

## Section 3: Outcomes

General government sector (GGS) agencies are required to plan, budget and report under an outcomes structure. GGS agencies produce outputs (departmental items) and also administer items on behalf of the Government (administered items).

This section summarises how the resources identified in Section 2 will be used to contribute to the six outcomes for the Department of Education, Science and Training. Emphasis is placed on estimating the contribution to outcomes through administered items and outputs delivered by the agency. Key performance measures and performance evaluation activities are specified for each outcome. More detailed information on output and administered item attributes is maintained by agencies for internal management purposes.

### **3.1 SUMMARY OF OUTCOMES AND CONTRIBUTION TO OUTCOMES**

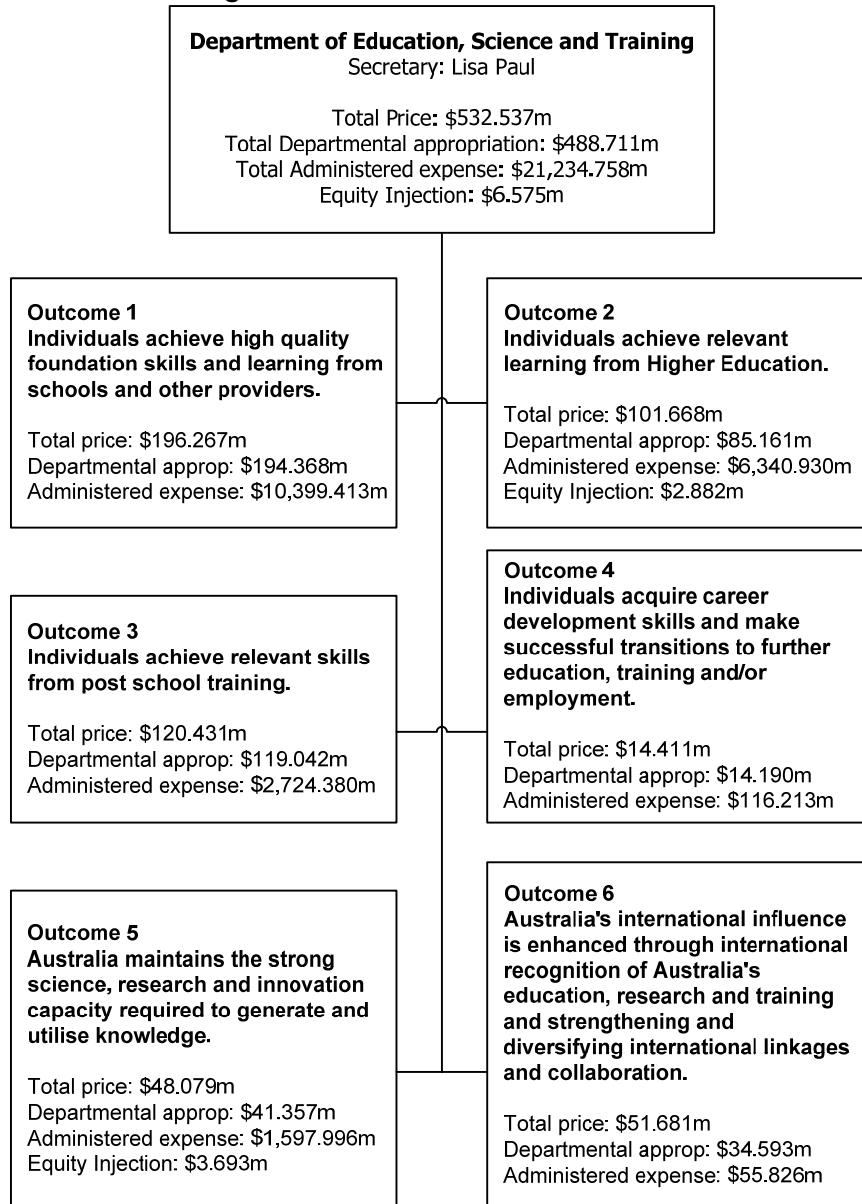
The relationship between activities of the Department of Education, Science and Training and the outcomes is summarised in Figure 4.

#### **Departmental Cost Attribution**

The price of departmental outputs is determined as follows:

- the cost centres within the department's financial management information system (FMIS) are mapped directly to an output category or an overhead category (this mapping of cost centres to categories is reviewed at least annually);
- overhead category costs are distributed to outputs based on employee numbers; and
- the actual costs are updated quarterly from the FMIS and applied to the costing model to establish the budget price of departmental outputs.

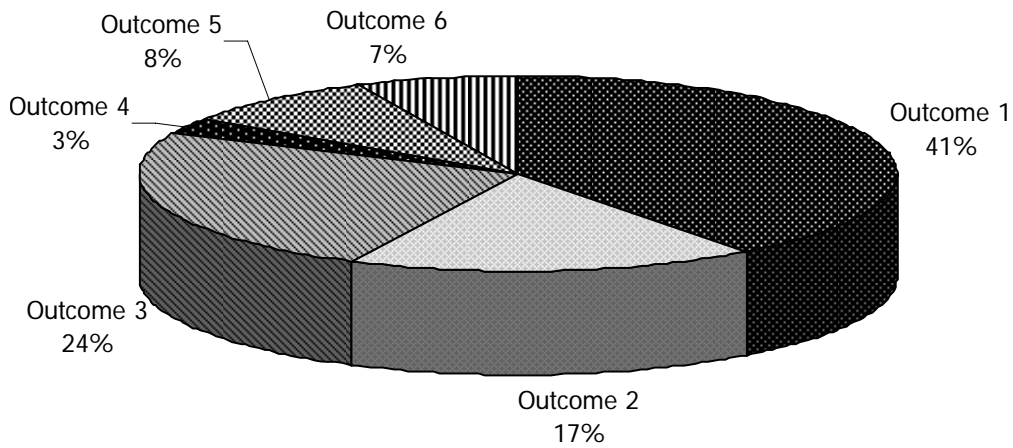
**Figure 4: Contributions to outcomes**



**Outcomes – departmental and administered**

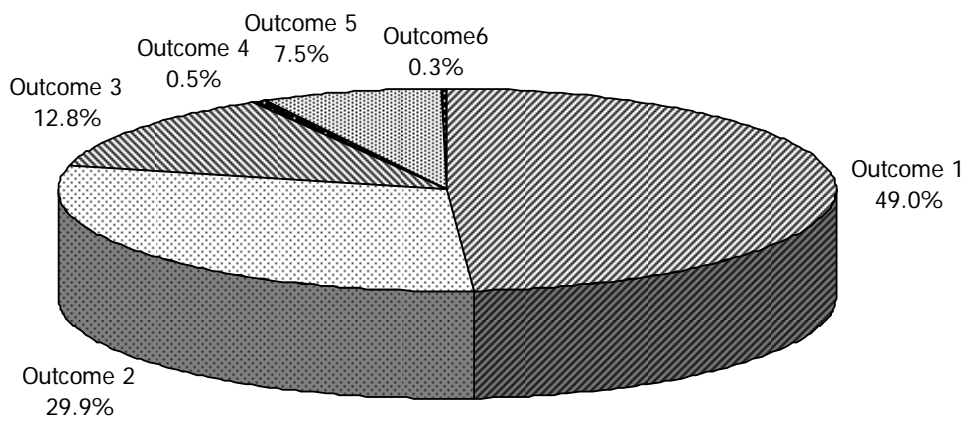
**Departmental appropriations by outcome**

**Figure 5: Departmental appropriations by outcome, 2007-08**



**Administered appropriations by outcome**

**Figure 6: Administered appropriations by outcome, 2007-08**



### 3.2 OUTCOME RESOURCES AND PERFORMANCE INFORMATION

#### OUTCOME 1

#### SCHOOL EDUCATION – INDIVIDUALS ACHIEVE HIGH QUALITY FOUNDATION SKILLS AND LEARNING FROM SCHOOLS AND OTHER PROVIDERS.

##### Outcome 1 resourcing

Table 3.1.1 shows how the 2007-08 Budget appropriations translate to total resourcing for outcome 1, including administered expenses, revenue from government (appropriation), revenue from other sources, and the total price of outputs.

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

	Estimated Actual 2006 - 07 \$'000	Budget Estimate 2007 - 08 \$'000
<b>Departmental appropriations</b>		
Output 1.1 – Policy Services	35,626	40,733
Output 1.2 – Programme Management	73,317	83,827
Output 1.3 – Service Delivery	68,561	69,808
<b>Total revenue from government (appropriations) contributing to price of departmental outputs</b>	177,504	194,368
<b>Revenue from other sources</b>		
Departmental	2,247	1,899
<b>Total price of departmental outputs (Total revenue from government and from other sources)</b>	179,751	196,267
<b>Administered expenses</b>		
Schools General Recurrent Grants	6,870,491	7,441,493
Schools Capital Grants	432,644	466,684
Investing in Our Schools	406,666	404,334
Literacy, Numeracy, and Special Learning Needs	523,292	542,985
Schools Country Areas	29,062	30,825
Schools English as a Second Language	72,493	105,757
School Languages Programme	28,338	30,042
Non-Government School Term Hostels	2,384	2,435
Australian Technical Colleges	168,872	105,440
Indigenous Education Programme	293,105	311,929
ABSTUDY	110,033	112,627

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

	Estimated Actual 2006 - 07 \$'000	<b>Budget Estimate 2007 - 08 \$'000</b>
Assistance for Isolated Children	58,153	<b>59,969</b>
Youth Allowance	541,856	<b>550,517</b>
Boarding Schools Upgrade	50,000	<b>0</b>
Projects to Enhance Literacy and Numeracy Outcomes	657	<b>2,756</b>
Reading Assistance Vouchers	3,635	<b>13,917</b>
Literacy and Numeracy Vouchers	0	<b>66,482</b>
Australian Government Quality Teacher Programme	36,048	<b>34,881</b>
Targeted Quality Outcomes	20,034	<b>26,807</b>
Values Education and Civics and Citizenship Education	8,305	<b>7,918</b>
Parliament and Civics Education Rebate	2,731	<b>4,462</b>
Innovation in Science, Technology and Mathematics Education	5,085	<b>5,235</b>
National School Drug Education Strategy	3,789	<b>4,049</b>
National School Attendance Unit	800	<b>1,017</b>
National School Chaplaincy Programme	10,000	<b>30,000</b>
Online Curriculum Content for Australian Schools	7,600	<b>7,600</b>
Grants and Awards	3,762	<b>3,811</b>
Summer Schools for Teachers	0	<b>25,436</b>
Superannuation Benefits for Aboriginal Tutor Assistance Scheme	5	<b>5</b>
<b>Total administered expenses</b>	<b>9,689,840</b>	<b>10,399,413</b>
<b>Total administered revenues</b>	<b>1,741</b>	<b>1,741</b>
<b>Total estimated resourcing for Outcome 1</b> (Total price of outputs and administered expenses)	<b>9,869,591</b>	<b>10,595,680</b>
<b>Average staffing level</b>	<b>950</b>	<b>1,018</b>

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**Measures affecting Outcome 1**

**Investing in Our Schools Programme – continuation**

Expense (\$m)	2007-08	2008-09	2009-10	2010-11
Department of Education, Science and Training	190.1	5.8	-	-

**Realising Our Potential – Australian Technical Colleges**

Expense (\$m)	2007-08	2008-09	2009-10	2010-11
Department of Education, Science and Training	1.1	19.8	27.4	17.1

**Realising Our Potential - national literacy and numeracy vouchers**

Expense (\$m)	2007-08	2008-09	2009-10	2010-11
Department of Education, Science and Training	70.9	120.9	131.4	134.1

**Realising Our Potential - Australian Government Summer Schools for Teachers**

Expense (\$m)	2007-08	2008-09	2009-10	2010-11
Department of Education, Science and Training	30.0	24.8	23.2	23.6

**Realising Our Potential - core curricula standards**

Expense (\$m)	2007-08	2008-09	2009-10	2010-11
Department of Education, Science and Training	4.4	8.6	-	0.1

**Realising Our Potential - national teacher training and registration standards**

Expense (\$m)	2007-08	2008-09	2009-10	2010-11
Department of Education, Science and Training	2.7	2.2	-	-

**Realising Our Potential - improving the practical component of teacher education**

Expense (\$m)	2007-08	2008-09	2009-10	2010-11
Department of Education, Science and Training	18.8	19.2	19.4	19.6

**Realising Out Potential - national student aptitude test for tertiary admission**

Expense (\$m)	2007-08	2008-09	2009-10	2010-11
Department of Education, Science and Training	4.9	4.8	4.8	-

**Realising Our Potential - additional support for regional and remote schools**

Expense (\$m)	2007-08	2008-09	2009-10	2010-11
Department of Education, Science and Training	15.4	32.2	35.2	38.3

**Realising Our Potential - rewarding schools for improving literacy and numeracy outcomes**

Expense (\$m)	2007-08	2008-09	2009-10	2010-11
Department of Education, Science and Training	2.2	17.0	16.9	17.0

**A Better Future for Indigenous Australians - building an indigenous workforce in government service delivery**

Expense (\$m)	2007-08	2008-09	2009-10	2010-11
Department of Education, Science and Training	4.8	3.6	3.3	3.3

**A Better Future for Indigenous Australians – opportunities for education**

Expense (\$m)	2007-08	2008-09	2009-10	2010-11
Department of Education, Science and Training	13.8	16.5	26.0	28.1

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**A Better Future for Indigenous Australians - Indigenous employment services**

Expense (\$m)	2007-08	2008-09	2009-10	2010-11
Department of Education, Science and Training	5.6	5.8	5.9	6.1

**COAG - development of national teaching standards for numeracy and literacy**

Expense (\$m)	2007-08	2008-09	2009-10	2010-11
Department of Education, Science and Training	1.3	-	-	-

**COAG - literacy and numeracy leadership standards for principals**

Expense (\$m)	2007-08	2008-09	2009-10	2010-11
Department of Education, Science and Training	0.6	-	-	-

**COAG– a new national approach to early childhood education and regulation**

Expense (\$m)	2007-08	2008-09	2009-10	2010-11
Department of Education, Science and Training	0.2	0.3	-	-

**Combating illicit drugs – strengthening drug prevention education**

Expense (\$m)	2007-08	2008-09	2009-10	2010-11
Department of Education, Science and Training	-	-	-	-

**Humanitarian settlement initiatives – increased per capita funding for English as a Second Language**

Expense (\$m)	2007-08	2008-09	2009-10	2010-11
Department of Education, Science and Training	28.4	31.4	33.1	34.9

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**Efficiencies in service delivery agencies**

Expense (\$m)	2007-08	2008-09	2009-10	2010-11
Department of Education, Science and Training	-2.2	-2.3	-2.4	-2.6

**Migration Programme – 8,800 place increase for 2007-08**

Expense (\$m)	2007-08	2008-09	2009-10	2010-11
Department of Education, Science and Training	4.3	10.0	16.5	21.6

## **Contributions to achievement of Outcome 1**

Australia's future depends on a high quality and dynamic school education system to provide students with foundation skills, knowledge, understanding and values necessary for lifelong learning, employment and participation in a dynamic society.

The school education sector comprises government school enrolments (67 per cent) and non-government school enrolments (33 per cent). Most non-government schools have some religious affiliation with 61 per cent of non-government school students enrolled in Catholic schools.

Historically, states and territories have regulatory and funding responsibility for government schools and provide supplementary assistance to non-government schools. The Australian Government is the primary source of funding for non-government schools and provides supplementary assistance to government schools. States and territories also provide resources for infrastructure such as curriculum support, assessment and certification, school and teacher registration and accreditation which benefit both government and non-government schools.

The Australian Government provides leadership in setting national priorities and policy directions for schooling in consultation with the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA). To improve the quality of schooling nationally, the Australian Government works with state and territory governments, non-government school authorities, parents, educators and other organisations to seek the best possible outcomes for young Australians. Australian Government funding is directed to education systems (including state/territory governments), individual schools, educational organisations, and to individuals and families.

The Australian Government undertakes a national leadership role in:

- identifying national standards and promoting national consistency in schooling
- an enhanced performance framework for school authorities through strengthened accountability and reporting requirements
- reducing the divide in educational outcomes between Indigenous and non-Indigenous Australians.

The department's contribution to this outcome includes the implementation of the *Schools Assistance (Learning Together – Achievement Through Choice and Opportunity) Act 2004*, including the implementation of the 2005-2008 funding quadrennium arrangements for schools, along with a number of activities which underpin the Government's national priorities in schooling.

The department's reporting on Indigenous educational programmes – including vocational education and higher education – is provided under this Outcome,

recognising the importance of school-based education in achieving more equitable education outcomes for Indigenous Australians.

*Realising Our Potential* brings a national focus to improving the quality of education in Australian schools, so that parents can be confident their children will receive a high quality education and develop the core skills needed to participate effectively in society and work – regardless of which school they attend, government or non-government, regional or metropolitan. The package includes a range of measures to improve the quality of teaching and learning and provide better reporting and accountability to parents.

## **OVERVIEW OF OUTPUTS**

### **Administered activities**

The Australian Government's policy agenda for schools builds on the MCEETYA *National Goals for Schooling* to provide a vision for all schools for 2005-08. The 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 contribution also includes implementation of the Government's Indigenous education strategy for the 2005-2008 funding quadrennium, which provides for resources to be directed to programmes that have demonstrably improved education outcomes, with a weighting of resources toward Indigenous students at greatest disadvantage – those in remote areas. The strategy also includes a focus on making mainstream programmes work better for Indigenous students.

While individuals generally acquire foundation skills through the school system, there are other educational pathways required for some young people 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 and technical education providers, community groups, parents, and non-government organisations.

Significant programmes that contribute to Outcome 1 are outlined below.

### **Funding for schools**

Funding appropriated under the *Schools Assistance (Learning Together – Achievement Through Choice and Opportunity) Act 2004* supports the capital and operating costs of the education system. The department will deliver the following programmes:

- *General Recurrent Grants* – help fund government and non-government schools with the recurrent costs of school education, enabling schools to offer student

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educational programmes directed towards the achievement of the Australian Government's priorities for schooling

- *Capital Grants* – fund state and territory governments to enable them to provide and improve capital infrastructure to a greater number of their schools (Funding is also directed to non-government school communities to provide and improve capital infrastructure where they would otherwise not have access to sufficient capital resources. Funding will be provided to government and non-government schools, through the Capital Grants Programme, to provide and improve school capital infrastructure on the basis of relative disadvantage.)
- *Investing in Our Schools* – funds small-scale projects which improve and enhance the infrastructure of schools in accordance with priorities identified by school communities, parents, friends and the teaching profession associated with a school. (In February 2007, the Prime Minister announced a \$181 million increase, taking the total funding for this programme to \$1.181 billion. To date more than 6000 government and 1500 non-government schools have had projects approved under the programme. This has included projects such as classroom upgrades, up to date computer labs and safe playgrounds.)

### **Assistance for Individuals including those with special needs**

The department administers and funds, in whole or in part, a number of programmes, projects and initiatives to provide assistance to individuals, including those with special needs. Relevant programmes are funded by annual appropriations or are established and administered under: the *Schools Assistance (Learning Together – Achievement Through Choice and Opportunity) Act 2004*; the *Indigenous Education (Targeted Assistance) Act 2000*.

- *Realising Our Potential* includes the following major new measures:
  - *National Literacy and Numeracy Vouchers* – will provide a \$700 tutorial voucher to parents/caregivers for any child who does not achieve current literacy or numeracy benchmarks in Years 3, 5 and 7 following the introduction of national literacy and numeracy tests in 2008. Vouchers will be available to eligible students in Year 9 from 2009. This programme will build on the Reading Assistance Vouchers Programme.
  - *National Student Aptitude Test* - will support around 20,000 Year 12 students per year by encouraging the use of aptitude tests by universities as an alternative or supplementary mechanism to tertiary entrance scores for assessing prospective students.

Existing programmes include:

- *Reading Assistance Vouchers* – provides funds to assist children who did not meet the Year 3 national reading benchmark in 2006. (This assistance will be provided through a \$700 voucher for reading tuition. Tuition will be delivered during the 2007 school year and arranged in partnership with parents and schools.)

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- *Country Areas* – provides funds to help schools and school communities improve the educational outcomes and opportunities of students who are educationally disadvantaged because of their geographical isolation so that their learning outcomes match those of other students
- *English as a Second Language-New Arrivals* – provides funding to improve the educational opportunities and outcomes of newly arrived students of non-English speaking backgrounds by developing their English language competence and facilitating their participation in mainstream education activities
- *Literacy, Numeracy and Special Learning Needs (LNSLN)* – provides funding for educationally disadvantaged students, including students with disabilities (The Schools Grants element of LNSLN assists government and non-government school education authorities by contributing funding for additional teaching and learning assistance in their systems and schools. Not for profit non-government organisations receive support through the Non-Government Centres Support element of LNSLN for children with disabilities who are below school age, of school age or in residential care. The National Projects element of LNSLN supports strategic national research projects and initiatives to improve the learning outcomes of educationally disadvantaged children and school students.)
- *Non-Government School Term Hostels* – provides funds to assist non-government school term hostels to provide a high standard of care to rural primary and secondary school students residing at the hostels
- *School Languages Programme* – provides funds to help schools and school communities to improve the learning outcomes of students learning languages other than English.

The department administers a number of financial assistance measures directed at assisting students with funding appropriated for specific purposes:

- *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.)

### **Assistance for quality teaching and learning**

The quality of teaching and learning in Australian schools is supported through a range of programmes and initiatives.

- *Realising Our Potential* includes the following major new measures:
  - *Rewarding Schools for Improving Literacy and Numeracy Outcomes* which will provide grants of up to \$50,000 to schools that can demonstrate the greatest improvement in the literacy and numeracy attainment of their students.
  - *Improving the Practical Component of Teacher Education* which will increase funding for universities to ensure the practical experience of student teachers is of high quality.
  - *Summer Schools for Teachers* - provides additional training to teachers in one of five disciplines (literacy and numeracy, English, mathematics, science and Australian history), including travel and accommodation expenses. Participating teachers will be rewarded with a \$5,000 bonus on completion of the course. Teachers will be recommended for participation by their school and selected by the Australian Government. The first Summer School will be held in January 2008.
  - *National Teacher Training and Registration Standards* to improve the skills of new teachers.
  - *Core Curricula Standards* to deliver higher and more consistent quality in key subjects of English, Maths, Science and Australian History.

Existing programmes include:

- *Quality Outcomes*, comprising:
  - *Australian Government Quality Teacher Programme* aims to equip teachers with the skills and knowledge needed for teaching in the 21st century; provide national leadership in high priority areas of teacher professional learning need; and improve the professional standing of school teachers and leaders. The programme 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.
  - *Targeted Quality Outcomes* includes the targeting of improved learning outcomes of Australian school students through strategic and collaborative initiatives. The department will be promoting innovative approaches to the teaching of boys and gifted and talented students.
  - *Values Education* and *Civics and Citizenship Education* funding 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 in every school; clusters of schools implementing good practice approaches; curriculum resources for all schools; national activities including an annual

national forum and projects with parents, principals, teachers and teacher educators; and a values education website. Civics and citizenship education funding covers the civics and citizenship website for professional learning support and national activities such as “Celebrating Democracy Week”, the National Schools Constitutional Convention for year 11 and 12 students as well as a national forum to promote civics and citizenship education to educators.

- *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.
- *Innovation in Science, Technology and Maths Education* encourages innovation in Australian schools and extends the innovative capacity of students; promotes world-class teaching and learning of science, technology and mathematics in Australian schools; and assists in attracting to, and retaining in, the teaching profession, sufficient numbers of high quality graduates in the fields of science, technology and mathematics. Initiatives include: the Australian School Innovation in Science, Technology and Mathematics Project; in partnership with the Australian Academy of Science, the development and promotion of investigative approaches to teaching and learning of science and literacy in primary schools through the *Primary Connections* project; and the Primary Pre-Service Teaching Awards for Excellence in Science Education scheme.
- *National School Drug Education Strategy* fosters the capacity of school communities to provide safe and supportive school environments for all Australian school students through the development of an overarching framework which promotes a nationally consistent approach to school drug education. The Strategy is informed by research and evidence based practice and supports the development and implementation of a range of initiatives and resources to assist schools and the broader school community to deliver effective drug education and to prevent the harm that substance abuse can cause young people.
- The National Student Attendance Unit (NSAU) has been established within the department to work with government and non-government education authorities to monitor, analyse and report on de-identified non-enrolment and non-attendance data.
- *Targeted Quality Outcomes* includes the targeting of improved learning outcomes of Australian school students through strategic and collaborative initiatives. The department will be promoting innovative approaches to the teaching of boys and gifted and talented students. In addition a range of measures announced as part of *Realising Our Potential* will be funded from this programme including *Core Standards for Curriculum*, *Improving the Practical Component of Teacher Education* and *National Student Aptitude Test for Tertiary Admission*.

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- *National School Chaplaincy Programme* – assists schools and their communities to provide pastoral care, general religious and personal advice and comfort to students and staff. The programme commenced in 2006-07, with up to \$90 million available over the three calendar years 2007-2009 to government and non-government school communities to assist in the provision of chaplaincy services (up to \$20,000 pa).
- *Online Curriculum Content for Australian Schools* – promotes – with the states and territories – the National Goals for Schooling in the Twenty-First Century, to support Australian teachers and students to be confident, creative and productive users of Information and Communication Technologies (ICT). The department will promote innovation in teaching and learning, including supporting the development of quality digital curriculum content and resources through The Le@rning Federation.
- *Grants and Awards* supports:
  - the Lord Florey Student Prize (formerly the Australian Students Prize), which gives national recognition to academic excellence and achievement in secondary education, particularly in senior secondary years
  - the Curriculum Corporation, to facilitate greater efficiency and effectiveness in curriculum development and dissemination through sharing knowledge and scarce resources
  - the Asia Education Foundation, to promote and support the study of Asia across all curriculum areas in Australian Schools.
- *Australian Technical Colleges* – this Budget provides additional funding of \$74.7 million over 5 years for the establishment and operation of three additional Australian Technical Colleges. This is in addition to the \$456.2 million over 2005-2009 provided through the *Australian Technical Colleges (Flexibility in Achieving Australia's Skills Needs) Amendment Act (No 2) 2006* for the other 25 Australian Technical Colleges. The 28 Australian Technical Colleges across Australia will attract young Australians into a pathway to a career in the trades and provide training relevant to industry needs. All 28 Colleges will be operational by the beginning of 2009, with 21 operating in 2007. Australian Technical Colleges are to be established in areas where there are identified skills needs, a high youth population, and a strong industry base. The Colleges enable students to undertake their trade training through an Australian School-based Apprenticeship at Certificate III level, whilst also completing their Year 12 Certificate.

Central to the Government's plan for higher standards and values in schools is an enhanced performance framework with strengthened accountability and reporting requirements for school authorities. Improving the quantity and quality of information available to parents and the community about the performance of schools and students will be achieved through greater emphasis on accountability and reporting. Education authorities and schools are required to commit to a range of measures including: greater national consistency in schooling; further expansion of nationally consistent performance measures, standards, testing and reporting; better reporting to

parents (including 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 about schools. The department will work more directly with parents and schools on a range of initiatives, such as the *National Literacy and Numeracy Vouchers*, *Rewarding Schools for Improving Literacy and Numeracy Outcomes*, *Investing in Our Schools Programme* and *National School Chaplaincy 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.

### **Indigenous Education**

Funding under the *Indigenous Education (Targeted Assistance) Act 2000* underpins delivery of the Indigenous Education Programme. In July 2006, the MCEETYA agreed that Indigenous education was its top priority for the 2005-2008 quadrennium.

During 2007-08 the department will continue to provide targeted support for Indigenous Australians including:

- *Supplementary Recurrent Assistance* – provides supplementary per capita funding to education providers across the preschool, school and vocational training and education sectors
- *Away from Base* – provides funding for travel, meals and accommodation while participants are away from their normal place of residence as part of a 'mixed-mode' course of study
- *Indigenous Tutorial Assistance Scheme (ITAS)* – provides tutorial assistance for Indigenous students in school, vocational training and education and tertiary education. Elements include:
  - In-Class Tuition which aims to improve the literacy and numeracy attainment of Indigenous students at key points in their schooling
  - Years 9, 10, 11 and 12 tuition
  - Remote Indigenous Students tuition which provides tuition for Indigenous students in their first year away from a remote community attending a school in a non-remote location or a remote boarding school
  - Vocational and Technical Education available for Indigenous students in vocational and technical education courses leading to the attainment of a Certificate Level III or above
  - Tertiary Tuition which is available to Indigenous students studying university award level courses and Australian Qualifications Framework accredited vocational and technical educational courses at ITAS funded institutions.

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- *Whole of School Intervention* strategy (WoSI) – aims to encourage Indigenous communities, parents and schools to work together to implement local strategies to address the barriers to educational success. At least half of the funding goes to schools in remote locations
- *Sporting Chance* – aims to better engage young Indigenous students in schooling through school-based sports academies, as well as other engagement strategies using sport and recreational activities as a link to school
- *Indigenous Youth Leadership Programme* (IYLP) – has been expanded by \$36 million from the current 250 scholarships to provide scholarship opportunities for up to 1000 young Indigenous people generally from rural and remote Australia
- *Indigenous Youth Mobility Programme* (IYMP) further funding of \$33.2 million will support an expansion from the current 640 places to provide 1,500 places over four years for young people from remote Australia with training and employment opportunities available in major centres
- *Infrastructure Fund* – \$50 million to assist non-government boarding schools, particularly those in remote and regional areas, that accommodate significant cohorts of Indigenous students (This initiative will enable schools to repair and replace aged and deteriorating facilities, and help those schools to meet the growing demand for high quality educational opportunities for Indigenous students in boarding school environments. An additional \$15.3 million over two years [2007-08 and 2008-09] for urgent upgrade of accommodation facilities for existing boarding schools catering for significant cohorts of Indigenous students.)
- *CDEP cross-subsidisation* – funding of \$15.1 million over four years to enable up to 200 government education service delivery positions in urban and major regional centres, currently subsidised by the Community Development Employment Projects (CDEP) programme, to be converted to funded positions with education providers.
- *Community Festivals* – these national youth-related community festivals provide young people, particularly Indigenous young people, with an opportunity to participate in their communities and showcase their skills while improving educational and employment outcomes.

Other initiatives that the department will drive in 2007-08 include:

- working in partnership with education providers in the Northern Territory, Queensland, Western Australia and South Australia the department will continue trialling the Accelerated Literacy methodology and measuring its impact on the educational outcomes of Indigenous students
- *Dare to Lead* and *What Works*, which support national flagship projects, strengthening the skills of principals and teachers in the area of Indigenous education
- continuing to address substance abuse issues affecting young Indigenous persons, through a whole-of-government approach

- implementing the Government's decision to strengthen, from 1 January 2007, arrangements for the payment of the ABSTUDY School Term Allowance for Indigenous students under 16 years of age, by linking entitlement to a school attendance rate of at least 85 per cent
- continuing the department's contribution to the COAG whole-of-government Indigenous initiative, including its leadership role in the Murdi Paaki region of New South Wales. (The department will assist with the transition of the Murdi Paaki region from a COAG trial to normalised service delivery arrangements from 2008.)
- implementing recommendations from the discussion paper *Australian Directions in Indigenous Education 2005-2008*, which was endorsed by the MCEETYA in July 2006 (recommendations include a review of the National Aboriginal and Torres Strait Islander Education Policy, on which the Australian Government will take the lead).

### Performance information for Outcome 1

**Table 3.1.2: Effectiveness Indicators for Outcome 1**

Programmes and initiatives delivered by DEST which contribute to Outcome 1 form part of a wider set of factors that affect that Outcome. The indicators in table 3.2.1A provide an indication of the overall trends under Outcome 1.

<p>Achievement of national benchmarks</p> <ul style="list-style-type: none"> <li>• Trends in full time Student enrolments in Australian schools – by primary/secondary and Government/Non-government</li> <li>• Trends in Students receiving Year 12 certificates as a proportion of potential Year 12 population</li> <li>• Apparent retention rate of full time students from Year 7/8 to Year 12</li> <li>• Trends in number of students participating in vocational and technical education in schools</li> <li>• Trends in full-time student enrolments and number of Australian School-based Apprenticeships at Australian Technical Colleges</li> <li>• Percentage of school students achieving the national benchmark in: <ul style="list-style-type: none"> <li>➢ Reading</li> <li>➢ Numeracy</li> <li>➢ Writing</li> </ul> </li> </ul>
<p>Participation of students from disadvantaged groups in school education</p> <ul style="list-style-type: none"> <li>• Trends in the number of indigenous school students assisted (ABSTUDY)</li> <li>• Trends in the number of secondary school students assisted by Youth Allowance</li> <li>• Trends in the number of students in receipt of Assistance for Isolated Children funding</li> <li>• Trends in the number of new arrivals assisted with English as a Second Language</li> <li>• Trends in the number of indigenous school and pre-school students</li> <li>• Percentage of Indigenous students achieving the reading, writing and numeracy</li> </ul>

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benchmark, Years 3, 5 and 7

- Proportion of Indigenous and non-Indigenous 15 to 19 year olds with education attainment of Year 12

**Table 3.1.3: Performance in delivery of Administered Outputs<sup>1</sup>**

Performance Indicator	2006 Estimate	2006 Est Actual	2007 Estimate
<b>General Recurrent Grants</b>			
Number of full time equivalent students funded:			
• Total	3,381,329	3,362,805	3,398,160
• Government	2,265,404	2,260,142	2,266,914
• Non-government	1,115,925	1,102,662	1,131,246
<b>Capital Grants</b>			
Number of schools assisted with capital support:			
• Total	-	425	415
• Government	-	163	160
• Non-government	-	262	255
<b>Investing in Our Schools</b>			
Number of eligible schools that receive funding	-	4,095	4,800
<b>Reading Vouchers</b>			
Number of eligible students	-	-	17,500
<b>Literacy, Numeracy and Special Learning Needs - National Projects<sup>2</sup></b>			
Number of projects funded	-	27	23
<b>English as a Second Language</b>			
Number of new arrivals assisted	12,245	13,101	13,756
<b>Country Areas</b>			
Number of schools assisted	1,567	1,567	1,600

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<sup>1</sup> Two elements of the Literacy, Numeracy and Special Learning Needs programme do not have any indicators of quantity. In the case of the Schools Grants element (known as Grants to Foster Literacy and Numeracy in the previous funding quadrennium), distribution of funds is determined by education authorities in each state and territory. In the case of the Non-Government Centres element (known as Special Education – Non-Government Centre Support in the previous funding quadrennium), distribution of funds is determined by nominated agents in each state and territory. Similarly, the School Languages programme has no indicators of quantity; while all schools are eligible for funding, distribution of funds is determined by education authorities in each state and territory.

<sup>2</sup> Known as Grants to Foster Literacy and Numeracy in the previous funding quadrennium.

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**Table 3.1.3: Performance in delivery of Administered Outputs (cont)**

Performance Indicator	2006 Estimate	2006 Est Actual	2007 Estimate
<b>Assistance for Isolated Children</b>			
Students in receipt of Assistance for Isolated Children funding	11,673	11,468	12,601
<b>Non-Government School Term Hostels</b>			
Number of hostels supported	19	18	18
Number of students supported	655	507	589
<b>Quality Outcomes</b>			
<i>- Australian Government Quality Teacher Programme</i>			
Number of teachers assisted	40,000	38,545	39,799
<i>- Targeted Quality Outcomes</i>			
Number of schools assisted under Boys Education programme	800	801	800
<i>- Values Education and Civics and Citizenship Education</i>			
Number of schools supported through:			
• Values Education			
- school clusters (representing 255 schools)	25 clusters	25 clusters	25 clusters
- school resources	10,000	9,600	10,000
• Civics and Citizenship Education			
- school grants "Celebrating Democracy Week"	106	106	100
- Parliament and Civic Education Rebate	1,050	1,326	1,155
<i>- Boosting Innovation, Science, Technology and Maths Teaching</i>			
Number of organisations in involved in Australian School Innovation in Science, Technology and Mathematics school projects:			
• Schools	-	1,200	1,250
• Universities		38	38
• Other organisations		200	300
<i>- National School Chaplaincy</i>			
Number of schools	-	-	1,500
<b>Grants and Awards</b>			
Number of Lord Florey Student Prize awards	500	500	500

**Table 3.1.3: Performance in delivery of Administered Outputs (cont)**

Performance Indicator	2006 Estimate	2006 Est Actual	2007 Estimate
<b>Online Curriculum Content for Australian Schools</b>			
Number of online curriculum resources made available to school jurisdictions through The Le@rning Federation	-	4,500	4,500
<b>ABSTUDY</b>			
Number of school students receiving ABSTUDY	38,000	37,918	38,000
<b>Youth Allowance</b>			
Number of secondary school students receiving Youth Allowance as at 30 June <sup>3</sup>	-	105,000	105,000
<b>Indigenous Education</b>			
Number of Indigenous:			
• school students (full time)	142,700 <sup>4</sup>	140,381 <sup>5</sup>	147,000
• pre-school students	9,200	9,275 <sup>6 7</sup>	9,300
Indigenous Tutorial Assistance Scheme:			
• Number of school students participating	22,555	23,000	25,000
'Mixed-mode' Away From Base initiative:			
• Number of organisations assisted	33	33	33
Whole of School Intervention Strategy:			
• Number of Projects approved	1,175	1,175	1,100
Supplementary Recurrent Assistance:			
• Number of organisations assisted	196	196	197
<b>Community Festivals</b>			
Number of schools participating	-	431	562

<sup>3</sup> The 2006 Estimated Actual and 2007 Estimate refers to the points-in-time at 30 June 2007 and 2008 respectively, being the end of their respective financial year.

<sup>4</sup> Includes extra 3,040 students expected to attend the expanded Queensland Pre Year 1 programme.

<sup>5</sup> Source: ABS, Schools Australia.

<sup>6</sup> DEST National Preschool Census.

<sup>7</sup> Excludes students doing a part-time pre year 1 programme in Queensland. These data are not yet available.

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**Table 3.1.3: Performance in delivery of Administered Outputs (cont)**

<b>Performance Indicator</b>	<b>2006 Estimate</b>	<b>2006 Est Actual</b>	<b>2007 Estimate</b>
<b>Australian Technical Colleges</b>			
Number of Australian Technical Colleges	5	5	21
Number of student enrolments	- <sup>8</sup>	- <sup>8</sup>	2,000

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<sup>8</sup> The majority of Australian Technical Colleges will commence in 2007. Trends will not be able to be determined until 2008 and 2009.

**Table 3.1.4: Performance in delivery of Departmental Outputs**

Performance Indicator	2007-08 Estimate
<b>Programme Management</b>	
<i>Quality</i>	
Payments are made in accordance with approved timelines	All programmes to meet relevant administrative targets set by quality assurance processes in DEST
Payments made are based on calculations which are accurate and in accordance with approved guidelines	All programmes to meet relevant administrative targets set by quality assurance processes in DEST
Percentage of schools over time receiving grants under Investing in Our Schools Programme	95% of all government schools
Indigenous Education Programme providers meet standards in Quality Assurance exercises	>95%
Effective reporting of student performance in nationally agreed key areas	Results agreed and published
Effective use of online Schools Service Point	>98% of all returns will be collected online
Assistance provided to Teaching Australia in raising the status, quality and professionalism of teachers and school leaders	Assistance provided in a timely manner through funding, liaison and information sharing.
Delivery of Australian Government National Awards for Quality Schooling	Milestones met
Measurement of number of children of compulsory school age not enrolled or registered in school	Develop an agreed methodology by July 2008 for quantifying the number of compulsory school age children not enrolled or registered in school
National Report on Indigenous Education and Training	Fifth report to be tabled in Parliament in 2007
Timeliness of Parliamentary reports (including interim responses where appropriate) provided to Parliament and its Committees	At least 90% meet deadline
High quality Ministerial replies as measured by the level of satisfaction of Ministers and the Parliamentary Secretary with the quality and timeliness of the replies.	Qualitative evaluation of satisfaction using feedback from the Ministers and Parliamentary Secretary to the Secretary. Analysis of trends over time to monitor percentage delivered within agreed timeframes.
<i>Client Satisfaction</i>	
Client satisfaction as measured in an annual survey of education providers who have an Indigenous Education Agreement (and a Supplementary Recurrent Assistance schedule attached to that agreement) at the annual Performance Monitoring Meetings held each year in August/September.	At least 90% of education providers are highly satisfied with services provided by DEST
<b>Policy Services</b>	
<i>Quality</i>	
High quality policy advice as measured by the level of satisfaction of Ministers and the Parliamentary Secretary with the quality and timeliness of policy advice.	Qualitative evaluation of satisfaction and timeliness using feedback from the Ministers and Parliamentary Secretary to the Secretary.
Facilitation of government representation	Demonstrated leadership role in Murdi Paaki (COAG whole of government strategy on Indigenous issues)

*DEST Budget Statement: Outcome 1*

<b>Performance Indicator</b>	<b>2007-08 Estimate</b>
High quality research and evaluation reports as measured by the level of satisfaction of Ministers and the Parliamentary Secretary with the quality and timeliness of the reports	Qualitative evaluation of satisfaction using feedback to the Secretary from Ministers and Parliamentary Secretary.
Research activities are completed according to plan	At least 90% completed to plan

**Service Delivery**

<i>Quality</i>	
Satisfactory services as reported by Centrelink through the timely processing of ABSTUDY, Youth Allowance, Assistance for Isolated Children claims	Services provided in accordance with DEST-Centrelink Business Partnership Agreement (BPA)