



Data Strategy Group

Stocktake

Projects

Please direct all queries to the DSG Secretariat at DSGSecretariat@education.gov.au.

Update

Initial creation	19 September 2014
Minor update	12 January 2016
Annual update	September 2017

Contents

Introduction	3
List of Acronyms.....	4
Australian Child Wellbeing Project	6
Future options for the National Schools Statistics Collection (NSSC).....	8
Improvements to national early childhood data collections.....	9
Indigenous authorised absences	10
National Initial Teacher Education and Teacher Workforce Data Strategy (NDS)	11
National Schools Information Agreement	13
Nationally Consistent Approach to Managing Student Identity.....	14
Nationally Consistent Collection of Data on School Students with Disability (NCCD)	15
Response to the National Data Linkage Roadmap	17
Senior Secondary Outcomes (SSO)	19
Student Engagement and Wellbeing	21

Introduction

Under direction by the Australian Education Senior Officials Committee (AESOC), in 2014 the Data Strategy Group (DSG) undertook a stocktake of existing national data and reporting arrangements and priority work in the schooling sector.

The completed Stocktake includes four reports:

- national data collections
- reporting
- governance arrangements
- projects.

The stocktake reports primarily focus on schooling specific arrangements; however, they also consider relevant connections with:

- pre-compulsory education (early childhood); and
- post-compulsory education and training
 - vocational education and training; and
 - higher education.

This document provides a summary of current national projects being conducted by or through DSG and will be updated annually (in December).

List of Acronyms

Acronym	Description
ATSIEAG	Aboriginal and Torres Strait Islander Education Advisory Group
ABS	Australian Bureau Of Statistics
ACARA	Australian Curriculum, Assessment and Reporting Authority
ACARA RDC	Australian Curriculum, Assessment and Reporting Authority Research and Data Committee
ACECQA	Australian Children’s Education and Care Quality Authority
ACER	Australian Council For Educational Research
AESOC	Australian Education Senior Officials Committee (replaced AEEYSOC)
AEEYSOC	Australian Education, Early Childhood and Youth Affairs Senior Officials Committee (replaced by AESOC February 2016)
AIHW	Australian Institute of Health and Welfare
AITSL	Australian Institute for Teaching and School Leadership
ANR	National Report on Schooling
ATRA	Australian Teacher Regulatory Authorities
DHS	Department of Human Services
DSG	Data Strategy Group
ECDSG	Early Childhood Data Sub Group
ECEC NMDS	Early Childhood Education And Care National Minimum Dataset
ECPG	Early Childhood Policy Group
Education Council	Established in January 2014 (replaced SCSEEC)
ESA	Education Services Australia Ltd
ISCA	Independent Schools Council of Australia
JWG – SWD	Joint Working Group which provides advice on reform for Students With Disability
MCEECDYA	Ministerial Council For Education, Early Childhood Development And Youth Affairs (replaced by SCSEEC in January 2012)
NADAR	Australian Curriculum, Assessment and Reporting Authority (ACARA) National Assessment, Data, Analysis and Reporting Reference (NADAR) Group
NAPLAN	National Assessment Program – Literacy and Numeracy
NARG	National Assessment Reference Group
NCEC	National Catholic Education Commission
NCVER	National Centre For Vocational Education Research
NEA	National Education Agreement
NIRA	National Indigenous Reform Agreement
NOAC	National Online Assessment Committee
NSIP	National Schools Interoperability Program Steering Group.
OAC	Online Assessment Committee
OAWG	Online Assessment Working Group
OECD	Organisation for Economic Co-operation and Development
PIMG	Performance Information Management Group (sub-group of COAG working group)
PC	Productivity Commission

Data Strategy Group – Stocktake – Projects

RoGS	Report on Government Services (annual report compiled by PC)
SCSEEC	Standing Council on School Education and Early Childhood - Established January 2012 (replaced MCEECDYA). SCSEEC was replaced by the Education Council July 2014
SPG	Schools Policy Group
VET	Vocational Education and Training

Project title:	Australian Child Wellbeing Project
Sector:	Schools
Purpose/ Description of project:	The Australian Child Wellbeing Project (ACWP) is a child-centred study in which young people’s perspectives have been used to design and conduct Australia’s first major nationally representative and internationally comparable survey of wellbeing among young people aged 9-14 years. Particular attention was given to understanding the perspectives of seven groups of young people with specific experiences and needs that may have a bearing on their wellbeing: Aboriginal and Torres Strait Islander young people, culturally and linguistically diverse young people, young people with disability, young carers, young people in regional and remote Australia, materially disadvantaged young people, and young people in out-of-home care. The survey aimed to benchmark young people's wellbeing in Australia, provide the basis for international comparison of their wellbeing, and provide information to contribute to the development of effective services for young people’s healthy development. The survey instrument includes questions that are comparable with the international Health Behaviour in School Aged Children study (www.hbsc.org) and the international Children's World's study (www.isciweb.org). The ACWP survey was distributed to a national probability sample of students in Years 4, 6 and 8 and was successfully completed during Term 3 2014 in 180 schools across Australia, with final sample of 5,440 students.
Costs:	One off funding Total: AUD \$2,551,629 ARC Linkage Grant: AUD \$412,311 Cash by Partner Organisations/Collaborators: AUD \$1,019,590 In-kind contributions by Partner Organisations/Collaborators: AUD \$1,119,728
Target group (if applicable):	National representative sample of students in Year 4, 6, 8 across three schooling sectors
Phase of delivery:	Completed
Key dates/milestones:	Completed. Data are publicly available from the Australian Data Archive (see website under “Comments” below)

Benefits:	First national survey of wellbeing with a representative Australian sample of students in the middle years with internationally comparable information.
Lead project manager:	Professor Gerard (Gerry) Redmond (overall study), The Flinders University of South Australia Dr Petra Lietz, Australian Council for Educational Research (survey component)
Current stakeholders:	DET, DEEWR
Potential stakeholders (if expanded):	
Links to other projects:	Health Behaviour in School Aged Children study (www.hbsc.org) and the international Children's World's study (www.isciweb.org)
Comments (optional):	For complete project documentation including Year 4, 6, 8 questionnaires and technical report see: http://australianchildwellbeing.com.au/ Data are publicly available at: https://www.ada.edu.au/ada/01309

Project title:	Future options for the National Schools Statistics Collection (NSSC)
Sector:	Schools
Purpose/ Description of project:	Review and consider options for the NSSC
Costs:	
Target group (if applicable):	
Phase of delivery:	DSG will consider options for the NSSC in 2017.
Key dates/milestones:	2018: new NSSC implemented
Benefits:	
Lead project manager:	Australian Government Department of Education and Training Gabrielle.Phillips@education.gov.au 02 6240 9370
Current stakeholders:	States and territories, ISCA, NCEC, ACARA, ABS
Potential stakeholders (if expanded):	
Links to other projects:	National Schools Information Agreement
Comments (optional):	The NSSC is a joint undertaking of the state, territory, Australian Government education departments, the Australian Bureau of Statistics (ABS) and Education Council to provide nationally comparable data on primary and secondary schools, students and staff.

Project title:	Improvements to national early childhood data collections
Sector:	Early Childhood
Purpose/ Description of project:	Improve the accessibility and usage of data from future NECECCs through innovative linkage projects with other relevant datasets to improve the analytical evidence base to support jurisdictional and national policy consideration.
Costs:	
Target group (if applicable):	
Phase of delivery:	
Key dates/milestones:	2017 – Advice to AESOC and Education Council on a strategy for a sustainable national evidence base beyond the NIA
Benefits:	
Lead project manager:	Early Childhood Data Subgroup ecdsg.secretariat@det.nsw.edu.au
Current stakeholders:	States and territories, ISCA, NCEC, DSG, ECDSG
Potential stakeholders (if expanded):	
Links to other projects:	
Comments (optional):	

Project title:	Indigenous authorised absences
Sector:	Schools
Purpose/ Description of project:	National investigation of Indigenous student attendance patterns
Costs:	
Target group (if applicable):	Indigenous students
Phase of delivery:	Agreement to conduct a literature review to inform further work.
Key dates/milestones:	<p>August 2016: submission by Qld of initial outline of stages to project.</p> <p>December 2016: agreement for Qld to conduct a literature review.</p> <p>March 2017: literature review for consideration by DSG.</p> <p>March 2017: subsequent stage s to be considered by DSG in light of the review findings.</p>
Benefits:	Centralised understanding of known Indigenous attendance information, coherent approach to further research work
Lead project manager:	<p>DSG sub-group chaired by QLD</p> <p>Queensland Department of Education, Training and Employment</p> <p>christopher.kinsella@dete.qld.gov.au 07 3513 6844</p>
Current stakeholders:	States and territories, ISCA, NCEC, Australian Government Department of Education and Training
Potential stakeholders (if expanded):	
Links to other projects:	
Comments (optional):	A DSG sub-group has been established to progress this work.

Project title:	National Initial Teacher Education and Teacher Workforce Data Strategy (NDS)
Sector:	Schools
Purpose/ Description of project:	<p>The NDS will link Initial Teacher Education (ITE) data with teacher workforce data to provide nationally consistent data on the teacher workforce from ITE to retirement, and across states, territories, systems and sectors.</p> <p>The project will:</p> <ul style="list-style-type: none"> - Bring together all available ITE and teacher workforce datasets, at the unit record level, to provide a complete national minimum dataset, thus establishing a longitudinal database including data on all registered and pre-service teachers. - Ensure privacy by only holding de-identified linked data. - Provide the capacity for full segmentation, point-in-time, time series and longitudinal data analysis. - Facilitate cost effective and statistically valid and reliable research to address critical policy questions. - Provide functionality to support point in time and ad hoc sample surveys of teachers. - Update and collate data sources annually. - Commence data collection by 2018.
Costs:	Education Council agreed that all governments would share the cost in accordance with the Council cost sharing formula for new national activities. The total cost is \$5.0m over four years (2017–18 to 2020–21).
Target group (if applicable):	All registered teachers and students undergoing initial teacher education.
Phase of delivery:	To commence 2017.
Key dates/milestones:	<p>January 2017 – June 2017: Start up, including establishment of governance structures.</p> <p>July 2017 – June 2018: Implementation and development of NDS</p> <p>July 2018 – June 2019: NDS Year 1</p> <p>July 2019 – June 2020: NDS Year 2</p> <p>July 2020 – June 2021: NDS Year 3, NDS fully established</p>
Benefits:	There is strong evidence that quality teaching is the single greatest in-school factor influencing student outcomes, however capacity to improve the quality of teaching is limited by a lack of useful

	<p>information on the workforce.</p> <p>The Teacher Education Ministerial Advisory Group (TEMAG) identified a compelling need for better national research and workforce planning. Additionally, in their draft report National Education Evidence Base, the Productivity Commission contended that the development of a national data strategy for initial teacher education and teacher workforce data, was critical.</p> <p>This project will seek to primarily utilise existing data sources, and when necessary undertake additional data collection , to be able to understand the teaching workforce across sectors.</p> <p>Education Council’s agreed specific project purposes include;</p> <ul style="list-style-type: none"> • Supply and demand modelling for workforce planning, • Understanding the workforce outcomes of Initial Teacher Education, and • Measuring the impact and effectiveness of teaching. <p>The NDS will help governments to improve their collective understanding about the teaching workforce: providing critical information about who is being prepared to teach and how effectively, who is teaching, where they are teaching, what they are teaching, and any gaps. The data collection will assist governments to better focus investment and drive educational outcomes for students.</p>
<p>Lead project manager:</p>	<p>AITSL</p> <p>Amanda.Stevenson@aitsl.edu.au (03) 9944 1202</p> <p>Toni.Mercuri@aitsl.edu.au (03) 9944 1204</p>
<p>Current stakeholders:</p>	<p>AITSL, Jurisdictions, Australian Government Department of Education and Training, Teacher Registration Authorities, initial teacher education providers, across all education sectors.</p>
<p>Potential stakeholders (if expanded):</p>	
<p>Links to other projects:</p>	<p>AITSL projects, the Australian Government’s agenda on teacher workforce and quality.</p>
<p>Comments (optional):</p>	<p>AITSL is the lead agency in the development of this collection.</p>

Project title:	National Schools Information Agreement
Sector:	Schools
Purpose/ Description of project:	Development of a draft national schools information agreement that includes principles, implementation practices and protocols, proposed solutions to impediments and improvements to current arrangements, particularly in relation to privacy.
Costs:	
Target group (if applicable):	
Phase of delivery:	Consultations with states and territories, ISCA and NCEC and other key stakeholders such as privacy commissioners, AIHW.
Key dates/milestones:	Draft agreement to AESOC November 2016.
Benefits:	The overall purpose is to improve the collection, usage, sharing, linking and reporting of school information to achieve better outcomes for Australian learners.
Lead project manager:	Education Services Australia Australian Government Department of Education and Training Gabrielle.Phillips@education.gov.au 02 6240 9370
Current stakeholders:	States and territories, ISCA, NCEC, AITSL, ACARA, NSIP, Australian Government Department of Education and Training
Potential stakeholders (if expanded):	
Links to other projects:	
Comments (optional):	Future options for the National Schools Statistics Collection (NSSC)

Project title:	Nationally Consistent Approach to Managing Student Identity
Sector:	Schools
Purpose/ Description of project:	Develop a nationally consistent approach to managing student identification for all Australian school students.
Costs:	
Target group (if applicable):	
Phase of delivery:	Development of proposal and consultations with key stakeholders
Key dates/milestones:	Paper to AESOC late 2017
Benefits:	<p>Areas of potential benefit include:</p> <ul style="list-style-type: none"> • Evidence to identify a more informed picture of students nationally. • A more informed picture of individual students. • More accurate information in order to target the needs of students nationally. • Information to enable better understanding of national policy impact. • The opportunity to optimise administrative processes nationally. • Persistent record of achievement for mobile students. • Efficiencies and reliability in the timing and accuracy of information would impact on response outcomes. • Support building an understanding of progression through education, and the influences that may impact on the path students have and their outcomes.
Lead project manager:	<p>Education Services Australia Australian Government Department of Education and Training Gabrielle.Phillips@education.gov.au 02 6240 9370</p>
Current stakeholders:	States and territories, ISCA, NCEC, AITSL, ACARA, NSIP, Productivity Commission, Australian Government Department of Education and Training
Potential stakeholders (if expanded):	Early childhood, VET, higher education
Links to other projects:	NAPLAN Online
Comments (optional):	

Project title:	Nationally Consistent Collection of Data on School Students with Disability (NCCD)
Sector:	Schools
Purpose/ Description of project:	The NCCD provides Australian schools, parents, education authorities and the community with information about the number of students with disability in schools, where they are located and the adjustments they receive.
Costs:	In May 2013, the now Education Council agreed that funding of \$9.6 million (GST exclusive) would support the joint national implementation of the initiative. The Education Council agreed that all governments would share the cost of funding the initiative in accordance with the usual Council cost sharing formula.
Target group (if applicable):	<p>The target group is school students with disability receiving adjustments, for a minimum period of 10 weeks of school education (excluding school holiday periods), in the 12 months preceding the national data collection reference date.</p> <p>In deciding whether identified students are to be included in the national data collection, teachers and school teams use their professional judgement and supporting evidence to determine the level of adjustment that each student is currently being provided.</p> <p>Schools are asked to consider the following four adjustment categories:</p> <ul style="list-style-type: none"> ▪ supported within quality differentiated teaching practice (QDTP) ▪ supplementary adjustment ▪ substantial adjustment ▪ extensive adjustment
Phase of delivery:	99.9% of all schools participated in the collection in 2015 and again in 2016.
Key dates/milestones:	<p>Data has been collected from all schools in 2015, 2016 and will be collected in late 2017.</p> <p>The reference date for the collection is the first Friday in August each year.</p>
Benefits:	The NCCD provides a clearer, national picture of the adjustments provided to students with disability and reinforces the existing obligations that schools have towards students under the <i>Commonwealth Disability Discrimination Act 1992</i> and the <i>Disability Standards for Education 2005</i> .
Lead project manager:	Australian Government Department of Education and Training

	<p>AttendanceHelpdesk@education.gov.au</p> <p>1800 677 027 (choose option 5)</p>
Current stakeholders:	<p>Stakeholders include:</p> <ul style="list-style-type: none"> ▪ school students with disability ▪ parents and carers ▪ school teams, including allied health professionals ▪ Australian Government Department of Education and Training ▪ government and non-government education authorities in each state/territory ▪ Education Council Joint Working Group to Provide Advice on Reform for Students with Disability
Potential stakeholders (if expanded):	<p>Disability advocacy and representative bodies</p> <p>ABS</p> <p>ACARA</p>
Links to other projects:	
Comments (optional):	

Project title:	Response to the National Data Linkage Roadmap
Sector:	Schools and Early Childhood
Purpose/ Description of project:	<p>Following the completion of the National Data Linkage Roadmap project, a national report outlining recommendations was provided to AEEYSOC and the Education Council for noting in August and November 2014. AEEYSOC agreed that the Data Strategy Group (DSG) was to be delegated the responsibilities for:</p> <ul style="list-style-type: none"> • Considering how the proposals contained within the report could be integrated into the DSG work plan; • Engage with the health sector regarding opportunities for collaboration in the National Collaborative Research Infrastructure Strategy (NCRIS) investment process; and • Reporting back to Council on progress.
Costs:	The implementation of the National Education Data Linkage Roadmap has been funded through existing national resources in 2014/15 and 2015/16, or with NCRIS funding in 2015/16 and 2016/17.
Target group (if applicable):	Early childhood and schools.
Phase of delivery:	<p>The National Education Data Linkage Roadmap consists of seventeen proposals linked to nine projects. The projects are as follows:</p> <p>Project A Early Childhood and Education Data Linkage Intergovernmental Agreement Development.</p> <p>Project B PHRN and Sector Preparation</p> <p>Project C Meta-Data</p> <p>Project D Legislative Review</p> <p>Project E State and National Unique Linkage ID Files</p> <p>Project F ABS Proof of Concept Projects</p> <p>Project G Facilitating Access</p> <p>Project H PHRN Proof of Concept 3 Stage 2</p> <p>Project I Building Capability</p>
Key dates/milestones:	
Benefits:	The schools education and early childhood sectors stand to gain from the learnings from the health sector and by drawing together a number of strands of work currently being undertaken across Australia.

Lead project manager:	South Australia Department of Education and Child Development Samuel.Luddy2@sa.gov.au 08 8204 1262
Current stakeholders:	Jurisdictions – senior officers with responsibility for school education data policy from Victoria, Tasmania and New South Wales. Australian Government Representatives from: Department of Education and Training, Australian Institute of Health and Welfare (AIHW), Population Health and Research Network (PHRN).
Potential stakeholders (if expanded):	
Links to other projects:	
Comments (optional):	

Project title:	Senior Secondary Outcomes (SSO)
Sector:	Schools
Purpose/ Description of project:	<p>To enable the reporting of nationally consistent and comparable measures of Year 12 or equivalent completion, using administrative data to supplement existing measures based on Survey of Education and Work and Census of Population and Housing data, in measuring progress towards the following three COAG targets:</p> <ul style="list-style-type: none"> ▪ lifting Year 12 or equivalent attainment rate (Year 12 or equivalent or AQF Certificate II or above) by 20-24 year olds to 90 per cent by 2015; ▪ lifting Year 12 or equivalent attainment rate (Year 12 or equivalent or AQF Certificate III or above) by 20-24 year olds to 90% by 2020; and ▪ halving the Gap in Year 12 or equivalent attainment rate (Year 12 or equivalent or Certificate AQF II or above) for Indigenous young people aged 20-24 years by 2020. The use of administrative data allows annual progress measures of state and territory performance (COAG 2012). <p>A phased approach has been proposed to develop a suite of senior secondary outcome measures:</p> <ul style="list-style-type: none"> ▪ the proportion of students receiving a senior secondary certificate for the first time ▪ those receiving a Cert II or above for the first time ▪ those receiving a Cert III or above for the first time ▪ any of the above plus those receiving an equivalent qualification for the first time (e.g. International Baccalaureate) ▪ tertiary entrance score information
Costs:	
Target group (if applicable):	<p>Target groups include:</p> <ul style="list-style-type: none"> ▪ Secondary schools in government and non-government jurisdictions ▪ Tertiary institutions
Phase of delivery:	Consultation and scoping of the work
Key dates/milestones:	Initial work completed by ACARA SSO Working Group.
Benefits:	

Lead project manager:	Australian Curriculum, Assessment and Reporting Authority datarequest@acara.edu.au 1300 895 563
Current stakeholders:	All states and territories
Potential stakeholders (if expanded):	ISCA and NCEC
Links to other projects:	
Comments (optional):	Significant reporting requirements. Data comparability is major issue as outlined in the purpose section.

Project title:	Student Engagement and Wellbeing
Sector:	Schools
Purpose/ Description of project:	National investigation of possible measures of student wellbeing and/or engagement to assist with improving student outcomes.
Costs:	
Target group (if applicable):	
Phase of delivery:	Established value proposition and agreement to progressing work.
Key dates/milestones:	<p>August 2016: agreement on value proposition.</p> <p>October 2016: national audit on student wellbeing and engagement.</p> <p>December 2016: high level conceptual national framework on student wellbeing and/or engagement.</p> <p>March 2017: definitions on student wellbeing and/or engagement, indicators / measures on student wellbeing and/or engagement.</p> <p>March 2017: update national framework on student wellbeing and/or engagement.</p> <p>June 2017: strategies for information sharing/reporting wellbeing and/or engagement for Ministers approval.</p>
Benefits:	
Lead project manager:	<p>DSG sub-group chaired by ACARA</p> <p>Sophan.Chimm@acara.edu.au</p>
Current stakeholders:	States and territories, ISCA, NCEC, Australian Government Department of Education and Training
Potential stakeholders (if expanded):	
Links to other projects:	
Comments (optional):	A DSG sub-group has been established to progress this work.