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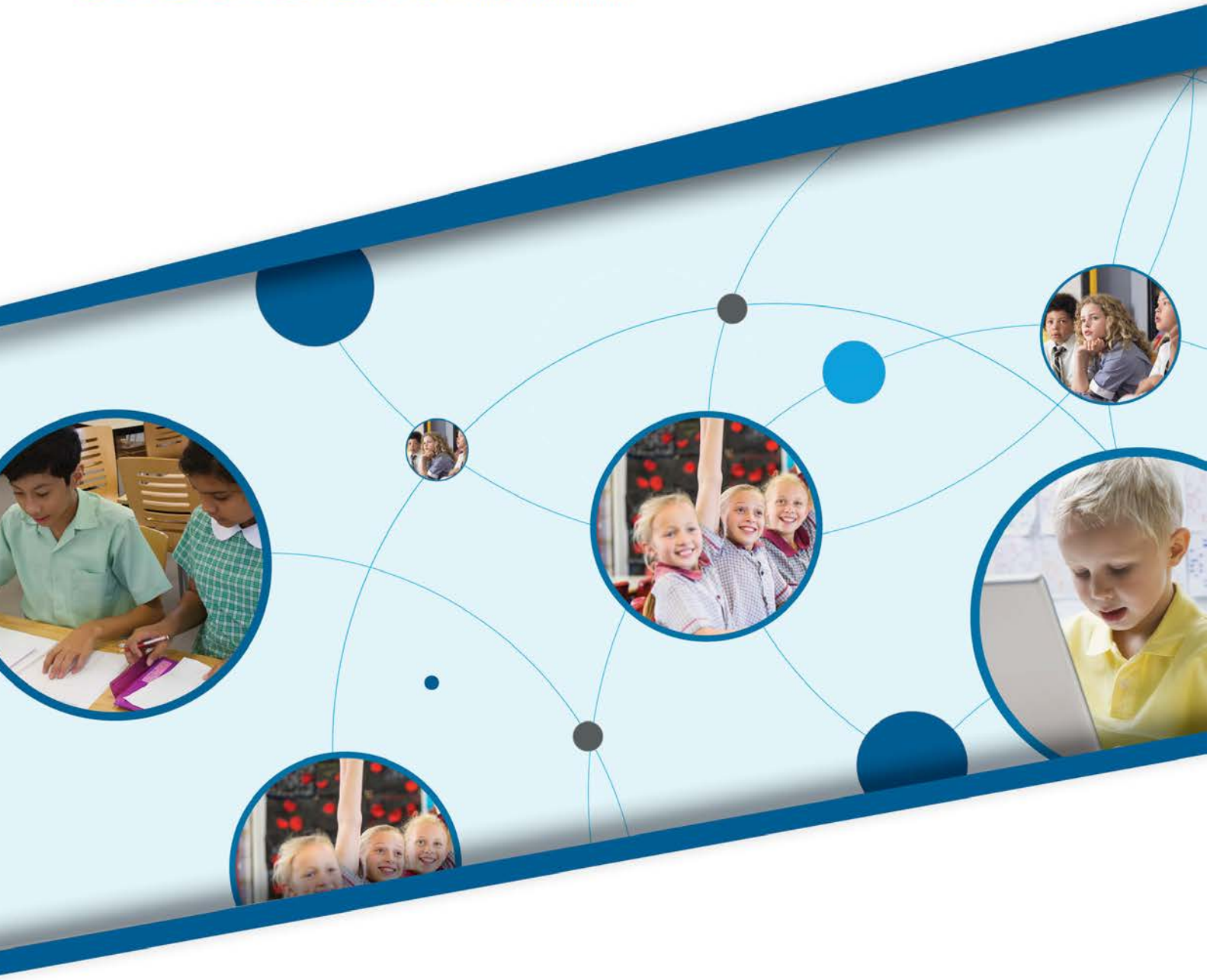


Review of the National School Reform Agreement: The National Measurement Framework for Schooling in Australia

Submission by the Australian Curriculum, Assessment and Reporting Authority (ACARA)

July 2022

1. Focus of this Submission: The National Measurement Framework for Schooling in Australia

1.1 The Terms of Reference for the Productivity Commission's review include examining "the appropriateness of the National Measurement Framework for Schooling in Australia in measuring progress towards achieving the outcomes of the NSRA."

1.2 As stated in the "Call for submissions",

> The Measurement Framework for Schooling in Australia, including the schedule of key performance measures, provides the basis for Australian education ministers to report to the community on the performance of schooling, in accordance with the Education Goals for Young Australians as expressed in the Alice Springs (Mparntwe) Education Declaration.

1.3 The Australian Curriculum, Assessment and Reporting Authority (ACARA) was established under Section 5 of the Australian Curriculum, Assessment and Reporting Authority Act (Cth) (ACARA Act 2008) to improve the quality and consistency of school education in Australia through a national curriculum, national assessment, data collection and performance reporting. It is responsible for the National Measurement Framework for Schooling in Australia ("the Framework"). The current Framework is at **Appendix A**.

1.4 The "Principles and protocols for reporting on schooling in Australia" endorsed by education ministers (**Appendix B**) guides the scope of the Framework and the practices and procedures used by all jurisdictions, ACARA and other agencies when reporting against the Framework.

1.5 The Framework:

- details nationally agreed key performance measures (KPMs) for schooling
- outlines the annual assessment and reporting cycle and
- underpins the National Report on Schooling in Australia

1.6 The Framework also informs other reports including the Report on Government Services released by the Productivity Commission.

1.7 This submission will focus the appropriateness of the Framework and will make recommendations for changes to the Framework to better support measuring performance in relation to the goals of the 2019 Mparntwe (Alice Springs) Education Declaration ("the Mparntwe Declaration").

1.8 ACARA anticipates that following the Productivity Commission review, the Framework will undergo revision over the course of 2023 to reflect and support the next iteration of the National School Reform Agreement.

2. Structure of the Framework

2.1 The Framework currently comprises thirty-two KPMs under four major headings: participation, achievement in the National Assessment Program (NAP), attainment, and equity. Achievement in the NAP is further divided into five domains, namely literacy, numeracy, science literacy, civics and citizenship, and Information and Communications (ICT) literacy.

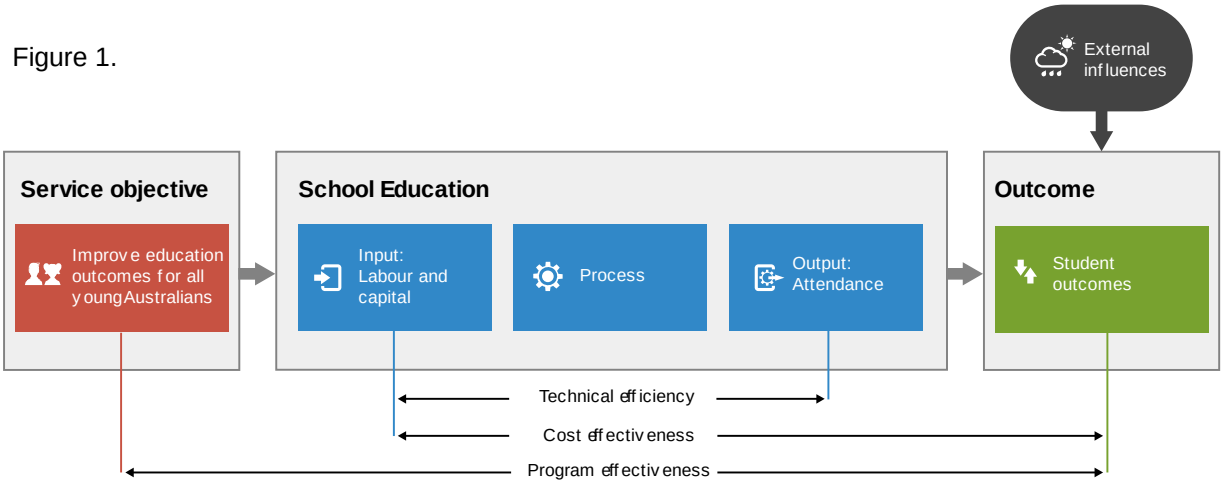
2.2 By intent, these KPMs are:

- strategic measures which provide nationally comparable data on aspects of performance critical to achieving the Education Goals for Young Australians and monitoring progress against the Mparntwe Declaration
- student-centred, focusing on student participation, achievement, attainment and equity

- based on sound and reliable practice, including for student assessment
- supportive of valid, consistent and transparent reporting
- relevant and of interest to the public
- cost effective, practical to collect, and take account of the burden and impact that data collection may place on students, schools and schooling systems.

2.3 Analysing the KPMs through the lens of the Report on Government Service Provision general performance indicator framework and the associated education service process example (Figure 1) shows that the schooling KPMs in the National Measurement Framework are a combination of "output" measures (participation) and outcome measures (achievement, attainment and equity).

Figure 1.



2.4 There are currently no "input" or "process" measures that capture factors or activities that have impact on schooling outputs and outcomes, and the current "output" measures are limited to student attendance. However simply adding additional measures of this kind without giving consideration to the overall structure of the Framework would not, on its own, improve the conceptual coherence and analytical value.

2.5 Consideration should be given to structuring the Framework into three categories of indicators:

- External influences ("beyond the school gate") that can impact on the effectiveness of educational inputs, processes and outputs to shift outcomes e.g., socio-economic profile of the reported student populations, proportion and hours of early childhood education (i.e., in pre-compulsory years of schooling), and "school readiness".
- System performance measures that capture inputs, processes and outputs e.g., student attendance, teaching quality, teacher workforce characteristics.
- Educational outcomes (including in relation to equity) e.g., NAPLAN and NAP sample measures, results of international assessments (e.g., PISA), post school engagement measures.

2.6 This structure is currently adopted in the National Health Performance Framework (**Appendix C**), that organises and categorises KPMs according (1) Health Determinants, (2) Health System, and (3) Health Status. The advantage of this framework is that it makes it clear where are the opportunities for effective policy intervention to improve educational outcomes in terms of the national goals of excellence and equity.

3. KEY PERFORMANCE MEASURES

3.1 The Framework provides the basis for reporting on the performance of schooling, in accordance with education goals agreed by ministers. The 2020 Framework was updated by ACARA during 2019-20 by revising the introductory text (but not the KPMs) to reflect the goals referred to in the Mparntwe Declaration. A number of opportunities exist for additional KPMs to complement the current set, to be organized under the three-tier structure referred to above.

3.2 The National School Reform Agreement included a number of National Policy Initiatives, including the following:

C (iii) Improving national data quality, consistency and collection to improve the national evidence base and inform policy development.	a) Education Council agree equity and proficiency standards (for numeracy and literacy assessed by NAPLAN) as part of the scheduled review of the *National Measurement Framework for Schooling*.
	b) Education Council consider strategic opportunities to enhance the national evidence base, including options for measures of child development status at school entry, student learning gain, general capabilities, post-school destination information, attainment, retention, wellbeing, post-school outcomes.

3.3 The most recent addition to the schedule of KPMs set out in the 2020 publication of the Framework is reference to proficiency standards (for numeracy and literacy assessed by NAPLAN). The references are made in relation to 'at or above the national proficient standard' and 'at or above the national highly proficient standard' for reading, writing, and numeracy and their inclusion in the KPM schedule has come about through the National Policy Initiative relating to improving national data quality.

3.4 ACARA is currently completing work on the proficiency standards and reporting will commence once education ministers have approved the design, with the correct year for commencement of annual reporting against the new standards to be referred to any future revision of the Framework.

3.5 In addition, the most recent review of the Framework undertaken by ACARA to update it to reflect the Mparntwe Declaration revealed gaps in the capacity to assess and monitor progress in achieving the wide-ranging goals and commitments of the Declaration, demonstrating a need for the Framework to be strengthened through the development of additional collections, measures and a review of existing ones.

3.6 Previous reviews of the Framework also noted the potential for new KPM development. For example, of the 11 commitments to action referred to in the Mparntwe Declaration, four have no items captured in the Framework. These include:

- parents, carers and families and Aboriginal and Torres Strait Islander communities supporting young people through education;
- teacher quality and support for principals and education leaders creating and sustaining high quality learning environments;
- early childhood education; and
- social and emotional skills, wellbeing, creativity, initiative, logical thinking, obtaining and evaluating evidence.

3.7 To respond to the commitments without KPMs requires a prioritisation and focus on the most important, value adding collections and measures as well as identifying those that could be addressed in the short term and those that will require and extended program of work.

3.8 ACARA has identified the areas referred to below where collaboration with national architecture agencies such as the Australian Institute for Teaching and School Leadership (AITSL) and The Australian Education Research Organisation (AERO), in partnership with jurisdictions, could advance the development of new data collections and measures to support research that will assist with solutions to national challenges.

Teaching Quality

3.9 The quality of teaching is widely recognised as being critical to the improvement of educational outcomes, yet a valid and reliable measure of teaching quality has proven elusive. Such a measure would be very controversial if it were applied to individual teachers. The difference between "teaching quality" and "teacher quality" has been noted by the Schools Policy Group (SPG) and the National Assessment, Data, Analysis and Reporting group (NADAR), as was the sensitive nature of teacher ratings. While they are common in tertiary education level - for example, universities are rated by teaching quality based on student experience in the Quality Indicators for Learning and Teaching (QILT) reports - teacher ratings by school students are likely to be controversial.

3.10 As Ingvarson and Rowe have stated (https://research.acer.edu.au/cgi/viewcontent.cgi?article=1007&context=learning_processes)

> *Whereas findings from recent research highlight the importance of teacher quality in improving students' academic performances and experiences of schooling, substantive and methodological issues surrounding the conceptualisation and evaluation of teacher quality are not well- understood. Such deficiencies are particularly evident in claims for 'findings' derived from econometric research – especially from those studies that merely employ conceptualisations and proxy 'measures' of quality in terms of teachers' qualifications, experience, and students' academic outcomes. Moreover, the econometric models fitted to the available, mostly aggregated data, typically fail to conceptualise and 'measure' teacher quality in terms of what teachers should know (subject-matter knowledge) and be able to do (pedagogical skill). Nor do such models account for the measurement, distributional and structural properties of the data for response and explanatory variables – failings that all too frequently yield misleading interpretations of findings for both policy and practice.*

3.11 The Australian Institute of Teaching and School Leadership (AITSL) works with state/territory teacher registration authorities on the accreditation of "Highly Accomplished" and "Lead" teachers (HALTs) under the Australian Professional Standards for Teachers (APST). These higher levels of accreditation focus on what teachers should know and be able to do. One possible measure of teaching quality at the national level could be the total number of HALTs in the country. However, accreditation as a HALT is the result of teachers voluntarily undertaking the rigorous assessment process which may discourage very good teachers from applying.

3.12 Furthermore, this approach to measuring teaching quality may not adequately recognise that teaching is increasingly a team effort, whereby high-quality teaching is achieved by groups of teachers working collaboratively to implement particular approaches to pedagogy and curriculum planning.

3.13 The above considerations indicate the difficulty in determining a robust, valid and reliable measure of teaching quality at the national level. These difficulties should not mean that the effort to identify such a measure should be abandoned, rather that arriving at such a measure would involve solving a range of methodological issues.

3.14 AISTL is responsible for developing a new and improved collection and publication of teacher workforce data, including initial teacher education statistics (https://www.aitsl.edu.au/research/australian-teacher-workforce-data). AITSL have agreed to further investigate appropriate measures for national reporting using both current and new collections.

3.15 In 2012, ministers agreed to legislate the requirement for all schools to conduct a School Opinion Survey (https://www.schoolsurvey.edu.au/About). The Australian Education Regulation (2013)

(https://www.legislation.gov.au/Details/F2021C00826) Division 3 Subdivision F Section 55 requires school to provide "(e) a statement about whether students, parents and teachers were satisfied with the school during the reporting period, including (if applicable) data collected using the National School Opinion Survey".

3.16 This initiative provides a model that could be used to gauge stakeholder impressions of teaching quality. Given the sensitive nature of this data, publication of these results at the national level should be considered although school level and system level results could be made available to individual jurisdictions. The cost benefit of using a common national survey potentially leveraging off an existing survey vehicle should also be considered.

Quality early childhood education

3.17 Work in developing measures for this this area is currently being explored by the Early Childhood Policy Group and once developed would provide a useful addition to the Framework.

3.18 Another option is to recognise the Australian Early Development Census (AEDC) which is conducted every 3 years (commencing in 2012) and is conducted by teachers in the first year of formal schooling. Five developmental domains are surveyed, and children may be identified as "developmentally vulnerable" in one or more of the domains.

3.19 The AEDC also records information such as pre-school participation, parental socio-economic status and English language background and English language proficiency. Developmental status upon entry to schooling could be a disaggregation/equity group for reporting student outcomes, noting that the Framework pertains to schooling outcomes only.

3.20 The reporting of the AEDC measures such as the percentage of "developmentally vulnerable" in one or more of the five domains of readiness for schooling, and by domain is one of the reasons for recognised measures to enable reporting of background measures that are very relevant but not performance measures.

3.21 In addition, some of the existing KPMs could be disaggregated by the students identified as "developmentally vulnerable in 2 more domains" upon entry to schooling. A study in WA has found this to be a predictor of NAPLAN performance. (https://www.aedc.gov.au/resources/detail/the-aedc-predicts-naplan-results-nine-years-later).

Partnerships with family and community

3.22 The importance of partnerships with family and community to schooling outcomes is well recognized. The Alice Springs Education Declaration includes a commitment to action by governments to "work in partnership with young Australians, their families and the broader community". Many jurisdictions survey parents, for example the NSW Department of Education "Tell them from me" school level student wellbeing and engagement survey. A national level sample survey could provide an objective measure but would require significant resources to be developed.

Student wellbeing

3.23 The National Student Wellbeing project (formed by the former Data Strategy Group and led by the ACT) has been investigating the establishment of a student wellbeing framework for Australian schools with a view to national reporting of this focus area.

3.24 AESOC is considering a paper making recommendations regarding the national collection of a few key questions to facilitate this reporting with agreement that well-being is not reported at state level. Such questions could potentially be added on to an existing NAPLAN assessment as a means of collecting the data on this, or on other aspects of the student experience that go beyond wellbeing issues. Consideration would need to be given to the NAPLAN year levels that would participate in any such survey, and whether it should be a sample of students only.

3.25 More broadly, adding an additional survey of students or teachers on a sample basis to the NAPLAN collection would provide insights into a range of areas of interest, such as teacher practices; teacher understanding and use of assessment and assessment data; student experience of specific teaching practices; student wellbeing and sense of belonging; supportive school environments; classroom discipline; bullying; and other factors that have previously been found to impact student achievement. Collecting this richer data through additional surveys could enable more informative educational research to be produced, with stronger insights into the relationship between student achievement and underlying factors of interest. It could also allow the development of additional indicators that could be included in the NMF.

Teacher well-being

3.26 As the OECD has stated in 2020 (https://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=EDU/WKP(2020)1&docLanguage=En):

> *Modern education systems evolve in a context of growing teacher shortages, frequent turnover and a low attractiveness of the profession. In such a context where these challenges interrelate, there is an urgent need to better understand the well-being of teachers and its implications on the teaching and learning nexus.*

3.27 The OECD conceptualises teachers' well-being around four key components: physical and mental well-being, cognitive well-being, subjective well-being and social well-being. Indicators are needed that explore how increased expectations and changes to working conditions can impact and shape teachers' well-being both positively and negatively, with expected outcomes for teachers in terms of levels of stress and intentions to leave the profession.

3.28 In many educational systems, teachers are working with diverse classroom environments in terms of their students' ability levels, socio-economic backgrounds and demographic composition. In addition, many systems face budget constraints which limit the amount and quality of support available to teachers to face these new challenges and demands. At the same time, schools are arguably becoming more bureaucratic, teachers report having weak work autonomy in their daily activities and being overloaded with non-teaching activities, especially administrative tasks.

3.29 However, empirical evidence on the definition of teachers' well-being and how to measure it is limited. The Australian Teacher Workforce Dataset (ATWD) currently provides some information on teacher wellbeing, in that it collects 'reasons for considering leaving' from teachers who report that they intend to leave the profession before retirement. Among these teachers, workload and coping factors are the top three reasons – including 'too stressful/impacting wellbeing/mental health' (61%). This metric could be included in a restructured NMF in the "Education System" tier.

Critical and creative thinking

3.30 ACARA has commenced developing a revised assessment framework for the NAP Sample assessment in science which will include the development of a subscale and assessment of Critical and Creative Thinking (CCT) in the context of science. In the same way there is potential to extend the assessment of CCT in NAP Sample Digital Literacy and explore ways of utilising this information for the Measurement Framework.

Active and informed citizens

3.31 ACARA has also begun examining the use of the attitudinal and participation questions contained in the NAP Sample assessment in Civics and Citizenship to create a measure of the Mparntwe Declaration goal that students become "active and informed members of the community".

3.32 This activity has the attraction of using existing data at minimal cost to produce a measure against one of the unmeasured goals.

Educational equity

3.33 Equity measures are not separately listed in the schedule of KPMs in the Measurement Framework but are reported by disaggregating the measures for participation, achievement and attainment where possible and where appropriate.

3.34 It is important educational equity be clearly defined, measured and reported. ACARA has recently completed a report on whether gaps in NAPLAN achievement between different equity sub-groups, including gaps between high socio-educationally advantaged students and low socio-educationally advantaged students, have widened or narrowed in recent years. In doing so, ACARA adopted the OECD definition of educational equity as involving two concepts, namely inclusion and fairness. Inclusion refers to the notion that all students have access to high quality education and fairness to the notion that all students are provided with learning opportunities that enable them to achieve their educational potential regardless of the circumstances into which they were born. Equity does not mean that all students obtain equal education outcomes, but rather that differences in students' outcomes are unrelated to their background or to economic and social circumstances over which the students have no control.

3.35 Accordingly, the size of the gap in achievement between students for lower and higher socio-economic backgrounds can be taken as an indicator of equity in education. Increasing gaps indicate a decrease in equity, while decreasing gaps indicate an increase in equity.

3.36 ACARA will consider building on the experience of producing the recent report on educational equity with a view to incorporating appropriate additional measures of educational equity in a revised NMF focused on the widening or narrowing of such gaps in relative achievement by different sub-groups.

3.37 ACARA has extracted data from the ABS Census of Population and Housing that will enable disaggregation of five KPMs by Remoteness Area and Disability. Subject to agreement to report these sub-groups, it is expected that ACARA will be able to do this at the December 2022 publication of the Annual National Report on Schooling (ANR) Data Portal.

English language proficiency of English as another language or dialect (EAL/D) students

3.38 Currently, only NAPLAN data is reported disaggregated by language background other than English (LBOTE). While NAP sample also reports results by language background, data collection methods differ. However, there is general acknowledgement that LBOTE status does not necessarily correlate with a student's English language proficiency. At the national level this student group has higher NAPLAN scores than non-LBOTE students for every domain by year-level except for Year 5 Reading.

3.39 English language proficiency (ELP) is a potential alternative to LBOTE for national reporting purposes. There are nationally agreed definitions of English language proficiency published by ACARA in the EAL/D learning progressions. This is published primarily as a tool to assist non-specialist teachers of EAL/D students.

3.40 A national Project Working Group was convened by ACARA in 2020 to explore how schools and systems monitor and report on EAL/D students ELP. The project ascertained that nearly all public systems use ELP to measure and allocate resources for EAL/D students and that there was close alignment of practices and definitions. However, differences in methodology means that a nationally consistent approach is currently not feasible without prioritisation and resources for further work.

3.41 It would be meaningful to report KPMs disaggregated by this equity group. The project found that up to 20% of students across Australia have low English language proficiency according to national definitions. There is no nationally consistent data to inform policy makers of the impact this may be having on student outcomes, compared to the rest of the school population. The AEDC has also noted the impact of English language proficiency on the skills of EAL/D students

(https://www.aedc.gov.au/resources/detail/the-impact-of-english-proficiency-on-the-academic-language-skills-of-australian-bilingual-children).

3.42 The areas mentioned above are suggestions for collections and measures that could be developed in collaboration with other agencies and jurisdictions and as noted at the start of this paper. ACARA would welcome a strategic conversation on assessment and reporting to advance the work on the Measurement Framework.

4. CONCLUSION

4.1 The National Measurement Framework for Schooling in Australia has served the education system very well, however it is timely for it to be restructured according to a three-tier structure: external factors/influences; inputs/processes/outputs; and outcomes (including equity outcomes).

4.2 Within this restructured framework a number of additional key performance measures could be included that would improve the information available to policy-makers and the general public about the performance of our system overall about the degree to which we are achieving the national goals set out in the Mparntwe Declaration.

4.3 In particular, there is a strong case for further investigating possible measures that seek to capture and communicate contextual information about the classroom environment and student wellbeing. A mechanism for doing this may be to add student surveys to existing NAP assessments, including NAPLAN, and to report the information collected at the national level only.

4.4 While states and territories acknowledge opportunities to enhance the National Measurement Framework, they have their own existing and, in many cases, enduring collections, measures and data sets that inform government policy and the success of local initiatives. Often these collections are similar but not sufficiently similarly defined to form a national collection and KPM e.g., student wellbeing. The time and cost of redeveloping existing collections and implementing and maintaining new or enhanced measures has, to date, not been of a sufficient priority to see the emergence of new measures. However, there is information that could provide a basis for national reporting for new KPMs, with some additional development and resourcing.

Appendix A: National Measurement Framework for Schooling in Australia

Measurement Framework for Schooling in Australia

2020

Education Council

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Measurement Framework for Schooling in Australia 2020
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Feedback on the *Measurement Framework for Schooling in Australia* should be sent to info@acara.edu.au.

Information about ACARA and its work can be found at www.acara.edu.au.

Measurement Framework for Schooling in Australia 2020

December 2020

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1 Introduction

The Measurement Framework for Schooling in Australia, including the schedule of key performance measures (KPMs), provides the basis for Australian education ministers to report to the community on the performance of schooling, in accordance with the Education Goals for Young Australians as expressed in the *Alice Springs (Mparntwe) Education Declaration.*

The measurement framework lists the agreed national KPMs for schooling, outlines the annual assessment and reporting cycles and underpins the National Report on Schooling in Australia.

The Education Council has delegated the Australian Curriculum, Assessment and Reporting Authority (ACARA) to provide and apply a comprehensive and reliable national measurement framework and to assess data needs to review, and if necessary introduce, new performance indicators in the measurement framework.[1]

In December 2019, Education Council endorsed the *Alice Springs (Mparntwe) Education Declaration* to replace the *Melbourne Declaration on Educational Goals for Young Australians*.

The *Measurement Framework for Schooling in Australia 2020* has been updated and revised to reflect the new Education Declaration.[2] It replaces the *Measurement Framework for Schooling Australia 2019.* [3]

A full review of the measurement framework will be undertaken by ACARA at least every three years. Under the terms of the National School Reform Agreement, an independent review of the framework will be conducted in 2022. Minor changes to the measurement framework may be approved by the Chief Executive Officer, ACARA.

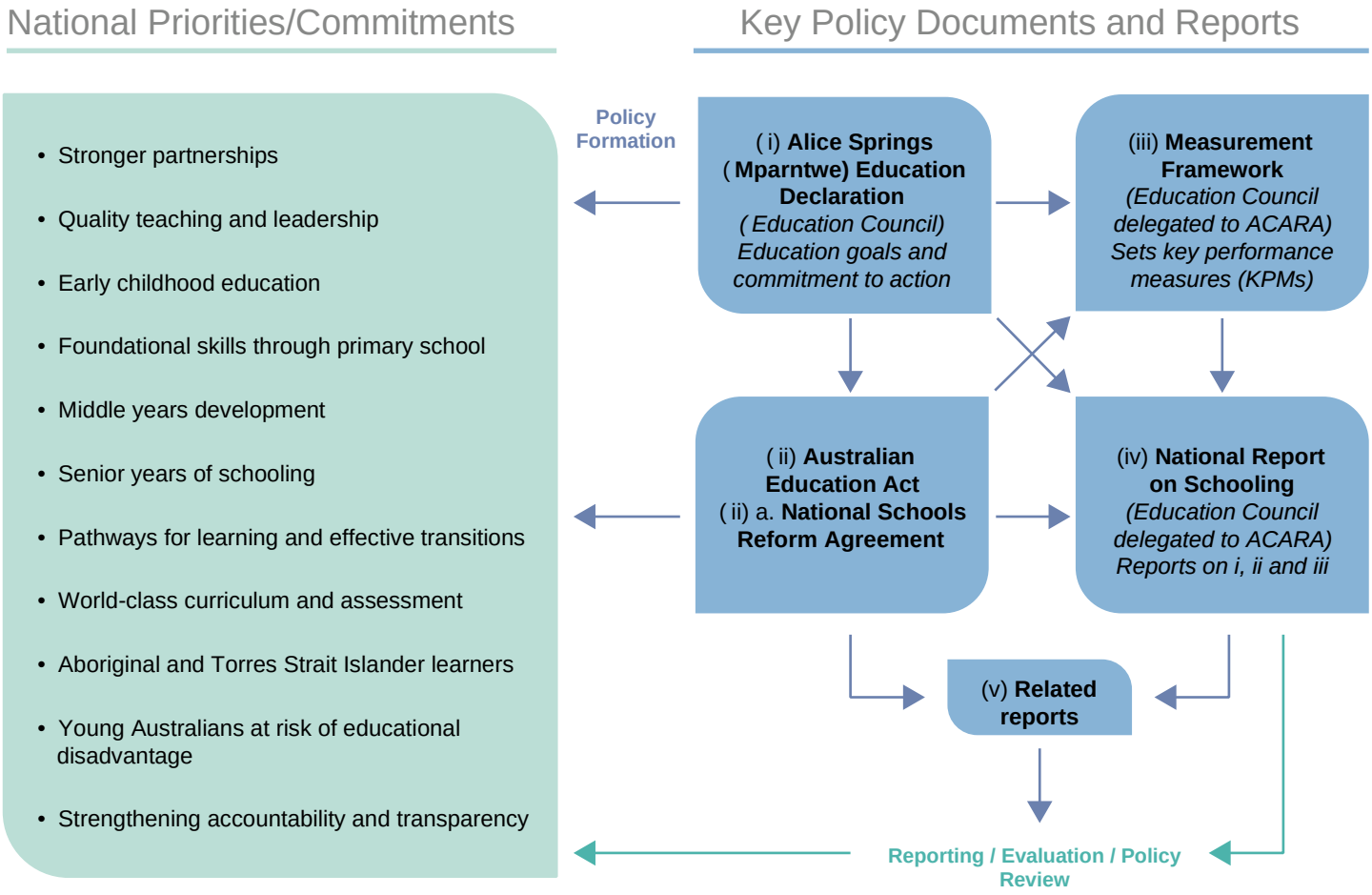
The Education Council's *Principles and Protocols for Reporting on Schooling in Australia* guides the scope of the measurement framework and the practices and procedures used by all jurisdictions, ACARA and other agencies when reporting against the measurement framework.

[1] ACARA Charter, 23 November 2016.
[2] The *Measurement Framework for Schooling in Australia 2020* will be used for national reporting on schooling in Australia from the 2020 reporting year.
[3] The *Measurement Framework for Schooling Australia 2019,* is available on the ACARA website along with the 2010, 2012 and 2015 editions of the framework that also reference the Melbourne Declaration. Previous editions of the framework (originally known as the Measurement Framework for National Key Performance Measures) are available on the Education Council website.

2 National policy and reporting context

The key national school education policy documents and reports, including the *Measurement Framework for Schooling in Australia*, relate to and reinforce each other. Their relationships and roles in policy formation, reporting, evaluation and review are summarised in figure 1 below and are explained beneath the diagram.

National policy and reporting framework *(figure 1)*



Key policy documents and reports

(i) *Alice Springs (Mparntwe) Education Declaration*

The *Alice Springs (Mparntwe) Education Declaration* announced by education ministers in December 2019, sets two education goals for young Australians:

Goal 1: The Australian education system promotes excellence and equity

Goal 2: All young Australians become confident and creative individuals, successful lifelong learners and active and informed members of the community.

The *Alice Springs (Mparntwe) Education Declaration* includes a Commitment to Action in the following eleven interrelated areas, in order to support the achievement of the educational goals:

> All Australian Governments commit to working with the education community and in partnership with young Australians, their families, and the broader community to achieve the educational goals for young Australians.[4]

This commitment is supported by a range of inter-related areas for action

- Developing stronger partnerships
- Supporting quality teaching and leadership
- Strengthening early childhood education
- Building foundational skills in the primary school years
- Enhancing middle years development
- Supporting senior years of schooling
- Embedding pathways for learning throughout life and supporting effective transitions
- Delivering world-class curriculum and assessment
- Supporting Aboriginal and Torres Strait Islander learners to reach their potential
- Supporting all young Australians at risk of educational disadvantage
- Strengthening accountability and transparency with strong meaningful measures.

In strengthening accountability and transparency, the declaration states:

Australian Governments commit to continuing to provide public reporting that

- focuses on improving performance and student growth and outcomes for all students
- provides parents with information on their child's performance, progress and outcomes
- is locally, nationally, and internationally relevant
- is accessible, timely, consistent and comparable.[5]

(ii) *Australian Education Act* and intergovernmental agreements on education

The *Australian Education Act 2013* outlines the framework for Commonwealth funding to schools. The Act commenced on 1 January 2014.

The Act and its Regulations set out the funding expectations to ensure accountability and transparency to the community. Section 77 of the *Australian Education Act 2013* outlines the ongoing policy requirements for all approved authorities for schools. These include the provision

[4] *Alice Springs (Mparntwe) Education Declaration* p6

[5] *Alice Springs (Mparntwe) Education Declaration* p12

of information for the purposes of a national program to collect data on schools and school education.

The National School Reform Agreement[6] articulates the objective that Australian schooling provides a high quality and equitable education for all students and the following outcomes:

- Academic achievement improves for all students, including priority equity cohorts
- All students are engaged in their schooling
- Students gain the skills they need to transition to further study and/or work and life success.

Sub-outcomes are specified for each of the outcomes.

The National School Reform Agreement also specifies the following targets:

- Australia considered to be a high quality and high equity schooling system by international standards by 2025
- lift the Year 12 (or equivalent) or Certificate III attainment rate to 90 per cent by 2020
- at least halve the gap for Aboriginal and Torres Strait Islander students in Year 12 or equivalent attainment rate by 2020, from the 2006 baseline.

The agreement specifies further that all sub-outcomes will be disaggregated by priority equity cohorts where available. Priority equity cohorts include Aboriginal and Torres Strait Islander students, students living in regional, rural and remote locations, students with a disability and students from educationally disadvantaged backgrounds.

The agreement also includes the policy initiative: Improving national data quality, consistency and collection to improve the national evidence base and inform policy development. A milestone for this initiative is that 'Education Council agree equity and proficiency standards (for numeracy and literacy assessed by NAPLAN) as part of the scheduled review of the National Measurement Framework for Schooling'[7]

(iii) *Measurement Framework for Schooling in Australia*

The *Measurement Framework for Schooling in Australia 2020* (this document) details nationally agreed KPMs for schooling reflecting the Education Goals for Young Australians and commitment to action expressed in the *Alice Springs (Mparntwe) Education Declaration*. In taking account of targets specified in intergovernmental agreements on education, it also addresses the commitment in the National School Reform Agreement to include equity and NAPLAN proficiency standards.

The schedule of Key Performance Measures specifies the data sources for the KPMs for public reporting in the *National Report in Schooling in Australia* and outlines the reporting cycle for the period 2020–23.

[6] The National School Reform Agreement came into effect on 1 January 2019.

[7] National School Reform Agreement, Schedule B, clause C (iii) a. The scheduled review of the measurement framework, completed in 2019, introduced KPMs for NAPLAN proficiency standards for implementation from 2022 subject to ministers' approval.

(iv) *National Report on Schooling in Australia*

The *National Report on Schooling in Australia* consists of an annual national report, reporting key information and commentary, published by ACARA on behalf of Education Council, and a web-based data portal, allowing public access to the various national data sets for schooling, including, but not limited to, the KPMs, as these become available.

The *National Report on Schooling in Australia* reports annually on progress towards the educational goals and commitment to action in the *Alice Springs (Mparntwe) Declaration*. It reports directly on national policy initiatives and achievements arising from the commitment to action, and is the main vehicle for reporting the nationally agreed KPMs for schooling defined in the Measurement Framework.

(v) Related reports

Information relevant to the national KPMs is also reported in the annual National Assessment Program Literacy and Numeracy (NAPLAN) national report, published by ACARA, and in the annual Report on Government Services, released by the Productivity Commission. Other related reports include, public reports on student performance in NAP sample assessments and reports on the international sample assessments that are included in the NAP.

In addition to national reporting on school education, a number of indicators that correspond to the national KPMs, are reported at the school level on the *My School* website.

3 National Assessment Program

The Measurement Framework specifies the annual assessment and reporting cycle for the National Assessment Program (NAP).

The National Assessment Program is a major component of the Measurement Framework and encompasses all national assessments approved by education ministers. These assessments comprise:

- annual literacy and numeracy tests (NAPLAN) for Years 3, 5, 7 and 9
- sample assessments in Civics and Citizenship, Information and Communication Technology (ICT) Literacy and Science Literacy for Years 6 and 10 conducted on a three-year cycle
- Australia's participation in the Programme for International Student Assessment (PISA), Trends in International Mathematics and Science Study (TIMSS) and Progress in International Reading Literacy Study (PIRLS).

National standards are established within each element of the National Assessment Program.

National Assessment Program—Literacy and Numeracy (NAPLAN)

National minimum standards for literacy and numeracy are defined for assessments in Reading, Writing and Numeracy at each year level. The national minimum standard for each year level is defined and located on a common underlying NAPLAN scale. Students achieving at the minimum standard have typically demonstrated only the basic elements of literacy and numeracy for their year level.

Within the NAPLAN scale, Band 2 is the minimum standard for Year 3, Band 4 is the minimum standard for Year 5, Band 5 is the minimum standard for Year 7 and Band 6 is the minimum standard for Year 9.

For 2022, options for national proficient standards in NAPLAN will be developed for consideration by Education Council.

National Assessment Program—Sample assessments

National proficient standards are established for the sample assessment components of the National Assessment Program: Civics and Citizenship; ICT Literacy; and Science Literacy.

Proficient standards for sample assessments represent a 'challenging but reasonable' expectation of student achievement at a year level with students needing to demonstrate more than elementary skills expected at that year level.

The national proficient standards for approved NAP sample assessments are:

- Civics and Citizenship Year 6—Level 2; Year 10—Level 3
- ICT Literacy Year 6—Level 3; Year 10—Level 4
- Science Literacy Year 6—Level 3; Year 10— Level 4.

National Assessment Program—International sample assessments

National proficient standards have been established for Australian students participating in PISA, TIMSS, and PIRLS.

The national proficient standard for 15-year-old students participating in PISA (reading, mathematics and science) is Level 3 on the international PISA scales.

The national proficient standard for Year 4 and 8 students participating in TIMSS (mathematics and science) is the Intermediate international benchmark on the TIMSS scales.

The national proficient standard for Year 4 students participating in PIRLS (reading) is the Intermediate international benchmark on the PIRLS scale.

4 Outline of key performance measures

The core of the Measurement Framework is the schedule of KPMs (Part 5). By intent, these KPMs are:

- strategic measures which provide nationally comparable data on aspects of performance critical to achieving the Education Goals for Young Australians and monitoring progress against the *Alice Springs (Mparntwe) Education Declaration*
- student centred, focusing on student participation, achievement, attainment and equity
- based on sound and reliable practice, including for student assessment
- supportive of valid, consistent and transparent reporting
- relevant and of interest to the public
- cost effective, practical to collect, and take account of the burden and impact that data collection may place on students, schools and schooling systems.

The schedule takes account of all Education Council decisions related to measuring performance against the national goals, including:

Participation with a focus on:

- enrolment in school
- student attendance
- participation in NAP assessments
- retention
- participation of young people, including secondary students, in vocational education and training (VET)
- participation by young people in post-school learning pathways and work.

Population-based participation measures provide evidence of the outcomes of schooling, including student transitions to work and further education.

Achievement in the National Assessment Program (NAP), with a focus on:

- literacy
- numeracy
- civics and citizenship
- ICT literacy
- science literacy.

Attainment with a focus on:

- school completion and attainment
- attainment of young people in post-school learning pathways.

Population-based attainment measures provide evidence of the outcomes of schooling, including student transitions to further education.

Equity with a focus on:

- Aboriginal and/or Torres Strait Islander (Indigenous) status
- sex
- language background
- geographic location
- socioeconomic background
- disability.

Equity measures are not separately listed in the schedule of KPMs but are derived, for reporting purposes, by disaggregating the measures for participation, achievement and attainment where it is possible and appropriate to do so. Measures are disaggregated as outlined in the Data Standards Manual: Student Background Characteristics or other nationally agreed standards.

5 Schedule of key performance measures 2020–2023

For reporting purposes, measures are disaggregated, where possible and appropriate, by state and territory, Aboriginal and/or Torres Strait Islander (Indigenous) status, sex, language background, geographic location, socioeconomic background and disability.

Measures	Data source(s)	Frequency	2020	2021	2022	2023
1. Student participation						
(a) **Enrolment** Proportion of children aged 6–15 years who are enrolled in school	Census of Population and Housing	Quinquennial 2021		✓		
(b) **Attendance rate** The number of actual full-time equivalent student-days attended by full-time students in Years 1–10 in Semester 1 as a percentage of the total number of possible student-days attended in Semester 1	National Student Attendance Data Collection (ACARA) (administrative data)	Annual	✓	✓	✓	✓
(c) **Attendance level** The proportion of full-time students in Years 1–10 whose attendance rate in Semester 1 is equal to or greater than 90 per cent	National Student Attendance Data Collection (ACARA) (administrative data)	Annual	✓	✓	✓	✓
(d) **NAPLAN participation** Proportion of students in Years 3, 5, 7 and 9 participating in NAPLAN.	NAPLAN	Annual		✓	✓	✓
(e) **Apparent retention rate** from Year 10 to Year 12	National Schools Statistics Collection	Annual	✓	✓	✓	✓
(f) **Participation of young people, including secondary students, in VET** Proportion of the population aged 15–19 years who in the calendar year successfully completed at least one unit of competency as part of a VET qualification at AQF Certificate II or above	NCVER national VET provider collection; NCVER national VET in Schools collection; ABS Estimated Resident Population	Annual	✓	✓	✓	✓

Measures	Data source(s)	Frequency	2020	2021	2022	2023
(g) Proportion of 15–19-year-olds in full-time education or training, in full-time work, or both in part-time work and part-time education or training	Survey of Education and Work	Annual	✓	✓	✓	✓
	Census of Population and Housing	Quinquennial 2021		✓		
(h) Proportion of 20–24-year-olds in full-time education or training, in full-time work, or both in part-time work and part-time education or training	Survey of Education and Work	Annual	✓	✓	✓	✓
	Census of Population and Housing	Quinquennial 2021		✓		
(i) Proportion of 17–24-year-olds who have left school that are in full-time education or training, in full-time work, or both in part-time work and part-time education or training	Survey of Education and Work	Annual	✓	✓	✓	✓
	Census of Population and Housing	Quinquennial 2021		✓		
2. Student achievement: NAP – Literacy						
(a) Proportion of students in Years 3, 5, 7 and 9 achieving (i) at or above the national minimum standard for reading (Year 3–Band 2; Year 5–Band 4; Year 7–Band 5; Year 9–Band 6)	NAPLAN	Annual		✓	✓	✓
(ii) at or above the national proficient standard for reading*****	NAPLAN	Annual from 2022			✓	✓
(iii) at or above the national highly proficient standard for reading*****	NAPLAN	Annual from 2022			✓	✓
(b) NAPLAN mean scale scores for reading in Years 3, 5, 7 and 9	NAPLAN	Annual		✓	✓	✓
(c) Proportion of students in Years 3, 5, 7 and 9 achieving (i) at or above the national minimum standard for writing (Year 3–Band 2; Year 5–Band 4; Year 7–Band 5; Year 9–Band 6)	NAPLAN	Annual		✓	✓	✓
(ii) at or above the national proficient standard for writing*****	NAPLAN	Annual from 2022			✓	✓
(iii) at or above the national highly proficient standard for writing*****	NAPLAN	Annual from 2022			✓	✓
(d) NAPLAN mean scale scores for writing in Years 3, 5, 7 and 9	NAPLAN	Annual		✓	✓	✓

*The implementation of NAPLAN proficient standards in 2022 is dependent on all schools transitioning to NAPLAN online by this time, and on a separate decision by Education Council endorsing the proficient standards.

Measures	Data source(s)	Frequency	2020	2021	2022	2023
(e) Proportion of participating 15-year-old students achieving at or above the proficient standard (Level 3) on the OECD PISA combined reading scale	PISA	Triennial 2022			✓	
(f) Proportion of participating Year 4 students achieving at or above the proficient standard (Intermediate) in PIRLS	PIRLS	Quinquennial 2021		✓		
3. Student achievement: NAP – Numeracy						
Proportion of students in Years 3, 5, 7 and 9 achieving: (a) (i) at or above the national minimum standard for numeracy (Year 3–Band 2; Year 5–Band 4; Year 7–Band 5; Year 9–Band 6)	NAPLAN	Annual		✓	✓	✓
(ii) at or above the national proficient standard for numeracy*	NAPLAN	Annual from 2022			✓	✓
(iii) at or above the national highly proficient standard for numeracy*	NAPLAN	Annual from 2022			✓	✓
(b) NAPLAN mean scale scores for numeracy in Years 3, 5, 7 and 9	NAPLAN	Annual		✓	✓	✓
(c) Proportion of participating 15-year-old students achieving at or above the national proficient standard (Level 3) on the OECD PISA combined mathematics scale	PISA	Triennial 2022			✓	
(d) Proportion of participating students in Years 4 and 8 achieving at or above the national proficient standard (Intermediate) on the TIMSS mathematics scales	TIMSS	Quadrennial 2023				✓

*The implementation of NAPLAN proficient standards in 2022 is dependent on all schools transitioning to NAPLAN online by this time, and on a separate decision by Education Council endorsing the proficient standards.

Measures	Data source(s)	Frequency	2020	2021	2022	2023
4. Student achievement: NAP – Science Literacy						
(a) Proportion of participating students in Years 6 and 10 achieving at or above the proficient standard (Year 6–Level 3; Year 10–Level 4) in Science Literacy	NAP – Science Literacy	Triennial 2023				✓
(b) Proportion of participating 15-year-old students achieving at or above the national proficient standard (Level 3) on the OECD PISA combined scientific literacy scale	PISA	Triennial 2022			✓	
(c) Proportion of participating students in Years 4 and 8 achieving at or above the proficient standard (Intermediate) on the TIMSS science scales	TIMSS	Quadrennial 2023				✓
5. Student achievement: NAP – Civics and Citizenship						
Proportion of participating students in Years 6 and 10 achieving at or above the proficient standard (Year 6–Level 2; Year 10–Level 3) in Civics and Citizenship.	NAP – Civics and Citizenship	Triennial 2024				
6. Student achievement: NAP – Information and Communication Technology (ICT) Literacy						
Proportion of participating students in Years 6 and 10 achieving at or above the proficient standard (Year 6–Level 3; Year 10–Level 4) in ICT Literacy	NAP ICT Literacy	Triennial 2022			✓	

Measures	Data source(s)	Frequency	2020	2021	2022	2023
7. Student attainment						
(a) Proportion of the 20–24-year-old population having attained at least Year 12 or equivalent or AQF Certificate II or above	Survey of Education and Work	Annual	✓	✓	✓	✓
	Census of Population and Housing	Quinquennial 2021		✓		
(b) Proportion of the 20–24-year-old population having attained at least Year 12 or equivalent or AQF Certificate III or above	Survey of Education and Work	Annual	✓	✓	✓	✓
	Census of Population and Housing	Quinquennial 2021		✓		

Appendix B: Principles and Protocols for Reporting on Schooling in Australia

Principles and protocols for reporting on schooling in Australia

June 2009

Principles and protocols for reporting on schooling in Australia

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Background

In November 2008 the Council of Australian Governments met and agreed on a National Education Agreement which acts as a foundation for an unprecedented shared investment in Australian schooling and a new era of transparency and accountability achieved through collaborative reform.

COAG agreed that greater transparency and high quality accountability and reporting on the performance of Australian schools are essential to ensure that every child receives the highest quality education and the opportunity to achieve through participation in employment and society.

In December 2008, Federal, State and Territory Ministers with responsibility for school education released the new Melbourne Declaration on Educational Goals for Young Australians. Acknowledging that Australia already has a high quality schooling system, Ministers committed to a series of actions to ensure excellence and equity for all Australian students.

In support of this goal, Ministers agreed that good quality information on schooling is important for schools and their students, for parents and families, for the community and for governments, and committed to working with all school sectors to ensure that public reporting on Australian schools would:

- support improving performance and school outcomes
- be both locally and nationally relevant
- be timely, consistent and comparable.

The reporting agreed by all governments includes annual national reports on the outcomes of schooling in Australia, a biennial COAG report on Overcoming Indigenous Disadvantage and, for the first time, national reporting on the performance of individual schools.

The principles and protocols for reporting on schooling in Australia are intended to guide and inform the use and publication of data generated in the process of measuring the performance of schooling in Australia.

Principles for reporting on schooling in Australia

There is a vast amount of information collected on Australian schooling and individual schools, including by schools themselves. This includes information about the educational approach of schools, their enrolment profile, staffing, facilities and programs, and the education environment they offer, as well as information on the performance of students, schools and systems.

To improve student outcomes, and ensure excellence and equity for all students, governments have agreed to a performance reporting framework which governs the collection and publication of student and school data for three purposes:

- high quality accountability to students, parents, carers and the community
- tracking the achievement of the COAG targets
- providing evidence to support future policy reforms and system improvements including the aim of better directed resources.

While considerable investment in data collection has occurred, the potential to improve data quality remains. Good quality information on schooling is important as different groups, such as schools and their students, parents and families, the community and governments have different information needs.

Meaningful school performance information enables parents and the community to see how schools are performing, provides evidence about the effectiveness of resource allocation to achieve the best results for every child, and ensures schools are accountable for the results they achieve with the public funding they receive.

Governments invest substantially in schools to maximise learning outcomes for all students, and the collection, provision and publication of data on student outcomes and school performance is essential for showing progress towards delivering excellence and equity in Australian schooling. This data provides the evidence necessary to support the continuous improvement of students, schools and education systems over time.

Clear accountability helps create an environment that encourages innovation and excellence from school leaders, teachers and students. Access to timely and robust performance information is crucial so that governments, education authorities and schools can further improve student outcomes by identifying excellent practice and directing assistance and additional resources to areas of need.

The following principles underpin the national framework for reporting on schooling.

General principles adopted by governments to support reporting

Principle 1: *Reporting should be in the broad public interest.*

Principle 2: *Reporting on the outcomes of schooling should use data that is valid, reliable and contextualised.*

Principle 3: *Reporting should be sufficiently comprehensive to enable proper interpretation and understanding of the information.*

Principle 4: *Reporting should involve balancing the community's right to know with the need to avoid the misinterpretation or misuse of the information.*

For schools and their students

Principle 5: *Schools require reliable, rich data on the performance of their students because they have the primary accountability for student outcomes.*

Good quality data supports each school to improve outcomes for all of their students. It supports effective diagnosis of student progress and the design of quality learning programs. It also informs schools' approaches to the provision of programs, development of school policies, allocation of resources, relationships with parents and partnerships with the community and business.

Schools should have access to:

- Comprehensive data on the performance of their own students that uses a broad set of indicators
- Data that enables each school to compare and benchmark its own performance against all schools, with schools in its jurisdiction and with schools of similar characteristics
- Data demonstrating the performance of the school and students over time
- Diagnostic data to inform the professional judgement of teachers in maximising student achievement.

For parents and families

Principle 6: *Parents and families need information about schooling, including data on the performance of their child, schools and systems, to help them to develop informed judgements, make choices and engage with their children's education and the school community.*

Parents and families should have access to:

- Information about the goals, values and educational approach of schools, and their resources, staffing, facilities, programs and extra-curricular activities that enables them to draw meaningful comparisons on the education environment offered by schools
- Information about a school's enrolment profile, taking care not to encourage the use of data on student characteristics in a way that may stigmatise schools or undermine social inclusion
- Data on student outcomes that enables them to monitor the individual performance of their child. Importantly this includes what their child knows and is able to do and how this relates to what is expected for children in their cohort, and how they can contribute to their child's progress
- Information that allows them to assess a school's performance overall and in improving student outcomes, including in relation to other schools with similar characteristics in their jurisdiction and nationally.

Any use or publication of information relating to a school's enrolment profile should ensure that the privacy of individual students and teachers is protected. Where the small size of a school population or of a specific student cohort may enable identification of individuals, publication of any information must not compromise their privacy.

For the community

Principle 7: *The community should have access to information that enables them to understand the performance of schools and the context in which they perform and to evaluate the decisions taken by governments. This ensures schools are accountable for the results they achieve with the public funding they receive and governments are accountable for the decisions they take.*

The provision of school information to the community should be done in such a way as to enhance community engagement and understanding of the educational enterprise.

The community should have access to:

- Information about the goals, values and educational approach of schools, and their resources, staffing, facilities, programs and extra-curricular activities that enables parents and families to draw meaningful comparisons about the education environment offered by schools
- Information about individual schools' enrolment profile, taking care not to use data on student characteristics in a way that may stigmatise schools or undermine social inclusion
- Reporting on the performance of all schools with data that allows them to view a school's performance overall and in improving student outcomes, including in relation to other schools with similar characteristics, that allows them to develop an understanding of school performance and the performance of Australia's school systems.

For school systems and governments

Principle 8: *School systems and governments need sound information on school performance to support ongoing improvement for students and schools. They also need to monitor and evaluate the impacts of the use and release of this information to improve its application over time, and to assess and address the outcomes for schools and their students resulting from the public release of this data.*

Good quality information on schooling enables school systems and governments to:

- Analyse school performance
- Identify schools with particular needs
- Determine where resources are most needed to lift attainment
- Identify best practice and innovation in high-performing schools to support improvements in schools with poorer performance
- Conduct national and international comparisons of approaches and performance
- Develop a substantive evidence base on what works.

This will enable future improvements in school performance that support the achievement of the agreed education outcomes of both MCEETYA and COAG.

Measurement and reporting on Australian school education

A new measurement and reporting framework for Australian schools has been established following agreements made by COAG and MCEETYA Education Ministers.

The Intergovernmental Agreement on Federal Financial Relations (IGA) and the National Education Agreement (NEA) include targets for the outcomes of schooling, and a process by which performance in meeting these targets can be measured.

Under the NEA and the *Schools Assistance Act 2008*, a national report on Australian schooling will continue to be published annually. The national report will contain a range of information on education in Australia, covering the *National Declaration on Educational Goals for Young Australians* and the MCEETYA *Measurement Framework for National Key Performance Measures*.

The *Measurement Framework for National Key Performance Measures* takes account of all MCEETYA decisions related to measuring performance against the National Goals, including:

- literacy
- numeracy
- scientific literacy
- civics and citizenship education
- information and communication technologies (ICT) literacy
- vocational education and training (VET) in schools
- student participation and attainment.

The Framework maintains the current schedule of key performance measures and the agreed assessment and reporting cycle, updated annually, through to 2014. Schools, systems and governments have committed to continue adhering to the Framework.

Ministers have also agreed to the creation of a national data collection on individual schools to support school evaluation, accountability, resource allocation and policy development. Data for this collection will be provided to a national data repository, housed by the Australian Curriculum, Assessment and Reporting Authority (ACARA). Ministers have agreed to a range of indicators that measure capacity, context and performance that will be published on each school.

Responsible use of data measuring the performance of Australian schools

Ministers are aware that under Australia's new school reporting framework, a greater range of data on individual schools will be publicly released. With the release of this information, Ministers are committed to reporting which is fair and accurate, and that:

- information approved for publication on schools contains accurate and verified data, contextual information and a range of indicators to provide a more reliable and complete view of performance
- protects the privacy of individual students
- governments will not publish simplistic league tables or rankings, and will put in place strategies to manage the risk that third parties may seek to produce such tables or rankings.

Ministers have agreed to the following strategies to promote fair and balanced interpretation and representation of the data.

1. Protocols that support and underpin meaningful and comparable reporting across Australia will be implemented. These are set out in the following section.

2. ACARA will implement policies and procedures on data handling and storage to ensure the highest possible data security is maintained. These policies and procedures will specify the conditions under which the full data sets on school performance will be accessible to third parties.

3. The establishment of ACARA to provide independent, authoritative and credible governance of a high-quality national information resource. ACARA will advise MCEETYA on the collection and reporting of data, and monitor the release and use of the national data on school performance.

   Under its Charter, MCEETYA has invested in ACARA the responsibility to:

   - collect, manage and analyse student assessment data and other data relating to schools and comparative school performance
   - facilitate information sharing arrangements between Australian government bodies in relation to the collection, management and analysis of school data
   - publish information relating to school education, including information relating to comparative school performance.

   ACARA will be supported in providing strong and active management of information it provides to prevent the identification of individual students and to promote the meaningful use of data by third parties. ACARA will actively work with the media and other parties to explain the information published and how to properly interpret it. ACARA will monitor third-party publications of school performance data and take steps to counter unfair or inaccurate reporting.

4. The national school level performance reporting website will include information explaining to users how to properly interpret the information, and a statement about the responsible use of data.

   Through the school profile page, schools will have the opportunity to provide additional information on their background and context, and links to pages on their own school, system or education authority website that provide detailed information about the broader range of achievements and challenges faced by the school.

Protocols for reporting on Australian schools

The following protocols support and underpin meaningful and comparable reporting across Australia.

- Reporting will be against the nationally agreed reporting arrangements endorsed by COAG and MCEETYA.

- No information that permits the identification of individual students will be reported publicly.

- Data will not be published in a form that compares the performance of individual schools without contextual information.

- Reporting in the annual national report should be disaggregated to support public understanding of schooling, with disaggregation of data occurring only where the data is assessed as reliable to a suitable level of confidence and valid, and where adequate contextual information is provided to help explain variability in performance.

- Any methodology developed for like school comparison should be made transparent with appropriate explanation and caveats prominently displayed.

- Published data should be reported against common standards, collected on a nationally comparable basis with common, standardised processes for calculating and reporting known forms of error wherever possible. Error margins, caveats and explanatory notes should be published with data where appropriate to ensure accurate interpretation.

- Where there are nationally agreed definitions of student background characteristics, the data should be collected, coded and reported in accordance with these definitions.

- Time-series and longitudinal reporting should be used wherever possible, with readers made aware of any statistical limitations in comparing the performance and trends of different cohorts and data series.

- Data should be presented so that it can be clearly understood without the need for complex statistical knowledge.

- Where reports of national and international assessments are provided, these should be accompanied by contextual information to aid interpretation of the information.

- School authorities should be given the opportunity to review aggregate-level performance information and data prior to its publication.

- Organisations responsible for providing and publishing data should arrange for its systematic storage and establish protocols for accessing the data that they hold. Data and technical information should be made accessible for verification purposes.

- To the extent practicable and appropriate, information should be provided in advance, for both administrative forms and statistical surveys, about how that information will be reported.

Protocols for third party access to National Assessment Program data

Data included in the National Assessment Program will be gathered and maintained nationally by ACARA on behalf of Ministers.

Ministers have delegated to ACARA the role of implementing access rights to this data. All third-party requests for data arising from the National Assessment Program are subject to protocols and processes developed by ACARA and approved by Ministers.

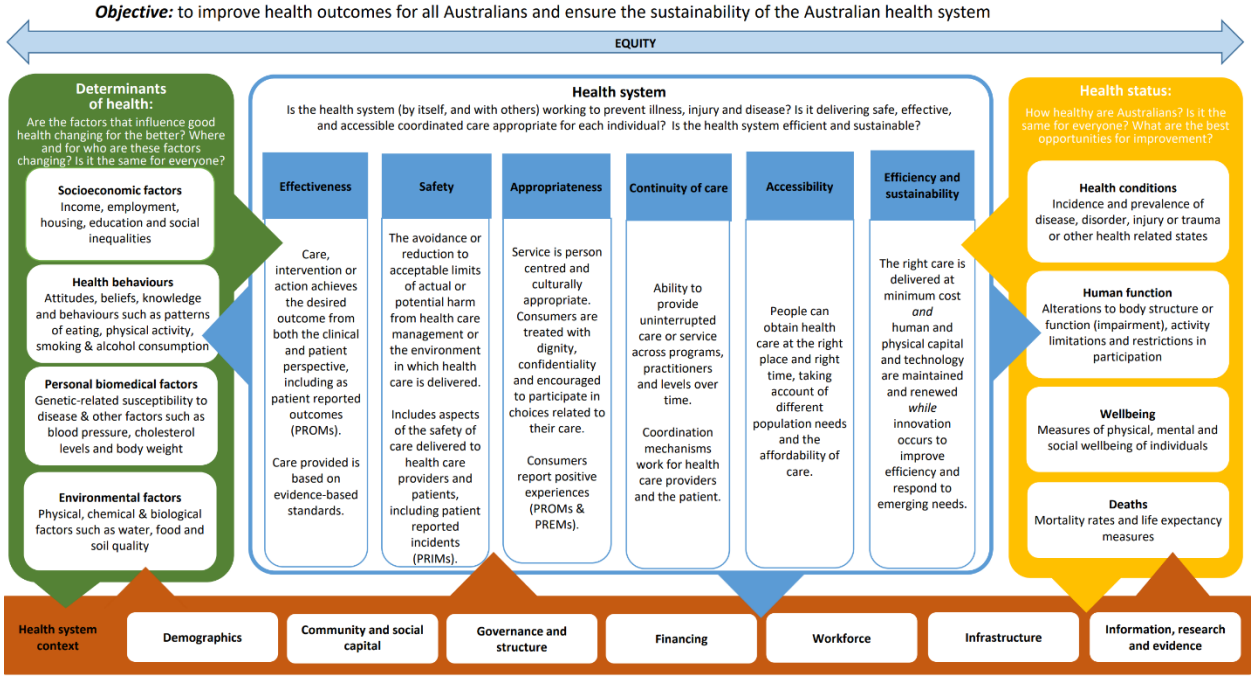
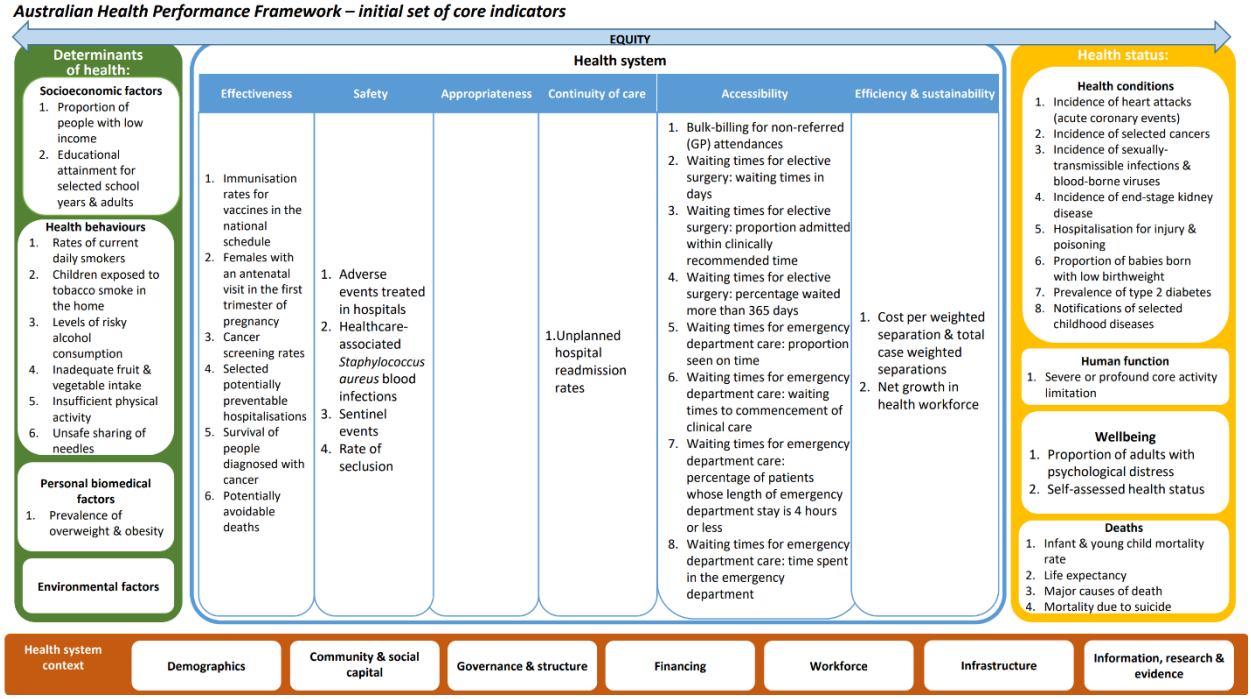
ACARA will consider applications to access National Assessment Program data sets for research purposes that have institutional ethics clearance. In general, the data refers to data from the MCEETYA National Assessment Program in literacy and numeracy and for the sample assessments in science literacy, civics and citizenship, and information and communication technology literacy that have not been released in the public domain or other national assessments agreed by Ministers.

Authorised users of the data will be required to maintain the confidentiality of the data. No data will be provided that identifies, or could lead to the identification of, individual students.

Appendix C: Australian Health Performance Framework

Australian Health Performance Framework

Objective: to improve health outcomes for all Australians and ensure the sustainability of the Australian health system



Australian Health Performance Framework – initial set of core indicators