

Chapter 3: Policies and priorities

This chapter outlines the national policy context for Australian schooling in 2022 and reports against the commitments to action agreed by Australian education ministers in the Alice Springs (Mparntwe) Education Declaration.

3.1 National policy context

Within Australia's federal system of government, constitutional responsibility for school education rests mainly with the Australian states and territories. The federal (Australian) government contributes to education policy through national agreements and its financial relations with the states.

The 6 state and 2 territory governments and the Australian Government cooperate to work towards agreed goals and commitments expressed in the [Alice Springs \(Mparntwe\) Education Declaration](#).

In Australia, joint decisions on agreed national policy and shared priorities are made through intergovernmental policy councils and forums. In 2022 the Education Ministers Meeting was the forum responsible for school education.¹ Skills and training ministers had responsibility for the ongoing management of the VET system through the Skills Ministers' Meeting.

Education Ministers Meeting

The Education Ministers Meeting (EMM) is the forum for collaboration and decision-making on:

- early childhood education and care (ECEC)
- school education
- higher education
- international education.

The EMM consists of portfolio ministers with responsibility for ECEC, school education, higher education and international education from the Australian Government and each state and territory. New Zealand is a non-decision-making member of the EMM.

¹ The EMM replaced the former Council of Australian Governments (COAG) Education Council from January 2021.

The Commonwealth Minister for Education is the chair of the EMM. In 2022, Education Ministers collectively focused on:

- developing the National Teacher Workforce Action Plan that sets out a clear pathway to address teacher shortages,
- agreeing to form an Expert Panel that will undertake a review to inform the next National School Reform Agreement (NSRA) and which will build on the work of the Productivity Commissioner's review of the NSRA which was conducted in 2022 and released in January 2023,
- developing a national, long-term vision for early childhood education and care that will support parents' workforce participation and early learning and child development,
- developing the Early Childhood Education and Care Workforce Implementation Plan which outlines implementation steps to support the recruitment, retention, sustainability and quality of the early childhood education and care sector workforce,
- refreshing the Early Years Learning Framework (EYLF),
- endorsing the Australian Curriculum, Version 9.0.

Skills Committee and Skills Ministers Meeting

In June 2020, the National Cabinet announced the formation of the Skills National Cabinet Reform Committee (Skills Committee) as one of 6 such committees in priority areas of reform. In addition to the Skills Committee, skills and training ministers have responsibility for the ongoing management of the Vocational Education and Training (VET) system through the Skills Ministers' Meeting. Both committees consist of ministers from each state and territory and the Australian Government with portfolio responsibility for skills issues and have replaced the COAG Skills Council as a forum for decision-making about skills development and national training arrangements.

Alice Springs (Mparntwe) Education Declaration

From 2020, the Alice Springs (Mparntwe) Education Declaration replaced the Melbourne Declaration as the ministerial statement of national educational goals and commitment to action for the coming decade.

Mparntwe (pronounced M-ban-tua) is the Arrernte name for Alice Springs in the Northern Territory. The Aboriginal Arrernte (pronounced Arrunda) people are the traditional custodians of Alice Springs and the surrounding region.

The Alice Springs (Mparntwe) Education Declaration builds on the goals, actions, themes, and values of the Melbourne Declaration. Ministers agreed that education continue to promote excellence and equity and enable all Australians to become confident and creative individuals, successful learners, and active and informed community members.

Areas of emphasis include the importance of meeting the individual needs of all learners, learning throughout life from early childhood onwards, support for educators, a renewed commitment to learning from Aboriginal and Torres Strait Islander cultures, and ensuring that Aboriginal and Torres Strait Islander students are supported to reach their potential.

In December 2020, Education Council endorsed the [Measurement Framework for Schooling in Australia 2020](#), which reflects the Alice Springs (Mparntwe) Education Declaration. The 2020 measurement framework replaced the *Measurement Framework for Schooling Australia 2019* and specifies the nationally agreed Key Performance Measures (KPMs) for schooling.

National School Reform Agreement

The [National School Reform Agreement](#) (NSRA) is in place from 2019 to 2024.² This is a joint agreement between the Commonwealth, states and territories that underpins Commonwealth funding for schooling over this period.

The NSRA specifies 8 national policy initiatives, grouped under 3 reform directions:

- Supporting students, student learning and student achievement
 1. Enhancing the Australian Curriculum to support teacher assessment of student attainment and growth against clear descriptors
 2. Assisting teachers monitor individual student progress and identify student learning needs through opt-in online and on demand student learning assessment tools with links to student learning resources, prioritising early years foundation skills
 3. Reviewing senior secondary pathways into work, further education, and training
- Supporting teaching, school leadership and school improvement
 4. Reviewing teacher workforce needs of the future to attract and retain the best and brightest to the teaching profession and attract teachers to areas of need
 5. Strengthening the initial teacher education (ITE) accreditation system³
- Enhancing the national evidence base
 6. Implementing a national unique student identifier (USI) that meets national privacy requirements in order to support better understanding of student progression and improve the national evidence base⁴
 7. Establishing an independent national evidence institute to inform teacher practice, system improvement and policy development Improving national data quality.
 8. Improving national data quality, consistency, and collection to improve the national evidence base and inform policy development.

Reporting and public transparency arrangements include an annual public report from Education Council to demonstrate progress towards implementation. Also, bilateral reform agreements between the Australian Government and the states and territories reflect state-specific initiatives in the context of each jurisdiction. States and territories report annually to the Australian Government on progress against the actions outlined in individual bilateral agreements and on their funding contributions to government and non-government schools.

Progress on the development and implementation of the initiatives in 2022 is noted below and in the relevant sections of this chapter.

Unique student identifier

Implementing a national unique student identifier (USI) is a national initiative under the NSRA. Progress on this initiative is reported in Section 3.13 of this chapter.

² In March 2023, the Terms of Reference and Expert Panel for *The Review to Inform a Better and Fairer Education System* were announced. The Review will focus on driving real and measurable improvements for students most at risk of falling behind. To provide time for this work to occur, the current NSRA will be extended for a further 12 months, to 31 December 2024.

³ ITE refers to degrees and/or diplomas required for professional employment in teaching.

⁴ A unique and persistent number for every school student in Australia, which will allow for sharing of information between schools, sectors, and jurisdictions, through to the VET and higher education sectors.

Online formative assessment

The Online Formative Assessment initiative is aimed at assisting teachers monitor student progress through online student learning assessment tools. This is a national initiative under the NSRA. Progress on the initiative is reported in Part 3.10: Delivering world class curriculum and assessment.

Australian Curriculum review

In 2022, ACARA completed its review of the Australian Curriculum – Foundation to Year 10, as requested by ministers in 2020. The revised Australian Curriculum, Version 9.0, was endorsed by education ministers in early 2022. More information is provided in Part 3.10: Delivering world class curriculum and assessment.

Implementing recommendations from the Review of the Disability Standards for Education

In March 2021, the (then) Minister for Education and Youth released the final report of the 2020 Review of the *Disability Standards for Education 2005*. The Department continued to work closely with state and territory governments and non-government education authorities to implement the Review recommendations. The focus in 2022 was on the development of information products to empower children and students with disability and their families; and strengthen the knowledge and capability of education providers.

More information is provided in Part 3.12: Supporting all young Australians at risk of educational disadvantage.

Responses to the COVID-19 pandemic

By 2022, Australian schools had returned to on-site learning. However, school attendance in Semester 1 2022 declined, partly due to the impact of the COVID-19 Omicron variant. The continued effect of the disruption of international travel due to COVID-19 and closure of Australia's international borders was also apparent. The reduction in numbers of international students and a very low immigration rate, including for school-aged children, led to the lowest growth in school enrolments since 2008.⁵

In 2021, Education Ministers decided to further postpone the NAP–ICT Literacy assessment to 2022 due to the continued COVID-19 pandemic. As a result, NAP–Science Literacy and NAP–Civics and Citizenship will also be delayed by a further 12 months. This will result in a one-off 5-year gap (as opposed to the normal 3-year gap) in the time series for each of the sample assessments.

Internationally, Organisation for Economic Co-operation and Development (OECD) member countries and associates decided to postpone the Programme for International Student Assessment (PISA) 2021 assessment to 2022 and the PISA 2024 assessment to 2025 to reflect post-COVID difficulties.

To assist school communities to respond to emerging priorities in school education, including recovery from COVID-19, the Government increased funding by \$10.4 million for the Emerging Priorities Program in 2021–22.

⁵ This is discussed in Chapter 2: Schools and schooling.

State and territory policy initiatives

State and territory governments retain the responsibility for implementing agreed national policy in education, and for initiating and carrying out their own programs of innovation and reform. In 2022, all states and territories participated in national policy initiatives under the NSRA. Other state and territory policy initiatives are noted in the following sections of this chapter.⁶

⁶ Information on state and territory initiatives reported in this chapter is drawn from contributions received from state and territory education authorities.

3.2 Educational goals

Alice Springs (Mparntwe) Education Declaration

The Alice Springs (Mparntwe) Education Declaration has 2 overarching educational 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
- active and informed members of the community.

Commitment to action to achieve the educational goals

The Alice Springs (Mparntwe) Education Declaration includes a commitment to action in 11 interrelated areas:

- 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 full potential
- supporting all young Australians at risk of educational disadvantage
- strengthening accountability and transparency with strong, meaningful measures.

Progress in 2022 in addressing the areas for action is reported in the following sections of this chapter.

Closing the Gap

Closing the Gap targets for education are part of a broader agenda for closing the gap between outcomes for Aboriginal and Torres Strait Islander peoples and other Australians.

The Partnership Agreement on Closing the Gap between the Australian Government, state, and territory governments, the Coalition of Aboriginal and Torres Strait Islander Peak Organisations and the Australian Local Government Association includes the following targets related to education:

- By 2025, increase the proportion of Aboriginal and Torres Strait Islander children enrolled in the year before full-time schooling early childhood education to 95%.
- By 2031, increase the proportion of Aboriginal and Torres Strait Islander children assessed as developmentally on track in all 5 domains of the Australian Early Development Census (AEDC) to 55%.
- By 2031, increase the proportion of Aboriginal and Torres Strait Islander people (age 20–24) attaining Year 12 or equivalent qualification to 96%.
- By 2031, increase the proportion of Aboriginal and Torres Strait Islander people aged 25–34 years who have completed a tertiary qualification (Certificate III and above) to 70%.
- By 2031, increase the proportion of Aboriginal and Torres Strait Islander youth (15–24 years) who are in employment, education, or training to 67%.

3.3 Developing stronger partnerships

The Alice Springs (Mparntwe) Education Declaration commits Australian governments to “building partnerships that support learners’ progress through the education system, and to provide them with individualised, high-quality learning opportunities and experiences, and personal development” (p 10).

Youth Engagement Model

In 2022, the Australian Government committed \$10.5 million to a *Youth Engagement Model* to give young people the opportunity to engage on the policies and programs that impact them. This includes the Office for Youth which has been established as a dedicated unit in the Department of Education to support the contribution of young people and their advocates, improve and harmonise policy across government, and ensure government is communicating effectively with young people. The model also includes:

- \$1.5 million for 5 youth advisory groups to work directly with Australian Government agencies on policy and program development
- \$0.5 million for the development of a *Youth Engagement Strategy* to be delivered in 2024
- \$1.5 million for the Australian Youth Affairs Coalition (AYAC) to support its critical role in youth advocacy, engagement, and research

Closing the Gap

The first priority reform of the National Agreement on Closing the Gap is for formal partnerships and shared decision-making. Under this reform Aboriginal and Torres Strait Islander people are empowered to share decision-making authority with governments to accelerate policy and place-based progress on Closing the Gap through formal partnership arrangements.

National STEM initiatives

In the 2020–21 budget, as part of the student support package, the Australian Government allocated \$27.3 million over 5 years to extend existing initiatives to improve the teaching and learning of Science, Technology, Engineering and Mathematics (STEM) in early learning and schools. These are delivered in partnership with STEM organisations, industry, and STEM professionals.

State, territory and sector initiatives

Under the commitment to stronger partnerships, states and territories have worked to establish and grow local and state-wide partnerships of schools with families, community groups, business, higher education, government agencies and others.

- The Department for Education South Australia has partnered with Kornar Winmil Yunti (KWY) and the Department of Human Services to deliver a new service model for Aboriginal families where there is a child or young person with concerning school attendance. KWY’s Young people Empowered to Re-engage Towards Achievement (YERTA) Program commenced in Term 4, 2022 in Western Adelaide. It offers intensive family supports and an additional education focus, to test if this can be an effective response for Aboriginal families where there are complex family circumstances which are barriers to school attendance.

- The Department for Education South Australia began construction of 5 new technical colleges across the state, including 2 in regional SA and 3 across the metropolitan area. The technical colleges will partner with industry and schools, promoting vocational education and training, and creating pathways into the state's industries. Findon Technical College will be the first to open in 2024, with BAE Systems Australia as a key employer partner. All 5 technical colleges will be operational by 2026.
- The Association of Independent Schools of South Australia (AISSA) Leadership Institute ALab and Metapraxix Symposium was attended by all 3 education sectors and showcased school-based research on student agency and interdisciplinary learning practice in Independent schools. A podcast series documenting these projects in collaboration with The Learning Future was also produced and released.
- The Association of Independent Schools of New South Wales's *East Arnhem Land Cultural Immersion Program* resumed after a 2-year hiatus due to COVID. The week-long program provided school leaders and teachers with an immersive intercultural experience living with the Yolngu people, deepening their understanding of Aboriginal culture and practices that they could bring back to their schools.
- The Queensland Department of Education partnered with the Queensland Aboriginal and Torres Strait Islander Education and Training Advisory Committee and the Queensland Department of Employment, Small Business and Training to co-design initiatives to improve the learning and training opportunities for Aboriginal and Torres Strait Islander children and young people.
- The Northern Territory Department of Education prioritised local decision making through Community-led Schools, Local Engagement and Decision-Making committees, school councils, and school boards. In 2022, 10 schools were on the Community-led Schools' pathway, providing families and communities with a strong voice to guide the way education is delivered for their children and ensure community aspirations influence the delivery of education services. For schools not yet ready to undertake a full community-led school journey, 42 local engagement and decision-making committees have been established in remote and very remote communities.
- The University of Canberra Affiliated Schools Program brings together the expertise of university staff, teachers, and school leaders to improve student outcomes in ACT public schools. The partnership takes a collaborative approach to developing quality teacher practice from pre-service teacher education through to experienced teacher learning and development.
- The Victorian Department of Education partnered with 14 African-Australian led organisations to provide tailored and culturally appropriate education support to 1200 African-Australian young people and their families, through the *Victorian African Communities Action Plan Homework Club Initiative*. The strengthened partnerships with the African-Australian community led to improved academic outcomes, student confidence, family engagement, belonging and inclusion across school communities.
- The New South Wales Department of Education partnered with Monash University to develop resources on evidence-based practices for students with disability. These new resources build on the existing Inclusive Practice Hub and provide step-by-step guidance for school staff on implementing these practices with fidelity in their classrooms.
- Thirty-eight students, including representatives from all 8 education regions, were appointed to form the inaugural Western Australian Student Council. The councillors attend ministerial meetings, liaise with schools and students in their regions, attend student leadership activities, and provide feedback to the Department on various initiatives.

3.4 Supporting quality teaching and leadership

In the Alice Springs (Mparntwe) Education Declaration, "Australian Governments commit to working with the education community to attract, develop, support and retain high-quality teachers, educators and leaders in Australia's education system" (p 11).

National Teacher Workforce Action Plan

On 15 December 2022, Education Ministers agreed to the [National Teacher Workforce Action Plan](#) to address national teacher shortages. The 27 actions in the plan aim to address teacher supply, strengthen initial education, retain teachers, elevate the profession, and improve data. The package of measures, which seeks to address teacher shortages, includes:

- up to 5,000 bursaries over 4 years to encourage high-achieving school leavers with an ATAR of 80 or above (or equivalent), First Nations peoples, and students from rural, regional, and remote areas into teaching,
- expansion of the High Achieving Teachers program to support up to an additional 1,500 high-quality candidates, including mathematicians and scientists, to retrain as teachers,
- implementation of recommendations from the 2022 Quality Initial Teacher Education (QITE) Review, with a focus on attracting quality candidates to study and become teachers, ensuring ITE programs and degrees are high-quality, and support the early career needs of new teachers to improve retention.

High Achieving Teachers Program

The Australian Government committed \$28.7 million in funding for 2020-2022 to provide high achieving graduates with alternative employment-based pathways into teaching through the High Achieving Teachers Program. The government contracted Teach for Australia (TFA) and La Trobe University to deliver the Leadership Development Program and the Nexus Program respectively. In 2022, 161 new TFA teachers (Associates) were placed into classrooms.

Future Leaders Program

The Australian Government committed \$7.54 million from 2019-2022 under the Future Leaders Program for TFA to pilot a new approach to building school leadership. This program provides leadership development and training to high-achieving teachers with leadership potential working in regional and rural schools. A total of 107 fellows graduated from the program 2021- 22, with nearly 40% of the first cohort promoted to a position of leadership or higher responsibility.⁷

Strengthening the Initial Teacher Education

Strengthening the Initial Teacher Education (ITE) accreditation system is one of the 8 national policy initiatives in the NSRA. The Australian Government commissioned a review of ITE, which was published in February 2022. [Next steps: report of the Quality Initial Teacher Education Review](#) makes recommendations across 3 key areas, attracting high-quality, diverse candidates into initial teacher education, ensuring their preparation is evidence-based and practical and supporting early years teachers.

⁷ For more information about the Future Leaders Program, see the [TFA Impact Report 2022](#).

Online Formative Assessment initiative

Online formative assessment is a national policy initiative under the NSRA and was a priority area of focus for the Education Ministers Meeting in 2021. The Online Formative Assessment initiative (OFAI) aims to provide Australian teachers with online assessment tools, flexibility, and professional learning to plan teaching that is matched to the needs of students in their classrooms.

In December 2022, Ministers endorsed a path forward on the OFAI. Resources will be delivered to teachers quickly and cost-effectively by jurisdictions working together to leverage and align existing resources to establish a national bank of assessments. ACARA will lead this work.

The initiative is outlined further in Part 3.10 Delivering world-class curriculum and assessment.

Australian Institute for Teaching and School Leadership

The [Australian Institute for Teaching and School Leadership](#) (AITSL) is a company owned and funded by the Australian Government. AITSL has responsibility for supporting the implementation of the Australian Professional Standards for Teachers and the Australian Professional Standard for Principals. Supporting teaching, school leadership and school improvement is one of 3 reform directions within the NSRA. Reviewing teacher workforce needs of the future and strengthening the ITE accreditation system are national policy initiatives under this direction.

In 2022, AITSL was involved in the Commonwealth Faster Migrant Skills Assessments Program, which supports options for employing teachers currently based outside Australia. In 2021–2022, AITSL delivered over 2,200 suitable skilled migration assessment outcomes to teachers seeking to migrate to Australia. AITSL also implemented agreed national approaches to accreditation of ITE, leading to all 47 ITE providers adopting Teaching Performance Assessments (TPAs) endorsed by AITSL's Expert Advisory Group.

Implementing recommendations from the 2020 Review of the *Disability Standards for Education 2005*

New case studies and an animated explainer video were developed in 2022 (published early 2023) to help teachers and school leaders develop their understanding of the *Disability Standards for Education 2005* and implement their obligations under the Standards.⁸

State, territory and sector initiatives

States and territories continued to implement the standards for teachers and principals, and the accreditation of teachers and teacher education programs, within their jurisdictions.

- The Queensland Department of Education allocated \$15.5 million to build teacher capability, support teacher planning and provide regional support in the delivery of respectful relationships education.
- In Qld, regionally based Teacher Learning Centres and Rural and Remote Centres for Learning and Wellbeing provided professional learning, capability development and wellbeing support for teachers and leaders across all schools.

⁸ These resources are available at www.nccd.edu.au/dse.

- The AISSA delivered the *Transforming Classroom Practice F–10 Initiative*. This prioritized Australian Curriculum implementation processes to enhance student outcomes and engagement. It built teacher capacity through online professional learning opportunities, including Learning Design, Formative Assessment, National Literacy and Numeracy Learning Progressions (NLNLP), and General Capabilities. The initiative complemented other SA activities for the implementation of the Australian Curriculum Version 9.0 from 2023.
- The Northern Territory Department of Education continued to support capacity building of Aboriginal assistant teachers in remote NT schools at every stage of their careers while creating opportunities for those who aspire to become qualified teachers through the *Remote Area Teacher Education (RATE) Program*. A 2-year agreement was signed with Charles Darwin University (CDU) for the co-design, contextualisation, and delivery of the tertiary aspect of RATE. As at December 2022, as part of RATE:
 - 17 Aboriginal assistant teachers from Groote Eylandt, Milingimbi, Galiwinku, Alice Springs, Daly River, and Adelaide River were enrolled in CDU's Initial Teacher Education courses,
 - 181 Aboriginal assistant teachers completed English language, literacy, and numeracy assessments to determine readiness for VET or higher education studies through the Basic Key Skills Builder platform,
 - 109 Aboriginal assistant teachers were undertaking a VET education course.
- The Australian Capital Territory Education Directorate released the *Future of Education Phase Two Implementation Plan* in March 2022. This includes commitments to support teachers, allied health, and all education professionals to meet the needs of children and young people through access to high quality training, mentoring and professional development, and supporting school leaders to build expert teaching teams.
- The Victorian Department of Education supported more than 200 teachers from 121 schools to take part in the *Victoria's Primary Mathematics and Science Specialists Initiative*. This was a 2-year initiative from 2021 to 2022 which developed high-quality teachers to lead mathematics or science education at their schools.
- The Victorian Academy of Teaching and Leadership (VATL) was established to offer professional learning to Vic school teachers and leaders including leadership programs for government school leaders and a new cross-sectoral Teaching Excellence Program.
- Independent Schools Victoria delivered the Principal Executive Network Program which provided ongoing support for new principals beyond their first year. In 2022, 13 new principals participated in the program.
- The New South Wales Department of Education continued to implement the *School Leadership Development Strategy* which identifies and develops school leaders and strengthens system leadership. This included a School Leadership Identification Framework, a 360-degree leadership survey, and induction and development programs. A Leadership Development Continuum underpinned all programs, articulating opportunities for leadership learning through interrelated career stages.
- In WA, Principal Professional Review (PPR) commenced mid-Term 3, with 66 reviews completed by the end of 2022. PPR provides principals with feedback to support their ongoing self-assessment and reflective practices and enhance their professional growth and development.

3.5 Strengthening early childhood education

The Alice Springs (Mparntwe) Education Declaration commits Australian governments to continuing to build quality and access to early years learning and development. This should take place in environments that meet the needs of all Australian families.

Early childhood education takes place in the years before full-time schooling and is generally accessed by 3–5-year-olds. It is a separate education sector to primary and secondary education with separate regulatory and funding frameworks.

As such, it is formally outside the scope of the National Schools Statistics Collection (NSSC) and the National Report on Schooling. Statistical data on early childhood education is not included in this report.

However, early childhood centres are often attached to, or accommodated in, primary schools and, in some jurisdictions, part-time early childhood education programs in the year before full-time schooling are considered to be a part of schooling. Preschool early childhood education is increasingly important as a preparation for schooling and is a key commitment of the Alice Springs (Mparntwe) Education Declaration. For these reasons, limited information on early childhood education is provided in this section.

Preschool Reform Agreement

The Preschool Reform Agreement (PRA) commenced in 2022 following the end of the Universal Access National Partnership Agreement in 2021. The PRA is a 4-year national reform agreement that aims to lift preschool enrolments and attendance and maximise the benefits of preschool. The funding supports the delivery of 15 hours a week (or 600 hours a year) of quality preschool programs by early childhood teachers, regardless of the setting in which programs are delivered, for all children in the year before they start school. It also supports an important, collaborative reform agenda that aims to see preschool attendance improved, as well as the development, trial, and commencement of implementation of an outcome measure from 2025. The focus of activity in 2022 was improvement of data for the measurement of attendance and outcomes.

National Children's Education and Care Workforce Strategy

Facilitated by the Australian Children's Education and Care Quality Authority (ACECQA), all Governments and sector stakeholders collaborated to co-design a 10-year National Children's Education and Care Workforce Strategy, released in October 2021. The Strategy aims to support the attraction, development, and retention of a sustainable, high-quality early childhood workforce. In August 2022, Education Ministers endorsed the *Shaping Our Future: Implementation and Evaluation Plan* detailing how the 21 national workforce actions will be progressed, monitored, and reviewed, including 13 short-term actions to be progressed by the end of 2024.

Early Years Learning Framework

As the Early Years Learning Framework (EYLF) had been in use for close to a decade, education ministers commissioned an update in 2021 to ensure it continues to reflect contemporary developments in practice and knowledge, while supporting all educators to best meet the learning and development needs of each child. After an extensive consultation process, Education Ministers endorsed the updated EYLF in December 2022. The updates strengthen the connection between the EYLF and the National Quality Standard (NQS) in areas such as transitions, sustainability, theoretical approaches, critical reflection, the importance of Aboriginal and Torres Strait Islander ways of being, knowing and doing, and inclusion.

National Quality Framework

The National Quality Framework (NQF) drives continuous improvement in the nationally consistent quality, regulation and assessment of early childhood and child care services. It applies to most long day care, family day care, kindergarten or preschool and outside school-hours care services in Australia. ACECQA is the national body that supports regulatory authorities in states and territories in administering the NQF.

In 2022, Australian, state and territory Education Ministers agreed to changes to the NQF based on findings from the 2019 NQF Review. Key changes for providers and their services include new measures to ensure the safety, health and wellbeing of children, new workforce requirements, improved oversight by regulatory authorities, and additional guidance to support providers and their services in educating and caring for children.

Closing the Gap

The Australian Government's package of early childhood measures as part of its Closing the Gap investments for Aboriginal and Torres Strait Islander children is focused on initiatives and programs to lift participation in quality early childhood education and care and improve school readiness outcomes.

State, territory and sector initiatives

- The SA Government established a Royal Commission into ECEC to consider how SA can introduce an additional year of preschool, with a roll out commencing from 2026. The Royal Commission will also consider how to make Outside School Hours Care (OSHC) accessible to all families of preschool and school age children and how services and supports in the first 1000 days can be strengthened, with particular reference to ECEC.
- NT's pilot of universal 3-year-old preschool across 6 schools was extended for 12 months. An evaluation framework was developed to understand potential delivery models and their effectiveness for the delivery of 2 years of quality early learning prior to full-time schooling in a government school setting; and help identify barriers and enablers of engagement in quality early learning for 3-year-old children and their families.
- Consultation to inform the development of an ACT ECEC workforce strategy was undertaken. Initiatives to support quality early childhood teaching practice included delivery of the Early Childhood Degree Scholarship Program for non-government educators.
- In the ACT, the *Preschool Pathways* program was launched to assist parents supporting their child's transition to preschool. A resource was developed in to support parents and carers to engage in their child's learning and development from birth, and the sector-wide Continuity and Transitioning Framework was revised.
- Three-year-old kindergarten was introduced across Vic, with available hours increasing to 15 per week for all children by 2029. Vic also announced the *Best Start Best Life* reforms, which included free kindergarten in participating services; 50 new government-owned early learning centres in areas of greatest need and 4-year-old kindergarten transitioning to 'Pre-Prep' and becoming a universal, 30-hour-a-week program of play-based learning.
- NSW continued to deliver the *Start Strong* program as well as free preschool funding for community and mobile preschools to support families experiencing cost of living pressures. NSW also funded new programs to support more children to access quality ECEC and support the workforce, including launching the Childcare and Economic Opportunity Fund.

- The early learning context is unique in Tas, as kindergarten is in schools. In 2022, the Premier of Tasmania announced his aspiration to provide access for all 3-year-olds to early learning in the year before kindergarten. This will be delivered through co-design with stakeholders including ECEC providers, families, and the community.
- In WA, online professional learning modules were developed and released to support educator and school leaders' knowledge of the NQS.

More information on early childhood education is available on the Australian Government Department of Education [website](#).

3.6 Building foundational skills in the primary school years

This commitment to action in the Alice Springs (Mparntwe) Education Declaration is to ensure school sectors are responsive to students' developmental and learning needs in primary school and provide a strong foundation for continued learning success throughout school and beyond.

Representatives of all school sectors participated in F–6 Curriculum and Teacher Practice Reference Group meetings as part of the Australian Curriculum review process with a strong focus on examining the primary curriculum content holistically by years/bands rather than by learning areas.

Phonics Check and Literacy Hub

The Phonics Check and Literacy Hub initiative aims to ensure that students struggling with learning to read are identified early using evidence-based assessment tools and resources, and that teachers have the resources they need to act on results. The initiative includes a voluntary, online, teacher-administered Year 1 Phonics Check; and a Literacy Hub with professional learning materials for teachers and resources for families.

The online Year 1 Phonics Check has been available since August 2020. Use of the Phonics Check and Literacy Hub is voluntary and free. All schools in Australia have access regardless of location or system.

STEM initiatives

In the 2020–21 budget, the Australian Government provided \$27.3 million over 5 years from 2020–21 to foster STEM skills in early learners and school students through a range of proven STEM programs, including the Australian Academy of Science's STEM programs, The Smith Family's *Let's Count* program; CSIRO's STEM Professionals in Schools, Froebel Australia's *Little Scientists*, and the Early Learning STEM Australia (ELSA) program delivered by the University of Canberra.

State, territory and sector initiatives

- In Qld, the P–10 Numeracy continuum was updated to align with the Australian Curriculum, Version 9.0 to ensure teachers can continue to monitor numeracy development as part of the updated curriculum. The Indigenous English as an Additional Language or Dialect (IEAL/D) initiative supported schools to identify, monitor and support Aboriginal and Torres Strait Islander EAL/D learners to access the curriculum.
- NT schools implemented literacy and numeracy strategies to build foundational skills in the primary years. Eight schools participated in the 'Good to Great' Readers Project trial, which built capability of teachers to use effective instructional models and pedagogical approaches to extend student outcomes in reading. Through this project, teachers unpacked and engaged with the core content and transferable concepts in the Australian Curriculum.
- The *Finding the Balance* Mathematics and Numeracy strategy supported ACT schools with targeted professional learning to better meet the numeracy needs of all students from foundation to Year 6. The *Literacy Champions* network, offering professional learning each term, supported ACT lead teachers to promote the literacy skills of primary school students.

- NSW continued the use of a Year 1 Phonics Screening Check-in all NSW government primary schools, with over 65,000 students completing the assessment. This assessment complements existing school practices used to identify students' progress in developing foundational literacy skills.
- In Vic, the Secondary Mathematics and Science Initiative supported 64 out-of-field Year 7–10 mathematics and science teachers to complete a Graduate Certificate of Secondary Mathematics or a Graduate Certificate of Secondary Science at Deakin University, adding to the 175 out-of-field mathematics and science teachers who completed courses in 2021.
- WA public schools commenced the implementation of the Phonics Initiative to support the development of literacy skills of students from an early age.
- The WA Government has committed to extend the term of the Kimberley Schools Project (KSP) for a further 3 years under the Kimberley Youth and Community Justice Response. The KSP will continue to accelerate children's learning through targeted teaching practices in Kindergarten to Year 2 and maintain a focus on the early years, attendance and community engagement.

3.7 Enhancing middle years development

The Alice Springs (Mparntwe) Education Declaration commits governments to work with all school sectors “to ensure that schools are responsive to students’ developmental and learning needs in the middle years, in ways which are challenging, engaging and rewarding” (p 13).

Student Wellbeing Hub

The Australian Government’s [Student Wellbeing Hub](#) provides a range of freely available information and resources for educators, students and parents to assist them to create and maintain a safe and supportive school environment. These resources include online professional learning modules, a school survey tool and classroom resources to support wellbeing education. Resources are available to support school community responses to COVID-19 and building student resilience.

Respectful Relationships

The Australian Government will invest \$83.5 million over 6 years from 2022–23 in funding for state and territory governments and non-government systems to provide consent education that is age-appropriate, evidence-based and developed by experts. This measure supports the Australian Curriculum and will be delivered in partnership with state, territory, and non-government school systems.

State, territory and sector initiatives

- In 2021–22, the Queensland Department of Education allocated \$23.7 million through the *Literacy and Numeracy Intervention Appropriation* to assist the provision of literacy and/or numeracy support to students identified by school monitoring and assessment data.
- In Qld, the *Building Student Success in Years 7–10 to Support Successful Transition to Years 11–12 Initiative* provides a reflection tool and resources to facilitate school improvement in this phase of learning.
- The SA initiative to transition Year 7 students into secondary contexts was completed in 2022. The AISSA Responding to Early Adolescent Learners (REAL) Reference Group continued supporting Independent schools’ Middle Years Leaders. This included collaborating with experts and universities to enhance their expertise in early adolescent learners’ needs.
- The Northern Territory Department of Education continued to partner with students and young people in the establishment of the Youth Peak Group as part of the *Education Engagement Strategy 2022–2031*. Co-design workshops were held with 30 students and young people from across the NT to shape the purpose and governance of the group. Sixteen students were selected to provide an ongoing student voice on matters of policy development and program delivery, to positively influence future education, employment, health, and wellbeing outcomes for all young Territorians.
- The *Finding the Balance Mathematics and Numeracy Strategy* supported Australian Capital Territory school leaders and teachers with targeted professional learning to better meet the numeracy needs of all students, particularly in the pivotal middle years when students are developing their identity as mathematical learners.
- The Victorian Department of Education committed \$183 million funding to the *Middle Years Literacy and Numeracy Support Initiative*, which provides direct teaching support to secondary school students who are at risk of finishing school without the literacy and numeracy skills they need for future work or study.

- The New South Wales Department of Education continued the use of check-in assessments with all year groups from Year 3 to 9. These online diagnostic assessments in reading and numeracy assist schools to identify how students are performing and help teachers tailor learning to meet student needs and support planning.
- The WA Schools Anti-Vaping Toolkit was launched in June 2022 and made available to all WA schools as part of an education campaign and action plan to address the issue of vaping among teenagers.

3.8 Supporting senior secondary education

Through the Alice Springs (Mparntwe) Education Declaration, Australian governments commit to working with the education community to provide a senior secondary education that equips young people with the skills, knowledge, values, and capabilities to succeed in employment, personal and civic life.

Senior Secondary Certificates of Education

Each state and territory is responsible for providing senior secondary education for students participating in Years 11 and 12, the last 2 years of schooling.

The curriculum, assessment, and certification authority in each jurisdiction is responsible for determining course content and how the agreed Australian Curriculum content and achievement standards are integrated into its courses.⁹ These state and territory government authorities also determine assessment and certification specifications for successful course completion.

Senior secondary certificates of education (SSCEs) are Australian Qualifications Framework (AQF) qualifications issued by the curriculum, assessment and certification authority in each state and territory to students meeting the requirements for successful completion of secondary schooling. Each state and territory has its own SSCE(s), as listed in Table 3.1.

Table 3.1

Senior secondary certificates of education (SSCEs), Australian states and territories, 2022

State/territory	SSCE(s)
NSW	Higher School Certificate (HSC)
Vic	Victorian Certificate of Education (VCE) Victorian Certificate of Applied Learning (VCAL)
Qld	Queensland Certificate of Education (QCE)
SA	South Australian Certificate of Education (SACE)
WA	Western Australian Certificate of Education (WACE)
Tas	Tasmanian Certificate of Education (TCE)
NT	Northern Territory Certificate of Education and Training (NTCET)
ACT	Australian Capital Territory Senior Secondary Certificate (ACTSSC)

Source: [ACACA website, states and territories.](#)

Data on the completion of Year 12 or equivalent (AQF Certificate II or III) is reported in Chapter 8: Student attainment, and in the Participation and Attainment data set in the National Report on Schooling data portal.

⁹ These authorities are member organisations of [Australasian Curriculum, Assessment and Certification Authorities \(ACACA\)](#).

Senior Secondary Pathways Review

In late 2020, Education Ministers considered the outcomes of the *Review of senior secondary pathways into work, further education and training* and agreed priority areas for action. Information on this initiative is included in Part 3.9: Embedding pathways for learning throughout life and supporting effective transitions.

State and territory initiatives

State and territory initiatives in 2022 included:

- The Queensland Department of Education collaborated with key VET sector stakeholders, developing and delivering the department's strategic vision for high-quality VET and providing capability development to schools. This was done in partnership with the Queensland Department of Employment, Small Business and Training, the Queensland Curriculum and Assessment authority (QCAA) and Jobs Queensland.
- The AISSA 2020–21 *Learner and Accreditation Project* aimed to help schools assess a broader range of student capabilities, leading to questions on recognizing learning diversity. Sector leads collaborated with tertiary stakeholders, including universities and VET partners, to examine the change in this area and respond accordingly.
- In SA, an innovative curriculum and assessment program, *Now I Own*, was developed by FORM's Creative Schools specifically for secondary school students attending Curriculum and Re-Engagement Schools (CARE Schools).
- A review into secondary education commenced in the NT to revitalise flexible secondary provision. The review's first phase of work focused on defining the goals of the secondary system, reviewing current state delivery against these goals, and defining the levers of future reform.
- The Australian Capital Territory Education Directorate continued its working partnership with tertiary institutions including ANU, University of Canberra, and the Canberra Institute of Technology to provide tertiary pathways for senior secondary students who may not have previously considered further study. The *Head Start* Pilot Program provided funding for 50 Australian school-based apprenticeship positions targeted to local skills needs occupations, and new and emerging industries.
- In Vic, as part of the senior secondary reforms, the Vocational Major was accredited as a vocational pathway within the VCE. The Victorian Pathways Certificate (VPC) was accredited as a flexible foundation secondary course for students not able or ready to engage with the VCE. Schools were supported to expand VET offerings and teachers supported to deliver the curricula.
- In NSW, *Stay Healthy HSC* provides resources to assist students to stay healthy, active, and connected during the HSC. Additionally, the *Pathways for Secondary Students Strategy* was launched in December 2022 and supports students to make informed decisions to succeed in their pathways and transition into destinations well suited to their capabilities, interests, and aspirations.

3.9 Embedding pathways for learning throughout life and supporting effective transitions

The Alice Springs (Mparntwe) Education Declaration notes “at key developmental periods in each young person’s life they transition between early childhood to primary school, from primary to secondary school and from secondary school to further education, training and employment ... Australian Governments commit to helping young Australians navigate the choices they will need to make for their education, training and employment by providing guidance and streamlining transitions” (p 14).

Senior Secondary Pathways Review

In late 2020, Education Ministers considered the outcomes of the Review of senior secondary pathways into work, further education and training and agreed priority areas for action. In 2022, the following activities were progressed in response to these priorities:

- Enhancements to career information through the National Careers Institute, including the provision of up-to-date user-friendly careers information and available training opportunities through the *Your Career* website,
- Building on work undertaken in 2021, further collaborative work with education jurisdictions investigated senior secondary learner profiles as a way of recognising and reflecting capabilities that young people develop during their school years.

GENERATION Survey

The GENERATION survey, a new national longitudinal survey of young people, was implemented in 2022. GENERATION is a joint Australian, state and territory government initiative which aims to gain insights into young people’s pathways from school into post-school education, training, and the workforce, particularly for young people from key equity groups. The first wave of the survey was conducted in 2022 with over 15,000 Year 10 student participants across almost 300 schools. These students will be surveyed annually until 2032.

VET delivered to secondary students

Programs for the delivery of VET to secondary students, including school-based apprenticeships and traineeships, operate in all states and territories. Under these programs, school students can combine school study with training towards an accredited AQF VET qualification. The achievement of a VET qualification signifies that a student has demonstrated competency against the skills and knowledge required to perform effectively in the workplace. All VET qualifications must be issued by registered training organisations (RTOs).

Participation rates of school-aged students including secondary students in VET are reported in the National Report on Schooling data portal. VET course enrolments and VET qualifications completed by senior secondary students are reported at the school level on the *My School* website.

Preparing Secondary Students for Work: A framework for vocational learning and VET offers that all secondary students should experience quality vocational learning and have access to quality VET courses that are integrated into secondary schooling and valued by students, parents, teachers, and employers. The framework clarifies the distinction between vocational learning (career education and general work-related curriculum) and VET (nationally recognised training described within an industry-developed training package or an accredited course). It emphasises that VET delivered to secondary students is the same as all other VET, and that the same quality standards apply.

The framework, as well as a range of VET and career education tools and other resources, is published on the Australian Government's *Your Career* website.

Skills Reform

The Australian, state and territory governments have committed to work collaboratively on long-term improvements to the VET sector through a new [National Skills Agreement](#). The principles of this agreement were endorsed by National Cabinet in August 2022. The objective is to strengthen the VET system to produce high quality, responsive and accessible education. This includes greater national consistency, stronger links to skills needs and supporting providers to deliver high quality education and training.

State, territory, and school sector initiatives

All states and territories offer VET courses to secondary students, usually as part of the SSCE in each jurisdiction, as well as career education and other work-related programs.

- The Queensland Department of Education increased supports for the post-secondary transition by expanding the *Link and Launch* program which assisted young people who had completed Year 12 but were not in study, training, or work. An earlier independent evaluation of this program found 90.9% of participants were still engaged 2.5 years after accessing transition support.
- In SA, funding was provided to the Master Builders Association to run a program of outreach into schools to encourage students to consider taking up a building trade as a future career path.
- *WorldSkills Australia* Vocational Education and Training in Schools (VETiS) was introduced in SA for the first time. Students competed in work-simulated projects based on industry standard frameworks which were designed and administered by practising teachers and industry professionals. VETiS categories of carpentry and commercial cookery were selected and delivered in line with industry endorsed Flexible Industry Programs (FIPs) and key growth sectors within SA.
- A new *Trainees in Schools* program was introduced which provides government secondary students in SA the opportunity to become a trainee in a host school and to commence a pathway related to employment within the Department for Education, whilst completing SACE. The school-based trainees are employed through a Group Training Organisation, receive Certificate III level training and gain experience on-the-job.
- In SA, VET leaders in Independent and Catholic sectors collaborated with industry representatives, RTOs, and tertiary providers, supported by AISSA. Four professional engagement meetings and in-school visits, including regional areas, aided the exploration and establishment of local industry partnerships with school VET leaders.
- Northern Territory Department of Education engaged the University of Melbourne to work with early childhood services and schools to establish a framework that will strengthen continuity of learning for children from birth to Year 12.

- The Australian Capital Territory Education Directorate supported schools to create custom pages on their Career Tools websites. This included information on local initiatives supporting transitions for Aboriginal and Torres Strait Islander students, and students with disability.
- The *Understanding Building and Construction* Pilot Program, led by Australia Capital Territory Office for Women, in partnership with Australian Capital Territory Education Directorate and the National Association of Women in Construction has led to an increase in work experience opportunities for young women in the construction industry.
- In Vic, preparations to expand *Head Start* school-based apprenticeships and traineeships to all government schools were put in place. Supports for expanding and retaining VET workforce in schools were increased. *Transforming Career Education* initiatives continued. A new Local Learning and Employment Networks (LLENs) School to Work contract came into effect to improve work-based learning opportunities.
- In NSW, skills brokers guided transitioning students into suitable vocational education pathways that align with industry needs. Programs such as *New South Wales Fee Free*, *Summer Skills*, *Kickstart your Hospitality Career* and *Care Sector short courses* provided young people with learning experiences that lead to employment and further training options.

3.10 Delivering world-class curriculum and assessment

As part of the Alice Springs (Mparntwe) Education Declaration, Australian governments have committed to ensuring that all education sectors deliver world-class curriculum and assessment in Australian schools.

Progressing priority national school education initiatives, with a focus on the National Assessment Program-Literacy and Numeracy (NAPLAN) and endorsing Australian Curriculum Version 9.0 was an Education Ministers Meeting priority for 2022.

Australian Curriculum, Assessment and Reporting Authority



The [Australian Curriculum, Assessment and Reporting Authority \(ACARA\)](#) is an independent statutory authority responsible to Education Council, established in legislation.¹⁰ ACARA's functions in curriculum and assessment are to:

- develop and administer a national school curriculum, including content of the curriculum and achievement standards, for school subjects specified in the ACARA Charter¹¹
- develop and administer national assessments
- provide school curriculum resource services
- provide information, resources, support, and guidance to the teaching profession.

Australian Curriculum



The 3-dimensional design of the Foundation – Year 10 Australian Curriculum recognises the importance of disciplinary knowledge, understanding and skills within the 8 learning areas, alongside general capabilities and cross-curriculum priorities.



¹⁰ *Australian Curriculum, Assessment and Reporting Authority Act (2008)*.

¹¹ Education Ministers determine the ACARA Charter. The current charter took effect from November 2016. The charter specifies subjects to be included in the Australian Curriculum in the learning areas for Foundation – Year 10 and for the areas of English, Mathematics, Science, and Humanities and Social Sciences for Years 11 and 12.

There are 8 learning areas in the Australian Curriculum, corresponding to those listed by education ministers in the Alice Springs (Mparntwe) Education Declaration:

- English
- Mathematics
- Science
- Humanities and Social Sciences
- The Arts
- Technologies
- Health and Physical Education
- Languages.

The Australian Curriculum incorporates 7 general capabilities:

1. Literacy,
2. Numeracy,
3. Information and Communication Technology (ICT) capability,
4. Critical and Creative Thinking,
5. Personal and Social capability,
6. Ethical Understanding, and
7. Intercultural Understanding.

There are also 3 cross-curriculum priorities:

1. Aboriginal and Torres Strait Islander Histories and Cultures,
2. Asia and Australia's Engagement with Asia, and
3. Sustainability.

The general capabilities and cross-curriculum priorities are addressed within the content of the 8 learning areas.

Senior secondary curriculum

Fifteen Australian Curriculum senior secondary subjects across English, Mathematics, Science, History and Geography have been endorsed by education ministers as the agreed and common base for the development of state and territory senior secondary courses.

State and territory curriculum, assessment and certification authorities are responsible for determining how the Australian Curriculum content and achievement standards are to be integrated into their courses.

Information on senior secondary qualifications in states and territories is included in Part 3.8: Supporting senior secondary education.

Review of the Australian Curriculum

In June 2020, Education Ministers asked ACARA to review the Foundation – Year 10 Australian Curriculum. The review of the Australian Curriculum continued to be a priority focus area of the Education Ministers Meeting in 2021–2022. The review was required to:

- refine and reduce the amount of content in all 8 key learning areas, and
- reflect the goals of The Alice Springs (Mparntwe) Education Declaration.

In 2021, 18 reference groups were formed to support the Australian Curriculum Review. State and territory education and curriculum authorities nominated the members of these groups. Each reference group met regularly to agree on the directions for the revisions. A consultation curriculum was released for public comment, presenting a unique opportunity for the community to provide feedback on the national curriculum as a whole.

The Terms of Reference for the Australian Curriculum Review specified that the curriculum would be refined, realigned, and decluttered. In the course of the curriculum review:

- The content descriptions and achievement standards in all the learning areas were reviewed and, where necessary, refined and realigned.
- There was a reduction in content across all the learning areas.
- The elements and organising ideas in the general capabilities and cross-curriculum priorities respectively were reviewed and refined.

The revised Australian Curriculum, Version 9.0, was considered for endorsement by education ministers in early 2022. It was endorsed by education ministers in April 2022 and published on the new [Australian Curriculum](#) website in May 2022.

Curriculum projects

In 2022, ACARA undertook a range of curriculum project activities. These included:

- Development of new resources to support the teaching of The Arts and the first 4 Languages have been published on the Australian Curriculum, Version 9.0 website.
- The content descriptions and achievement standards in all learning areas were reviewed and, where necessary, refined and realigned. This resulted in a 21% reduction in content across all learning areas.
- The elements and organising ideas in the general capabilities and cross-curriculum priorities respectively were reviewed and refined.
- A new process for the recognition of alternative curricula was developed and approved by the ACARA Board.
- Five more Australian Curriculum Languages were released for public consultation.

Refresh of the Approved Learning Frameworks

In 2020, Education Ministers tasked ACECQA with revising the Approved Learning Frameworks (ALFs) to ensure they are in line with the current understanding, practice, and pedagogy of ECEC environments.

A Steering Committee chaired by ACECQA and comprising of senior representatives from all governments oversaw the project and engaged a consortium of academics (Macquarie University, the Queensland University of Technology, and Edith Cowan University) to lead the project.

The Consortium recommended 20 updates to the ALFs which focus on sustainability, and improving outcomes for First Nation's children, culturally and linguistically diverse children and those experiencing vulnerability and/ or disadvantage.

After a successful pilot across 16 national trial sites, the Consortium refined their recommended updates, and developed the updated draft ALFs. This included mapping the 2 ALFs to the revised Australian Curriculum, Version 9.0.

In December 2022, the Education Ministers Meeting approved the updated versions of Australia's 2 nationally approved learning frameworks:

- *Belonging, Being and Becoming: Early Years Learning Framework for Australia* Version 2.0 (EYLF V2.0), and
- *My Time, Our Place: Framework for School Age Care in Australia* Version 2.0 (MTOF V2.0).

In addition to reflecting contemporary understanding and pedagogy, the refreshed ALFs focus of strengthening First Nations perspectives, introduce a new sustainability principle and reinforce the principles of high expectations and equity.

The updates also provide continuity for children in terms of their development and wellbeing, as they transition from ECEC to school and OSHC.

Online Formative Assessment

The Australian Government, peak bodies, jurisdictions, and the non-government sector continued to progress the Online Formative Assessment Initiative (OFAI) to support teachers in their practice and improve student learning outcomes through improved access to online formative assessment resources. In December 2022, Education Ministers endorsed a path forward for the OFAI, agreeing to the establishment of a national bank of high-quality assessments available to all jurisdictions on an opt-in basis.

More information on the initiative is available on the [Online Formative Assessment initiative](#) website.

National Assessment Program

The NAP consists of:

- annual national literacy and numeracy tests (NAPLAN)
- sample assessments in Civics and Citizenship, Information and Communication Technology (ICT) Literacy and Science Literacy for Years 6 and 10 conducted on a 3-year cycle
- Australia's participation in international assessments.



ACARA is responsible for overseeing the first 2 of these. The Australian Government department of education oversees participation in international assessments.

For national reporting purposes, Key Performance Measures (KPMs) for participation and achievement in assessments within the NAP have been approved by education ministers and are specified in the *Measurement Framework for Schooling in Australia 2020*.

NAPLAN 2022

NAPLAN is an annual national assessment for all students in Years 3, 5, 7 and 9. Students in these year levels are assessed on their literacy and numeracy skills through tests in reading, writing, conventions of language (spelling, grammar, and punctuation) and numeracy. The tests are aligned with the Australian Curriculum: English F–10 and the Australian Curriculum: Mathematics F–10.

ACARA is responsible for the development and oversight of the delivery of the NAPLAN tests. States and territories are responsible for the administration of the tests in each jurisdiction. The national platform for administering NAPLAN online is managed by ESA and funded by the Australian Government.

NAPLAN was fully administered online for the first time in 2022. The transition from traditional paper-based testing to online adaptive testing took place from 2018 to 2021. The objective of moving NAPLAN online was to deliver better, more precise, and more engaging assessments for schools and students. In total, approximately 4.7 million tests were sat by over 1.2 million students.

Prior to the tests, NAPLAN online schools were able to participate in a ranges of readiness activities such as a school readiness test, platform readiness testing and practice tests. This allowed teachers to rehearse procedures and students were able to familiarise themselves with testing procedures and item types.

NAPLAN results data for 2022 is available in interactive form on the ACARA National Assessment Program website. The interactive report and the NAPLAN National Report for 2022 provide comparisons of performance by state and territory; by student characteristics such as gender, Indigeneity, and parental education; and by school characteristics such as location. The 2022 NAPLAN National Report and 2022 Test Incident Report were published in December 2022.

Improvements to NAPLAN

A report on a joint review of NAPLAN commissioned by the governments of NSW, Qld, Vic, and the ACT was provided to Education Council in 2020. Recommendations made in the report included changing the timing of testing to earlier in the school year, changes to the writing test, assessing in Year 10 instead of Year 9, and introducing critical and creative thinking in STEM.

In 2022, Australian Education Ministers agreed to critical improvements to NAPLAN, giving teachers the additional information they need about student performance earlier in the year. From 2023, NAPLAN, which traditionally has been held in Term 2 of the school year, will be held in Term 1.

NAP – sample assessments

The national sample assessments test the skills and understanding of Year 6 and Year 10 students in the areas of science literacy, civics and citizenship, and ICT literacy. The assessments began in 2003 and are usually held on a rolling 3-yearly basis. Participating schools are sampled from all states and territories and school sectors.

In June 2020 Education Council decided to postpone the NAP–ICT Literacy sample assessment scheduled for 2020 by 12 months to 2021 due to the COVID-19 pandemic. In September 2021, Education Ministers decided to further postpone the NAP–ICT Literacy assessment to 2022 due to the continued COVID-19 pandemic. As a result, NAP–Science Literacy and NAP–Civics and Citizenship will also be delayed by a further 12 months. This postponement will result in a one-off 5-year gap (as opposed to the normal 3-year gap) in the time series for each of the sample assessments.

In 2022, Australian Education Ministers agreed that the existing NAP sample assessments in Science, Civics and Citizenship, and ICT Literacy (to be renamed and re-designed as Digital Literacy), which involve some students in Years 6 and 10 every 3 years, should take place in Term 2 from 2023.

Separate opt-in assessments in these same domains and year levels will also be available in Term 2 each year for any school or system. Science will be available in 2024, with Civics and Citizenship added in 2025 and Digital Literacy in 2026. The results of these opt-in assessments will be available to participating schools and systems to support their teaching and learning programs and will not be reported publicly by ACARA.

NAP – Civics and Citizenship

The sixth NAP–Civics and Citizenship (NAP–CC) assessment of a sample of Years 6 and 10 students was delivered online in October and November 2019 (incorporating aspects of the Australian Curriculum: History). The final report was published on the NAP website in January 2021.

NAP – Science Literacy

The sixth NAP–Science Literacy sample assessment was conducted in 2018 and the final report on the results was published in February 2020.

NAP – ICT Literacy

The NAP–ICT Literacy sample assessment took place in 2022. Students undertaking the assessment were tested on their ability to use ICT appropriately and safely to access, manage and evaluate information; develop new understandings; apply computational, design and systems thinking to create solutions; communicate and collaborate with others; and engage productively with emerging and future technologies. Results will be published on the NAP website in 2023.

NAP – international assessments

Three international sample assessments included in the NAP are used as a basis for KPMs for schooling. These are:

Programme for International Student Assessment

The Programme for International Student Assessment (PISA) takes place every 3 years and assesses 15-year-olds in reading, mathematical literacy, and scientific literacy. PISA is developed and administered internationally by the Organization for Economic C Development (OECD).

In 2020, OECD member countries and associates decided to postpone PISA 2021 to 2022 and PISA 2024 to 2025 to reflect post-COVID difficulties. Results for PISA 2022 will be released at the end of 2023.

Trends in International Mathematics and Science Study

Trends in International Mathematics and Science Study (TIMSS) takes place every 4 years and assesses Year 4 and Year 8 students' achievement in mathematics and science. The assessment is administered by the International Association for the Evaluation of Educational Achievement (IEA). Data collection for the most recent cycle of TIMSS (2019) took place in Australia in late 2018. Results were released in December 2020. The next cycle of TIMSS is planned for 2023.

Progress in International Reading Literacy Study

Progress in International Reading Literacy Study (PIRLS) is a 5-yearly assessment of reading literacy for Year 4 students. The IEA is responsible for PIRLS. Almost 5,500 Year 4 students from 281 schools around Australia participated in the PIRLS 2021 assessment. The results were released in May 2023.¹²

State and territory and sector initiatives

- Qld schools implemented the Prep to Year 10 Australian Curriculum as written. The P–12 Curriculum assessment and reporting framework sets out the requirements for quality curriculum delivery and assessment and provided a consistent approach for schools to plan and deliver the curriculum and assess student learning against the achievement standards.
- The AISSA *Discovering AI: Creating Curious Classrooms Action Research* mentored teachers to integrate Artificial Intelligence into STEM-related units of work for Year 4 to Year 12. An AI expert and AISSA consultant provided guidance for teachers on learning design, implementation, and evaluation.
- The NT developed resources and professional learning for teachers to support implementation of the Australian Curriculum, Version 9.0. This included the development of both a primary and middle school math network to upskill math teachers and provide the necessary professional development.
- The Education Directorate worked with all ACT public schools to be ready to access, implement and assess against the Australian Curriculum, Version 9.0, including individualised bespoke professional learning. The *Understanding Building and Construction* pilot program is a national first, curriculum-based program designed to increase the participation of women in construction through targeted careers-focused learning in schools. Over 100 students across 4 pilot schools completed this work studies elective in 2022.
- Following approval of the Australian Curriculum, Version 9.0 by Education Ministers, the Victorian Department of Education commenced revision to the Victorian Curriculum F–10. The revision builds on the success of the current Victorian Curriculum F–10 by ensuring the Australian Curriculum Version 9.0 is implemented in Victoria while maintaining Victorian priorities and standards; making the curriculum more teachable and manageable; and strengthening student access to the essential knowledge and skills needed to be successful learners.
- NSW continued to implement the NSW Curriculum Reform, working to streamline and strengthen what is taught in NSW schools. The reform follows the most comprehensive NSW Curriculum Review in 3 decades.

¹² See <https://research.acer.edu.au/pirls/7> for PIRLS 2021 results.

3.11 Supporting Aboriginal and Torres Strait Islander learners to reach their full potential

In the Alice Springs (Mparntwe) Education Declaration “Australian Governments commit to empowering Aboriginal and Torres Strait Islander students to reach their potential and to ensuring the education community works to ‘close the gap’ for young Aboriginal and Torres Strait Islander peoples” (p 16).

Closing the Gap

In 2022, the Australian Government focussed on implementing the \$126 million package for school education measures announced in the first *Commonwealth Closing the Gap Implementation Plan*. These measures focus on scaling up initiatives and evidence-driven programs which are demonstrating success at lifting student outcomes, attendance, and engagement. The Government also developed the second *Commonwealth Closing the Gap Implementation Plan*, released in February 2023.

Boarding support

The Australian Government provided \$15.758 million through grants to assist boarding providers to better support the needs of Aboriginal and Torres Strait Islander boarding students and to continue to keep students engaged in school and ensure improved education outcomes. The Government announced it would provide \$17.25 million to continue this support in the 2023 school year.

Indigenous Advancement Strategy

The Indigenous Advancement Strategy (IAS) is the way the Australian Government funds and delivers a range of programs for Indigenous Australians. In the 2019–20 Budget, the Australian Government allocated \$5.2 billion to the IAS, over 4 years to 2022–23, for grant funding processes and administered procurement activities that address the objectives of the IAS. Children and schooling is one of 6 focus areas of the IAS.

State, territory and sector initiatives

All states and territories operate programs to support Aboriginal and Torres Strait Islander students and communities within their jurisdictions.

- In Qld, through the Australian Curriculum, Prep to Year 10 students learnt about reconciliation and recognition of the world’s oldest continuous living culture through the Aboriginal and Torres Strait Islander Histories and Cultures priority. This enabled Aboriginal and Torres Strait Islander students to see themselves, their identities and cultures reflected in the curriculum.
- The Queensland Department of Education delivered *Solid Pathways-STEM*, an online program for high achieving Aboriginal students in Years 4 to 6, aiming to expand and enhance opportunities for them to experience STEM learning.
- As at June 2022, the Queensland Department of Education achieved a rate of 2.7% of Aboriginal and Torres Strait Islander’s participation in the workforce. This is compared to the Qld Government target of 3%.
- The Department of Education South Australia *STEM Aboriginal Learner Congress Initiative* is designed, led, and owned by the Young Aboriginal STEM Thinkers of SA (YASTSA). The 2-day event celebrated the past and current achievements of Aboriginal people through their work and passion for STEM, inspiring young Aboriginal learners to pursue challenging subjects in school and to explore the skills required for pursue a career in STEM.

- The Department for Education South Australia is developing a collaboration agreement with the Pitjantjatjara Yankunytjatjara Education Committee (PYEC), an Anangu-run organisation that leads the strategy for the education of Anangu in the APY and Maralinga Lands. This agreement describes how the department will support the PYEC to achieve the priorities outlined in the *PYEC Strategic Plan 2022–2026*.
- The SA *Aboriginal Contexts in Science Initiative* worked in partnership with representatives from SA Aboriginal Nations and First Nations academics to develop teaching and learning resources.
- The Department for Education South Australia has established the Targeted Learner Achievement Implementation Team to ensure the successful implementation and embedding of Aboriginal Learner Achievement Leaders' Resources (ALALR) into all schools.
- The Association of Independent Schools New South Wales's *Waratah Project* continued into its seventh year, with participation increasing to 30 schools. The project supports schools to improve outcomes for Aboriginal and Torres Strait Islander students through literacy, numeracy, and wellbeing initiatives, using a 'hub and spoke' model to develop and implement strategies in partnership with families and communities.
- The AISSA completed the seventh year of the *Indigenous Secondary Student Mentoring Program*. This saw an Aboriginal mentor work alongside Aboriginal secondary students across 20 metropolitan and regional Independent schools, to provide culturally sensitive mentoring.
- Under the *Northern Territory Education Engagement Strategy 2022–2031*, a Youth Peak Advisory Group was established, and progress made to establish an Aboriginal education advisory group. These groups are decision making mechanisms to capture Aboriginal perspectives and student voice on matters of policy development and program delivery.
- In the ACT the Koori Pre-Cultural Safety Framework, Koori Pre-curriculum and supporting resources were launched from the *Set up for Success* co-design process. The Koori Pre co-design continued engagement with Aboriginal and Torres Strait Islander communities on the evolution of Koori preschool.
- The Australian Capital Territory Education Directorate *Secondary and Tertiary Scholarship Programs* supported Aboriginal and Torres Strait Islander students to complete Year 12 and to undertake a teaching qualification.
- The Victorian Department of Education has supported over 180 'campfire conversations' throughout 2022 to discuss and co-design how to strengthen self-determination in education. Over 3000 people participated in a campfire conversation, or series of conversations. The Catholic Education Commission of Victoria (CECV) also published its *Aboriginal and Torres Strait Islander Education Action Plan* to outline strategic initiatives and the commitment of the CECV to support schools to strengthen their priority areas.
- *The Connected Communities Strategy* was implemented in 33 government schools in rural/remote, regional, and metropolitan locations across NSW. The Strategy focuses on culturally responsive teaching practices, family and community engagement, attendance and retention, improved literacy and numeracy results, student pathways and post school options for Aboriginal students and all students.
- The West Australian Training and Accreditation Council approved the accreditation of Certificate III and IV Teaching Aboriginal and Torres Strait Islander Languages courses, 92 public schools in WA taught one of 24 Aboriginal languages.

- The Department of Education WA hosted Aboriginal Engagement Forums with Aboriginal families in all regions of WA. The purpose was to listen and talk about ways to build better relationships and strengthen Aboriginal student wellbeing, engagement and achievement.
- The *Two-way Science Initiative* in WA supported schools to build partnerships with Aboriginal communities to connect local Aboriginal knowledge with the science curriculum in an integrated teaching and learning program. Schools engaged in Phase 1 of the initiative showcased their work at a 2-day conference attended by Aboriginal leaders, teachers and communities.

3.12 Supporting all young Australians at risk of educational disadvantage

In the Alice Springs (Mparntwe) Education Declaration, Australian governments “commit to ensuring the education community works to provide equality of opportunity and educational outcomes for all students at risk of educational disadvantage” (p 17).

Needs-based school funding

Under the Quality Schools funding arrangements, Australian Government recurrent funding for schools is calculated using a base per-student amount plus 6 loadings aimed at addressing disadvantage.

For most non-government schools, the base amount is discounted by the estimated capacity of parents to contribute towards the school’s operating costs.¹³

The areas of student and school disadvantage addressed through the loadings are:

- students with disability
- Aboriginal and Torres Strait Islander students
- students from low socio-economic backgrounds; students with low English proficiency
- location of the school (remoteness)
- size of the school.

Review of the Disability Standards for Education

In 2020, the Australian Government conducted a 5-yearly review of the *Disability Standards for Education 2005*. The standards clarify the rights of students with disability and the obligations of education providers under the *Disability Discrimination Act 1992*. The aim of the review was to test if the standards are effective in supporting students with disability to access and participate in education on the same basis as students without disability and whether any improvements to the standards should be made. There was an extensive public consultation process, which included a focus on the experiences of Aboriginal and Torres Strait Islander students with disability.

The final report of the review, released in March 2021, made 13 recommendations reflecting 4 reform directions:

- Empowering and supporting students with disability and their families
- Strengthening the knowledge and capability of educators and providers
- Embedding accountability for the Standards throughout the education system
- Building awareness and capability in the early childhood education and care sector.

¹³ The capacity to contribute does not apply to government schools, non-government special schools or special assistance schools, non-government majority Aboriginal and Torres Strait Islander schools, or non-government sole provider schools.

In September 2022, the Australian Government Department of Education published a suite of information resources for students with disability and their families about the *Disability Standards for Education 2005*. The resources help students with disability and their families understand their rights and obligations. Students with disability and their families from across Australia helped to design these resources with support from Children and Young People with Disability Australia.¹⁴

Nationally Consistent Collection of Data on School Students with Disability

The Australian Government will invest \$20.0 million over 4 years to continue the [Nationally Consistent Collection of Data on School Students with Disability](#) (NCCD) Continuous Quality Improvement Measure. Ongoing support for the program will ensure that appropriate funding continues to build the capacity of schools to implement the NCCD and deliver better educational outcomes for students with disability. This will also contribute to the Australian Government's response to the National School Resourcing Board's review of the loading for students with disability and the Review of the Disability Standards for Education 2005.

The Smith Family's Growing Careers Project

The Australian Government is providing \$38.2 million over 4 years (2020–21 to 2023–24) to support The Smith Family's [Growing Careers Project](#). The project will support up to 76,725 disadvantaged high school students from Years 7 to 12 (or equivalent) across Australia to participate in a suite of careers education activities that aim to support successful transitions from school to work or to further education and training.

Duke of Edinburgh's International Award Australia – Disadvantaged Youth Program

The Australian Government provided \$3 million to support 4,500 disadvantaged young people over 2021–22 to 2023–24 to access the Duke of Edinburgh's International Award. The Disadvantaged Youth Program provides young people with disability, aged 14 to 24 years, and young people from Aboriginal and Torres Strait Islander, refugee, and regional and remote communities, aged 14 to 18 years, with opportunities to develop non-academic and academic competencies.

State, territory and sector initiatives

- In Qld, \$80.6 million was committed to support a 2-year transition to a new *Students with Disability – reasonable adjustment* resourcing model, which provides resources to state schools based on the reasonable adjustments being made by schools, informed by the Nationally consistent collection of data on school students with disability.
- In SA, professional learning and professional support networks were developed in preparation for the rollout of autism inclusion teachers in every government primary school, combined school, and special school from the start of Term 1, 2023. This has created a network of autism expertise across the state.
- In April 2022, recruitment began for an additional 100 mental health and learning support specialist to be deployed to primary and secondary schools in SA. A pilot began in metropolitan and country schools which will inform the most effective way to allocate and utilise mental health practitioners so that this service gets the best outcomes for students. Full implementation will occur from early 2023.
- In SA, a scholarship fund has been created to support high school students from under-represented groups (low socioeconomic status, girls, and Aboriginal learners) to pursue STEM subjects at SACE Stage 1 and 2 level.

¹⁴ These resources are available at: www.education.gov.au/disability-standards-education-2005/students.

- Schools in SA developed an ethnographic approach with students to determine the co-designed curriculum implementation. This aimed to increase attendance and engagement using creative learning strategies implemented through the establishment of meaningful partnerships between teachers, creative (arts) practitioners, children, and young people.
- Non-government schools were provided access to SA Department for Education Practice Guides for Learners With Additional Needs to support inclusion and improved learning and wellbeing outcomes for all learners, particularly those who require adjustments. The guides offer hands-on, practical advice specifically designed for the South Australian context.
- The Framework for Inclusion is the NT's 10-year strategy for inclusive education. Priority projects for 2022–23 included needs-based funding model for students with disability and improving policy, guidance materials and support for schools to enhance their inclusive practices and support for student mental health. A review is underway to establish a disability funding model, aiming to guide allocation of resources to students and schools.
- ACT provides access 500 children experiencing vulnerability or disadvantage to 2 days per week, 48 weeks per year of quality early childhood education in the year before preschool. Public school equity grants help disadvantaged families cover the costs of education expenses and deliver a 'free meals in schools' trial to ensure children are ready and able to learn.
- Key achievements in Vic in 2022 included:
 - continued support for disadvantaged families through the Camps, Sports, and Excursion Fund (CSEF) and the provision of textbooks and uniforms, with the department undertaking targeted follow-up with schools with the largest decline in CSEF student numbers,
 - the introduction of a new functional needs-based assessment approach for students with disability, new school funding allocations and initiatives to develop systemic capability in inclusive education, and
 - the development of the Catholic Education Commission of Victoria (CECV) Intervention Framework, which identifies guiding principles, accountability requirements, practices, and strategies to be considered when developing effective school processes for identifying the individual needs of students.
- In 2022, the NSW Government committed \$383 million to small-group tutoring. This funding responded to the ongoing impact of the pandemic on learning and provided support for schools to deliver small-group tuition to disadvantaged students most in need of learning support in government and non-government schools.
- The number of school psychologists employed by the WA Department of Education increased considerably in 2022 through a state government election commitment. In the 2022 school year, an average of 412.7 full-time equivalent school psychologists supported schools.
- The Specialist Learning Program (SLP) for students with autism spectrum disorder was introduced in 16 WA public schools. SLPs provide skilled teachers and individualised planning and support, targeting academic achievement, organisational skills, social skills, positive peer relationships and emotional self-regulation.
- The *Alternative Learning Settings* program, which provides alternative facilities and targeted support programs to WA school students with complex and challenging behaviours, was consolidated into the School of Alternative Learning Settings and expanded to 11 sites.

3.13 Strengthening accountability and transparency with strong meaningful measures

In the Alice Springs (Mparntwe) Education Declaration (p 19) 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.

This includes access to national reporting on the performance of all schools, contextual information about a school and information about a school's enrolment profile.

Improving the national evidence base is one of 3 policy reform directions specified in the NSRA. Agreed policy initiatives in this area are implementing a national unique student identifier (USI); establishing an independent national evidence institute (AERO) to inform teacher practice, system improvement and policy development; and improving national data quality, consistency, and collection.

Australian Education Research Organisation

The Australian Education Research Organisation (AERO) is a joint ministerial company responsible for generating new evidence on effective teaching and learning practices and making this evidence accessible for teachers and school leaders across Australia. It is governed by a Board of up to 8 members appointed by Education Ministers Meeting.

Launched in December 2020, AERO's scope covers both the schooling and early childhood sectors. The establishment of AERO is a national policy initiative to improve the national evidence base under the NSRA. In September 2021, Education Ministers Meeting approved AERO's 3-yearly strategic plan and research agenda for 2021–22. In 2022, AERO published resources to inform teacher practice, system improvement and policy development using evidence-based approaches in the schooling and early childhood education sectors.

Unique student identifier

Establishing a national unique student identifier (USI) is a policy initiative under the NSRA and is expected to support teaching, learning and student wellbeing; provide for more efficient administration; and facilitate research to inform policy development.

The Australian Government, jurisdictions and the non-government sector are continuing work to implement a USI for school students, as agreed under the National School Reform Agreement. In December 2022, Education Ministers agreed on a model to roll-out the USI nationally to all school students.

ACARA

The data collection and reporting functions of ACARA are 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.

The ACARA Charter specifies the following priorities for data and reporting:

- assess data needs to review, and if necessary, introduce new performance indicators in the measurement framework
- manage the collection and quality assurance of data for policy development in the school education sector and provide accessible and comprehensive national school and schooling information (including the *My School* website and NAP reporting)
- produce a revitalised, timely and accessible national report on schooling, which meets the goals for national performance reporting.

Measurement Framework for Schooling in Australia

In 2020 ACARA revised the Measurement Framework for Schooling in Australia to reflect the Alice Springs (Mparntwe) Education Declaration. The schedule of Key Performance Measures (KPMs) was also revised to reflect the postponement of NAP sample and international assessments due to the COVID-19 pandemic. The [Measurement Framework for Schooling in Australia 2020](#), endorsed by Education Council in December 2020, is the basis for reporting of KPMs for 2022.

National Report on Schooling in Australia

In 2022, ACARA published the *National Report on Schooling in Australia 2020* following endorsement by the National Assessment, Data, Analysis and Reporting Reference Group (NADAR). The *National Report on Schooling in Australia 2021* was prepared in consultation with representatives of state and territory education authorities, other government agencies and non-government school sectors. The report was published in February 2023.

National Report on Schooling data portal

The online National Report on Schooling data portal provides public access, on a single website, to a wider range of national and state and territory data on schooling in Australia than available elsewhere.

It includes current statistics and time series data on school numbers, enrolments, staffing and funding, and data on the agreed KPMs for schooling, including attendance, retention, assessment and Year 12 or equivalent attainment. The portal allows users to view and download data at the national level, and to disaggregate data by state and territory, by school sector, by calendar year and by available breakdowns of equity groups such as sex and Aboriginal and Torres Strait Islander status.

The data portal allows for the timely release of national data on schooling in advance of the annual national report being published. It was updated in April and December 2022.

My School

ACARA is responsible for the national data collection on individual schools reported on the *My School* website. *My School* includes information on school type and sector; data on enrolments, staffing, student attendance, senior secondary outcomes and VET activity, school funding, and the performance of the school's students in NAPLAN assessments; and a school comment submitted by principals.

Australian Schools List website

ACARA maintained the [Australian Schools List website](#) for online education services that rely on a current and accurate list of registered schools in Australia.

The list of schools is compiled from school registration authorities in each state and territory, providing details of all schools and campuses in Australia. It also includes school location, school type and school sector attributes. The list is refreshed quarterly.

ACARA continued to provide third parties access to ACARA-collected data under the *Data Access Protocols 2015*.

Teacher workforce data

AITSL continues to deliver the Australian Teacher Workforce Data (ATWD) initiative, linking ITE data with that of current teachers to assist in managing workforce needs; understanding teacher supply and demand; and providing insights into the teaching experience.

In 2022, AITSL supported understanding of the supply of teachers through the *Australian Teacher Workforce Data (ATWD) Initiative*, with the first ATWD Key Metrics Dashboard released in June. In the 2021–22 Budget, the Australian Government committed to providing \$5.8 million to continue the collection of the Australian Teacher Workforce Data to identify long-term trends and emerging issues affecting the teacher workforce.

State and territory initiatives

- The Association of Independent Schools NSW (AISNSW) continued its NCCD support program, working with schools continue improving national consistency in the collection of NCCD data across NSW. Offerings included face to face and online professional learning, networking workshops, collaborative meetings, and access to resources aimed at deepening staff understanding of the NCCD to improve implementation.
- Under the Education NT Strategy 2021–25, a feasibility study for an education management system to improve data quality and visibility of a student's learning journey was finalised, identifying an approach to developing a student-centric data system.
- The centralised introduction of Career Tools platform in 2022 provides schools and the Education Support Office with access to data previously not available to ACT schools, which increases transparency of the career education activity occurring in ACT schools
- Victoria continues to report on national and state measures in State Budget Papers and the Report on Government Services (RoGS).
- NSW continued the implementation of the School Success Model (SSM), which is a whole-system evidence-led reform program that aims to strengthen shared accountability across the system by putting in place clearer targets for school improvement, lifting capability through the design of new system support and sharing best practice across the system.