

**Outcome 2: Improved learning, and literacy, numeracy and educational attainment for school students, through funding for quality teaching and learning environments, workplace learning and career advice**

**Outcome 2 Strategy**

The government has set a new vision for Australia—an Education Revolution to reform education in Australia to ensure that all young Australians acquire the knowledge and skills to enable them to reach their full potential. Improving educational outcomes for all young Australians is central to the nation's social and economic prosperity and will position young people to live fulfilling, productive and responsible lives.

There are challenges for Australia even though the latest 2006<sup>1</sup> comparisons with the other countries participating in the Organisation for Economic Cooperation and Development (OECD) Programme for International Student Assessment (PISA) show that Australia's students are performing well at school. Although the average performance of our 15 year olds continues to be significantly better than the OECD average, the period between 2003 and 2006 saw Australia decline in both its absolute and relative performance in reading literacy, and its relative performance in mathematical literacy. Low levels of literacy and numeracy have a significant impact on educational attainment. Lower literacy and numeracy skills in Year 9 have been associated with lower engagement in school, lower retention to Year 12 and less successful transitions from school. Australia is also in the bottom half of OECD countries for the percentage of the post school population attaining upper secondary school level qualifications of Year 12, or its equivalent.<sup>2</sup>

The 2008 National Assessment Program—Literacy and Numeracy (NAPLAN) results provide stark evidence of the gap to be bridged in literacy and numeracy for Indigenous students. The gap between the number of Indigenous and non-Indigenous students achieving at or above the national minimum standard, ranges between 16.4 per cent in Year 3 numeracy and 27.6 per cent in Year 5 reading, with results exacerbated for those in remote and very remote locations. Initiatives have been established, and are being expanded, which address the issues facing Indigenous students, in particular, access to educational services. These initiatives include the three National Partnerships agreed by the Council of Australian Governments (COAG) addressing disadvantage in low socio-economic status school communities, and improving teacher quality, and literacy and numeracy.

The government's Education Revolution involves greater collaboration and sharper focus on improving outcomes as students move through school. Reform involves collaboration across the government and non-government sectors and a genuine partnership involving parents, children, students, employers and all levels of government. The *Melbourne Declaration on Educational Goals for Young Australians*, released on 5 December 2008, and agreed to by the Ministerial Council on Education,

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<sup>1</sup> OECD Programme for International Student Assessment (PISA) results, 2006.

<sup>2</sup> Communiqué, 22nd MCEETYA Meeting, 17 April 2008.

Employment, Training and Youth Affairs (MCEETYA), updates the historic 1999 Adelaide Declaration and articulates future directions and aspirations for Australian schooling. It sets young Australians at the centre of the agenda for educational goals.

To support improving educational outcomes, COAG has set ambitious targets to lift educational attainment and to Close the Gap between Indigenous and non-Indigenous students as follows:

- Lift the Year 12 or equivalent attainment rate to 90 per cent by 2015.  
Progress will be measured using the proportion of 20-24 year olds with a Year 12 or equivalent qualification, derived from the annual Australian Bureau of Statistics Survey of Education and Work. That figure stands at 79.3 per cent in 2007.
- Halve the gap between Indigenous and non-Indigenous students in reading, writing and numeracy within a decade.

The NAPLAN 2008 data will be used as the baseline for the measurement of achieving this COAG goal. This data is shown in Figure 2.3, for example, the gap in the percentage of students meeting national standards between Indigenous and non-Indigenous students is 29.2 per cent in Year 5 reading.

**Figure 2.2A: Gap in Indigenous reading, writing and numeracy in 2008**

	Indigenous Reading %	Gap %	Indigenous Writing %	Gap %	Indigenous Numeracy %	Gap %
Yr 3	68.3	25.2	78.8	17.6	78.6	17.4
Yr 5	63.4	29.2	69.7	24.2	69.2	24.8
Yr 7	71.9	23.5	67.9	25.3	78.6	17.8
Yr 9	70.7	23.5	59.7	29.1	72.5	22.3

Source: 2008 NAPLAN - Proportion of Indigenous students at or above the minimum standard.

- At least halve the gap between Indigenous and non-Indigenous students in Year 12 or equivalent attainment rates by 2020.  
Census data show that in 2006 41.4 per cent of Indigenous 20-24 year olds had completed Year 12 or at least a Certificate II qualification (this was made up of 32.2 per cent completing Year 12 and 9.3 per cent who did not complete Year 12 but completed a Certificate II or higher). DEEWR modelling suggests the 2008 figure for Indigenous attainment is 43.9 per cent, suggesting there is currently an estimated gap of 39.6 per cent between Indigenous and non-Indigenous attainment.

Difficult economic conditions have heightened the urgency to support young people, who are particularly vulnerable in periods of tight labour markets. Therefore in April 2009 COAG has agreed to bring forward its attainment target so that by 2015, 90 per cent of 20-24 year olds will have attained at least Year 12 or equivalent Certificate II qualification. COAG has also agreed that by 2020, 90 per cent of 20-24 year olds will have attained at least Year 12 or a Certificate III qualification.

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The exact trajectory of attainment rates between now and 2015 will depend on a number of factors, including: the capacity of states' and territories' schooling and VET systems to undertake reform; the effect of the global financial crisis on the rate of participation in education; and the course duration undertaken. It is anticipated that by 2013 the national 20-24 year old Year 12 or equivalent attainment rate will have risen from 83.5 per cent to about 88 per cent.

The government's commitment to delivering its Education Revolution is underpinned by a new funding framework for schools which came into effect on 1 January 2009. The framework comprises:

- the National Education Agreement between the Commonwealth and state and territory governments that defines Commonwealth and state and territory roles and responsibilities, objectives, outcomes, performance benchmarks and indicators
- the *Schools Assistance Act 2008* that confirms the government's financial support for the non-government school sector for the next four years and introduces the same transparency and accountability requirements that apply to government schools.

Key initiatives for delivering the government's policy agenda under the Education Revolution include the following National Partnerships:

- *Building the Education Revolution program* (see Program 2.7)
- *Trade Training Centres in School Program* (see Program 2.4)
- *Digital Education Revolution* (see Program 2.5)
- *Smarter Schools—Literacy and Numeracy* (see Program 2.6)
- *Smarter Schools—Improving Teacher Quality NP* (see Program 2.10)
- *Smarter Schools—Low SES School Communities NP* (see Program 2.11).

In addition, as part of the broader schooling and social inclusion agendas, the government will be improving support for young people to access high quality career advice and transition support arrangements (including an effective safety net for those young people at risk of making a poor transition) in order to overcome inter-generational disadvantage and achieve equitable outcomes for all Australians.

A focus of government support will be those students who are not fully engaged in their education, or are at risk of becoming disengaged, who require access to comprehensive and flexible support. In particular, the focus will be on providing access to quality career development that effectively links them to the broader community and business.

## Contributions to Outcome 2

### Productivity Agenda

Under the Productivity agenda, on 29 November 2008, COAG agreed to three new 'Smarter Schools' National Partnerships (NPs) to support improved outcomes in priority areas. The new NPs recognise the importance of teacher excellence, strong school leadership and high professional standards for teachers. They also recognise the need for more of our best principals and teachers to work in disadvantaged schools and the need for more high-achieving graduates to be recruited into teaching. In addition to agreeing to the National Education Agreement over \$2.2 billion is being provided for National Partnerships including:

- \$550 million for ambitious, nationally significant and sustainable reforms to attract, train, place, develop and retain quality teachers and school leaders in classrooms and schools through the *Smarter Schools—Improving Teacher Quality NP* (see Program 2.7)
- \$1.5 billion over seven years for improving educational outcomes in low socio-economic status (SES) school communities through *Smarter Schools—Low SES School Communities NP* (see program 2.9)
- \$540 million for improving literacy and numeracy through *Smarter Schools—Literacy and Numeracy* (see Program 2.6).

These build on the NPs established under the Education Revolution:

- \$2.5 billion over ten years for the *Trade Training Centres in School Program* (see Program 2.4: Trade Training)
- more than \$2 billion over six years for the *Digital Education Revolution* (see Program 2.5)
- \$14.7 billion over three years for the *Building the Education Revolution program* (see Program 2.7).

The Australian Curriculum, Assessment and Reporting Authority (ACARA) that has been established under a separate piece of legislation, the *ACARA Act 2008*, will be supplied with the information to enable it to publish relevant, nationally-comparable information on all schools to support accountability, school evaluation, collaborative policy development and resource allocation. Due to the timing associated with the establishment of ACARA, the department's effectiveness indicators for the eight Outcome 2 programs reflect this transitional period. These include trends in full-time student enrolments, apparent retention rates and students receiving Year 12 certificates. Other key indicators include monitoring of student outcomes against national benchmarks for literacy and numeracy achievement, in line with the government's emphasis on raising educational standards.

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**Table 2.1A: Budgeted Expenses and Resources for Outcome 2**

<b>Outcome 2: Improved learning, and literacy, numeracy and educational attainment for school students, through funding for quality teaching and learning environments, workplace learning and career advice</b>	2008-09 Revised Budget \$'000	2009-10 Budget \$'000
<b>Outcome 2 Totals by Appropriation type</b>		
Administered Expenses		
Ordinary Annual Services (Appropriation Bill No. 1)	456,349	468,908
Other Services (Appropriation Bill No. 2)	867,021	3,734,221
Special Appropriations	8,709,615	7,615,269
Special Accounts	205	245
Departmental expenses		
Ordinary Annual Services (Appropriation Bill No. 1)	219,938	182,669
Revenues from Independent Sources (Section 31)	-	-
Special Accounts	-	-
Expenses not requiring Appropriation in the Budget year	292	292
<b>Total expenses for Outcome 2</b>	<b>10,253,420</b>	<b>12,001,604</b>
	2008-09	2009-10
<b>Average staffing level (number)</b>	<b>1,025</b>	<b>1,009</b>

**Program 2.1: Government Schools National Support**

**Program objective**

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

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

Under the *National Education Agreement* (NEA) approximately \$14 billion is being provided by the government for government schools over the four years from 2009-2012. This funding is supplementary to the funding provided by states and territories which have primary responsibility for funding schools.

The Commonwealth, state and territory governments have committed, through the NEA, to the objective that all Australian school students acquire the knowledge and skills to participate effectively in society and employment in a globalised economy. States and territories are responsible for working with the non-government school sector in their state or territory to ensure their participation in relevant aspects of the NEA.

The Performance Reporting Framework for the NEA is detailed in the Intergovernmental Agreement on Federal Financial Relations 'Public Accountability and Performance Reporting'. Performance information for Program 2.1 will be reported to COAG by the COAG Reform Council.

The NEA and agreements with non-government schools and school systems, under which national support for government and non-government schools is provided, incorporate the COAG targets set for schooling. COAG targets must be met across all Australian schools regardless of sector (government or non-government) and therefore the KPIs under program 2.1 and 2.2 are the same.

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**Table 2.2.1: Administered expenses and key performance indicators for Program 2.1**

	2008-09 Revised budget	2009-10 Budget	2010-11	2011-12	2012-13
<b>Administered item expenses (\$000)</b>					
Special Appropriations:					
<i>Schools Assistance (Learning Together - Achievement Through Choice and Opportunity) Act 2004</i>	1,415,541	-	-	-	-
<i>Indigenous Education (Targeted Assistance) Act 2000</i>	145,435	-	-	-	-
<b>Total Program Expenses</b>	<b>1,560,976</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

	2008 Revised budget	2009 Budget	2010	2011	2012
<b>Quantity for key deliverables</b>					
<b>Government Schools Specific Special Purpose Payment</b>					
Number of full-time equivalent students funded (enrolment projections).	2,260,774	2,255,000	2,257,000	2,265,000	2,278,000
<b>Capital Grants – Government<sup>3</sup></b>					
Number of schools assisted with capital support	117				
<b>Country Areas Program (CAP)<sup>4</sup> – Government</b>					
Number of schools assisted	1,183 <sup>5</sup>				
<b>English as a Second Language – New Arrivals (ESL-NA)<sup>6</sup> – Government</b>					
Number of new arrivals assisted	12,879				
<b>IESIP Supplementary Recurrent Assistance<sup>7</sup></b>					
Number of providers funded	184				

<sup>3</sup> From 2009 onwards funding under the former Capital Grants Program—Government element has been incorporated into the NEA and no details will be provided by states and territories.

<sup>4</sup> CAP-Government data is not available beyond 2008 under the National Education Agreement.

<sup>5</sup> The CAP-Government figure includes Queensland Catholic Schools where projects are administered in partnership with the Queensland Government.

<sup>6</sup> ESL-NA Government data will not be available beyond 2008 under the National Education Agreement.

<sup>7</sup> This element ended 31 December 2008.

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	2008 Revised budget	2009 Budget	2010	2011	2012
<b>IESIP Elements<sup>8</sup></b>					
Indigenous Tutorial Assistance Scheme: • Number of providers funded	69				
'Mixed-mode' Away From Base initiative: • Number of providers funded	16				
Whole of School Intervention Strategy: • Number of projects approved	1,047				
Number of participants in the Indigenous Youth Mobility Program	206	220	324	324	324
Number of participants in the Indigenous Youth Leadership Program	220	360	300	600	900
Number of students attending Sporting Chance academies	2,000	3,000	3,200	3,250	3,300
<b>Program effectiveness</b>					
<i>Meeting specified COAG targets*<sup>9</sup></i>					
Proportion of 20-24 year olds who have attained Year 12 (or equivalent) or Cert. II or above (%) <sup>10</sup>	83.5% <sup>12</sup>				
Estimated proportion of Indigenous 20-24 year olds who have attained Year 12 (or equivalent) or Cert. II or above (%) <sup>11</sup>	41.1% <sup>13</sup>				
<i>Enrolment trends</i>					
Trend in full-time student enrolments in Australian schools:					
• Primary	1,376,066	1,376,000	1,390,000	1,406,000	1,424,000
• Secondary	888,488	884,000	871,000	863,000	859,000
Trend in the number of Indigenous students at School	130,587	133,000	136,000	138,000	141,000
<i>Indigenous trends</i>					
Percentage of young people who commence on the Indigenous Youth Mobility Program who exit the program after achieving a vocational education and training or higher education qualification or to take up full-time employment	59%	60%	60%	60%	60%
Percentage of eligible Indigenous students in receipt of Indigenous Youth Leadership Program scholarships who complete Year 12	90%	90%	90%	90%	90%

<sup>8</sup> This element ended 31 December 2008.

<sup>9</sup> COAG targets must be met across all Australian schools regardless of sector and therefore KPIs are the same for government and non-government schools.

<sup>10</sup> Measure source: ABS Survey of Education and Work

<sup>11</sup> Measure source: Census and ABS National Schools Statistics Collection and/or Admin data

<sup>12</sup> SEW 2007

<sup>13</sup> DEEWR modelling (drawing on 2006 Census data and ABS National Schools Statistics Collection trend data)

**Program 2.2: Non-government Schools National Support**

**Program objective**

Fulfilling the government's election commitments to non-government schools, the government will provide approximately \$28 billion for non-government schooling for 2009–2012 under the *Schools Assistance Act 2008* (the Act). Funding appropriated under the Act supports the capital and operating costs of the non-government primary and secondary education system. The funding provided by the government to non-government schools is supplementary to their other sources of funding.

*Administered items*

The new funding arrangements, which came into effect on 1 January 2009, will ensure that schools have the capacity to deliver high-quality educational outcomes for all children. The Act provides for:

- recurrent and capital funding for non-government schools
- continuation of current indexation arrangements, with indexation of recurrent and targeted funding
- maximum recurrent grant funding for non-government schools with significant proportions of Indigenous students
- Indigenous Supplementary Assistance (ISA) for Indigenous students, generally comprising the non-government recurrent funding component for Indigenous school students formerly provided under the *Indigenous Education (Targeted Assistance) Act 2000*<sup>14</sup>

Targeted programs:

- Literacy, Numeracy and Special Learning Needs Program—which assists the most disadvantaged students including students with disabilities
- Country Areas Program—which assists geographically isolated children
- English as a Second Language—New Arrivals Program—to assist newly arrived students of non-English speaking backgrounds

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<sup>14</sup> Under the new Act, a number of schools programs previously funded under the *Indigenous Education (Targeted Assistance) Act 2000* will be paid as a single per capita entitlement known as Indigenous Supplementary Assistance (ISA). ISA is designed to provide school authorities with enhanced flexibility and improved transparency to accelerate the educational outcomes of their Indigenous students. From 1 January 2009, ISA is being paid as a component of each school or system's grants for recurrent expenditure. An Indigenous Funding Guarantee has also been established under the *Schools Assistance Act 2008* to act as a transitional measure over 2009-12 to ensure that non-government school authorities continue to receive funding comparable to their entitlements in 2008.

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- Languages Program—to improve learning outcomes of students learning languages other than English
- Short Term Emergency Assistance—to support the operation of schools that have been affected by unforeseen, emergency circumstances
- Establishment Assistance—payable in 2009 only, for non-government schools that commenced in 2008.

**Table 2.2.2: Administered expenses and key performance indicators for Program 2.2**

	2008-09 Revised budget	2009-10 Budget	2010-11	2011-12	2012-13
<b>Administered item expenses (\$000)</b>					
Special Appropriations:					
<i>Schools Assistance (Learning Together - Achievement Through Choice and Opportunity) Act 2004</i>	3,129,284	-	-	-	-
<i>Schools Assistance Act 2008</i>	2,973,050	6,456,903	6,936,277	7,478,506	8,045,194
<i>Indigenous Education (Targeted Assistance) Act 2000</i>	134,862	211,008	222,911	215,921	235,733
<b>Total program expense</b>	<b>6,237,196</b>	<b>6,667,911</b>	<b>7,159,188</b>	<b>7,694,427</b>	<b>8,280,927</b>

	2008 Revised budget	2009 Budget	2010	2011	2012
<b>Quantity for key deliverables</b>					
<b>Recurrent Grants – Non-government</b>					
Number of full-time equivalent students funded (enrolment projections).	1,155,974	1,174,000	1,192,000	1,215,000	1,238,000
<b>Capital Grants – Non-government</b>					
Number of schools assisted with capital support	262	270	270	270	270
<b>Country Areas Program (CAP) – Non-government</b>					
Number of schools assisted	230 <sup>15</sup>	- <sup>16</sup>			

<sup>15</sup> The CAP-Non Government figure does not include Queensland Catholic Schools, as projects are administered in partnership with the Queensland Government.

<sup>16</sup> School data for the CAP-Non Government program will no longer be requested from 2009 under the *Schools Assistance Act 2008*.

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	2008 Revised budget	2009 Budget	2010	2011	2012
<b>English as a Second Language – New Arrivals (ESL-NA) – Non-government</b>					
Number of new arrivals assisted	1,052	1,158	1,273	1,400	1,541
<b>IESIP Supplementary Recurrent Assistance<sup>17</sup></b>					
Number of providers funded	19				
<b>IESIP Elements<sup>18</sup></b>					
Indigenous Tutorial Assistance Scheme: • Number of providers funded	118				
'Mixed-mode' Away From Base initiative: • Number of providers funded	13				
Whole of School Intervention Strategy: • Number of projects approved	530				
<b>Program effectiveness</b>					
<b>Meeting specified COAG targets<sup>19</sup></b>					
Proportion of 20-24 year olds who have attained Year 12 (or equivalent) or Cert. II or above (%) <sup>20</sup>	83.5 <sup>22</sup>				
Proportion of Indigenous 20-24 year olds who have attained Year 12 (or equivalent) or Cert. II or above (%) <sup>21</sup>	43.9 <sup>23</sup>				
<b>Enrolment trends</b>					
Trend in full-time student enrolments in Australian schools:					
• Primary	597,436	607,000	621,000	635,000	649,000
• Secondary	572,301	582,000	588,000	599,000	612,000
Trend in the number of Indigenous students at School	21,082	22,000	23,000	24,000	26,000
Trend in the number of new arrivals assisted with English as a Second Language	1,052	1,158	1,273	1,400	1,541

<sup>17</sup> This ended 31 December 2008.

<sup>18</sup> This ended 31 December 2008.

<sup>19</sup> COAG targets must be met across all Australian schools regardless of sector and therefore KPIs are the same for government and non-government schools.

<sup>20</sup> Measure source: ABS Survey of Education and Work

<sup>21</sup> Measure source: Census and ABS National Schools Statistics Collection and/or Admin data

<sup>22</sup> SEW 2007

<sup>23</sup> Census 2006, unpublished

**Program 2.3: Schools Support**

**Program objective**

In its national leadership role, the government funds initiatives, including quality teaching and learning environments that have at their core the aim of improving the quality outcomes for all Australian students. In 2009-10, the department will deliver a range of initiatives to achieve this goal.

Due to the timing associated with the establishment of ACARA, the department's effectiveness KPIs for Program 2.3 reflect this transitional period.

Linked to: Treasury's Specific Purpose Payments (SPPs)—refer to Budget Paper 3 (Australia's Federal Relations) which includes SPP arrangements with the states and territories.

*New Initiatives*

- *Indigenous education*—the government's Indigenous education programs strategically target issues impacting adversely on educational outcomes for Indigenous students and focus on the attainment of the Closing the Gap targets. New initiatives in 2009-10 are:
  - *Sporting Chance Program*—(\$10 million over four years) will continue to encourage school engagement and positive educational outcomes by Indigenous students through the expansion of the program. The Australian Government is contributing funds to establish 10 new school-based sports academies across Australia, which will have a particular focus on improving the school engagement of girls. Funds will also be provided to the Former Origin Greats (FOGS) to establish school-based academies with a rugby league focus in Queensland. This new funding is in addition to the \$10 million to support the expansion of the Clontarf academies announced by the Prime Minister in December 2008 and the existing \$22 million currently available to support existing providers.
- *Northern Territory Emergency Response*—to enable the continuation of the outcomes already obtained, the education measures under the Northern Territory Emergency Response (NTER) will be expanded:
  - *School Nutrition Program*—(\$37.5 million over three years) is a continuation of the government's contribution towards improving school student engagement and attendance by delivering a breakfast and lunch program to school aged children in schools in communities covered by the NTER. The program also provides job opportunities and training for local Indigenous people living in remote communities.

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- *Teacher Housing*—(\$11.2 million over one year) will address the urgent need for teacher accommodation in the Northern Territory to address housing shortages and to increase teacher employment and retention rates. The shortfall in teacher housing in the Northern Territory has been a key factor impacting adversely on the recruitment and retention of teachers. This measure will support the construction of up to 22 additional teacher houses in NTER communities. This measure build on the \$5 million provided for up to 10 teacher houses in Wadeye.
- *Expansion of the Enhancing Education Elements*—(\$45.7 million over three years) supports the government’s commitment to close the gap on Indigenous educational disadvantage, particularly in relation to literacy and numeracy skills, and Year 12 attainment and will also alleviate the additional pressure placed on remote schools. It continues the Commonwealth’s commitment to remote schools in the Northern Territory and addresses the poor education outcomes of Indigenous students in these communities. The measure will provide an additional \$23 million for the Quality Teaching Package and \$22.7 million for the Accelerated Literacy initiative.

### *Administered items*

- *National Curriculum Initiative*—as a key component of the *Education Revolution*, the government is developing a national curriculum for implementation by 2011, across kindergarten to Year 12, starting with the key learning areas of English, mathematics, the sciences and history. As a second phase national curriculum will be developed in languages, geography and the arts. The Australian Curriculum, Assessment and Reporting Authority (ACARA) has been established through legislation to oversee the development of the national curriculum. National curriculum will assist in raising the performance of young Australians and will lift standards in schools.
- *National Asian Languages and Studies in Schools Program*—aims to increase opportunities for school students to become proficient at learning the languages and understanding the cultures of our Asian neighbours, namely China, Indonesia, Japan and Korea.
- *Grants and Awards*—supports:
  - *Australian Students Prize*—which gives recognition to academic excellence and achievement in secondary, particularly senior secondary years.
  - *Curriculum Corporation*—to facilitate greater efficiency and effectiveness in curriculum development and dissemination through sharing knowledge and scarce resources.
  - *Asia Education Foundation*—to deliver Studies of Asia and Australia Services across all curriculum areas in Australian schools, and within teacher education, focusing on Asian societies and cultures.
  - *Grants-in-Aid*—which assist in maintaining the operations of key national education research organisations and national parents’ organisations.

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- *Framework for Open Learning (FOLP)*—fosters innovation in the educational use of ICT and supports national collaboration to promote the diffusion of innovation throughout the education and training system. Priorities for activities funded under FOLP accord with the Joint Ministerial Statement for ICT in Australian Education (2008–2011) and support government initiatives under the DER.
- *National Student Aptitude Test for Tertiary Admission*—a pilot program which provides an opportunity for a broader cohort of students to exhibit their potential and access tertiary education—particularly those who have not considered or had access to this level of education—and assist universities to select students with the potential to succeed in tertiary studies who may have low tertiary entrance rankings. The program provides funding for the use of student aptitude tests by universities as a supplementary or alternative mechanism for assessing Year 12 students seeking entrance to a tertiary course.
- *Supplementary Funding for School Operations*—the government is fulfilling its 2007 election commitment to provide \$16 million over four years to orthodox Jewish schools to take account of the special circumstances of families at these schools. Four schools that receive funding under this commitment with each school receiving a proportion of \$4 million per year (from 2008 to 2011) based on the total enrolments at the four schools. These funds are for operational expenditure to support the education of students at the schools.
- *Drought Assistance for Schools*—supports drought affected families experiencing financial hardship to meet education expenses by assisting with the cost of items such as text books, excursions and extra curricular activities or other support which benefits students and is related to their schooling. The program provides up to \$10,000 per school per year for government and non-government, rural and remote schools located in Exceptional Circumstances declared areas. This program is due to cease on 30 June 2009.
- *National School Chaplaincy Program*—assists schools and their communities to provide pastoral care, general religious and personal advice and comfort to students and staff. The program provides up to \$20,000 per annum over three years, to a maximum of \$60,000 to government and non-government school communities to assist in the provision of chaplaincy services.
- *Helping Children with Autism package*—the department’s initiatives in this cross portfolio package foster productive partnerships between schools and families to improve the educational outcomes of children with autism spectrum disorder (ASD). Over 2007–08 to 2011–12, the initiatives provide professional development for teachers and other school staff who are working with students with ASD and workshops and information sessions for parents and carers of school aged children with ASD.

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- *Local Schools Working Together pilot program*—encourages government, Catholic and independent schools to work together, broadening the benefit of government expenditure on educational facilities. The program will address a lack of facilities in population growth areas and support options where schools have the capacity to effectively share facilities. Funding of \$62.5 million will be provided over two funding rounds to support the construction of approximately 25 shared school facilities between government and non-government schools. In Round One, \$31.7 million was approved to fund 15 projects. The balance of funding will be allocated in Round Two.
- *Quality Outcomes:*
  - *Australian Government Quality Teacher Program*—supports national leadership in high priority areas of teacher professional learning need; and improves the professional standing of school teachers and leaders. The program will equip teachers with the skills and knowledge needed for teaching in the 21st century, in accordance with the Education Revolution. The program also provides funding to Teaching Australia—Australian Institute for Teaching and School Leadership to raise the status, quality and professionalism of teachers and school leaders throughout Australia.
  - *Quality Outcomes Program—Other Initiatives*—aims to raise the quality of teaching and school leadership in schools and support schools working with their local community. The program promotes the implementation of national curriculum and modern, world-class teaching and learning environments. It supports transparent and strengthened accountability to improve student and school performance and boosts strategies for low SES school communities.
  - *Values Education*—helps make values education a core part of schooling in line with the National Framework for Values Education in Australian Schools. The funding supports values forums, good practice approaches, curriculum resources, national activities including the annual National Values Education Conference and projects with parents, principals, teachers and teacher educators; and a values education website.
  - *Civics and Citizenship Education*—supports civics and citizenship education in schools to help school students to become active and informed citizens through an understanding and appreciation of Australia's system of government and civic life. Current funding (2008–2009) covers the civics and citizenship website for professional learning support, projects documenting good practice in teaching civics and citizenship and national activities such as the National Schools Constitutional Convention for Year 11 and 12 students.
  - *PACER—Parliament and Civics Education Rebate*—provides a subsidy for schools travelling more than 150 kilometres to the national capital for a civics and citizenship excursion. Schools must visit Parliament House, Old Parliament House and the Australian War Memorial to be eligible for the subsidy. The rebate is paid in respect of Years 4 to 12 students and aims to support their learning in civics and citizenship education.

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- *Innovation in Science, Technology and Maths Education*—encourages the study of maths and science, and to improve the quality of school maths and science teaching and learning. Specific funded initiatives include:
  - Australian Academy of Science-led *Primary Connections* program—aims to build primary students' knowledge and understanding of science while also focusing on the development of their literacy skills.
  - Science by Doing project—aims to develop and trial a model inquiry-based approach to better engage junior secondary students in science learning.
  - Scientists in Schools program—is partnering practicing scientists with teachers in primary and secondary schools to increase students' interest in science and broaden awareness of the types and variety of careers that are available within the sciences.
- *National School Drug Education Strategy*—fosters capacity in school communities to provide safe and supportive school environments for all Australian school students and promotes a nationally consistent approach to school drug education across all education sectors. The strategy supports the development of effective, evidence-based prevention and early intervention school drug education programs and resources and by supporting schools to respond to, and effectively manage, drug issues.
- *Indigenous education*
  - The *Australian Indigenous Education Foundation*—(\$20 million over three years)—was announced by the Prime Minister in October 2008. The scholarships provided under this initiative will contribute to addressing the Closing the Gap targets, particularly in relation to Year 12 attainment and literacy and numeracy levels. It is expected that corporate, private and philanthropic donations to the Foundation will equal or exceed the Commonwealth's contribution.
  - The *Parental and Community Engagement (PACE) program*—(\$84 million over four years) commenced 1 January 2009. Funds previously allocated to the Parent School Partnership Initiative (PSPI) have been retained as a Commonwealth Own Purpose Expense, rather than become part of the funding passed directly to states and territories, to allow the Commonwealth to continue to provide leadership focussed on enhancing the capacity of Indigenous families and communities to engage in school and education, including in educational decision making, and to establish school and community partnerships.

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Existing programs include:

- o *Indigenous Youth Leadership Program (IYLP)*
- o *Indigenous Youth Mobility Program (IYMP)*
- o *Community Festivals for Education Engagement program*
- o *Expansion of intensive literacy and numeracy programs for underachieving Indigenous students*
- o *Personalised Learning Plans*
- o *Northern Territory Boarding Facilities*

**Table 2.2.3: Administered expenses and key performance indicators for Program 2.3**

	2008-09 Revised budget	2009-10 Budget	2010-11	2011-12	2012-13
<b>Administered item expenses (\$000)</b>					
Annual Administered Expenses:					
<i>Ordinary Annual Services (Appropriation Bill No. 1)</i>					
National Asian Languages and Studies in Schools	8,050	20,810	30,030	3,510	-
Grants and Awards	3,871	3,925	3,976	4,034	4,087
Framework for Open Learning	3,230	3,170	3,252	3,308	3,280
National Student Aptitude Test for Tertiary Admission	4,627	4,623	-	-	-
Supplementary Funding for School Operations	4,000	4,000	4,000	-	-
Drought Assistance for Schools	23,872	25,066	-	-	-
National School Chaplaincy Program	54,250	54,250	5,000	-	-
Helping Children with Autism	5,319	5,171	5,259	2,679	2,730
Local Schools Working Together	10,000	35,000	17,500	-	-
Quality Outcomes	143,535	79,664	44,201	42,543	40,627
Indigenous Education	33,583	66,280	45,365	43,664	-
<b>Total program expense</b>	<b>294,337</b>	<b>301,959</b>	<b>158,583</b>	<b>99,738</b>	<b>50,724</b>

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	2008 Revised budget	2009 Budget	2010	2011	2012
<b>Quantity for key deliverables<sup>24</sup></b>					
<b>Drought Assistance for Schools Measure</b>					
Number of schools assisted	3,030	2,340			
<b>National School Chaplaincy Program</b>					
Number of new schools approved	384	- <sup>25</sup>			
<b>Helping Children with Autism Package</b>					
Number of teachers and other school staff attending professional development courses	-	900	450	450	-
Number of parents and carers attending workshops and information sessions	-	2,900	1,450	1,450	-
<b>Framework for Open Learning</b>					
Number of projects funded	14	10	12	12	12
<b>Australian Government Quality Teacher Program (AGQTP)</b>					
Number of teachers assisted	39,919				
<b>Boosting Innovation in Science Technology</b> (Some data have not been provided in this table due to it not being available at this time or COAG decisions pending)					
Number of organisations involved in Australian School Innovation in Science, Technology and Mathematics (ASISTM) <sup>26</sup> school projects:					
• Schools	370				
• Universities	28				
• Other organisations	237				
<b>Parliament and Civics Education Rebate</b>					
Number of schools receiving the rebate	<sup>27</sup> 1,647	1,397	1,566	1,722	1,894
<b>Program effectiveness</b>					
Apparent retention rate of full time students from Year 7/8 to Year 12	74.5%	74.7%	74.9%	75.0%	75.0%

<sup>24</sup> Comprehensive data will be available once COAG decisions are complete

<sup>25</sup> No new contracts expected to be executed during 2009–10 or in forward years.

<sup>26</sup> ASISTM projects start and finish at different times and run for different durations. The figures for 2008 relate to the Round 4 projects that commenced in 2008 and which are the last funded under this program.

<sup>27</sup> An additional 55 schools applied for PACER in 2008 but their applications have not yet been acquitted.

## Program 2.4: Trade Training

### Program objective

Trade training is an important element of the government's workforce development agenda and will help address national skills shortages in traditional trades and emerging industries by improving the relevance and responsiveness of trade training programs in secondary schools.

In addition, trade training will contribute to increasing the proportion of students achieving at least a Year 12 or equivalent Certificate II qualification to 90 per cent by 2015 as agreed by COAG in April 2009. Trade training in schools provides students with access to high quality, relevant education and training opportunities that continue to engage them and encourage them to complete their studies.

The effectiveness of trade training will be measured by its impact on the following KPIs:

- Trend in number of students participating in vocational and technical education in schools
- Trend in Year 12 or equivalent attainment
- Trend in retention rates for years 11 and 12 students.

The data for this KPI are available from official statistical agencies and are affected by a wide range of factors including the impact of the department's programs. The department will report on this KPI as data become available.

Linked to: Treasury's Specific Purpose Payments (SPPs)—refer to Budget Paper 3 (Australia's Federal Relations) which includes SPP arrangements with the states and territories.

### Administered items

- *Trade Training Centres in Schools Program*—the program will provide \$2.5 billion over 10 years to enable all secondary schools across Australia to apply for funding of between \$500,000 and \$1.5 million for new and upgraded trade training facilities. Trade Training Centres aim to:
  - improve student access to trade training facilities that meet industry standards
  - improve the quality of schooling offered to secondary students undertaking trade related pathways
  - assist young people make a successful transition from school to work or further education and training.

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As part of the Building the Education Revolution package, \$110 million has been brought forward for Round Two of the Trades Training Centres in Schools Program from future rounds to fund quality proposals, increasing the amount available for this round to \$387 million. This initiative will provide schools with access to more funds sooner, further stimulating building investment in local economies and providing increased training opportunities for students.

- *Australian Technical Colleges*—existing funding agreements with 24 Australian Technical Colleges will be honoured until their expiration on 31 December 2009. The department is working with the colleges to ensure that they are integrated into the broader education and training effort.

**Table 2.2.4: Administered expenses and key performance indicators for Program 2.4**

	2008-09 Revised budget	2009-10 Budget	2010-11	2011-12	2012-13
<b>Administered item expenses (\$000)</b>					
Annual Administered Expenses:					
<i>Other Services (Appropriations Bill No. 2)</i>					
Trade Training Centres (Non-government)	93,464	141,174	57,255	105,480	109,920
Special Appropriations:					
<i>Australian Technical Colleges (Flexibility in Achieving Australia's Skills Needs) Act 2005</i>					
Australian Technical Colleges (Non-government)	75,700	68,079	-	-	-
Australian Technical Colleges (Government)	20,708	52,876	-	-	-
<b>Total program expense</b>	<b>189,872</b>	<b>262,129</b>	<b>57,255</b>	<b>105,480</b>	<b>109,920</b>

	2008 Revised budget	2009 Budget	2010	2011	2012
<b>Quantity for key deliverables</b>					
<b>Australian Technical Colleges</b>					
Number of student enrolments	4,248	2,762			
<b>Trade Training Centres in Schools Program</b>					
Number of Schools funded	237	358	145	268	279
Number of Projects Funded	76	114	46	85	89

## Program 2.5: Digital Education Revolution

### Program objective

For more than a decade governments and school communities around Australia have been working to harness the power of ICT to improve educational opportunities, boost outcomes and energise the learning experience.

With computers that are networked using high speed broadband connections, teachers everywhere can create new learning materials which combine curriculum resources, information from across the world, concrete everyday examples and their own insights. They can share with each other, collaborate and find new ways to make ideas and information understandable and meaningful to their students. With the same networked computers, students can learn to create, innovate, think critically and work in teams to solve problems. These are the skills of the 21<sup>st</sup> Century.

Major investments have been made by state and territory governments and the government to roll out infrastructure, develop online resources and build teacher capability. Progress to date has been impressive, but uneven. Most teachers and students now benefit in some way from access to computers and digital resources, but still only a minority are reaping the full benefits of information technology.

The government has committed more than \$2 billion over six years to enable schools to better access the benefits of technology for their students under the Digital Education Revolution (DER) suite of initiatives.

Through the DER, the Australian Government is working with jurisdictions, government and non-government schools sectors and the VET and higher education sectors to support the deployment of technology enriched learning environments. The DER forms a key element of the broad education agenda and wider strategies aimed at improving national productivity and workforce and social participation that are being pursued by COAG through its Productivity Agenda Working Group (PAWG). All state and territory governments have agreed to a national, coordinated and collaborative partnership approach to developing and implementing the DER.

The vision and agreed outcomes of the DER are set out in the DER Strategic Plan, Achieving a national vision for ICT in schools, endorsed by PAWG in September 2008.

The Commonwealth and state and territory Ministers have tasked the Australian Information & Communications Technology in Education Committee (AICTEC) to provide ongoing advice on the implementation of the DER.

The performance indicators for the DER will be set out in a National Partnership Agreement which covers the period from 2009-2013.

Linked to: Treasury's Specific Purpose Payments (SPPs)—refer to Budget Paper 3 (Australia's Federal Relations) which includes SPP arrangements with the states and territories.

*Administered items*

- *Digital Education Revolution*—aims to contribute sustainable and meaningful change to teaching and learning in Australian schools that will prepare students for further education, training, jobs of the future and to live and work in a digital world. Australian students need greater access to, and more sophisticated use of, ICT that is underpinned by a quality digital education. This digital education includes the best hardware, high speed broadband connections and the best trained teachers to integrate new technology into the classroom and across the school curriculum. Key elements of this policy initiative are:
  - *The National Secondary School Computer Fund*—ensures that every school in Australia is a digital school, equipped with the education tools of the 21<sup>st</sup> Century, through a \$1.9 billion grants program to provide for new or upgraded ICT for secondary schools with students in Years 9 to 12, and for those schools to have achieved a 1:1 computer to student ratio by 31 December 2011.
  - *Fibre Connections to Schools*—a contribution of up to \$100 million to support the development of fibre-to-the-premises broadband connections to Australian schools delivering broadband speeds of up to 100 megabytes per second.
  - Development of online curriculum resources to promote the useability and accessibility of high quality digital content for teaching and learning.
  - Working with states and territories, teachers and educator employers, and teachers' professional organisations to ensure that new and continuing teachers have access to training in the use of ICT that enables them to enrich student learning.
  - Development of online learning and access that will enable parents to participate in their child's education.

**Table 2.2.5: Administered expenses and key performance indicators<sup>28</sup> for Program 2.5**

	2008-09 Revised budget	2009-10 Budget	2010-11	2011-12	2012-13
<b>Administered item expenses (\$000)</b>					
Annual Administered Expenses:					
<i>Other Services ( Appropriation Bill No. 2)</i>					
Digital Education Revolution (Non-government)	156,098	110,857	80,000	80,000	80,000
Digital Education Revolution On Costs (Non-Government)	285,480	-	-	-	-
<b>Total program expense</b>	<b>441,578</b>	<b>110,857</b>	<b>80,000</b>	<b>80,000</b>	<b>80,000</b>

	2008 Revised budget	2009 Budget	2010	2011	2012
<b>Quantity for key deliverables</b>					
Number of schools assisted	1,864				

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

**Program Objective**

This program focuses on the key areas of teaching, leadership and the effective use of student performance information to deliver sustained improvement in literacy and numeracy outcomes for all students, especially those who are falling behind. In addition, there is a particular priority on delivering accelerated improvement in literacy and numeracy outcomes for Indigenous students.

The key elements of this Budget are:

- National Partnership Agreement for Literacy and Numeracy, including strategic research initiatives
- Literacy and Numeracy Pilots in low SES communities.

The performance indicators for this program are set out in the National Education Agreement and National Partnership for Literacy and Numeracy. Effectiveness measures of sustained improvement in literacy outcomes rely on national and

<sup>28</sup> Performance data and effectiveness indicators will be developed as part of the process of implementation of the National Partnership.

international testing. KPIs reflecting national testing are shown in Table 2.2.6.

Measures to this program are set out in the National Education Agreement and National Partnership for Literacy and Numeracy. Effectiveness measures of sustained improvement in literacy outcomes rely on national and international testing. KPIs reflecting national testing are shown in Table 2.2.6.

Linked to: Treasury's Specific Purpose Payments (SPPs)—refer to Budget Paper 3 (Australia's Federal Relations) which includes SPP arrangements with the states and territories.

#### *Administered items*

- *The National Partnership (NP) Agreement for Literacy and Numeracy*—is the centrepiece of the National Action Plan for Literacy and Numeracy and the main vehicle for the implementation of the key literacy and numeracy reforms outlined in the Plan. \$540 million will go towards the NP comprising the following elements:
  - \$500 million to facilitate and reward states and territories to implement literacy and numeracy models or approaches that demonstrate evidence for accelerating improvement in student results
  - \$40 million to strategic initiatives including \$13 million for the Australian Curriculum, Assessment and Reporting Authority (ACARA). The strategic initiatives will improve the collective understanding of what literacy and numeracy strategies work.

The NP will operate for four years from 2009 and will facilitate and reward literacy and numeracy models or approaches that clearly demonstrate evidence for accelerating improvement in student results. Effective practice will be disseminated to support system wide improvements.

The NP will focus on the key areas of teaching, leadership and the effective use of student performance information to deliver sustained improvement in literacy and numeracy outcomes for all students, especially those who are falling behind. Of the \$500 million, \$150 million is for facilitation reforms and \$350 million is available for reward reforms.

- *Literacy and Numeracy Pilots*—the other vehicle for the implementation of the National Action Plan for Literacy and Numeracy is the funding of Literacy and Numeracy Pilots in low SES school communities across Australia. Thirty pilots have been established, twelve of which are funded under this initiative. Of the remaining eighteen pilots, two are funded through the Closing the Gap initiative and sixteen are funded from the National Projects element of the Literacy, Numeracy and Special Learning Needs Program.

The pilots will trial or expand on initiatives that aim to deliver sustained improvements in literacy and numeracy for students in low SES school communities, particularly Indigenous students.

**Table 2.2.6: Administered expenses and key performance indicators for Program 2.6**

	2008-09 Revised budget	2009-10 Budget	2010-11	2011-12	2012-13
<b>Administered item expenses (\$000)</b>					
Annual Administered Expenses:					
<i>Ordinary Annual Services (Appropriation Bill No. 1)</i>					
National Action Plan on Literacy and Numeracy (Non-government)	21,196	21,909	20,014	10,000	162,538
<b>Total program expense</b>	<b>21,196</b>	<b>21,909</b>	<b>20,014</b>	<b>10,000</b>	<b>162,538</b>

	2008 Revised budget	2009 Budget	2010	2011	2012
<b>Quantity for key deliverables</b>					
Number of literacy and numeracy pilots <sup>29</sup> successfully implemented	12				
<b>Program effectiveness</b>					
Percentage of students at or above the national minimum standard in reading and numeracy, years 3, 5, 7 and 9					
Year 3 Reading	92.1				
Year 5 Reading	91.0				
Year 7 Reading	94.2				
Year 9 Reading	92.9				
Year 3 Numeracy	95.0				
Year 5 Numeracy	92.7				
Year 7 Numeracy	95.4				
Year 9 Numeracy	93.6				
Percentage of Indigenous students at or above the reading and numeracy National Minimum Standards, Years 3, 5 and 7					
Year 3 Reading	68.3				
Year 5 Reading	63.4				
Year 7 Reading	71.9				
Year 9 Reading	70.7				
Year 3 Numeracy	78.6				
Year 5 Numeracy	69.2				
Year 7 Numeracy	78.6				
Year 9 Numeracy	72.5				

<sup>29</sup> Number of the pilots funded under Program 2.6.

**Program 2.7: Building the Education Revolution**

**Program objective**

As part of the government's \$42 billion *Nation Building—Economic Stimulus Plan*, \$14.7 billion is being invested over three years through *Building the Education Revolution* (BER). The BER aims to provide economic stimulus through the rapid construction and refurbishment of school infrastructure, and to build learning environments to help children, families and communities participate in activities that will support achievement, develop learning potential and bring communities together. The BER is underpinned by a strong partnership approach between the Australian, state and territory governments and non-government education authorities.

Linked to: Treasury's Specific Purpose Payments (SPPs)—refer to Budget Paper 3 (Australia's Federal Relations) which includes SPP arrangements with the states and territories.

*Administered items*

- *Primary Schools for the 21st Century*—\$12.4 billion long term for investment to build or upgrade large scale infrastructure in all primary schools, special schools and K-12s (primary component). New school buildings funded by this program will include libraries and multipurpose halls.
- *Science and Language Centres for 21st Century Secondary Schools*—\$1 billion for the construction of around 500 new science laboratories or language learning centres in secondary schools that can demonstrate, through a competitive process, both need and readiness as well as capacity to complete construction by 30 June 2010.
- *National School Pride program*—\$1.3 billion for all schools in Australia, government and non-government, for funding for minor capital works and maintenance projects such as:
  - the refurbishment of buildings
  - the construction of fixed shade structures, covered outdoor learning areas, upgrades of sporting grounds and facilities, green upgrades (water tanks) and insulation
  - infrastructure support for students with disabilities or special needs.

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**Table 2.2.7: Administered expenses and key performance indicators<sup>30</sup> for Program 2.7**

	2008-09 Revised budget	2009-10 Budget	2010-11	2011-12	2012-13
<b>Administered item expenses (\$000)</b>					
Annual Administered Expenses: <i>Other Services (Appropriation Bill No. 2)</i> Building the Education Revolution (Non-government)	298,729	3,405,440	2,087,600	-	-
<b>Total program expense</b>	<b>298,729</b>	<b>3,405,440</b>	<b>2,087,600</b>	<b>-</b>	<b>-</b>

  

	2008 Revised budget	2009 Budget	2010	2011	2012
<b>Quantity for key deliverables</b>					
Percentage of eligible schools receiving funding through Primary Schools for the 21 <sup>st</sup> Century	-	60%	40%		
Number of schools receiving funding through:					
• National School Pride Program <sup>31</sup>	-	9,540			
• Science and Language Centres for 21 <sup>st</sup> Century Secondary Schools	-	500			

<sup>30</sup> Performance data and effectiveness indicators will be developed as part of the process of implementation of the National Partnership.

<sup>31</sup> This figure is based on 2007 data sources and represents the total number of schools eligible for funding under the National School Pride program.

**Program 2.8: Smarter Schools – Low SES School Communities National Partnership**

**Program objective**

The Smarter Schools – Low Socio-economic Status School Communities National Partnership (NP) provides \$1.5 billion over seven years to facilitate a range of within school and out-of-school reforms to address the learning needs and wellbeing of students in low SES school communities.

The NP will support nationally-significant reforms that aim to better equip students for further education, workforce participation and civic responsibilities. It will contribute to a range of social policy objectives, including addressing social exclusion and Indigenous disadvantage.

The effectiveness in achieving the intended result of Outcome 2 will be measured by the performance indicators set out in the NEA. These include the proportion of Indigenous and low SES children enrolled in and attending school and the literacy and numeracy achievement of Year 3, 5, 7 and 9 Indigenous and low SES students in national testing.

Linked to: Treasury's Specific Purpose Payments (SPPs)—refer to Budget Paper 3 (Australia's Federal Relations) which includes SPP arrangements with the states and territories.

*Administered items*

Through the NP, the Commonwealth will provide \$1.5 billion to facilitate reforms that will build on teacher quality, principal leadership, school accountability and innovative learning opportunities. The NP will provide support for schools and systems to:

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

**Table 2.2.8: Administered expenses and key performance indicators for Program 2.8**

	2008-09 Revised budget	2009-10 Budget	2010-11	2011-12	2012-13
<b>Administered item expenses (\$000)</b>					
Annual Administered Expenses:					
<i>Other Services (Appropriation Bill No. 2)</i>					
Low SES Communities (Non-government)	11,250	60,750	82,000	150,000	145,500
<b>Total program expense</b>	11,250	60,750	82,000	150,000	145,500

	2008 Revised budget	2009 Budget	2010	2011	2012
<b>Quantity for key deliverables</b>					
Number of schools assisted	90	705	935	1,500	1,410

**Program 2.9: Smarter Schools - Improving Teacher Quality National Partnership**

**Program objective**

The Smarter Schools—Improving Teacher Quality National Partnership was agreed at the 29 November 2008 COAG meeting.

The National Partnership provides for ambitious, nationally significant and sustainable reforms to attract, train, place, develop and retain quality teachers and school leaders in classrooms and schools. These reforms provide a platform for raising student performance and will support other schooling reforms targeting low-socio-economic status (SES) school communities and literacy and numeracy outcomes.

The Bilateral Agreements and Implementation Plans to be agreed between the Commonwealth, states and territories will set out the agreed facilitation payments and state co-investments to be made in support of these reforms. The states will also be rewarded for improvements through implementing reforms that improve teacher remuneration structures, increase school-based decision-making and improve support for teachers in 'hard-to-staff' and disadvantaged schools.

The effectiveness of this program in achieving the intended result of Outcome 2 will be measured by indicative performance indicators included in the Improving Teacher Quality National Partnership Agreement. More detailed performance indicators and reform milestones will be included in the Bilateral Agreements and Implementation Plans which are being negotiated with each state and territory. States and territories will provide reports to the Commonwealth on an agreed basis that detail progress against the agreed reform milestones and timelines as set out in the Implementation Plans. Summaries of the states reports will be published. The COAG Reform Council

will assess achievement against reward reforms. Performance information for Program 2.9 will be reported to COAG by the COAG Reform Council.

Linked to: Treasury’s Specific Purpose Payments (SPPs)—refer to Budget Paper 3 (Australia’s Federal Relations) which includes SPP arrangements with the states and territories.

*Administered Items*

The National Partnership will provide \$550 million in Commonwealth funding, which includes:

- \$444 million to be paid to the states and territories
- \$56 million to be retained by the Commonwealth to support joint national activity
- \$50 million to be retained by the Commonwealth for world leading professional development and support which will empower principals to manage better their schools to achieve improved student results and higher quality.

Of the \$550 million, the National Partnership contains \$200 million for facilitation reforms and \$350 million is available for reward reforms.

**Table 2.2.9: Administered expenses and key performance indicators<sup>32</sup> for Program 2.9**

	2008-09 Revised budget	2009-10 Budget	2010-11	2011-12	2012-13
<b>Administered item expenses (\$000)</b>					
Annual Administered Expenses:					
<i>Other Services (Appropriation Bill No. 2)</i>					
Teacher Quality (Non-government)	22,000	16,000	24,000	97,200	74,000
<b>Total program expense</b>	<b>22,000</b>	<b>16,000</b>	<b>24,000</b>	<b>97,200</b>	<b>74,000</b>

**Program 2.10: Youth Support**

**Program objective**

The government is committed to ensuring that all young people make a successful transition from school to further education and training or work. There is a clear link between Year 12 or equivalent attainment and improved social and economic outcomes for young people. Evidence shows that current Year 12 or equivalent attainment rates have not increased significantly over the past decade. In addition,

<sup>32</sup> Performance data and effectiveness indicators will be developed as part of the process of implementation of the National Partnership.

data indicates that the proportion of young people not fully engaged (i.e. not making successful transitions) has also remained largely static.

A small but persistent proportion of young people are not engaged in productive activities after leaving school. In addition to protracted periods of reliance on income support, they are at risk of entering a cycle of disadvantage. A larger minority do not make smooth transitions from school. For this group, transition support can reduce 'churn' through education or training courses, and lead to more sustainable employment.

In addition, school partnerships with the business and the broader community can provide rich learning experiences, career development and community support to help students make a successful transition from school. They can also result in more on-the-job training, workplace learning and mentoring opportunities for students.

The government will work with the states and territories to support all young people to engage in their education and transition through school, to achieve their economic and social potential. Young people at risk of not attaining Year 12 or its equivalent will be supported with flexible and individualised assistance to re-engage in their education. The support for young people will be more holistic, including lifeskills, personal development and services that recognise the importance of the role that family and community play in a young person's wellbeing.

The government's Office for Youth supports a positive and integrated agenda for young Australians that recognises and values their strengths, contributions and resources now, as well as into the future.

The effectiveness of the program will be measured by its impact on the Year 12 or equivalent attainment rates, including impacts attributable to the use of career information, support for youth at risk of not attaining Year 12 or equivalent and school-business and community partnerships.

Linked to: Treasury's Specific Purpose Payments (SPPs)—refer to Budget Paper 3 (Australia's Federal Relations) which includes SPP arrangements with the states and territories.

*Administered items*

- Careers, Transitions and Partnerships—the department administers the government's career development and transition support activities under this item. Much of this effort is delivered through the Career Advice Australia initiative which supports Australians aged 13–19 to make successful transitions from school. The government's commitments to increase on-the-job training for students engaged in vocational education and training in schools; to develop a Job Ready Certificate and to improve school-business linkages and to provide quality career information are also administered under this item and funded through the Enterprise and Career Education Program. The Career Advice Australia initiative and the Enterprise and Career Education Program will cease on 31 December 2009. From 1 January 2010, new arrangements will be in place which will streamline programs

that support young people to transition successfully from school to further education, employment or training.

The key elements of Career Advice Australia for 2009 are:

- A national network of Local Community Partnerships that work with schools, professional career practitioners, parents, other youth service providers, and businesses to improve access to quality career information, career development and experiential learning opportunities for young people in their community.

Twenty-five Local Community Partnerships are participating in the Mentors for our Students pilot in calendar year 2009 which aims to engage young people with recently retired tradespeople and professionals with expertise in maths, science and engineering.

- Industry leadership at a regional and national level through Regional Industry Career Advisers and National Career Specialists.
- Support for young people disconnected, or at risk of disconnecting, from education through Youth Pathways and Connections.
- Quality career development services for schools, teachers and career advisers through a range of initiatives including National standards for career development practitioners, a Certificate IV in Career Development, and Scholarships for Career Advisers.

The Enterprise and Career Education Program (ECEP) is the umbrella program for national initiatives that aim to build enterprise, employability and career development skills. Initiatives funded under ECEP include myfuture.edu.au; the Job Guide; the Australian Blueprint for Career Development; the Australian Vocational Student Prize and the Prime Minister's Award for Skills Excellence.

- *Youth Engagement*—the department administers the following government programs and initiatives supporting young Australians to transition to independence and providing particular assistance to vulnerable young people:
  - The Australian Youth Forum (AYF)—a formal communication channel between the Australian Government, young people and the youth sector.
  - YouthLinx—is a prevention and early intervention program that supports young people aged 11 to 16 and their families build self reliance, strengthen their family relationships and encourage community involvement.
  - Mentor Marketplace—assists the growth of successful existing mentoring activities to improve life outcomes for young people aged 12 to 25 years, particularly those at greatest risk of disconnection from their families, community, education, training and the workplace.
  - Transition to Independent Living Allowance—helps the transition of young people aged 15 to 25 years from care to independent living arrangements.

The department's responsibilities include the Office for Youth which has a work plan established by the Minister for Youth and sets priority areas for work. The Office for Youth manages the Australian Youth Forum (AYF) which gives young people the chance to be directly involved in developing, shaping and influencing government policies by contributing their ideas on important current issues.

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The Office for Youth is complementing this role with the ongoing work to capture resourcing currently being directed to youth affairs across government and assist to identify potential gaps and areas for future attention and the production of a State of Australia's Young People report which will contribute to the evidence base about the major public policy issues confronting young Australians, including young people's own views about the major issues in their lives.

**Table 2.2.10: Administered expenses and key performance indicators for Program 2.10**

	2008-09 Revised budget	2009-10 Budget	2010-11	2011-12	2012-13
<b>Administered item expenses (\$000)</b>					
Annual Administered Expenses:					
<i>Ordinary Annual Services (Appropriation Bill No. 1)</i>					
Careers, Transitions and Partnerships	126,094	127,951	126,862	129,179	131,576
Youth Engagement	14,722	17,089	6,854	6,931	6,967
Special Account expenses:					
<i>National Youth Affairs Research Scheme Special Account</i>	200	240	240	240	240
<b>Total program expense</b>	<b>141,016</b>	<b>145,280</b>	<b>133,956</b>	<b>136,350</b>	<b>138,783</b>

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	2008 Revised budget	2009 Budget	2010	2011	2012
<b>Quantity for key deliverables</b>					
<b>Careers, Transitions &amp; Partnerships</b>					
Number of young people supported through:					
• Youth Pathways	30,820	<sup>33</sup> 25,500			
• Connections Program	3,421	<sup>34</sup> 3,000			
• Structured Workplace Learning	77,239	80,000			
Number of schools supported through:					
• Career and Transition Support	2,345	2,600			
• Adopt a School	1,449	1,500			
Number of students supported through Adopt a School	21,307	25,000			
Regional Industry Career Advisers (RICA) Network:					
• Number of contracts	57	57			
Number of industry sectors with contracts in place to deliver National Industry Career Specialist (NICS) Network services	10	10			
<b>Youth Engagement</b>					
Mentor Marketplace					
• Number of young people assisted	2,500	1,000	-	-	-
Transition to Independent Living Allowance					
• Maximum number of young people able to be assisted within allocation	2,260	2,260	2,260	2,260	2,260
• Number of young people accessing the Transition to Independent Living Allowance	2,260	2,260	2,260	2,260	2,260
YouthLinx					
• Number of contacts with young people through Youthlinx activities	342,500	172,000	-	-	-
• Number of families engaged through Youthlinx family support activities	14,500	7,500	-	-	-
• Number of young people engaged through Youthlinx family support activities	50,000	28,000	-	-	-
<i>Quality</i>					
• Percentage of young people and service providers reporting positive outcomes from participation in YouthLinx activities	92%	92%	-	-	-
• Percentage of young people, their families and service providers reporting positive outcomes from contact with YouthLinx for family support activities	94%	95%	-	-	-

<sup>33</sup> This represents the number of places contracted for 2009. The 2008 number of places contracted was also 25,500 but more young people were actually assisted.

<sup>34</sup> This represents the number of places contracted for 2009. The 2008 number of places contracted was also 3,000 but more young people were actually assisted.

**Program 2.11: School Student Assistance**

**Program objective**

The government is committed to raising the Year 12 or equivalent attainment rate to 90 per cent by 2015 and to reduce the gap in Indigenous education under its policy of giving all eligible Australians an opportunity to gain a first class education. It acknowledges the financial difficulties which some students and their families may experience in undertaking higher education. Measures in place to provide student support encourage and assist young people to remain in education and training and are an important part of the government's strategy in achieving its targets. Support is provided through programs such as Youth Allowance and ABSTUDY, and funding through the Assistance for Isolated Children scheme.

*Administered items*

- *ABSTUDY*—addresses the particular educational disadvantages faced by Aboriginal and Torres Strait Islander people by providing support to students and Australian Apprentices to improve access and participation in secondary and tertiary education and training.
- *Youth Allowance*—provides support for full-time students and Australian Apprentices aged 16-24 years who are in need of financial assistance, to undertake secondary or tertiary education or training.
- *Assistance for Isolated Children (AIC)*—provides support to ensure that all Australian children have access to a school education. If a student does not have reasonable daily access to an appropriate government school, parents are free to send the student to a school of their choice. However, the scheme does not assist parents to send their children to a school of their choice where an appropriate government school is available.

**Table 2.2.11: Administered expenses and key performance indicators for Program 2.11**

	2008-09 Revised budget	2009-10 Budget	2010-11	2011-12	2012-13
<b>Administered item expenses (\$000)</b>					
Special Appropriations:					
<i>Student Assistance Act 1973</i>					
ABSTUDY - Secondary	144,661	116,601	118,252	118,723	118,963
Assistance for Isolated Children	66,913	68,417	63,800	65,273	67,423
<i>Social Security (Administration) Act 1999</i>					
Youth Allowance	603,461	641,385	578,280	620,796	659,813
Special Account Expenses:					
<i>Superannuation Payments for ATAS Tutors</i>	5	5	5	5	5
<b>Total program expense</b>	<b>815,040</b>	<b>826,408</b>	<b>760,337</b>	<b>804,797</b>	<b>846,204</b>

	2008 Revised budget	2009 Budget	2010	2011	2012
<b>Quantity for key deliverables</b>					
<b>ABSTUDY – Secondary</b>					
Number of school students receiving ABSTUDY as at end June	27,500	28,000			
<b>Youth Allowance – Secondary</b>					
Number of secondary school students receiving Youth Allowance as at end June	96,000	98,500			
<b>Assistance for Isolated Children (AIC) Scheme</b>					
Students in receipt of Assistance for Isolated Children funding	11,212	12,118	12,137	12,156	12,176

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**Table 2.2B: Performance information for departmental outputs for Outcome 2**

<b>Performance Indicator</b>	<b>2009-10 Estimate</b>
<b>Program Management</b>	
<i>Quality</i>	
Payments are made in accordance with approved timelines	All programs to meet relevant administrative targets set by quality assurance processes in DEEWR
Payments made are based on calculations which are accurate and in accordance with approved guidelines	All programs to meet relevant administrative targets set by quality assurance processes in DEEWR
High quality Ministerial replies as measured by the level of satisfaction of Ministers and Parliamentary Secretaries with the quality and timeliness of the replies	Qualitative evaluation of satisfaction using feedback from the Ministers and Parliamentary Secretaries to the Secretary
Effective reporting of student performance in nationally agreed key areas	Results agreed and published
Effective use of online Schools Service Point	99% of all returns will be collected online
Effective use of online School Entry Point	99% of all applications for funding through the Digital Education Revolution and Building the Education Revolution will be collected online
<b>Performance Indicator</b>	<b>2009-10 Estimate</b>
National Report to Parliament on Indigenous Education and Training	Seventh report to be tabled in Parliament in 2009
Timeliness of Parliamentary reports (including interim responses where appropriate) provided to Parliament and its Committees	At least 90% meet deadline
Services provided by Australian Government agencies (e.g. Centrelink) satisfy performance requirements	DEEWR requirements met
<b>Policy Services</b>	
<i>Quality</i>	
High quality policy advice as measured by the level of satisfaction of Ministers and the Parliamentary Secretaries with the quality and timeliness of policy advice	Qualitative evaluation of satisfaction using feedback from the Ministers and Parliamentary Secretaries to the Secretary
High quality research and evaluation reports as measured by the level of satisfaction of Ministers and the Parliamentary Secretaries with the quality and timeliness of the reports	Qualitative evaluation of satisfaction using feedback to the Secretary from Ministers and Parliamentary Secretaries
Research activities are completed according to plan	At least 90% completed to plan