



# Schools Assistance (Learning Together — Achievement Through Choice and Opportunity) Regulations 2005<sup>1</sup>

Select Legislative Instrument 2005 No. 190

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I, PHILIP MICHAEL JEFFERY, Governor-General of the Commonwealth of Australia, acting with the advice of the Federal Executive Council, make the following Regulations under the *Schools Assistance (Learning Together — Achievement Through Choice and Opportunity) Act 2004*.

Dated 18 August 2005

P. M. JEFFERY  
Governor-General

By His Excellency's Command

BRENDAN NELSON  
Minister for Education, Science and Training

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Regulation 1.1

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## Part 1 Preliminary

### 1.1 Name of Regulations

These Regulations are the *Schools Assistance (Learning Together — Achievement Through Choice and Opportunity) Regulations 2005*.

### 1.2 Commencement

These Regulations commence on the first day on which subsection 140 (2) of the *Schools Assistance (Learning Together — Achievement Through Choice and Opportunity) Act 2004* is complied with.

*Note* Subsection 140 (2) of the *Schools Assistance (Learning Together — Achievement Through Choice and Opportunity) Act 2004* provides that regulations made for the purposes of section 14, 15, 19, 31, 32 or 36 of that Act take effect not earlier than on the first day on which they are no longer liable to be disallowed, or to have been taken to have been disallowed, under the *Legislative Instruments Act 2003*.

### 1.3 Definitions

In these Regulations:

**Act** means the *Schools Assistance (Learning Together — Achievement Through Choice and Opportunity) Act 2004*.

**MCEETYA** means the Ministerial Council on Education, Employment, Training and Youth Affairs.

**parent** means a parent, guardian or other person who has care and control of a child.

## Part 2                      **General provisions relating to grants — government schools**

### 2.1            **Performance targets**

- (1) For paragraphs 14 (1) (b) and 19 (3) (f) of the Act, the performance targets are that, in each program year:
  - (a) all students in Year 3 will achieve the national benchmarks for reading, writing and spelling for Year 3 mentioned in Part 7 of Schedule 1; and
  - (b) all students in Year 3 will achieve the national benchmark for numeracy for Year 3 mentioned in Part 7 of Schedule 1; and
  - (c) all students in Year 5 will achieve the national benchmarks for reading, writing and spelling for Year 5 mentioned in Part 7 of Schedule 1; and
  - (d) all students in Year 5 will achieve the national benchmark for numeracy for Year 5 mentioned in Part 7 of Schedule 1; and
  - (e) all students in Year 7 will achieve the national benchmarks for reading, writing and spelling for Year 7 mentioned in Part 7 of Schedule 1; and
  - (f) all students in Year 7 will achieve the national benchmark for numeracy for Year 7 mentioned in Part 7 of Schedule 1.
- (2) However, it is recognised that the performance targets may not be met in respect of the very small percentage of students who have severe educational disabilities.

### 2.2            **Conditions of financial assistance — performance measures**

For paragraph 14 (1) (b) of the Act, the performance measures are specified in Parts 1 to 6 of Schedule 1.

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**2.3 Student reports**

- (1) For paragraph 15 (f) of the Act, a student report must specify, for each program year, a required framework for relative and comparative reporting of a child's progress and achievement against the performance of the child's peer group at the school.
- (2) For subregulation (1):
  - (a) if the child undertakes a standard assessment in reading, writing, spelling and numeracy at Year 3, 5, 7 or 9, one of the student reports for the program year must include the result of that assessment against appropriate national benchmarks; and
  - (b) if the child undertakes a standard assessment in reading, writing, spelling and numeracy at Year 3, 5, 7, or 9, one of the student reports for the program year must include the result of that assessment against achievement levels or bands; and
  - (c) if the child undertakes a standard assessment in reading, writing, spelling and numeracy at Year 3, 5, 7, or 9, one of the student reports for the program year must include the average achievement of the child's peer group at the school against achievement levels or bands; and
  - (d) the student report must include, for subjects studied, an assessment against achievement levels or bands defined by the education authority or school, being levels or bands that:
    - (i) must be labelled as A, B, C, D, E (or an equivalent); and
    - (ii) should be clearly defined against specific learning standards; and
  - (e) the student report must also include, for subjects studied, the child's achievement relative to the achievement of the child's peer group at the school by at least quartile bands.
- (3) The information mentioned in paragraph (2) (e) must be presented in a way that does not interfere with the privacy of an individual.

*Note* The *Privacy Act 1988* and the related Information Privacy Principles should be consulted to ensure that information does not interfere with an individual's privacy.

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- (4) A student report is taken to comply with subregulation (1) if it is prepared in compliance with any arrangements approved by the Minister for this subregulation.
- (5) In this regulation:
  - (a) the *peer group* of a child in a school is all children at the school who are undertaking the same year level as the child in a year; and
  - (b) a *standard assessment* is a standardised assessment program which can be included in an agreed national process to enable nationally comparable reporting of literacy and numeracy achievement against the national literacy and numeracy benchmarks.

**2.4 Educational accountability — performance information (form)**

- (1) For paragraph 19 (1) (b) of the Act, performance information for the performance measures mentioned in items 101 to 112 of Schedule 1 must be in a form that enables the publication of the information for the relevant program year, for Australia, disaggregated:
  - (a) by State and Territory; and
  - (b) for each State and Territory — by the following characteristics of students:
    - (i) sex;
    - (ii) Indigenous status;
    - (iii) socio-economic background;
    - (iv) language background;
    - (v) geographic location.
- (2) For paragraph 19 (1) (b) of the Act, performance information for the performance measures mentioned in items 201 to 204 of Schedule 1 must be in a form that enables the publication of the information for the relevant program year, for Australia, disaggregated:
  - (a) by State and Territory; and

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- (b) for each State and Territory — by the following characteristics of students:
  - (i) sex;
  - (ii) Indigenous status;
  - (iii) socio-economic background;
  - (iv) language background;
  - (v) geographic location.
- (3) For paragraph 19 (1) (b) of the Act, performance information for the performance measure mentioned in item 301 of Schedule 1 must be in a form that enables the publication of the information for the relevant program year:
  - (a) for Australia — disaggregated by the following characteristics of students:
    - (i) sex;
    - (ii) Indigenous status;
    - (iii) socio-economic background;
    - (iv) language background;
    - (v) geographic location; and
  - (b) for each State and Territory — disaggregated by the sex of students.
- (4) For paragraph 19 (1) (b) of the Act, performance information for the performance measures mentioned in items 401 to 404 of Schedule 1 must be in a form that enables the publication of the information for the relevant program year:
  - (a) for Australia — disaggregated by the following characteristics of students:
    - (i) sex;
    - (ii) Indigenous status;
    - (iii) socio-economic background;
    - (iv) language background;
    - (v) geographic location; and
  - (b) for each State and Territory — disaggregated by the sex of students.

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- (5) For paragraph 19 (1) (b) of the Act, performance information for the performance measures mentioned in items 501 and 502 of Schedule 1 must be in a form that enables the publication of the information for the relevant program year:
- (a) for Australia — disaggregated by the following characteristics of students:
    - (i) sex;
    - (ii) Indigenous status;
    - (iii) socio-economic background;
    - (iv) language background;
    - (v) geographic location; and
  - (b) for each State and Territory — disaggregated by the sex of students.
- (6) In this regulation:
- (a) the characteristics of sex, Indigenous status, socio-economic background and language background are as described in the *Data Implementation Manual for Enrolments for the 2005 and 2006 School Years*, published by MCEETYA, as in force when these Regulations commence; and
  - (b) the characteristic of geographic location is as approved by MCEETYA at its meeting in July 2001.

*Note* The *Data Implementation Manual for Enrolments for the 2005 and 2006 School Years* is available on the Internet:

<http://www.mceetya.edu.au/public/dm.htm>

## **2.5 Educational accountability — performance information (content)**

For paragraph 19 (1) (b) of the Act, the performance information includes the performance measures set out in Parts 1 to 6 of Schedule 1.

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**2.6 Educational accountability — school performance information**

- (1) For paragraph 19 (3) (e) of the Act, the school performance information required for each school for each program year must include at least the items set out in Schedule 2.
- (2) The school performance information must be made publicly available within 6 months after the end of each program year, and in at least 2 of the following forms:
  - (a) a hard copy school annual report provided to parents and made available to prospective parents upon request;
  - (b) a hard copy newsletter provided to parents and made available to prospective parents upon request;
  - (c) a hard copy school handbook provided to parents and made available to prospective parents upon request;
  - (d) on the Internet, using a URL address provided to parents and prospective parents upon request;
  - (e) by means of a billboard or sign that is clearly visible to the public inside or outside the school.
- (3) However, if a parent is unable to access information in any of the ways mentioned in subregulation (2), the school performance information must be provided to the parent in a way that the parent can access.
- (4) The school performance information mentioned in subregulation (1) must be presented in a way that does not interfere with the privacy of an individual.

*Note* The *Privacy Act 1988* and the related Information Privacy Principles should be consulted to ensure that information does not interfere with an individual's privacy.
- (5) School performance information is taken to comply with subregulation (1) if it is prepared in compliance with any arrangements approved by the Minister for this subregulation.

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**2.7 Educational accountability — common national tests**

*Note* For subsection 19 (4) of the Act, it is intended that common national tests in reading, writing, spelling and numeracy will be administered by each school to each child who:

- (a) attends the school; and
- (b) is in Year 3, 5, 7 or 9.

At the time these Regulations commenced, the form of the common tests had not been finalised. When they have been developed and endorsed by MCEETYA, or approved by the Minister, they will be prescribed.

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**Part 3                      General provisions relating to grants — non-government bodies****3.1            Performance targets**

- (1) For paragraphs 31 (b) and 36 (3) (f) of the Act, the performance targets are that, in each program year:
- (a) all students in Year 3 will achieve the national benchmarks for reading, writing and spelling for Year 3 mentioned in Part 7 of Schedule 1; and
  - (b) all students in Year 3 will achieve the national benchmark for numeracy for Year 3 mentioned in Part 7 of Schedule 1; and
  - (c) all students in Year 5 will achieve the national benchmarks for reading, writing and spelling for Year 5 mentioned in Part 7 of Schedule 1; and
  - (d) all students in Year 5 will achieve the national benchmark for numeracy for Year 5 mentioned in Part 7 of Schedule 1; and
  - (e) all students in Year 7 will achieve the national benchmarks for reading, writing and spelling for Year 7 mentioned in Part 7 of Schedule 1; and
  - (f) all students in Year 7 will achieve the national benchmark for numeracy for Year 7 mentioned in Part 7 of Schedule 1.
- (2) However, it is recognised that the performance targets may not be met in respect of the very small percentage of students who have severe educational disabilities.

**3.2            Provisions that must be included in agreements — performance measures**

For paragraph 31 (b) of the Act, the performance measures are specified in Parts 1 to 6 of Schedule 1.

**Regulation 3.3****3.3 Student reports**

- (1) For paragraph 32 (f) of the Act, student reports must specify, for each program year, a required framework for relative and comparative reporting of a child's progress and achievement against the performance of the child's peer group at the school.
- (2) For subregulation (1):
  - (a) if the child undertakes a standard assessment in reading, writing, spelling and numeracy at Year 3, 5, 7 or 9, one of the student reports for the program year must include the result of that assessment against appropriate national benchmarks; and
  - (b) if the child undertakes a standard assessment in reading, writing, spelling and numeracy at Year 3, 5, 7, or 9, one of the student reports for the program year must include the result of that assessment against achievement levels or bands; and
  - (c) if the child undertakes a standard assessment in reading, writing, spelling and numeracy at Year 3, 5, 7, or 9, one of the student reports for the program year must include the average achievement of the child's peer group at the school against achievement levels or bands; and
  - (d) the student report must include, for subjects studied, an assessment against achievement levels or bands defined by the education authority or school, being levels or bands that:
    - (i) must be labelled as A, B, C, D, E (or an equivalent); and
    - (ii) should be clearly defined against specific learning standards; and
  - (e) the student report must also include, for subjects studied, the child's achievement relative to the achievement of the child's peer group at the school by at least quartile bands.
- (3) The information mentioned in paragraph (2) (e) must be presented in a way that does not interfere with the privacy of an individual.

*Note* The *Privacy Act 1988* and the related Information Privacy Principles should be consulted to ensure that information does not interfere with an individual's privacy.

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- (4) A student report is taken to comply with subregulation (1) if it is prepared in compliance with any arrangements approved by the Minister for this subregulation.
- (5) In this regulation:
  - (a) the *peer group* of a child in a school is all children at the school who are undertaking the same year level as the child in a year; and
  - (b) a *standard assessment* is a standardised assessment program which can be included in an agreed national process to enable nationally comparable reporting of literacy and numeracy achievement against the national literacy and numeracy benchmarks.

**3.4 Educational accountability — performance information (form)**

- (1) For paragraph 36 (1) (b) of the Act, performance information for the performance measures mentioned in items 101 to 112 of Schedule 1 must be in a form that enables the publication of the information for the relevant program year, for Australia, disaggregated:
  - (a) by State and Territory; and
  - (b) for each State and Territory — by the following characteristics of students:
    - (i) sex;
    - (ii) Indigenous status;
    - (iii) socio-economic background;
    - (iv) language background;
    - (v) geographic location.
- (2) For paragraph 36 (1) (b) of the Act, performance information for the performance measures mentioned in items 201 to 204 of Schedule 1 must be in a form that enables the publication of the information for the relevant program year, for Australia, disaggregated:
  - (a) by State and Territory; and

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- (b) for each State and Territory — by the following characteristics of students:
- (i) sex;
  - (ii) Indigenous status;
  - (iii) socio-economic background;
  - (iv) language background;
  - (v) geographic location.
- (3) For paragraph 36 (1) (b) of the Act, performance information for the performance measure mentioned in item 301 of Schedule 1 must be in a form that enables the publication of the information for the relevant program year:
- (a) for Australia — disaggregated by the following characteristics of students:
- (i) sex;
  - (ii) Indigenous status;
  - (iii) socio-economic background;
  - (iv) language background;
  - (v) geographic location; and
- (b) for each State and Territory — disaggregated by the sex of students.
- (4) For paragraph 36 (1) (b) of the Act, performance information for the performance measures mentioned in items 401 to 404 of Schedule 1 must be in a form that enables the publication of the information for the relevant program year:
- (a) for Australia — disaggregated by the following characteristics of students:
- (i) sex;
  - (ii) Indigenous status;
  - (iii) socio-economic background;
  - (iv) language background;
  - (v) geographic location; and
- (b) for each State and Territory — disaggregated by the sex of students.

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- (5) For paragraph 36 (1) (b) of the Act, performance information for the performance measures mentioned in items 501 and 502 of Schedule 1 must be in a form that enables the publication of the information for the relevant program year:
- (a) for Australia — disaggregated by the following characteristics of students:
    - (i) sex;
    - (ii) Indigenous status;
    - (iii) socio-economic background;
    - (iv) language background;
    - (v) geographic location; and
  - (b) for each State and Territory — disaggregated by the sex of students.
- (6) In this regulation:
- (a) the characteristics of sex, Indigenous status, socio-economic background and language background are as described in the *Data Implementation Manual for Enrolments for the 2005 and 2006 School Years*, published by MCEETYA, as in force when these Regulations commence; and
  - (b) the characteristic of geographic location is as approved by MCEETYA at its meeting in July 2001.

*Note* The *Data Implementation Manual for Enrolments for the 2005 and 2006 School Years* is available on the Internet:

<http://www.mceetya.edu.au/public/dm.htm>

**3.5 Educational accountability — performance information (content)**

For paragraph 36 (1) (b) of the Act, the performance information includes the performance measures set out in Parts 1 to 6 of Schedule 1.

**Regulation 3.6****3.6 Educational accountability — school performance information**

- (1) For paragraph 36 (3) (e) of the Act, the school performance information required for each program year must include at least the measures set out in Schedule 2.
- (2) The school performance information must be made publicly available within 6 months after the end of each program year, and in at least 2 of the following forms:
  - (a) a hard copy school annual report provided to parents and made available to prospective parents upon request;
  - (b) a hard copy newsletter provided to parents and made available to prospective parents upon request;
  - (c) a hard copy school handbook provided to parents and made available to prospective parents upon request;
  - (d) on the Internet, using a URL address provided to parents and prospective parents upon request;
  - (e) by means of a billboard or sign that is clearly visible to the public inside or outside the school.
- (3) However, if a parent is unable to access information in any of the ways mentioned in subregulation (2), the school performance information must be provided to the parent in a way that the parent can access.
- (4) The school performance information mentioned in subregulation (1) must be presented in a way that does not interfere with the privacy of an individual.

*Note* The *Privacy Act 1988* and the related Information Privacy Principles should be consulted to ensure that information does not interfere with an individual's privacy.
- (5) School performance information is taken to comply with subregulation (1) if it is prepared in compliance with any arrangements approved by the Minister for this subregulation.

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**3.7 Educational accountability — common national tests**

*Note* For subsection 36 (4) of the Act, it is intended that common national tests in reading, writing, spelling and numeracy will be administered by each school to each child who:

- (a) attends the school; and
- (b) is in Year 3, 5, 7 or 9.

At the time these Regulations commenced, the form of the common tests had not been finalised. When they have been developed and endorsed by MCEETYA, or approved by the Minister, they will be prescribed.

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## **Schedule 1      Performance measures**

(regulations 2.1, 2.2, 2.5, 3.1, 3.2 and 3.5)

### **Part 1            Measures for English literacy**

- 101    The percentage of students in Year 3 achieving the national benchmark for reading for Year 3.
- 102    The percentage of students in Year 3 achieving the national benchmark for writing for Year 3.
- 103    The percentage of students in Year 3 achieving the national benchmark for spelling for Year 3.
- 104    The percentage of students in Year 5 achieving the national benchmark for reading for Year 5.
- 105    The percentage of students in Year 5 achieving the national benchmark for writing for Year 5.
- 106    The percentage of students in Year 5 achieving the national benchmark for spelling for Year 5.
- 107    The percentage of students in Year 7 achieving the national benchmark for reading for Year 7.
- 108    The percentage of students in Year 7 achieving the national benchmark for writing for Year 7.
- 109    The percentage of students in Year 7 achieving the national benchmark for spelling for Year 7.
- 110    The percentage of students in Year 9 achieving the national benchmark for reading for Year 9.
- 111    The percentage of students in Year 9 achieving the national benchmark for writing for Year 9.
- 112    The percentage of students in Year 9 achieving the national benchmark for spelling for Year 9.

- 113 The percentage of students achieving at or above the standard in the OECD Programme for International Student Assessment (PISA) reading literacy assessment for 2006.

## **Part 2 Measures for numeracy and mathematics**

- 201 The percentage of students in Year 3 achieving the national benchmark for numeracy for Year 3.
- 202 The percentage of students in Year 5 achieving the national benchmark for numeracy for Year 5.
- 203 The percentage of students in Year 7 achieving the national benchmark for numeracy for Year 7.
- 204 The percentage of students in Year 9 achieving the national benchmark for numeracy for Year 9.
- 205 The percentage of students achieving at or above the standard in the mathematical literacy assessment of the OECD Programme for International Student Assessment (PISA) for 2006.
- 206 The percentage of students achieving at or above the standard in the Year 4 mathematics assessment of the Trends in International Mathematics and Science Study (TIMSS) for 2006.
- 207 The percentage of students achieving at or above the standard in the Year 8 mathematics assessment of the Trends in International Mathematics and Science Study (TIMSS) for 2006.

## **Part 3 Measures for science**

- 301 The percentage of students achieving at or above the standard in science literacy in the National Assessment Program — Science Literacy, 2006, Year 6.
- 302 The percentage of students achieving at or above the standard in the scientific literacy assessment of the OECD Programme for International Student Assessment (PISA) for 2006.

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- 303 The percentage of students achieving at or above the standard in the Year 4 science assessment of the Trends in International Mathematics and Science Study (TIMSS) for 2006.
- 304 The percentage of students achieving at or above the standard in the Year 8 science assessment of the Trends in International Mathematics and Science Study (TIMSS) for 2006.

#### **Part 4 Measures for civics and citizenship**

- 401 The percentage of students achieving at or above the standard in civic knowledge and understanding in the National Assessment Program — Civics and Citizenship, 2007, Year 6.
- 402 The percentage of students achieving at or above the standard in citizenship participation skills and civic values in the National Assessment Program — Civics and Citizenship, 2007, Year 6.
- 403 The percentage of students achieving at or above the standard in civic knowledge and understanding in the National Assessment Program — Civics and Citizenship, 2007, Year 10.
- 404 The percentage of students achieving at or above the standard in citizenship participation skills and civic values in the National Assessment Program — Civics and Citizenship, 2007, Year 10.

#### **Part 5 Measures for Information and Communications Technology (ICT) literacy**

- 501 The percentage of students achieving at or above the standard in the National Assessment Program — Information and Communications Technology (ICT) Literacy, 2005 and 2008, Year 6.
- 502 The percentage of students achieving at or above the standard in the National Assessment Program — Information and Communications Technology (ICT) Literacy, 2005 and 2008, Year 10.

## Part 6 Measures for Vocational Education and Training (VET) in schools

- 601 School students undertaking vocational education and training (with New Apprenticeships and Traineeships disaggregated) as part of their senior secondary school certificate in a calendar year as a proportion of all school students undertaking a senior secondary school certificate in that year.
- 602 School students enrolled in a senior secondary school certificate in a calendar year who have completed at least one vocational education and training unit of competency module as a proportion of all school students undertaking a senior secondary school certificate in that year.

## Part 7 National benchmarks

*Note* This Part identifies the benchmarks mentioned in various items in Parts 1 to 6.

Item	Items in Parts 1 to 6 that refer to the performance measure	Benchmark
1	101, 102, 103, 104, 105, 106	The relevant benchmarks approved by MCEETYA at its meeting in April 1998
2	107, 108, 109	The relevant benchmarks approved out of session by MCEETYA in July 2004
3	110, 111, 112	<i>Note</i> At the time these Regulations commenced, the benchmarks had not been finalised. When they have been developed and endorsed by MCEETYA, or approved by the Minister, they will be prescribed.
4	201, 202	The relevant benchmarks approved by MCEETYA at its meeting in March 2000
5	203	The relevant benchmarks approved out of session by MCEETYA in July 2004

Item	Items in Parts 1 to 6 that refer to the performance measure	Benchmark
6	204	<i>Note</i> At the time these Regulations commenced, the benchmarks had not been finalised. When they have been developed and endorsed by MCEETYA, or approved by the Minister, they will be prescribed.

*Note* The national reading, writing, spelling and numeracy benchmarks for Years 3, 5 and 7 are available on the Internet:

<http://www.curriculum.edu.au/projects/numbench.php>

## Part 8 Standards for reporting performance measures

*Note* This Part identifies the standards mentioned in various items in Parts 1 to 6.

Item	Item in Parts 1 to 6 that refers to the performance measure	Standard
1	113	Level 3 on the combined reading scale in the OECD Programme for International Student Assessment (PISA) reading literacy assessment for 2000
2	205	<i>Note</i> The standard will be a level on the combined mathematics scale in the OECD Programme for International Student Assessment (PISA) mathematical literacy assessment for 2003 developed by MCEETYA.  At the time these Regulations commenced, the standard had not been finalised. When it has been developed and endorsed by MCEETYA, or approved by the Minister, it will be prescribed.

<b>Item</b>	<b>Item in Parts 1 to 6 that refers to the performance measure</b>	<b>Standard</b>
3	206	<p><i>Note</i> The standard will be a level on the Year 4 mathematics achievement scale in the Trends in International Mathematics and Science Study (TIMSS) mathematics assessment for 2002 developed by MCEETYA.</p> <p>At the time these Regulations commenced, the standard had not been finalised. When it has been developed and endorsed by MCEETYA, or approved by the Minister, it will be prescribed.</p>
4	207	<p><i>Note</i> The standard will be a level on the Year 8 mathematics achievement scale in the Trends in International Mathematics and Science Study (TIMSS) mathematics assessment for 2002 developed by MCEETYA.</p> <p>At the time these Regulations commenced, the standard had not been finalised. When it has been developed and endorsed by MCEETYA, or approved by the Minister, it will be prescribed.</p>
5	301	Level 3.2 on the science literacy scale in the National Assessment Program — Science Literacy, 2003, Year 6
6	302	<p><i>Note</i> The standard will be a level on the combined science scale in the OECD Programme for International Student Assessment (PISA) mathematical literacy assessment for 2006 developed by MCEETYA.</p> <p>At the time these Regulations commenced, the standard had not been finalised. When it has been developed and endorsed by MCEETYA, or approved by the Minister, it will be prescribed.</p>

Item	Item in Parts 1 to 6 that refers to the performance measure	Standard
7	303	<p><i>Note</i> The standard will be a level on the Year 4 science achievement scale in the Trends in International Mathematics and Science Study (TIMSS) mathematics assessment for 2002 developed by MCEETYA.</p> <p>At the time these Regulations commenced, the standard had not been finalised. When it has been developed and endorsed by MCEETYA, or approved by the Minister, it will be prescribed.</p>
8	304	<p><i>Note</i> The standard will be the level on the Year 8 science achievement scale in the Trends in International Mathematics and Science Study (TIMSS) mathematics assessment for 2002 developed by MCEETYA.</p> <p>At the time these Regulations commenced, the standard had not been finalised. When it has been developed and endorsed by MCEETYA, or approved by the Minister, it will be prescribed.</p>
9	401	<p><i>Note</i> The standard will be a level on the civic knowledge and understanding scale in the National Assessment Program— Civics and Citizenship, 2004, Year 6, developed by MCEETYA.</p> <p>At the time these Regulations commenced, the standard had not been finalised. When it has been developed and endorsed by MCEETYA, or approved by the Minister, it will be prescribed.</p>
10	402	<p><i>Note</i> The standard will be a level on the citizenship participation skills and civic values scale in the National Assessment Program— Civics and Citizenship, 2004, Year 6, developed by MCEETYA.</p> <p>At the time these Regulations commenced, the standard had not been finalised. When it has been finalised, it will be prescribed.</p>

Item	Item in Parts 1 to 6 that refers to the performance measure	Standard
11	403	<p><i>Note</i> The standard will be a level on the civic knowledge and understanding scale in the National Assessment Program — Civics and Citizenship, 2004, Year 10, developed by MCEETYA.</p> <p>At the time these Regulations commenced, the standard had not been finalised. When it has been finalised, it will be prescribed.</p>
12	404	<p><i>Note</i> The standard will be a level on the citizenship participation skills and civic values scale in the National Assessment Program — Civics and Citizenship, 2004, Year 10, developed by MCEETYA.</p> <p>At the time these Regulations commenced, the standard had not been finalised. When it has been finalised, it will be prescribed.</p>
13	501	<p><i>Note</i> The standard will be a level on the Information and Communications Technology scale in the National Assessment Program — Information and Communications Technology Literacy, 2005, Year 6, developed by MCEETYA.</p> <p>At the time these Regulations commenced, the standard had not been finalised. When it has been finalised, it will be prescribed.</p>
14	502	<p><i>Note</i> The standard will be a level on the Information and Communications Technology scale in the National Assessment Program — Information and Communications Technology Literacy, 2005, Year 10, developed by MCEETYA.</p> <p>At the time these Regulations commenced, the standard had not been finalised. When it has been finalised, it will be prescribed.</p>

## Schedule 2 School performance information

(regulations 2.6 and 3.6)

*Note* This information is to be reported for each school, as required by regulations 2.6 and 3.6.

Item	Subject	School performance information
<b>Professional engagement</b>		
1	Staff attendance	The average attendance rate or average number of days attended per staff member
2	Staff retention	The proportion of teaching staff retained in a program year from the previous year
3	Teacher qualifications	A list of teachers' qualifications
4	Expenditure and teacher participation in professional learning	Number of teachers participating in professional learning activities, and description of activities in plain language  Average expenditure per teacher on professional learning, at the school level
<b>Key student outcomes</b>		
5	Student attendance	The average attendance rate (percentage)
6	Proportions of Year 3, 5, 7 and 9 students meeting national reading, writing, spelling and numeracy benchmarks <i>(benchmark results)</i>	The percentages of students in Years 3, 5, 7 and 9 achieving the national literacy and numeracy benchmarks for their Year
7	Changes in benchmark results from the previous year	The percentage point change in students achieving national benchmarks
8	Value added	Schools are to present information in plain language on their value added in the most appropriate way according to each school's circumstances

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Item	Subject	School performance information
9	Average standardised assessment results for Year 9 and Year 10 students	The median score of Year 9 and Year 10 students doing standardised assessments, where available
10	Senior Secondary outcomes	Academic achievement including median Year 12 results and academic and non-academic pathways
11	Proportion of Year 9 students retained to Year 12 (or equivalent)	Schools are to report student retention in plain language in the most appropriate way according to each school's circumstances
12	Post-school destinations	Schools are to report their post-school destinations in plain language in the most appropriate way according to each school's circumstances
<b>Satisfaction</b>		
13	Parent, student and teacher satisfaction	A description in plain language of parent, student and teacher satisfaction with the school

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### Note

1. All legislative instruments and compilations are registered on the Federal Register of Legislative Instruments kept under the *Legislative Instruments Act 2003*. See [www.frli.gov.au](http://www.frli.gov.au).