

### **3.3 OUTCOMES AND PERFORMANCE**

#### **OUTCOME 1**

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

#### **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, values, knowledge and understanding necessary for lifelong learning, employment and participation in a dynamic society. In this context, the Australian Government's policy approach is to undertake a national leadership role in:

- identifying national standards, priorities for schooling, and setting policy directions;
- an enhanced performance framework for school authorities through strengthened accountability and reporting requirements; and
- 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 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.

The output groups to achieve Outcome 1 are described below.

#### **SCHOOLS OVERVIEW**

A strong school system based on quality learning outcomes, 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 and technical education providers, community groups, parents, and non-government organisations.

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.

The Australian Schools Agenda builds on the 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 Department's outputs for the *Schools* sector are:

**Output Group 1.1 – Funding for schools (2006-07 Resourcing: \$8,024.072m)**

Under the *Schools Assistance (Learning Together – Achievement Through Choice and Opportunity) Act 2004*, the Department delivers the General Recurrent Grants Programme, the Capital Grants Programme, the Investing in Our Schools Programme, and a range of Targeted Programmes.

The aim of the General Recurrent Grants Programme is to help government and non-government schools with the recurrent costs of school education. This enables schools to offer students educational programmes directed towards the achievement of the Australian Government's priorities for schooling.

In the 2006-07 Budget, the Australian Government will provide \$4.1 million over five years to 2009-10 to enable non-government schools, that specifically cater for students at risk of dropping out of the education system, to receive the maximum general recurrent grant funding available. At present, some States do not formally recognise special schools. This measure will ensure that schools in these States are not disadvantaged.

Under the General Recurrent Grants Programme, the Department will undertake a review of the Financial Questionnaire (FQ). The review will examine the scope of the FQ process to determine if any simplification, streamlining or alternative data capture arrangements are possible without loss of essential accountability and statistical information, or compromise the integrity of the data collected. The Department will

work with the States and Territories to rationalise the respective reporting requirements for non-government schools, with the objective to reduce duplication.

Significant supplementary funding assistance is also provided to government and non-government schools for capital infrastructure. Targeted capital funding for schools most in need supports equity in the achievement of quality school outcomes. In 2006-07 significant funding will continue to be provided to government and non-government schools, through the Capital Grants Programme, to provide and improve school capital infrastructure, particularly for the most educationally disadvantaged students.

The Department will also continue to administer the Investing in Our Schools Programme. The focus for the Programme is on delivering 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. During 2005 to 2008, \$700 million will be provided to government schools to help repair, replace or install new items critical to their school's overall needs.

Assessments of applications received are carried out by State Assessment Advisory Panels. These panels are convened by the Department and consist of at least one representative from each of: the State school parent representative body; the State school primary principals' professional association; the State school secondary principals' professional association and an advisor from the State or Territory Education Department.

In addition, \$300 million will be provided over 2005-2008 to non-government schools through the Block Grant Authorities (BGAs). Following representations from many school communities and parent groups, \$100 million (of the \$300 million allocation) will be set aside to fund smaller-scale projects up to and including \$75,000 each.

The Department will continue to undertake policy development for, and the ongoing management of, the socioeconomic status (SES) funding arrangements for non-government schools. The SES funding model provides for Australian Government support to non-government schools on the basis of the socioeconomic status of the school community. In 2006-07, the SES funding arrangements will be evaluated, an expanded appeals process will be implemented, and preparations for the 2009-2012 funding quadrennium will commence.

The Department will also continue to manage the establishment and ongoing liaison and monitoring of 25 Australian Technical Colleges. Under the *Australian Technical Colleges (Flexibility in Achieving Australia's Skills Needs) Act 2005* the Australian Government has committed \$343.6 million from 2005-2009 to fund the establishment and operation of 25 Australian Technical Colleges as a new approach to attract young Australians to a pathway to a career in the trades.

Australian Technical Colleges are a partnership between education, training, industry and community organisations in the region and cater for students in Years 11 and 12. Students enter into a School-Based New Apprenticeship in a trade at Certificate III level, which leads to a nationally recognised qualification, in areas of identified skills needs across regional and metropolitan Australia in industries such as metal and engineering, automotive, building and construction, electrotechnology and commercial cookery. They study academic subjects, leading to a Year 12 Certificate and also gain IT, employability and business skills enabling them to be competitive in the world of business.

In 2006-07, the majority of the Colleges are expected to commence operations with all Colleges operational by 2008. The Department will continue to work closely with each College to assist in its establishment and operation.

**Output Group 1.2 – Assistance for individuals including those with special needs (2006-07 Resourcing: \$1,198.884m)**

Under this output group, 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. Some of these programmes are either administered under the *Schools Assistance (Learning Together – Achievement Through Choice and Opportunity) Act 2004* or the *Indigenous Education (Targeted Assistance) Act 2000*, while others are funded by annual appropriations.

The Department will continue to provide significant funding under the Schools Grants element of the Literacy Numeracy and Special Learning Needs Programme for educationally disadvantaged students, including students with disabilities. The Non-Government Centres Support element of the programme will continue to provide assistance to students with disabilities who receive services at, or in connection with, non-government centres.

In addition, the Department will also deliver funding for students who require assistance to develop their literacy abilities under the Reading Assistance Vouchers programme. The Australian Government will provide funding of \$20.6 million for the 2007 school year for the Reading Assistance Voucher Programme. This programme will assist parents/caregivers of children who do not meet the 2006 national Year 3 benchmark for reading skills with support through a \$700 voucher for reading tuition. Individual one-on-one tuition will be arranged by working with schools in partnership with parents.

The Department will manage the Government's initiative to look at ways of improving the learning outcomes of students with disabilities through improving the portability of their funding and support for parental choice.

Other Targeted Programmes for schools delivered by the Department include the Assistance for Isolated Children (AIC) Scheme, the Country Areas Programme, the

Non-Government School Term Hostels Programme, and the English as a Second Language – New Arrivals Programme. The Department will implement the Government's decision to extend eligibility of the English as a Second Language – New Arrivals Programme so that it will assist recently arrived school aged migrants who hold a specified visa under the Family Migration Scheme. An additional \$40.8 million over four years has been allocated for this measure.

Delivery of these programmes will support the Australian Government's promotion of equality of learning for all students through support for geographically isolated students and school-aged new entrants to Australia.

The Department will continue to deliver the Indigenous Education Programme as part of its contribution to this outcome.

During 2006-07, targeted tutorial assistance, currently available to Indigenous students in Years 10, 11 and 12, will be extended to Indigenous students in Year 9 to encourage retention to, and successful completion of, Year 12 or its vocational equivalent. An additional \$15.6 million will assist 4,800 students over two calendar years.

Through funding of \$21.8 million over four years from 2006-07, tutorial assistance through the Indigenous Tutorial Assistance Scheme (ITAS) will be extended to Indigenous students undertaking vocational and technical education courses leading to the attainment of a Certificate III level or above qualification. Access to tutorial assistance for up to 2 hours per week will be available to assist some 20,000 students over four years.

Foundation skills, especially literacy, will be strengthened and supported through the Literacy and Numeracy National Projects element.

The Department will also implement the Government's initiative for twenty school-based sporting academies, and related strategies, to engage young Indigenous boys and girls in a range of sports and activities. An additional \$19.6 million has been allocated for this measure.

A further contribution of \$10 million will be made in 2005-06 for the construction of a new community-managed secondary boarding college on Melville Island for the Tiwi people and their community.

The Department will assume responsibility for funding national youth related community festivals from the Department of Health and Ageing. \$16.1 million over four years has been allocated for this measure.

The Department will also assist with addressing substance abuse issues affecting young Indigenous persons, through a whole-of-government approach. New funding of

\$5.1 million over four years has been allocated to support a number of intervention and prevention initiatives.

The Department will implement the Government's decision to strengthen, from 1 January 2007, the 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.

The Department will also continue to manage national flagship projects including Dare to Lead and What Works, to strengthen principal and teacher skills in the area of Indigenous education. Additionally, the Department in partnership with several States and the Northern Territory educational providers will continue to pilot the Scaffolding Literacy approach to improve Indigenous literacy levels.

Implementation of the Indigenous Youth Leadership Programme will be consolidated, providing scholarship opportunities for 250 young Indigenous people who have potential as future Indigenous leaders.

During 2006.-07 the Department will consolidate implementation of the Indigenous Youth Mobility Programme (IYMP) which is providing at least 600 young people from remote Australia with training and employment opportunities available in major centres.

The Department will continue its contribution to the Council of Australian Governments' whole of government strategy on Indigenous issues, including through its leadership role in the Murdi Paaki region of New South Wales. Key activities planned for 2006-07 include: an evaluation of the trial in the Murdi Paaki region; negotiation of a Regional Partnership Agreement; progressive implementation of Community Action Plans through Shared Responsibility Agreements across the 16 Community Working Parties (CWPs); and increasing the capacity of communities and governments to implement flexible responses to community identified priorities.

The Department continues to contribute, with other jurisdictions, to the development of a discussion paper, Australian Directions in Indigenous Education 2005-2008. The paper and its recommendations for action will be considered by the Ministerial Council on Education, Employment, Training and Youth Affairs in July 2006.

**Output Group 1.3 – Assistance for quality teaching and learning (2006-07 Resourcing: \$127.304m)**

The Australian Government is actively promoting teacher and school leader standards and effectiveness. To support this strategy, the Department will continue to administer the Australian Government Quality Teacher Programme and promote the quality and professionalism of the teaching profession by providing funding for Teaching Australia - Australian Institute for Teaching and School Leadership.

The Department will continue to contribute to policy development and advice on teacher education and professional standards and will respond to the House of Representatives teacher education inquiry report, when it is tabled in 2006-07.

During 2006-07, the Department will also work towards capturing data in order to improve teacher workforce planning.

The Department will also implement the following initiatives as part of its contribution to the Australian Government promotion and support of innovative approaches to curriculum and teaching:

- the Australian School Innovation in Science, Technology and Mathematics Project;
- development and promotion in partnership with the Australian Academy of Science of investigative approaches to the teaching and learning of science and literacy in primary schools through the Primary Connections project;
- research projects to enhance the educational outcomes of educationally disadvantaged students through the Literacy, Numeracy and Special Learning Needs programme;
- promotion of engaging and interactive approaches to teaching and learning using Information and Communications Technology (ICT). The Department will continue to support the development of digital curriculum content and resources for Australian schools through The Le@rning Federation. The Commonwealth contribution will be matched by the States and Territories and will promote national consistency across the schools sector. New Zealand has also agreed to contribute; and
- promotion of innovative approaches to the teaching of boys and gifted and talented students.

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 Department will contribute to the work underway through the Council of Australian Governments to develop a new National Reform Agenda embracing human capital.

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 on a range of initiatives, such as the Reading Assistance Vouchers programme, 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.

During 2006-07, the Department will continue to support the delivery of high quality curriculum and teaching in the areas of values education, languages, history, civics and citizenship, studies of Asia and Australia and intercultural and interfaith understanding as part of its contribution to the Government's focus on values and civics education. A new programme, the Parliament and Civic Education Rebate, with funding of \$16.3 million over four years, will support students to make civics and citizenship education visits to the national capital.

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

In addition, achievement of greater national consistency in schooling will be facilitated by specific commitments to a range of measures including consideration of a Year 12 Australian Certificate of Education, implementation of the nationally agreed Interstate Student Data Transfer Note and progressing negotiations with education authorities to achieve implementation of a common minimum school starting age and associated nomenclature.

The Department will also continue to deliver the National Awards for Quality Schooling, the National Literacy and Numeracy Week Awards, the Australian Students Prize, the Simpson ANZAC Prize, the National History Challenge and, under Teaching Australia's management, the National Awards for Quality Schooling, as part of its contribution to the Australian Government's provision of rewards and promotion of excellence in schooling.

**Output Group 1.4 – Assistance for transition through and from school (2006-07 Resourcing: \$119.241m)**

Under this output group, the Department administers the Careers, Transitions and Partnerships Programmes to assist young people in making a smooth transition through school and from school to further education or employment.

During 2006-07 the Department will consolidate implementation of the Australian Government's Career Advice Australia (CAA) initiative, which was announced in the 2005 Budget under the title of the Australian Network of Industry Careers Advisers.

CAA is delivering enhanced career development and transition support services across Australia for 13 to 19 year olds.

The Department will consolidate its establishment of Local Community Partnerships in 213 Service Regions nationally to partner with industry and employer groups, schools, professional career advisers, community organisations, parents, young people, youth service providers and other government and community organisations to assist young people make successful transitions through and from school to further education, training and employment.

During 2006-07 the Department will implement the Partnership Outreach Education Model (POEM) programme to assist marginalised young people in the 13 to 19 years age group – those who have dropped out of school. More than 3,000 young people annually, across 60 regions nationally, will be assisted from the additional \$34.9 million provided over four years to mainstream the POEM approach.

The Department will continue to deliver the Youth Pathways programme, which delivers customised support to those young people who are most at risk of not making a smooth transition through school to complete year 12 or into further education, training or work.

Additional funding of \$59.5 million over five years will increase the capacity of the Youth Pathways programme by 8,500 additional places each year (from 17,000 to 25,500), commencing in January 2007. Together, Youth Pathways and the POEM programme will assist up to 6,000 young people each year who experience mental health problems to get the help they need to remain engaged in education.

Under CAA, the Department is also implementing a number of career initiatives focussed on improving the quality of career advice including the Career Education Lighthouse Schools projects and scholarships for career practitioners to gain industry experiences or increase their skills.

During 2006-07 the Department will continue to strengthen national career development systems through:

- developing a national approach to career development across the lifespan (including through trialling the Australian Blueprint for Career Development);
- providing world class career information services and resources for all Australians (including my future and the Job Guide); and
- supporting the implementation of national standards for career development practitioners in all areas of practice.

The Department will also continue efforts to raise the quality of outcomes by:

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- recognising, rewarding and promoting quality results in vocational and technical education in schools achievement through the Australian Vocational Student Prize and the Prime Minister's Award for Skills Excellence;
- recognising and rewarding career development best practice through the Career Education Lighthouse Schools programme and Australian Government scholarships for career advisers;
- equipping young people with the entrepreneurship skills they need for the world of work (including through Enterprise Learning in the 21st Century, The Real Game, and Employability Skills Framework); and
- expanding the profile of vocational and technical education in schools and promoting vocational learning as a pathway of choice.

The Department will continue to support the work of the National Youth Careers and Transitions Advisory Group.

**Goals and Strategies**

The Department's Goals and Strategies for the *Schools sector* for Outcome 1 are to:

- **Strengthen National Systems** by developing workforce skills and participation; promoting innovation; strengthening partnerships; fostering choice; and increasing access across sectors.
- **Raise the Quality of Outcomes** by improving quality and performance standards; increasing accountability; and recognising, rewarding and promoting quality results.
- **Strengthen Equity** by developing community capacity; increasing fair access; and directing funding to where it is needed.

### Outcome 1 resourcing

Table 3.1 shows how the 2006-07 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 2005-06 \$'000	Budget Estimate 2006-07 \$'000
<b>Administered appropriations</b>		
Output Group 1.1 – Funding for schools	7,286,183	<b>8,003,487</b>
Output Group 1.2 – Assistance for individuals including those with special needs	1,091,879	<b>1,127,849</b>
Output Group 1.3 – Assistance for quality teaching and learning	96,288	<b>117,178</b>
Output Group 1.4 – Assistance for transition through and from school	77,325	<b>98,757</b>
<b>Total administered appropriations</b>	<b>8,551,675</b>	<b>9,347,271</b>
<b>Total administered revenues</b>	<b>935</b>	<b>935</b>
<b>Departmental appropriations</b>		
Output Group 1.1 – Funding for schools	19,549	<b>20,179</b>
Output Group 1.2 – Assistance for individuals including those with special needs	63,906	<b>69,639</b>
Output Group 1.3 – Assistance for quality teaching and learning	9,360	<b>9,926</b>
Output Group 1.4 – Assistance for transition through and from school	17,856	<b>20,080</b>
<b>Total revenue from government (appropriations) contributing to price of departmental outputs</b>	<b>110,671</b>	<b>119,824</b>
<b>Revenue from other sources</b>		
Departmental	2,662	<b>2,406</b>
<b>Total price of departmental outputs</b> (Total revenue from government and from other sources)	<b>113,333</b>	<b>122,230</b>
<b>Total estimated resourcing for Outcome 1</b> (Total price of outputs and administered appropriations)	<b>8,665,008</b>	<b>9,469,501</b>
<b>Average staffing level (number)</b>	<b>733</b>	<b>761</b>

**Administered Expenses by Item – Outcome 1**

	Estimated Actual 2005-06 \$'000	Budget Estimate 2006-07 \$'000
<b>Output 1.1</b>		
<i>Schools Assistance (Learning Together - Achievement Through Choice and Opportunity) Act 2004</i>		
	7,246,397	7,937,496
Australian Technical Colleges	39,786	65,991
<b>Total 1.1</b>	<u>7,286,183</u>	<u>8,003,487</u>
<b>Output 1.2</b>		
<i>Schools Assistance (Learning Together - Achievement Through Choice and Opportunity) Act 2004</i>		
	590,050	628,342
<i>Student Assistance Act 1973 (ABSTUDY, and AIC)</i>	149,441	157,009
<i>Indigenous Education (Targeted Assistance) Act 2000</i>	341,738	333,059
Tiwi Islands Secondary College	10,000	0
Super Payments for Aboriginal Tutor Assistance Scheme Tutors	5	5
Projects to Enhance Literacy and Numeracy Outcomes	645	658
Reading Assistance Vouchers	0	8,776
<b>Total 1.2</b>	<u>1,091,879</u>	<u>1,127,849</u>
<b>Output 1.3</b>		
<i>Schools Assistance (Learning Together - Achievement Through Choice and Opportunity) Act 2004</i>		
	26,230	28,692
Quality Outcomes	59,239	77,124
Online Curriculum Content for Australian Schools	7,113	7,600
Grants and Awards	3,706	3,762
<b>Total 1.3</b>	<u>96,288</u>	<u>117,178</u>
<b>Output 1.4</b>		
Careers, Transitions and Partnerships	77,325	98,707
Community Festivals <sup>1</sup>	0	700
<b>Total 1.4</b>	<u>77,325</u>	<u>98,757</u>
<b>TOTAL OUTCOME 1</b>	<u>8,551,675</u>	<u>9,347,271</u>

1:- The remaining expenditure for Community Festivals is a component of the *Indigenous Education Act* figures detailed in Output 1.2.

**Measures affecting Outcome 1**

**Migration Programme – 3,000 additional family stream places for 2005-06**

Expense (\$m)	2006-07	2007-08	2008-09	2009-10
Department of Education, Science and Training	0.8	1.0	1.1	1.1

**Migration Programme – 4,000 place increase in the family stream for 2006-07**

Expense (\$m)	2006-07	2007-08	2008-09	2009-10
Department of Education, Science and Training	1.9	3.4	5.1	6.1

**Investigating the feasibility of portable funding for students with disabilities**

Expense (\$m)	2006-07	2007-08	2008-09	2009-10
Department of Education, Science and Training	-	-	-	-

**English as a Second Language – New Arrivals Programme - expansion**

Expense (\$m)	2006-07	2007-08	2008-09	2009-10
Department of Education, Science and Training	9.0	10.0	10.6	11.1

**Strengthening Indigenous Communities – reducing substance abuse (petrol sniffing)**

Expense (\$m)	2006-07	2007-08	2008-09	2009-10
Department of Education, Science and Training	1.1	1.3	1.4	1.4

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**Strengthening Indigenous Communities - using sport to improve young Indigenous people's education and life prospects**

Expense (\$m)	2006-07	2007-08	2008-09	2009-10
Department of Education, Science and Training	3.4	4.6	5.6	5.9

**Strengthening Indigenous Communities – expanding the Indigenous Tutorial Assistance Scheme to Year 9 students**

Expense (\$m)	2006-07	2007-08	2008-09	2009-10
Department of Education, Science and Training	3.7	7.8	4.1	-

**Strengthening Indigenous Communities – expanding the Indigenous Tutorial Assistance Scheme to vocational education and training students**

Expense (\$m)	2006-07	2007-08	2008-09	2009-10
Department of Education, Science and Training	3.1	6.1	6.2	6.4

**Tutorial Voucher Initiative - continuation**

Expense (\$m)	2006-07	2007-08	2008-09	2009-10
Department of Education, Science and Training	11.0	9.5	-	-

**ABSTUDY - linking School Term Allowance to school attendance**

Expense (\$m)	2006-07	2007-08	2008-09	2009-10
Department of Education, Science and Training	1.2	-1.4	-0.9	-0.8

**Centrelink – call centre supplementation**

Expense (\$m)	2006-07	2007-08	2008-09	2009-10
Department of Education, Science and Training	5.7	4.6	-	-

**Community festivals for health promotion**

Expense (\$m)	2006-07	2007-08	2008-09	2009-10
Department of Education, Science and Training	4.0	4.0	3.9	4.1

**Fraud and Compliance – addressing undeclared unearned income**

Expense (\$m)	2006-07	2007-08	2008-09	2009-10
Department of Education, Science and Training	0.1	-0.04	0.03	0.03

**Fraud and Compliance – pilot programme addressing undeclared business income and assets**

Expense (\$m)	2006-07	2007-08	2008-09	2009-10
Department of Education, Science and Training	0.1	-	0.03	0.03

**Fraud and Compliance – enhanced focus on serious social security fraud**

Expense (\$m)	2006-07	2007-08	2008-09	2009-10
Department of Education, Science and Training	0.004	-0.2	-0.2	-0.2

**Fraud and Compliance - continuation and expansion of the rolling random sample survey programme for student payments**

Expense (\$m)	2006-07	2007-08	2008-09	2009-10
Department of Education, Science and Training	1.2	0.5	0.3	0.4

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**Parliament and Civics Education Rebate**

Expense (\$m)

	2006-07	2007-08	2008-09	2009-10
Department of Education, Science and Training	3.7	4.0	4.2	4.4

**Information and Communication Technologies – national consistency**

Expense (\$m)

	2006-07	2007-08	2008-09	2009-10
Department of Education, Science and Training	7.6	7.6	7.7	-

**COAG Mental Health - helping young people stay in education**

Expense (\$m)

	2006-07	2007-08	2008-09	2009-10
Department of Education, Science and Training	6.6	12.9	13.1	13.4

**Partnership Outreach Education Models - extension**

Expense (\$m)

	2006-07	2007-08	2008-09	2009-10
Department of Education, Science and Training	5.4	9.7	9.8	10.0

**Performance information for Outcome 1**

**Table 3.2.1A: Effectiveness Indicators for Outcome 1**

	Effectiveness Indicator
Achievement of national benchmarks	<ul style="list-style-type: none"> <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>
Participation of students from disadvantaged groups in school education	<ul style="list-style-type: none"> <li>• 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> </ul>

**Table 3.2.1B: Performance in delivery of Administered Outputs**

Output Group	Performance Indicator	2005 <sup>1</sup> Actual	2006 <sup>2</sup> Estimate
<b>1.1 Funding for schools</b>			
Quantity	Full time Student enrolments* <sup>3</sup>	3,348,139	3,373,811
	Funding Agreements are signed with 25 Australian Technical Colleges as proponents are agreed	18	25
<b>1.2 Assistance for individuals, including those with special needs</b>			
Quantity	Number of students with disabilities assisted*	129,152	134,757
	Number of new arrivals assisted with English as a Second Language*	12,207	12,245
	Indigenous school students*	135,097	142,700 <sup>4</sup>
	Indigenous pre-school students*	9,169 <sup>5</sup>	9,200
	School students in receipt of ABSTUDY <sup>6</sup>	37,341	38,000
	Students in receipt of Assistance for Isolated Children funding*	11,634	11,673
<b>1.3 Assistance for quality teaching and learning</b>			
Quantity	Number of teacher participants receiving professional development**	54,829 <sup>7</sup>	40,000

<sup>1</sup> Where Performance Measure is \* indicates calendar year 2005 and 2006

<sup>2</sup> Where Performance Measure is \*\* indicates Financial year 2005-06 and 2006-07

<sup>3</sup> Source: Number of full time students in Australia, as identified by the ABS for 2005, 2006 Schools Estimate (DEST)

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

<sup>5</sup> Source: Draft DEST National Indigenous Pre-School Census

<sup>6</sup> Source: Centrelink data

<sup>7</sup> 2003-04 Figure. The programme operated in a financial year basis for 2003-04 and 2004-05

**Table 3.2.1B: Performance in delivery of Administered Outputs (cont)**

<b>1.4 Assistance for transition through and from school</b>			
Quantity	Number of young people provided access to Job Pathways Programme* <sup>8</sup>	43,432	17,000
	Number of Structured Workplace Learning Placements facilitated by LCP's*	110,000	88,000 <sup>9</sup>
	Students participating in vocational and technical education in schools*	Not available <sup>10</sup>	220,000 <sup>11</sup>
	Number of students and schools with secondary students participating in LCP Adopt a School Project*	Not available <sup>12</sup>	Not available <sup>13</sup>

<sup>8</sup> 2005 figures relate to Jobs Pathway Programme only, 2006 figures relate to Youth Pathways only

<sup>9</sup> Estimate based on 2005 actual placements less 20% in recognition of establishment phase of new network of LCP's in 2006

<sup>10</sup> 2005 figure not available. In 2004, 211,885 students participated in vocational and technical education in schools (from MCEETYA National data on participation in VTE in Schools programmes and School-Based New Apprenticeships). Future information to be collected by NCVET

<sup>11</sup> Indicative only

<sup>12</sup> No data for 2005 as this is a new programme introduced in 2006

<sup>13</sup> Estimates not yet available; will be established in 2006 as providers' business plans are put in place.

**Table 3.2.1C: Performance in delivery of Departmental Outputs**

Performance Indicator	2006-07 Estimate
<b>Administration</b>	
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 Indigenous Education Programme 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"> <li>• Processing of Statement of Enrolments</li> <li>• Collection of Census Information</li> <li>• Collection of financial questionnaire returns &amp; acquittal of recurrent <i>School Assistance Act 2004</i> funding and collection of data via the Socio Economic Status Data Collection application</li> </ul>	>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 Teaching Australia – Australian Institute for Teaching and School Leadership	Milestones met
<b>Policy Advising</b>	
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)
<b>Ministerial and Parliamentary Services</b>	
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%)
<b>Research, Analysis and Evaluation</b>	
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	Fifth report to be tabled in Parliament in early 2007
<b>Service Delivery</b>	
Satisfactory services provided by Centrelink in relation to ABSTUDY and Career Planning Programme	Services provided in accordance with the Business Partnership Agreement