

3.3: OUTCOMES RESOURCING

OUTCOME 1

Individuals achieve high quality foundation skills and learning outcomes from schools and other providers.

DESCRIPTION

The future of Australia's economic, social and cultural development depends on individuals achieving foundation skills, values, knowledge and understanding early in life. A strong school system based on national consistency, higher standards and values, and support for young people of school age will lead to effective participation in further education and/or employment and society in general.

Individuals generally acquire foundation skills through the school system. However, governments are increasingly recognising that there are other educational pathways required for some young people, including those of school age but not in the school system, to ensure they achieve foundation skills, values, knowledge and understanding for their ongoing effective participation in further education, employment and society. Some of these pathways will be offered through the traditional school system. Others will be offered by schools in partnership with vocational education and training providers, community groups, parents, and non-government organisations.

The school education sector comprises government school enrolments (68 per cent) and non-government school enrolments (32 per cent). Most non-government schools have some religious affiliation with approximately two-thirds of non-government school students enrolled in Catholic schools.

The Australian Government, in conjunction with the Ministerial Council for Education, Employment, Training and Youth Affairs (MCEETYA), has a national leadership role in identifying national standards and priorities for schooling and in setting policy directions for schools.

The Australian Schools Agenda builds on the National Goals for Schooling to provide a vision for all schools for 2005-2008. The new legislation for the 2005-2008 funding quadrennium reflects the Australian Government's priorities for schooling to deliver national consistency, higher standards and values, and parent focussed schooling.

The Government's national priorities in schooling are underpinned by the requirements contained in the legislation, the *Schools Assistance (Learning Together – Achievement Through Choice and Opportunity) Act 2004* and associated funding agreements for 2005-2008. Funding for government and non-government schools is linked to a series of conditions aimed at improving educational outcomes for all Australian students.

Central to the Australian Schools Agenda is an enhanced performance framework with strengthened accountability and reporting requirements for school authorities. There

is a greater emphasis on accountability and reporting and a strong focus on improving the quantity and quality of information available to parents and the community about the performance of schools and students. Education authorities and schools are required to commit to a range of measures including: national consistency in schooling; further expansion of nationally consistent performance measures, testing and reporting; better reporting to parents - plain English reports and a wide range of information to be made available to parents about a school's performance; greater autonomy for school principals; and creating safer schools.

The provision of meaningful information to parents will ensure parents and the wider community have clearer information on school and individual student performance. The Department will work more directly with parents on a range of initiatives, such as the Tutorial Voucher Initiative, and the Investing in Our Schools Programme, on the basis that parents have the right to be involved in their child's education, and to seek reforms which will improve the quality of educational outcomes for Australian students. In addition, a Family-School Partnership Framework, that recognises the important education responsibilities of parents, will be developed.

In addition to an increased focus on parents, other important work includes values education, safe school environments, physical activity, benchmarking, the *National Inquiry into the Teaching of Literacy* and ensuring greater national consistency in schooling across Australia. Ongoing work will also include a focus on activities to improve the outcomes of boys, civics and citizenship education, languages education, science and innovation, drug education, and support for the teacher workforce including through the new National Institute for Quality Teaching and School Leadership.

The Australian Government will ensure that national consistency, higher standards and values form the foundation of a strong school system.

STRATEGIC PRIORITIES

The Department's medium term strategic priorities for Outcome 1 are to achieve:

1. Nationally comparable standards and reporting to drive improved learning outcomes for all students;
2. Improved learning outcomes for Indigenous students;
3. Enhanced quality of teaching and learning in a safe and supportive environment; and
4. Improved transitions of young people through school, further education and training or work.

Strategic Priorities 5-9 are under Outcome 2; Strategic Priorities 10-16 are under Outcome 3.

Strategic Priority 1: Nationally comparable standards and reporting to drive improved learning outcomes for all students.

The new legislation for the 2005-2008 funding quadrennium, the *Schools Assistance (Learning Together – Achievement Through Choice and Opportunity) Act 2004*, reflects the Australian Government's priorities for schooling to deliver national consistency, higher standards and values and parent and student focussed schooling.

Funding for government and non-government schools for 2005-2008 is linked to a series of conditions in the Act aimed at improving educational outcomes for all Australian students.

Central to the plan for higher standards and values in schools is an enhanced performance framework with strengthened accountability and reporting requirements. Education authorities and schools are required to commit to a range of measures including an expanded set of nationally consistent performance measures.

Key deliverables in 2005-06 include:

- the extension of performance targets to include Years 5 and 7 reading, writing, spelling and numeracy;
- continued work on nationally consistent performance measures, testing and reporting in the key areas of literacy, numeracy, science, civics and citizenship and information and communications technology, as set out in the Measurement Framework for National Key Performance Measures agreed by MCEETYA. This includes reporting the results of current annual full-cohort assessments in literacy and numeracy at Years 3, 5, 7 and 9 every year and Information and Communications Technology (ICT) literacy at Years 6 and 10 for 2005;
- implementation of the specific accountability requirement to underpin the commitment from States and Territories to timely publication of the Annual National Report on Schooling within one year of the end of each programme year;
- commitment by education authorities and schools to report to parents on each child's performance against the national literacy and numeracy benchmarks for Years 3, 5, 7 and 9;
- provision of student report cards for parents in plain language that provide a clear indication of a child's progress against the performance expected of students in the child's year level; and
- publication of a range of performance information at the school level to improve parents' access to information and strengthen accountability.

Achievement of greater national consistency in schooling will be facilitated by the specific commitments in the legislation for the 2005-2008 quadrennium. During 2005-06 the Department will focus on:

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- ensuring commitment by education authorities to implementation of a common school starting age by 2010. Further analysis of the costs/benefits and impacts is being undertaken and a report will be provided for MCEETYA by mid 2005;
- ensuring consistency in standards in the key subject areas of Mathematics, Science, English, Civics and ICT;
- ensuring that the work being undertaken by State and Territory education systems towards greater consistency in curriculum outcomes is implemented by January 2008. The *Schools Assistance Act 2004* requires the development and implementation of Statements of Learning as a condition of funding within this quadrennium;
- ensuring commitment to a national system to enable the transmission of student information for students who move from one jurisdiction to another. The student information transfer scheme system being developed is expected to be implemented in early 2006. DEST will fund a series of national school leader seminars later in 2006 to assist the introduction of the national system; and
- working with State and Territory Ministers towards implementing an Australian Certificate of Education as the key Year 12 certificate.

The Department will implement the Government's initiatives in schools education, announced during the 2004 Election, along with the programmes reflected in the *Schools Assistance Act 2004*.

The Literacy, Numeracy and Special Learning Needs (LNSLN) Programme is the Australian Government's key targeted programme to improve the literacy, numeracy and other learning outcomes of students who are educationally disadvantaged. The Programme also contributes towards implementing the National Literacy and Numeracy Plan. The Department will continue to administer the three distinct elements of the LNSLN Programme:

- The Schools Grants element will provide additional assistance to government and non-government school education authorities to measurably improve the learning outcomes of the most educationally disadvantaged students.
- Non-government Centres Support element will contribute to improving educational opportunities, learning outcomes and personal development of children with disabilities who receive services provided by Non-government centres.
- The National Projects element will fund national research projects and initiatives, including improved literacy and numeracy outcomes, early childhood education initiatives and the development of policies for the use of information and communications technologies.

The new Investing in Our Schools Programme (IOSP) commenced in 2005. IOSP will provide an additional \$1 billion, committed during the 2004 Election, to improve school infrastructure in priority areas identified by school communities. \$700 million of this

additional money will assist government school communities to fund capital projects needed by schools, but often not included on State education priority lists. \$300million will fund capital projects in non-government schools.

Applications from government school communities for school projects up to \$50,000 in value are to be lodged by 31 May 2005. Applications for larger projects, up to \$150,000 in value, are to be received by 2 August 2005. School communities will be supported through the application process by the Australian Council of State School Organisations which has been contracted to provide information and training to their members, and in turn direct to parents, to assist in the roll-out of the IOSP. Assessment of applications received will be carried out by State Assessment Advisory Panels (convened by the Department and consisting of at least one representative from the the State school parent representative body; State school primary principals' professional association; State school secondary principals' professional association and an advisor from the State or Territory Education Department). For non-government schools, grants will be administered through the existing Block Grant Authorities (BGA) in a similar fashion to grants under the Capital Grants Program with applications in accordance with the normal BGA assessment and funding cycle. A periodic review of BGA procedures is to be undertaken during 2005 to further strengthen accountability measures and transparency and to ensure that parents have an appropriate level of input into the selection process.

A further new initiative is the establishment of 24 Australian Technical Colleges to promote pride and excellence in the teaching and acquisition of trade skills at the secondary school level. Australian Technical Colleges will be located in regions suffering skills shortages, with high rates of youth unemployment and supported by a significant industry base. The Department will play a key role in establishing the Colleges, with the first to commence in 2006.

Initiatives to support regional families are being implemented by the Department.

The 2004 Election commitment to provide non-government school term hostels across Australia with a grant of \$2,500 per child, per year. The first payment will be made upon execution of an Agreement between the Commonwealth and each eligible non-government school term hostel in approximately May 2005.

The Tutorial Voucher Initiative, announced in July 2004, was piloted from Terms 1 and 2 2005. This pilot provides additional assistance to parents of those students who were below the Year 3 National Reading Benchmark in 2003 by way of a \$700 tutorial voucher for one-on-one reading tuition for their child outside of school hours. An independent evaluation of the Initiative will inform Government consideration of future direct assistance to parents.

To ensure real and sustained improvements in literacy teachers need to be equipped with the best literacy strategies. The National Inquiry into the Teaching of Literacy has been established, to conduct an independent examination of reading research, teacher training and classroom practices for the teaching of reading. The Committee of Inquiry will consult widely through a public submission process and a reference group of key stakeholders. The Committee will report in the second half of 2005 on

the evidence and best practice in literacy teaching and the implications for teacher preparation, classroom teaching practice and teacher professional learning.

Strategic Priority 2: Improved learning outcomes for Indigenous students.

Significant progress has been made in improving the educational outcomes for young Indigenous students, but they remain substantially below national averages. Closing the educational divide remains one of the Australian Government's highest education priorities. The Australian Government is committed to enabling Indigenous Australians to fully and successfully participate in further education, training, employment and society in general.

The Department will assist Indigenous students achieve these outcomes by working collaboratively with education providers, Indigenous communities and other State and Australian Government agencies to ensure that policies and strategies are mutually supportive, culturally appropriate and acknowledge the disparate needs of Indigenous communities.

During 2005-06 the Department will continue to implement the Australian Government's Indigenous education strategy for the 2005-2008 quadrennium. This package of reformed programmes will redirect resources to initiatives that have demonstrably improved outcomes for Indigenous students. The Department is undertaking negotiations with providers regarding Indigenous Education Agreements. The new Agreements will reflect the reform directions and also include a strengthened performance reporting framework for 2005-2008 through more nationally consistent performance measures, realistic but challenging targets and greater accountability. The emphasis is on achieving significant, measurable and continuous progress in improving Indigenous education outcomes over the quadrennium.

The Senate Employment, Workplace Relations and Education Reference Committee Inquiry into the Government's changes to funding arrangements for targeted assistance in Indigenous education, as contained in the *Indigenous Education (Targeted Assistance) Amendment Act 2004*, will report in May 2005. A Government response to the Inquiry is expected in 2005.

The Department will also continue its drive to accelerate the improvement of educational outcomes for Indigenous Australians and promote systemic change through continuation of per-capita supplementary recurrent assistance payments to education and training providers, and funding for on-going and new strategic projects.

During 2005-06 the Department will implement a new Indigenous Youth Leadership Programme (IYLP) which will target young, talented Indigenous students from remote areas and provide them with the opportunity to attend high performing schools and universities. Through providing a range of educational and leadership opportunities, the programme will develop young people who have the skills to take on roles as future Indigenous leaders in their communities.

The Department continues its contribution to the Council of Australian Governments' (COAG) whole of government strategy on Indigenous issues. The aim of this strategy

is to deliver more effective responses to the needs of Indigenous people, including education, through improved coordination and delivery of services.

- The Department has a leadership role in the implementation of this approach in the Murdi Paaki region of New South Wales and will continue to work with the Indigenous community and Australian Government and State agencies in order to achieve improved outcomes for Indigenous people in the region. Key activities planned for 2005-06 include: a preliminary evaluation of the effectiveness of governance structures and community/government relations in the region; development of Community Action Plans and related Shared Responsibility Agreements across the 16 Community Working Parties (CWPs); and ongoing delivery of governance workshops with the key partners, including CWPs and lead agencies to develop new skills to support the delivery of SRAs.
- The Indigenous Coordination Centres (ICCs) provide the opportunity to better integrate education and training initiatives with employment initiatives, health initiatives, families, community and regional infrastructure programmes. DEST staff collocated in ICCs assist in coordinating whole of government policy development and the delivery of education services across the Australian Government; and reporting on the performance of DEST programmes and services for Indigenous people to inform policy review and development.

The Department will contribute to the agenda, priority setting and work of the Indigenous Education, Employment, Training and Youth Taskforce of MCEETYA.

The Department retains its commitment to monitoring the actions flowing from the Joint Centrelink/DEST ABSTUDY Service Delivery Project. Through this initiative, the Department will ensure that the service delivery standards and outcomes to Indigenous students remain a priority. The project will continue to focus on reviewing business rules and processes that impact the level of service delivery to Indigenous students, particularly those in rural and remote communities.

The Department will also provide the fourth annual National Report to Parliament on Indigenous Education and Training. The trend data in this report should provide valuable information on the pace of change in improving Indigenous education outcomes and involving Indigenous people in education.

Strategic Priority 3: Enhance the quality of teaching and learning in a safe and supportive environment.

The acquisition of high quality foundation skills and learning outcomes is dependent on a school system that:

- has highly skilled and motivated teaching professionals who have access to ongoing professional learning;
- provides quality learning outcomes for students from all groups within the Australian community, including those from low socio-economic, rural and remote and non-English speaking backgrounds and those with disabilities;

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- provides a curriculum relevant to Australia's future needs, including languages other than English, science and new technologies;
- takes advantage of the latest technology to provide access to, and to enrich, the learning experience; and
- provides a safe and supportive learning environment, including one that is free of bullying, harassment and drugs.

This agenda will be further advanced by the Department during 2005-06 through the following key deliverables.

Responding to the findings and recommendations of the Review of Teaching and Teacher Education:

- The Review informed the decision to establish the National Institute for Quality Teaching and School Leadership (NIQTSL) and to make teacher education a national higher education priority. The NIQTSL has been established under interim arrangements and has commenced work on a national system for the accreditation of teachers and school leaders against advanced standards, and for accreditation of pre-service teacher education programmes.
- The Review of Teaching will continue to inform future measures by the Australian Government, other governments, education authorities, universities, teacher professional associations and others to attract and retain teachers of high ability, especially in the fields of science, technology and mathematics, and to promote a culture of innovation in Australian schools.

The main component of the Boosting Innovation, Science, Technology and Mathematics Teaching (BISTMT) Programme - the Australian Schools Innovation in Science, Technology and Mathematics (ASISTM) Project - will provide funding for innovative projects in schools and the related engagement of "teacher associates" with expertise in science, technology and/or mathematics. ASISTM school projects for Rounds 1 and 2 are expected to commence mid-2005 and early 2006, respectively.

The *Learning Federation: Schools Online Curriculum Content Initiative* is developing a large pool of world class online curriculum content for schools, in six priority subject areas, underpinned by an advanced technical infrastructure. The initiative is collaboratively governed and funded by the Australian, State and Territory and New Zealand Governments.

The Primary Connections project under the Australian Government Quality Teacher Programme (AGQTP) aims to improve the teaching of science in primary schools. The development of curriculum materials and a professional learning model will support primary teachers in their teaching of science and literacy in the primary school classroom.

Professional learning activities funded under the Quality Teacher Programme continue to strengthen the quality of teaching in relation to improving and updating the skills

and understanding of teachers. The evaluation of the AGQTP found that the programme had been very effective in updating the skills and understandings of more than 240,000 teacher participants. An additional \$137m is being provided to continue the AGQTP to the end of 2009. Work in 2005-06 will focus on improving the effectiveness and efficiency of the programme by implementing a number of recommendations from the evaluation.

The Australian Government Quality Teacher Program's *Strategic Partnerships in ICT Teacher Development* project aims to make strong and lasting connections between the key players in teacher education and professional development. This project will support a number of pilots, one in each state and territory, to develop trial and evaluate forms of partnerships between universities, systems and schools.

During 2005-06 the Department will continue implementing initiatives to improve the educational outcomes for boys. These include:

- the Success for Boys initiative, including grants of \$10,000 to up to 1,600 government and non-government schools to implement proven initiatives to improve the education of boys – especially in role modelling, literacy and information and communications technology.
- initiatives to help increase the number of male teachers, including a proposed amendment to the *Sex Discrimination Act 1984* to provide protection from legal challenge for education authorities to offer male teacher scholarships and providing 500 teacher scholarships for men training to become primary school teachers.
- professional learning for teachers will be developed and trialled in 2005. Around 800 schools will receive average grants of \$10,000 to support boys' education activities in 2006.

The National Framework for Values Education in Australian Schools, which sets out principles and a framework for improved values education in Australian schools, has been endorsed by all State and Territory Ministers. The Department is implementing a range of initiatives to support values education.

The School Languages Programme will support the study of Asian, European, Indigenous and Auslan languages in mainstream schools and in after-hours ethnic schools. In 2005 around 5 per cent of the programme's funding will be used for strategic national projects in line with the MCEETYA National Statement and Plan for Languages Education in Australian Schools. A Studies of Asia agenda will be pursued, principally through core funding for the Asia Education Foundation.

The Department will continue to build on the progress achieved to date through both the National School Drug Education Strategy and the National Safe Schools Framework (NSSF) by fostering the capacity of school communities to provide safe and supportive school environments for all Australian school students.

The important role of parents in the education of their children will be underpinned by a Family-School Partnership Framework, which is to be trialled in some 60 schools around Australia during the second part of 2005 and early 2006 before being finalised by mid 2006.

Cross sectoral initiatives

The portfolio has adopted a whole-of-government, cross-sectoral approach to the effective use of Information and Communications Technology (ICT) in education and training to enhance the quality of teaching and learning. As each part of the education and training sector faces similar challenges, a whole of sector response is needed. The Australian Information and Communications Technology in Education Committee (AICTEC) represents the whole of the education and training sector and reports to the Ministerial Council for Education, Employment and Youth Affairs (MCEETYA).

A Joint Ministerial Statement on Education and Training in the Information Economy was released in February 2005 which sets out the basis for national cooperation. The Joint Statement is expected to be accompanied by a new education and training action plan to be released by MCEETYA in mid 2005.

Both documents stress that in order to create an innovative society we need to ensure that all learners achieve their potential. This includes individualised and flexible learning, the development of quality digital resources and services and an exploration of varieties of effective teaching and training methods using ICT to suit various learning needs. To ensure that the maximum advantage of using ICT is gained there has been a focus on the underpinning elements required. This covers developing standards to enable consistency and ease of access nationally to education content and services, appropriate copyright management regimes and access to high speed bandwidth.

MCEETYA has also endorsed the revision and republication of *Learning in an Online World* – the school education Action Plan for the information economy. This action plan is related to the national action plan above. The new schools education Action Plan will provide a national strategic blueprint to guide the implementation of ICT in schools for 2003-2006. Particular priority will be placed on the provision of high bandwidth services to schools in urban, rural and remote Australia. The MCEETYA ICT in Schools Taskforce (ICTST), which has responsibility for monitoring progress against the identified goals and strategies of the schools Action Plan, is overseeing its revision.

The Australian and State/Territory governments are contributing to a joint project for the development of online curriculum resources, services and applications - The Le@rning Federation - Schools Online Curriculum Content Initiative. New Zealand is also participating.

Online curriculum materials are being developed in the agreed priority areas of Science, Mathematics and Numeracy, Literacy for Students at Risk, Studies of Australia, Innovation, Enterprise and Creativity, and Languages other than English. These materials are highly interactive and support leading education practice.

Strategic Priority 4: Improved transitions of young people through school to further education and training or work.

An Australian Government priority is to enhance young people's foundation skills by preparing them for work and equipping them to make broader contributions to their community. The *National Goals for Schooling in the 21st Century* include young people having employment-related skills and an understanding of the work environment, career options and recognised pathways to employment and further education and training. In addition, school students should be able to participate in vocational education and training programmes as part of their senior secondary studies. The Australian Government provides funding for a range of programmes to improve the training and employment opportunities of young people.

A key objective of the Australian Government is to continue developing an integrated national career and transitions system. The new Australian Network of Industry Careers Advisers (ANICA) is a major platform assisting all young Australians make a successful transition from school to an enduring career. The initiative will enable the Department to continue to foster:

- improved career choices by young people (the quality and consistency of career and transition education will be strengthened and the support provided will have an increasing responsiveness to industry needs);
- increased school retention and student engagement (better connections will be available with existing youth services and programmes including the promotion of mentoring and other transition support for young people);
- increased industry and employer engagement in schools and career development (practical partnerships between local employers and schools will provide young people with exposure to vocational learning opportunities, including Adopt a School projects);
- promotion of the range of vocational education and training pathways (pathways will be promoted contributing to a greater engagement in opportunities that address skills shortages); and
- improved quality and availability of career and transition education across Australia (through various projects the standards of careers advice in schools and the regard held for careers advice as an integral part of the school curriculum will be elevated).

The Jobs Pathway Programme will complement ANICA by helping young people identified as being most at risk of not making a smooth transition and providing support aimed at overcoming barriers to the achievement of career goals.

ANICA builds on the Structured Workplace Learning Programme delivered through an Australian network of Local Community Partnerships. Links with local industry will continue to support young people to gain technical and employability skills.

Within the ANICA framework, a network of Regional Industry Careers Advisers will work to engage local business through Local Community Partnerships to promote vocational education and training pathways to young people. The Regional Industry Careers Advisers will also connect ANICA with other Australian Government initiatives such as the Australian Technical Colleges and the Institute for Trade Skills Excellence.

During 2005-06 the Department will undertake a range of work to implement the new arrangements: conducting business allocation processes; contracting with successful providers; and initiating the new careers and transitions services from 2006.

The Department will continue to support the work of the new National Youth Careers and Transitions Advisory Group (NYCTAG). The NYCTAG will develop advice to the Minister on broad strategic issues including:

- matters affecting young people's successful transitions in relation to learning and education;
- identified priority issues regarding enterprise, vocational and career education; and
- opportunities to establish links between transition programmes and other Australian Government initiatives, those of State and Territory governments and with non-government initiatives; including developing effective local partnerships and strategic alliances between government, business and the community.

The Enterprise and Career Education Programme is continuing to consolidate efforts to build enterprising and employability skills and support career development across curricula and through all years of schooling.

Another focus for the Department in 2005 will be to progress the Australian Government's response to recommendations from The House of Representatives inquiry into vocational education in schools, *Learning to Work*.

The Department will continue to promote the importance of high quality career information through a range of initiatives including funding School and Industry Leaders forums at career expos to keep career advisers and school leaders up to date on the range of careers and opportunities available particularly through vocational pathways. A further initiative is the Career Education Lighthouse Schools projects which rewards and highlights schools with high quality career education programmes or that wish to trial innovative programmes.

The Department will continue to contribute to the delivery of high quality career guidance and advice through initiatives that provide professional development for career practitioners and expand the awareness, understanding and promotion of career development in the Australian community.

During 2005-06 the Department will undertake a feasibility study for the establishment of a national institute for career development leadership. An institute would support the implementation of ANICA, assist in the finalisation and promotion of professional

standards, and have a role in research, accreditation and best practice for career education.

DEST will continue to implement comprehensive professional development support, including through ReCaP, a hard copy resource for career practitioners; the Australian Career Development Studies, launched in 2005; and a career education elective for pre-service teachers will provide university students studying to be teachers with an understanding of career development for school students. The elective will be available for all universities in 2006.

Outcome 1 resourcing

Table 3.1.1 shows how the 2005-06 Budget appropriations translate to total resourcing for Outcome 1, including administered expenses, revenue from government (appropriation), revenue from other sources (Departmental) and the total price of outputs.

Table 3.1.1: Total resources for Outcome 1 (\$'000)

	Estimated Actual 2004-05 \$'000	Budget Estimate 2005-06 \$'000
Administered appropriations		
Output Group 1.1 - Funding for schools	6,801,850	7,433,358
Output Group 1.2 - Assistance for individuals including those with special needs	1,003,287	1,023,862
Output Group 1.3 - Assistance for quality teaching and learning	96,569	95,414
Output Group 1.4 - Assistance for transition through and from school	54,307	77,325
Revenue from other sources		
Administered	900	900
Total administered appropriations and other revenue	7,956,913	8,630,859
Departmental appropriations		
Output Group 1.1 - Funding for schools	10,011	14,162
Output Group 1.2 - Assistance for individuals including those with special needs	63,474	63,906
Output Group 1.3 - Assistance for quality teaching and learning	9,456	9,360
Output Group 1.4 - Assistance for transition through and from school	13,476	17,856
Total revenue from government (appropriations) contributing to price of departmental outputs	96,417	105,284
Revenue from other sources		
Departmental	1,242	1,497
Total price of departmental outputs (Total revenue from government and from other sources)	97,659	106,781
Total estimated resourcing for Outcome 1 (Total price of outputs and administered appropriations)	8,054,572	8,737,640
Average staffing level (number)		
	587	600

1 Flows into Special Accounts are also shown in the receipts column of the Special Accounts table in Table 2.6.

2 Special Account outflows are shown in the payments column of the Special Account table in Table 2.6. The estimated payments from special account balances are provided by way of note only and do not form part of the total estimated resourcing.

3 Where names of Acts have been abbreviated, the full name of the Act can be found in the Acts Glossary at the end of Table 2.6.

Administered Expenses by Item – Outcome 1

	Estimated Actual 2004-05 \$'000	Budget Estimate 2005-06 \$'000
Output 1.1		
State Grants (Primary and Secondary Education Assistance) Act 2000 & Schools Assistance (Learning Together - Achievement Through Choice and Opportunity) Act 2004	6,801,850	7,371,254
Australian Technical Colleges	-	62,104
Total 1.1	<u>6,801,850</u>	<u>7,433,358</u>
Output 1.2		
State Grants (Primary and Secondary Education Assistance) Act 2000 & Schools Assistance (Learning Together - Achievement Through Choice and Opportunity) Act 2004	593,553	591,687
Student Assistance Act 1973 (ABSTUDY, and AIC)	149,111	165,351
Indigenous Education (Targeted Assistance) Act 2000	225,758	266,179
Indigenous Education Direct Assistance (Annual Appropriations Act)	34,234	-
National Literacy and Numeracy Strategies and Projects	631	645
Total 1.2	<u>1,003,287</u>	<u>1,023,862</u>
Output 1.3		
State Grants (Primary and Secondary Education Assistance) Act 2000 & Schools Assistance (Learning Together - Achievement Through Choice and Opportunity) Act 2004	27,105	27,677
Quality Outcomes	59,032	56,918
Schools Online Curriculum Content	6,648	7,113
Grants and Awards	3,784	3,706
Total 1.3	<u>96,569</u>	<u>95,414</u>
Output 1.4		
Careers, Transitions and Partnerships	54,307	77,325
Total 1.4	<u>54,307</u>	<u>77,325</u>
TOTAL OUTCOME 1	<u>7,956,013</u>	<u>8,629,959</u>

Measures affecting Outcome 1¹

Addressing Indigenous Needs – Remote Indigenous Students - tutorial support for students leaving their communities

Expense (\$m)	2005-06	2006-07	2007-08	2008-09
Department of Education, Science and Training	1.8	2.9	2.9	1.1

Continuation of the Australian Government Quality Teacher Programme

Expense (\$m)	2005-06	2006-07	2007-08	2008-09
Department of Education, Science and Training	-13.6	-0.3	-0.3	-0.3

Migration Programme - increase of up to 20,000 skilled places

Expense (\$m)	2005-06	2006-07	2007-08	2008-09
Department of Education, Science and Training	15.3	20.6	30.5	35.9

Australian Network of Industry Career Advisors

Expense (\$m)	2005-06	2006-07	2007-08	2008-09
Department of Education, Science and Training	27.5	37.7	38.7	39.4

Transition (School to Work) Programmes

Capital (\$m)	2005-06	2006-07	2007-08	2008-09
Department of Education, Science and Training	0.0	0.0	0.0	0.0

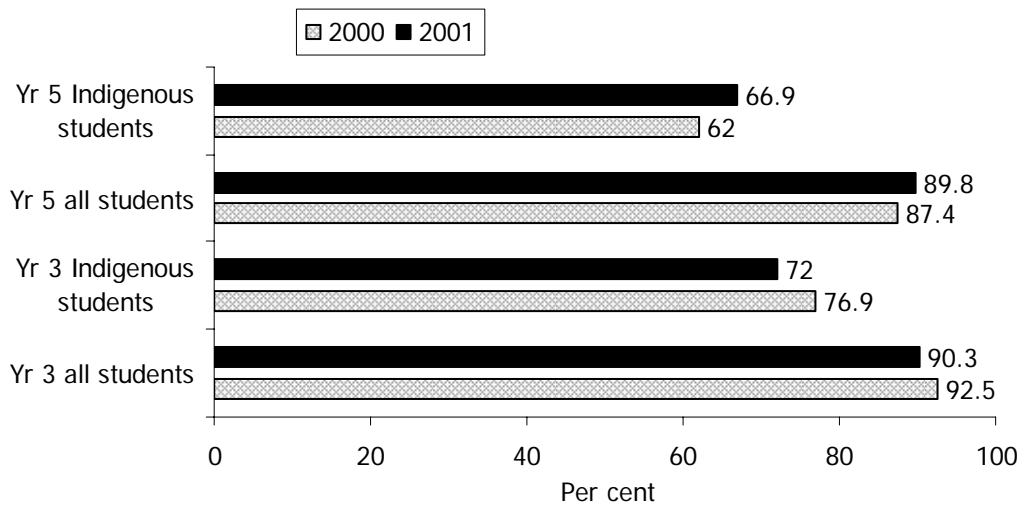
¹ Further details of measures are published in Budget Paper No. 2.

Performance information for Outcome 1

Effectiveness in Achieving the Outcome

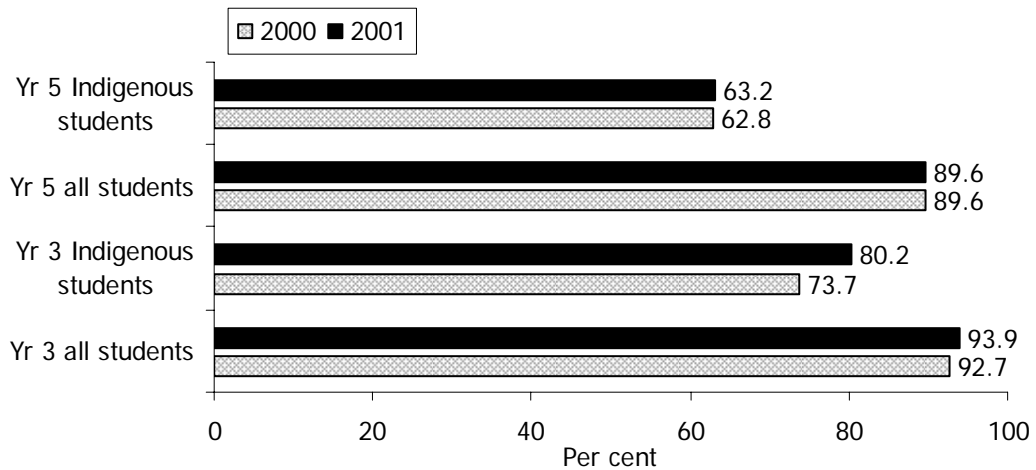
Effectiveness Indicator: Achievement of national benchmarks

Graph 1.1: Proportion of school students achieving the National Literacy Benchmarks for Reading



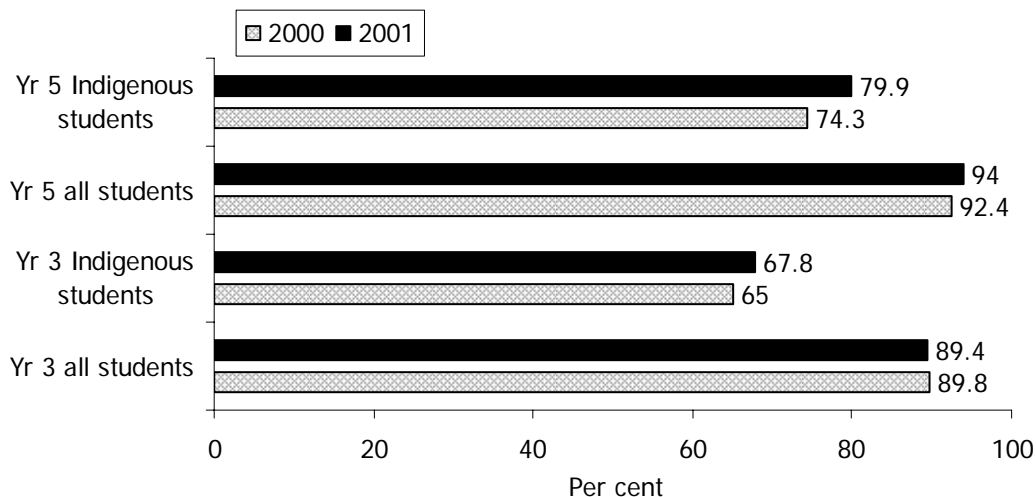
Source: Annual Report on Schooling in Australia. 2001, 2002

Graph 1.2: Proportion of school students achieving the National Numeracy Benchmarks



Source: Annual Report on Schooling in Australia. 2001, 2002

Graph 1.3: Proportion of school students achieving the National Literacy Benchmarks for Writing



Source: Annual Report on Schooling in Australia. 2001, 2002

Supplementary Table 1.1: Mean scores (with standard errors) of Australian 15 year olds in reading, mathematical and scientific literacy compared with OECD averages, Programme for International Student Assessment (PISA), 2000 and 2003

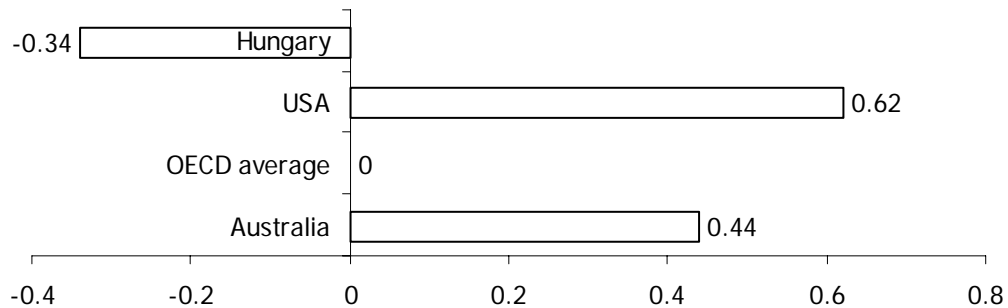
Assessment Domain	PISA 2000		PISA 2003		Change Between PISA 2000 and PISA 2003 in Australia's Performance
	Australia	OECD Average ⁽¹⁾	Australia	OECD Average ⁽¹⁾	
Reading Literacy	528 (3.5)	500 (0.6)	525 (2.1)	494 (0.6)	No statistically significant change
Scientific Literacy	528 (3.5)	500 (0.7)	525 (2.1)	500 (0.6)	No statistically significant change
Mathematical Literacy	533 (3.5)	500 (0.7)	524 (2.1)	500 (0.6)	Not directly comparable ⁽²⁾

Notes:

- (1) The OECD average is not directly comparable across the two cycles because there were some differences in the composition of the OECD countries included.
- (2) Overall performance of countries in mathematical literacy in PISA 2000 and PISA 2003 cannot be compared. Refer to source.

Source: OECD, *Knowledge and Skills for Life, First Results from PISA 2000*, OECD 2001 and OECD *Learning for Tomorrow's World, First Results from PISA 2003*, OECD 2004.

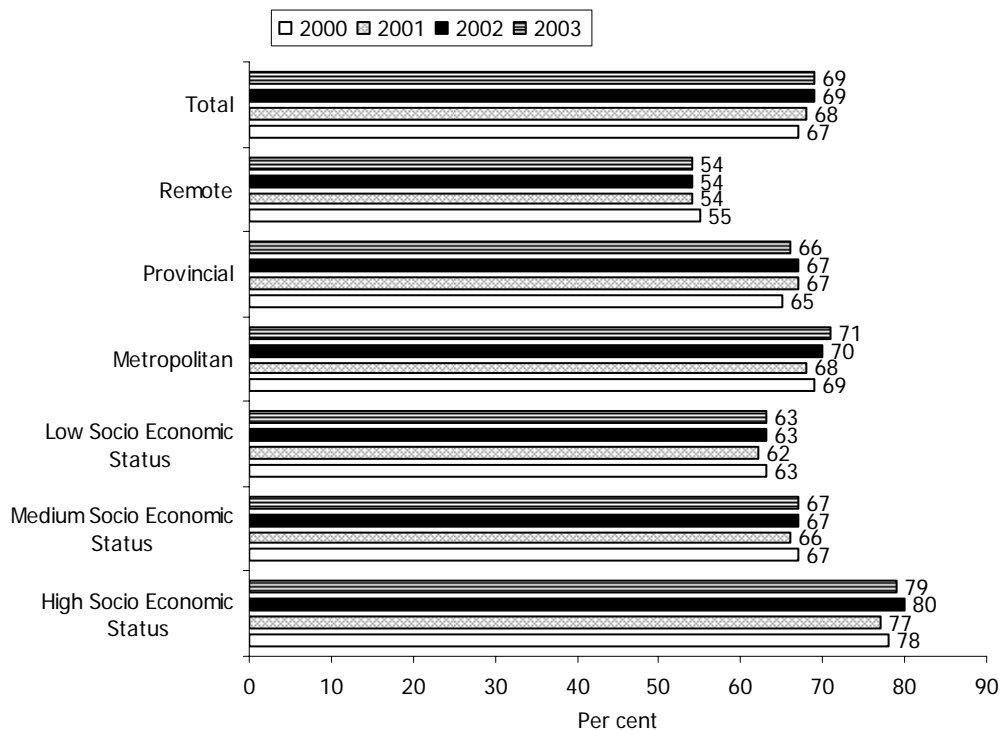
Graph 1.4: Mean index of comfort with perceived ability to use computers of Australian students 2000



Source: 15-Up and Counting, Reading, Writing, Reasoning. How literate are Australia's students? The PISA 2000 Survey of Students' Reading, Mathematical and Scientific Literacy Skills, 2001.

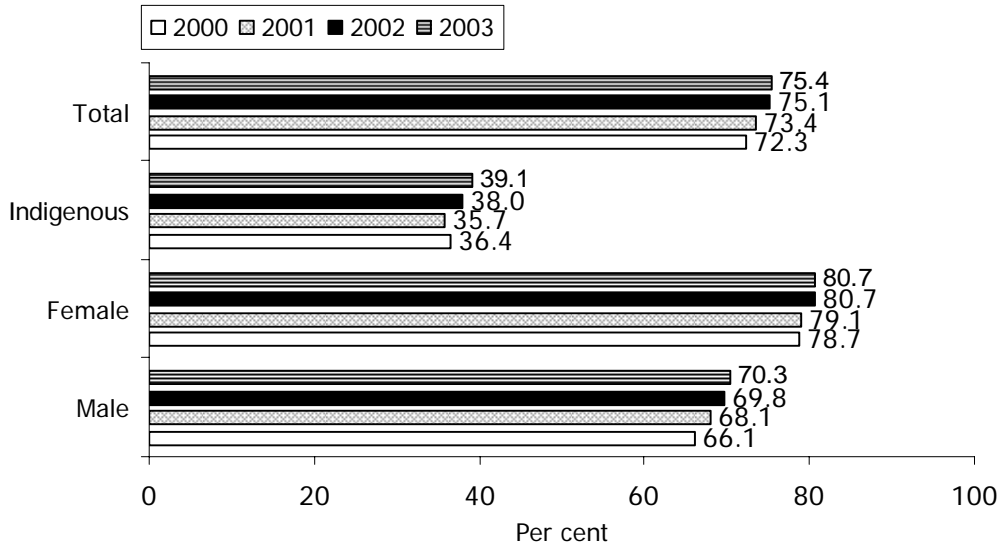
Effectiveness Indicator: Participation of students from disadvantaged groups in school education

Graph 1.5: Students receiving Year 12 certificates as a proportion of potential Year 12 population



Source: Data based on MCEETYA School Geographic Location Classification and ABS Index of Disadvantage.

Graph 1.6: Apparent retention rate* of full time students from Year 7/8 to Year 12

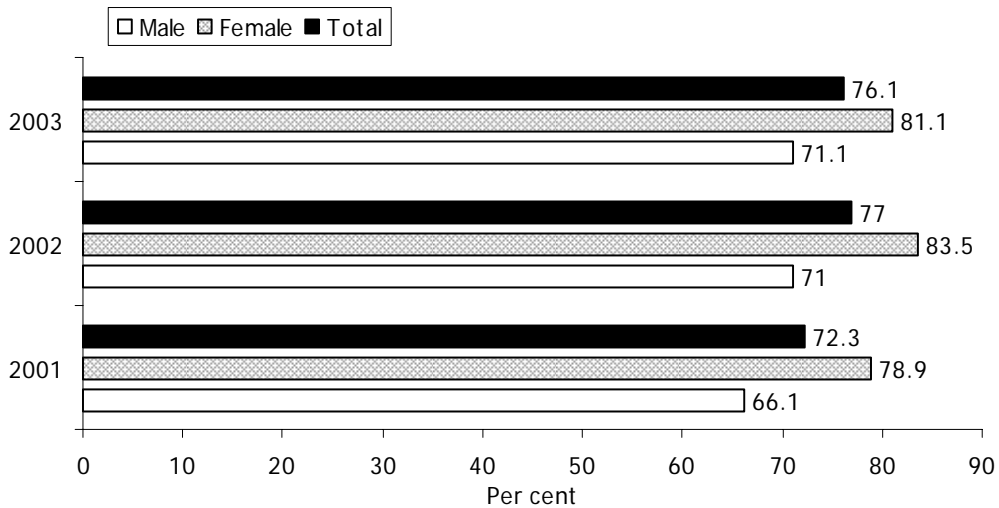


Source: Schools Australia 2003.

* Note: The ABS is currently reviewing using this data for reliability

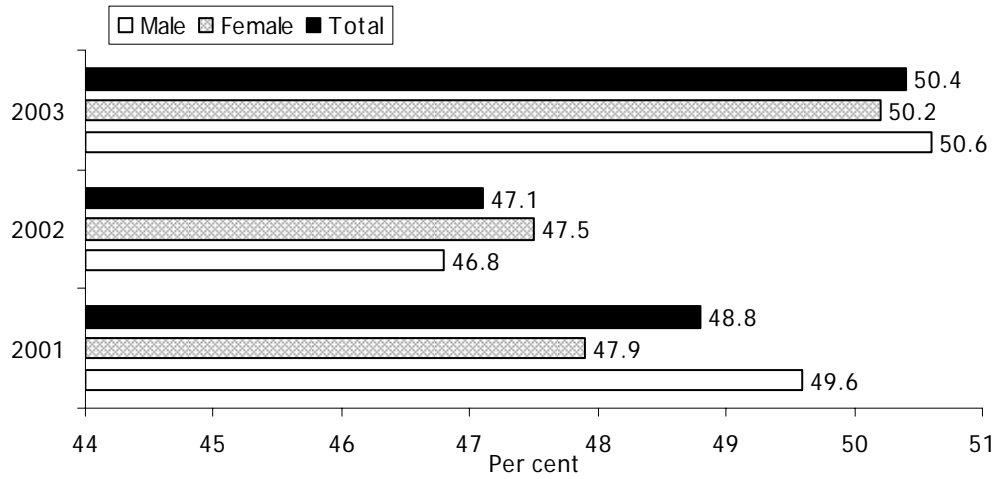
Effectiveness Indicator: Attainment in education and training by age

Graph 1.7: 19 year olds with Year 12 or a vocational or education qualification



Source: ABS data, Survey of Education and Work, 1997-2003

Graph 1.8: 24 year olds with Certificate III or IV or a higher education qualification



Source: ABS data, Survey of Education and Work, 1997-2003

Table 3.2.1A: Performance in delivery of Administered Outputs

Output Group	Performance Indicator	2004 ¹ Estimated Actual	2005 ² Estimate
1.1 Funding for schools			
Quantity	Full time Student enrolments* ³	3,331,964	3,347,000
1.2 Assistance for individuals, including those with special needs			
Quantity	Number of students with disabilities assisted*	130,304	131,000
	Number of new arrivals assisted with English as a Second Language*	10,688	10,965
	Indigenous school students*	130,447 ⁴	135,393
	Indigenous pre-school students*	9,055 ⁵	9,256
	School students in receipt of ABSTUDY	34,156 ⁶	35,955
	Students in receipt of Assistance for Isolated Children funding*	11,504	11,985
1.3 Assistance for quality teaching and learning			
Quantity	Number of teacher participants receiving professional development**	67,468 ⁷	64,000

¹ Where Performance Measure is * indicates calendar year 2004 and 2005

² Where Performance Measure is ** indicates Financial year 2004-05 and 2005-06

³ Source: Number of full time students in Australia, as identified by the ABS

⁴ Source: ABS Schools Australia 2004

⁵ Source: Draft DEST National Indigenous Pre-School Census 2004

⁶ Source: Extracted from Centrelink data using *BRIO* software. These are beneficiaries who received an ABSTUDY payment in 2004. Previous Centrelink data using *SuperStar* software reported only beneficiaries paid and *entitled to be paid* in the calendar year

⁷ 2003-04 Figure. The programme operated on a financial year basis for 2003-04 and 2004-05

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1.4 Assistance for transition through and from school			
Quantity	Number of young people provided access to Job Pathways Programme **	66,000	<60,000 ¹
	Structured Workplace Learning Placements	106,121	106,000
	Students participating in vocational education and training in schools	Not available ²	Not available ³

¹ The number of young people supported by the Jobs Pathway Programme is expected to be less than 60,000 as programme enhancements to focus on those most at risk take effect over 2005-06

² 2004 national data is not available until July 2005. In 2003, a total of 202,935 students were enrolled in VET in Schools programs (source: unpublished data compiled for MCEETYA)

³ MCEETYA Transition from School Taskforce is not providing projections on expected participation levels

Table 3.2.1B: Performance in delivery of Departmental Outputs

Performance Indicator	2005-06 Estimate
Administration	
Accurate and timely approval, payment and acquittal of grants in accordance with legislation and guidelines	At least 90% compliance in relation to Quality Assurance exercises
Improved performance and compliance of IEDA providers	>90% compliance in relation to Quality Assurance exercises.
Effective measurement of student performance in nationally agreed key reporting areas	Results agreed and published
Effective use of Schools Service Point <ul style="list-style-type: none"> • Processing of Statement of Enrolments • Collection of Census Information • Collection of financial questionnaire returns & acquittal of recurrent States Grants Act funding and collection of data via the Socio Economic Status Data Collection application 	>50% of all enrolment variations will be completed online >98% of all returns will be collected online >98% of all returns will be collected online
Accurate and accessible information contained on the Education Portal & Education Network Australia (EdNA Online) websites	Number of hits on website Number of page views Milestones met in upgrade
Implementation of key outcomes of the Review of Teaching and Teacher Education	Key recommendations for portfolio implemented
Establish National Institute for Quality Teaching and School Leadership	Milestones met
Policy Advising	
The Minister will be satisfied with the timeliness and quality of briefs provided by the department	Satisfaction (at least 90%)
Successful negotiation of 2005-2008 funding agreements	New quadrennium funding agreements in place with all States/Territories, non-government education authorities and non-government schools
Facilitation of government representation	Demonstrated leadership role in Murdi Paaki (COAG whole of government strategy on Indigenous issues)
Ministerial and Parliamentary Services	
Parliamentary reports will be provided within timelines set by the Parliament and its Committees and, where this is not possible or resources do not permit, interim response will be supplied within set timelines	Satisfaction (at least 90%)
The Minister will be satisfied with the timeliness and quality of Ministerials provided by the department	Satisfaction (at least 90%)
Research, Analysis and Evaluation	
Research activities are completed according to plan	At least 90% completed to plan
Research and evaluation reports rated as satisfactory by the Minister	At least 90% satisfaction
National Report on Indigenous Education and Training	Fourth report to be tabled in Parliament in March 2006.
Service Delivery	
Satisfactory services provided by Centrelink in relation to ABSTUDY and Career Planning Programme	Services provided in accordance with the Business Partnership Agreement