.	All initial teacher education courses be accredited against the new standards by the end of 2015.  AITSL will ensure the elaborations that support the Initial Teacher Education Standards have clear direction with regard to the expectations of initial teacher education providers.  AITSL will undertake a formal review of the standards in 2016.	All courses to be accredited by December 2015  AITSL review in 2016
	Review initial teacher education programs, to be undertaken by the Tertiary Education Quality Standards Agency (TEQSA).	Review of initial teacher education courses in 2014 by TEQSA to assess and benchmark the quality of curriculum, pedagogy and delivery of initial teacher education. The review will be undertaken in consultation with universities, teacher employers, state regulatory authorities and AITSL.	TEQSA review in 2014
	Greater use of enhanced admissions processes to initial teacher education courses.	AITSL to research and assess the potential of enhanced selection processes for admission to teacher education courses. Based on available evidence, national guidelines will be developed for enhanced admissions processes to be implemented by universities, initially on a voluntary basis. The guidelines will be considered for inclusion in the accreditation standards as a requirement for universities as part of the 2016 AITSL review of the standards.	Guidelines to inform adoption of selection processes from 2014
	Develop and implement a literacy and numeracy assessment for student	Development of a national literacy and numeracy assessment for student teachers to be commissioned by AITSL and administered by universities. The assessment should assess whether students have the	To be ready for implementation from 2015

	teachers before graduation from their initial teacher training.	literacy and numeracy skills required for teaching and be a requirement for graduation from all initial teacher education courses.	
	Develop and implement an agreed approach to delivering higher quality practicum, to improve the quality of preparation and readiness of graduate teachers.	<p>Australian Government funding agreements will require universities to ensure they have sufficient practicum places before making offers to initial teacher education courses.</p> <p>AITSL to develop, implement and evaluate a national approach to quality practicum placements for initial teacher education courses, including requirements for supervising teachers and a rigorous common assessment of classroom readiness. This work will be undertaken in consultation with higher education providers, education authorities, teacher employers, regulatory authorities and union stakeholders.</p> <p>Higher education providers, systems and schools adopt the approach once agreed by SCSEEC.</p>	National approach to be in place from 2015
<b>Improve the quality of induction into the profession</b>	Develop and implement national guidelines for support of beginning teachers that set out the essential elements for quality support, allowing flexibility for local implementation.	<p>A national framework for quality support for beginning teachers will be developed by AITSL for consideration by SCSEEC to assist graduates move from the Graduate to Proficient teacher standard.</p> <p>Bilateral agreements will outline strategies to ensure that beginning teachers receive high quality support on entry into the profession.</p>	National approach to be agreed by December 2014
<b>Enhance teacher performance and professional development</b>	Implement the Australian Professional Standards for Teachers to ensure the development of teachers' expertise and effectiveness in improving student outcomes is recognised.	<p>Systems and schools will work towards incorporating the Australian Professional Standards for Teachers as a part of the measures that support teacher career progression.</p> <p>State governments will implement the national certification process for Highly Accomplished and Lead Teachers in Australia for all sectors.</p>	From 2014

Quality learning			
Reform	Reform elements	Action	Timing
<b>Strengthen the early years of education and improve student outcomes through higher quality instruction and parental engagement</b>	Provide comprehensive literacy and numeracy support from Foundation to Year 3 with an intensive intervention on reading.	Systems and schools will implement strategies to ensure that students in the first four years of education are supported, regularly assessed against a literacy and numeracy continuum and provided with intervention support when gaps are diagnosed.  Strategies could include professional development for teachers, intensive monitoring and support for children in the first four years of school, parent learning programs and community campaigns to reinforce the importance of reading levels for all Australian children.	From 2014
	Provide school readiness assessments for students on entry to school to assist teachers to understand and meet the needs of individual students in their first few years at school.	Systems and schools will undertake a school readiness assessment for all students on entry to school.	From 2014
<b>Extend Australian Curriculum reform</b>	Implement the Australian Curriculum from Foundation to Year 12 as agreed through existing processes.	Systems and schools will re-commit to the full implementation of the Foundation to Year 12 Australian Curriculum, including the teaching of the Australian Curriculum in identified key learning areas and reporting against the Australian Curriculum achievement standards.	F-10 by 2016 11-12 by 2018
		Systems and schools will commit to the implementation of the National Trade Cadetship curriculum as agreed by SCSEEC.	
	Provide significant exposure to the studies of Asia and work towards provision of continuous access to a priority Asian language.	Systems and schools will work towards providing students with the opportunity for continuous access to the study of a priority Asian language and ensure that all students have significant exposure to studies of Asia consistent with the cross curriculum priority in the Australian Curriculum. This will include strategies for greater school to	From 2014

		<p>school links.</p> <p>ACARA to develop senior secondary curriculum for Chinese (Mandarin), Japanese, Korean, Indonesian and Hindi, as well as a Foundation to Year 10 curriculum for Hindi.</p> <p>Education Services Australia (ESA) to identify gaps in resources to support teaching of Asian languages and the cross-curriculum priority of Asia and Australia’s engagement with Asia and procure resources to fill these gaps.</p> <p>AITSL to establish a flagship program on Asia literacy that will identify the professional learning requirements to improve teaching and leadership in this field; produce training modules and resources to build new skills in current and pre-service Asian language teachers; and produce training modules on Asia literacy for in-service and pre-service teacher training.</p>	
	Review and modernise the current national framework for vocational education in schools to better align with student, school, VET and employer requirements.	In consultation with systems and schools, the Australian Government will commission a review of existing policy and quality assurance settings for vocational learning in schools and develop a national framework for consideration by SCSEEC.	2014
	Ensure comprehensive, high quality online resources are readily available and aligned to the Australian Curriculum.	<p>ESA will work with ACARA to ensure that high quality online resources for curriculum and assessment are available to support classroom delivery of the Australian Curriculum, in particular Phase 3 learning areas which are currently under development.</p> <p>Education authorities will ensure online resources they develop are made available nationally.</p>	Continuing
<b>Align national assessment with the Australian Curriculum</b>	Deliver national online assessments that align with the Australian Curriculum and benchmark results against	<p>Transition to online delivery of national assessments and benchmark against international standards.</p> <p>Systems and schools will ensure system readiness for online delivery.</p>	National assessments to be delivered online from 2016

<p><b>through existing processes</b></p>	<p>international testing.</p>		
	<p>Enhance and expand the National Assessment Program, including the addition of annual full cohort testing of science.</p>	<p>Enhance and expand the National Assessment Program to maximize the benefits of online delivery, and include annual full cohort science literacy assessments, with cohorts to be agreed by SCSEEC.</p>	<p>National science assessments from 2016</p>
	<p>Report national assessments against minimum, proficient and advanced standards once developed and endorsed by SCSEEC.</p>	<p>ACARA will commence work on the capacity to report national assessment achievement at proficient and advanced levels in addition to the current minimum standard.  Once considered and endorsed by SCSEEC, ACARA will report against the three standards.</p>	<p>Reporting against three standards from 2016</p>

<b>Empowered school leadership</b>			
<b>Reform</b>	<b>Reform elements</b>	<b>Action</b>	<b>Timing</b>
<b>Strengthen school leadership</b>	Develop a plan for year by year school improvement, including annual reporting of progress.	Systems and schools will implement school improvement frameworks, to support schools, that include annual school improvement plans and reporting on progress to the community. The framework should include self and independent assessment of each school against the National School Improvement Tool, or its equivalent, by someone external to the school on a cyclical basis to allow schools to identify and benchmark their performance.	Framework in place from 2015
	Develop and implement a new Principal Performance and Development Framework, supporting principals to increase their focus on leadership of effective teaching and learning in their schools.	A new Principal Performance and Development Framework to be developed by AITSL for consideration by SCSEEC in 2014.  Once agreed by SCSEEC, systems and schools will use the Principal Performance and Development Framework to support and guide principal selection and development.	From 2014
	Give all school principals greater authority to make decisions affecting their schools and build stronger partnerships into the community including with non-government organisations.	Systems will continue to work with schools to support greater local empowerment in decision making and engage with the community, including with non-government organisations.	From 2014
<b>Prepare future school leaders</b>	Develop a framework and associated modules to support aspiring principals to develop the skills required for school leadership.	A learning framework and associated modules to be developed by AITSL to support aspiring leaders to develop the skills and knowledge required by principals. These modules could lead to a national qualification for school leaders.  Systems and schools to identify, support and encourage aspiring leaders to develop the skills and knowledge to prepare for principalship.	From 2014

Meeting student need			
Reform	Reform elements	Action	Timing
<b>Continue effort in existing reform areas</b>	Implementation of the <i>Aboriginal and Torres Strait Islander Education Action Plan 2010-2014</i> .	Parties will accelerate the implementation of the <i>Aboriginal and Torres Strait Islander Education Action Plan</i> .	2014
<b>Implement an equitable funding model for all students</b>	Implement the needs-based funding model as set out in the National Education Reform Agreement.	Implement needs-based funding as set out in the National Education Reform Agreement.	From 2014
<b>Strengthen parent and community engagement</b>	Provide better support for, and engagement with, parents and families, including advice on how best to contribute to their child's learning at home.	Systems and schools will work to strengthen the relationship between school, parents and families. These strategies will be included in school improvement plans.	From 2014
	Establish effective partnership between schools and other organisations in the community.	Systems and schools will work to strengthen the relationship between school and the community. These strategies will be included in school improvement plans.	From 2014
<b>Provide inclusive education to meet the needs of individual students and identify those at risk</b>	Accelerate actions to close the gaps in outcomes for Aboriginal and Torres Strait Islander students and increase their opportunities to excel in education.	Systems and schools will ensure that they put in place evidence-based actions to improve outcomes for every Aboriginal and Torres Strait Islander student including a personalised learning plan, attention to early learning, attendance, literacy and numeracy, family and community engagement and supporting transitions beyond school.	From 2014
	Commit to develop a new Aboriginal and Torres Strait Islander Education Action Plan for 2015-2020.	Parties will develop and implement a new Aboriginal and Torres Strait Islander Education Action Plan beyond 2014.	New plan developed in 2014
	Provide reasonable adjustments for students with disability to reflect the	Systems and schools will ensure that funding to support students with disability is used to meet the needs of individual students.	From 2014

national definitions agreed by SCSEEC.		
Encourage excellence and meet the needs of high-performing students.	Systems and schools will increase the proportion of students performing at the highest levels of achievement. This may include access to online materials that support the challenge and interests of students.	From 2014

Transparency and accountability			
Reform	Reform elements	Action	Timing
<b>Establish an Australian School Performance entity</b>	Establish an Australian School Performance entity.	<p>Establish an Australian School Performance entity, following an independent process to:</p> <ol style="list-style-type: none"> <li>Identify the roles, functions and governance to enable the entity to support school improvement and enhance national data, accountability, analysis and research capability;</li> <li>Consider the appropriate institutional arrangements, including consideration of the capacity of existing education agencies to deliver the recommended functions; and</li> <li>Consider the most cost-efficient and effective delivery of the recommended functions in a way which avoids duplication of existing agencies.</li> </ol>	SCSEEC consideration by 31 May 2013
<b>Build the evidence base through a national research plan</b>	Develop a national research plan to ensure performance data is analysed and policy evaluated.	SCSEEC will develop a national research plan and commission research that examines issues of national importance and draws on the national education data program.	2014
	Improve the dissemination of research and data analysis to inform policy development.	An Australian School Performance entity will disseminate the results of the national research plan and analysis of the data provided under the national education data program. The entity will establish a national clearing house and data network and ensure information is available to schools through an online portal. Systems and schools will encourage widespread use of the online materials.	From 2014

<p><b>Improve national data quality, consistency and collection and capture information about educational outcomes and policy interventions to inform the ongoing work of the Standing Council</b></p>	<p>Develop a comprehensive national education data program to become a schedule to the National Education Reform Agreement once agreed by SCSEEC.</p>	<p>SCSEEC will develop a national education data program.</p> <p>Parties agree to work together to improve the quality, scope and collection of data to support the National Plan for School Improvement. This will include the addition of student level, teacher workforce and policy intervention data relevant to reforms and the improvement of data collection (including efforts to streamline collection processes and ensure information is available to schools through an online portal. Systems and schools will provide agreed data items.</p>	<p>From 2014</p>
	<p>Develop arrangements for transparency and accountability for all jurisdictions that quantify targets and chart growth against these targets, subject to regular review, to achieve the 2025 COAG targets and agreed reforms.</p>	<p>SCSEEC will develop arrangements for transparency and accountability for all jurisdictions that quantify targets and chart growth against these targets, subject to regular review, to achieve the 2025 COAG targets and agreed reforms.</p>	<p>2014</p>
<p><b>Reporting</b></p>	<p>Provide an annual State of our Schools report to COAG and the public that reports progress against COAG targets and the actions outlined in the National Plan for School Improvement and the effectiveness of improvement strategies</p>	<p>SCSEEC will monitor progress, regularly review performance and publish a comprehensive annual progress report to COAG and the public. The report will report on:</p> <ul style="list-style-type: none"> <li>• progress against COAG targets and a range of performance measures agreed in the national education data program;</li> <li>• progress against the actions outlined in the National Plan for School Improvement; and</li> <li>• the effectiveness of improvement strategies.</li> </ul>	<p>Annual</p>

Further enhancement of <i>My School</i> as agreed by SCSEEC.	ACARA will continue to collect, publish and develop <i>My School</i> information based on SCSEEC agreement to additional performance indicators.	Ongoing
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## SCHEDULE E – NATIONAL EDUCATION DATA PROGRAM

[The national education data program, outlined in 56.c.i, will be set out in this Schedule once finalised.]

## SCHEDULE F - NATIONAL RESEARCH PLAN

[The national research plan, outlined in 56.b.i., will be set out in this Schedule once finalised.]

## SCHEDULE G - REVIEW TERMS OF REFERENCE

1. Terms of Reference for reviews listed below will be further considered and finalised by First Ministers of participating jurisdictions prior to commissioning each review.

### Comprehensive Review

#### Preamble

2. Parties have agreed to conduct two comprehensive reviews of this Agreement. The first review will be conducted by 30 June 2016, and the second will be conducted by 30 June 2019, to inform progress of this Agreement beyond the six year transition period.
3. The reviews will be commissioned by First Ministers of participating jurisdictions and undertaken by a panel of independent reviewers agreed by First Ministers of participating jurisdictions.

#### Role and Purpose

4. For the first review, the independent panel of reviewers will investigate and provide advice, to COAG, on:
  - a. progress made by the Parties in implementing the NPSI and the funding arrangements set out in this Agreement over the first two years of operation;
  - b. whether jurisdictions are on-track to give effect to complete transition of funding arrangements set out in Part 5 and Schedule A by 31 December 2019;
  - c. the appropriateness of the methodology and data inputs of the Commonwealth and State and Territory funding models;
  - d. whether the education reforms under the NPSI are appropriate to achieve agreed outcomes; and
  - e. any other agreed matters agreed between First Ministers of participating jurisdictions.
5. For the second review, the relevant Standing Council will provide COAG with advice, for agreement, on the scope and focus of the review before 30 June 2018. At a minimum, the scope of the second review will examine:
  - a. progress made by the Parties towards successful implementation of the NPSI and trajectory towards achievement of the 2025 targets, having regard to progress against targets, the national evidence base, emerging priorities and the link to funding;
  - b. whether the education reforms under the NPSI are appropriate, effective and efficient;
  - c. the SRS and State and Territory funding models' accuracy and the appropriateness of their respective data inputs and methodology; and
  - d. the conceptual adequacy and appropriateness of data sets and performance indicators.
6. The reviews will give consideration to both government and non-government sectors within participating jurisdictions.
7. For each review, within one month of the completion of the review period, the independent review panel will provide a full report to COAG. Reports will be published on the COAG website following COAG consideration.
8. In its reporting, the independent panel of reviewers will consider where recommendations might affect existing arrangements under this Agreement and *Australian Education Act 2013*.

## **Funding**

9. Funding for each review will be shared between the Commonwealth and States and Territories on a 50:50 basis.

## **Timetable**

### *First comprehensive review*

10. The panel of independent reviewers will be selected and their first meeting convened before 31 December 2015 and will be disbanded by 30 June 2016.

### *Second comprehensive review*

11. The panel of independent reviewers will be selected and their first meeting convened before 31 December 2018 and will be disbanded by 30 June 2019.

## **Consultation**

12. The independent panel of reviewers will be required to consult with:
  - a. the relevant COAG Council;
  - b. Senior Officers from First Ministers, Treasuries and education portfolio agencies;
  - c. The CRC;
  - d. non-government education authorities;
  - e. the Australian School Performance entity; and
  - f. other parties as appropriate.

## **Review Outcomes**

13. First Ministers of participating jurisdictions will be required to consider actions to be taken in response to the recommendations made in the review reports.

## **Indexation Review**

### **Preamble**

14. Parties have agreed to conduct an independent review to set the approach to indexation for the SRS (which will include baseline and additional funding). The revised approach to indexation will be required to be implemented from 1 January 2016 and apply to the needs-based funding arrangements specified in Part 5 and Schedules A and B of this Agreement. This will ensure the SRS continues to be based on evidence of what it costs to educate a student.
15. First Ministers from participating jurisdictions, in consultation with Treasurers, will commission an independent expert body to conduct the Indexation Review and will ensure that body has the expertise to consider the historical approach to indexation of schools funding, the drivers of cost in education and appropriate methodologies for maintaining the ability to deliver outcomes.

### **Role and Purpose**

16. The review will identify an approach to the indexation for the SRS that considers:
  - a. the objective of indexation as set out in this Agreement ;
  - b. how funding can be maintained to ensure schooling systems have the capacity to respond to the changes in the nature of schooling and the demand for schooling systems to keep pace with those changes;
  - c. the interplay, and availability, of using cost data versus expenditure data and how to best utilise existing data sources across sectors;
  - d. economic indicators that are more broadly based and nationally consistent;

- e. the technical aspects of calculation (e.g., rigour, volatility, transparency, timeliness, data availability, data consistency and data comparability);
  - f. whether the approach to indexation should be calculated separately for primary and secondary levels of schooling or as an average across all levels of schooling;
  - g. whether the approach to indexation should be applied as supplementation (that is, applied to the SRS per student amounts during the funding period) or indexation (that is, applied to the SRS per student amounts prior to the beginning of the funding period);
  - h. the sustainability of indexation approaches; and
  - i. how indexation can be calculated in isolation from the changes flowing from the SRS.
17. The scope of school costs considered as part of the review must:
- a. include all recurrent costs borne by schools. This includes teaching and non-teaching staff salaries and other operating costs such as teaching materials. All recurrent costs should be considered including those that are partially excluded from the current indexation mechanism (Average Government School Recurrent Costs (AGSRC)), in particular how to account for expenses/provisions for superannuation and long service leave;
  - b. exclude payroll tax, as it is not incurred by all schools (non-government schools and government schools in some States and Territories are exempt); and
  - c. exclude capital costs, given the funding in question relates to recurrent resources only. Therefore, repairs and maintenance should be included but capital-related concepts such as depreciation, user cost of capital and capital expenses should be excluded.
18. In reporting, the independent panel of reviewers will consider where recommendations might affect existing arrangements under this Agreement and the *Australian Education Act 2013*.
19. The review will be dependent on data being made available by schools and system authorities. Parties to the Agreement, as well as non-government schools and systems, will be required to provide all data required to carry out the review.

### **Funding**

20. Funding for the review will be shared between the Commonwealth and States and Territories on a 50:50 basis.

### **Timetable**

21. The independent panel of reviewers will be required to provide a final report by 1 March 2015 for consideration by First Ministers from participating jurisdictions by 1 July 2015 and implementation in school funding arrangements on 1 January 2016.

### **Consultation**

22. The independent panel of reviewers will be required to call for submissions and include specific consultation with:
- a. SCSEEC;
  - b. Senior officers from First Ministers, Treasuries and education portfolio agencies;
  - c. non-government education authorities; and
  - d. other parties as appropriate.

**Review Outcomes**

23. Parties will be required to consider recommended changes to indexation stemming from this review for implementation by 1 January 2016.

## SCHEDULE H - DEFINITIONS

<b>approved authority</b>	An approved authority is a body approved to receive funding on behalf of a school. It includes both school systems (groups of schools) and individual schools.
<b>Australian Curriculum, Assessment and Reporting Authority (ACARA)</b>	ACARA is the independent authority responsible for the development of a national curriculum (Kindergarten to Year 12), and a national assessment program, including managing the National Assessment Program Literacy and Numeracy (NAPLAN) (see below). ACARA also manages the <i>My School</i> website ( <a href="http://www.myschool.edu.au">www.myschool.edu.au</a> ).
<b>capacity to contribute</b>	The anticipated level of private contribution will be based on a school's SES score until a new, individual measure of parental capacity to contribute is developed.
<b>Council of Australian Governments (COAG)</b>	The Council of Australian Governments, being the peak intergovernmental forum in Australia, comprising the Prime Minister, State Premiers, Territory Chief Ministers and the President of the Australian Local Government Association (ALGA).
<b>COAG Reform Council (CRC)</b>	The COAG Reform Council has been established by the Council of Australian Governments (COAG) as part of the arrangements for federal financial relations. The Council is independent of individual governments and reports directly to COAG.
<b>English language proficiency (ELP)</b>	<p>A loading of 10 per cent per disadvantaged language background other than English (LBOTE) student is used, noting further work is being progressed through officials to develop a more reliable measure for students with limited English language proficiency (ELP).</p> <p>Disadvantaged LBOTE is a component of the 2010 Index of Community Socio-Education Advantage (ICSEA) calculation, which is LBOTE combined with the percentage of parents with an education of Year 9 equivalent or below.</p> <p>Low ELP is an area of student disadvantage targeted by loadings in the new funding model. The ELP loading will be calculated on the basis of new national consistent data inputs from 2014.</p>
<b>Foundation students</b>	School students in the year before Year 1.
<b>Intergovernmental Agreement on Federal Financial Relations (IGA FFR)</b>	The Intergovernmental Agreement on Federal Financial Relations establishes the overarching framework for the Commonwealth's financial relations with the States and Territories ( <a href="http://www.federalfinancialrelations.gov.au">www.federalfinancialrelations.gov.au</a> ).

<b>material funding implications</b>	An amendment has material funding implications where the spending that would be required as a consequence of that amendment would be subject to Cabinet approval in the affected jurisdictions.
<b>needs-based funding</b>	The new basis on which Parties will fund schools, as determined by the SRS (see below).
<b>Schooling Resource Standard (SRS)</b>	<p>A new standard for Australian Government recurrent funding to support schools to deliver a high quality education for every child.</p> <p>The SRS has two elements: the amount of investment per student in every system required to provide a high quality education; and loadings that target disadvantage and need at student and school level in specific areas which are known to impact on student performance, such as low socio-economic background, disability, indigeneity, English language proficiency and school size and location.</p> <p>The SRS per student amount is based on the costs of educating a child at a set of high performing schools, known as 'reference schools'. A school is considered a 'reference school' if at least 80 per cent of its students meet the national minimum standard in reading and numeracy under NAPLAN over three years, as well as other measures of school performance.</p>
<b>socio-education advantage (SEA)</b>	<p>A scale based on a range of variables including parental education and occupation—and/or socio-economic characteristics of the areas where students live, a school's location and student characteristics.</p> <p>The SEA is the basis on which the low socio-economic status student loading is calculated.</p>
<b>Standing Council on Federal Financial Relations (SCFFR)</b>	The Standing Council on Federal Financial Relations (SCFFR) is the COAG Council responsible for oversight of the Federal Financial Framework. The SCFFR publishes all COAG National Agreements and National Partnership Agreements on its website.
<b>Standing Council on Schools, Education and Early Childhood (SCSEEC)</b>	The Standing Council on Schools, Education and Early Childhood (SCSEEC) was established under Council of Australian Governments (COAG) arrangements. It provides a forum through which strategic policy on school education and early childhood development can be coordinated at the national level, and through which information can be shared and resources used collaboratively towards the achievement of agreed objectives and priorities.
<b>top 5 countries</b>	Any reference to 'top 5 countries' should be read consistently with the definition used by the Organisation for Economic Co-operation and Development's Programme for International Student Assessment.