



Data Strategy Group

Stocktake

Projects

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

Update

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Introduction

One of the initial pieces of work identified by the Australian Education Senior Officials Committee (AESOC) as a priority for the Data Strategy Group (DSG) is to undertake a stocktake of existing data and reporting arrangements and existing priority work.

The Stocktake includes mapping of the following four priority areas:

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

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
AITSL	Australian Institute For Teaching and School Leadership
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 the 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 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
NSIP	National Schools Interoperability Program Steering Group.
NSOS	National School Opinion Survey Working Group
NTWDWG	National Teacher Workforce Dataset Working Group
OAC	Online Assessment Committee
OA WG	Online Assessment Working Group
OECD	Organisation for Economic Co-operation and Development
PC	Productivity Commission
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:	ACARA School list <i>The ACARA schools list will be phased out and become the Register of Australian Schools. At the time of developing the stocktake the name had not been changed.</i>
Sector:	Early childhood, schools, higher education and VET
Purpose/ Description of project:	<p>The ACARA school list update is an annual project to provide ACARA with updated school information for all jurisdictions.</p> <p>ACARA schools list is the primary way of identifying collection and data management of educational information associated with schools performance.</p> <p>It contains information that relates to:</p> <ul style="list-style-type: none"> ▪ school specific information such as names, ID’s, suburbs, postcodes, etc. ▪ information relating to campus relationships if applicable such as head campus/sub campus relationships etc. ▪ information relating to reporting requirements, specifically for schools in multi campus relationships where reporting might be rolled or left unrolled.
Costs:	N/A
Target group (if applicable):	All schools in Australia, including all sub-campus relationships
Phase of delivery:	Annual
Key dates/milestones:	The ACARA school list update must be completed prior to the data collection and reporting associated with the publication of the My School website.
Benefits:	Providing ACARA with updated school information is vital to ensure that all future ACARA data collections are able to be conducted efficiently.
Lead project manager:	<p>ACARA Damien Bradburn Senior Project Officer – Data Management Assessment & Reporting damien.bradburn@acara.edu.au (02) 8098 3167</p>
Current stakeholders:	ACARA, All jurisdictions

Data Strategy Group – Stocktake – Projects

Potential stakeholders (if expanded):	
Links to other projects:	All ACARA data collections and reporting
Comments (optional):	

Project title:	Implementation of COAG decision to improve student attendance data reporting
Sector:	Schools
Purpose/ Description of project:	<p>In December 2013, COAG agreed to a range of measures to improve Indigenous school attendance.</p> <p>Specifically, COAG agreed to improve school attendance data reporting, including publication of attendance data twice yearly by schools, for:</p> <ul style="list-style-type: none"> ▪ all students (split by Indigeneity, subject to privacy thresholds) ▪ publication of the proportion of students attending school less than 90 per cent of the time and data by remoteness area (split by Indigeneity).
Costs:	<p>The implementation of the COAG decision will have budget implications for all jurisdictions, the non-government sector and ACARA.</p> <p>All schools are required to collect daily attendance data for every student in their school; however jurisdictions employ different data collection and cleansing methodologies to achieve this. As a result the budget cost to implement the COAG decision may vary between jurisdictions.</p> <p>Further, in relation to the average attendance collection, any potential budget impact should be considered against investment already made to facilitate the 20 week collection period over the first half of 2013. This included \$1.7 million being provided to independent schools authorities and \$1.7 million to the Catholic education authorities to help facilitate this collection.</p>
Target group (if applicable):	All schools nationally
Phase of delivery:	<p>The proposed work plan, subject to decisions of the Education Council:</p> <ul style="list-style-type: none"> ▪ 2014 (late) will see the publication of 2014 Semester 1 attendance rate data by school; Indigeneity (indigenous/all students) and geo-location. ▪ 2015 will be the first year that average school attendance data will be collected by ACARA twice a year. ▪ 2015 will be the first year that data is collected for both proportion of students that do not meet the 90% COAG attendance benchmark and the average rate of school attendance by Indigeneity. ▪ 2015 will be the first year that average school attendance data is published for two reference periods.

	<ul style="list-style-type: none"> ▪ 2015 (late) will see the first publication of attendance rate and proportion of students below 90 per cent benchmark data by school; Indigeneity (indigenous/all students) and geo-location
Key dates/milestones:	Key dates are outlined in the phase of delivery
Benefits:	The public policy benefits of the second collection are as yet unknown.
Lead project manager:	Australian Government Department of Education
Current stakeholders:	<p>Current stakeholders include:</p> <ul style="list-style-type: none"> ▪ Data Strategy Group (DSG) ▪ PIMG ▪ ACARA ▪ AITSL ▪ ESA ▪ state and territory education Departments, ▪ schools
Potential stakeholders (if expanded):	
Links to other projects:	Regular collection and reporting of attendance data to the Productivity Commission for RoGS and in the NEA.
Comments (optional):	Significant data issues in reporting Indigenous data by school due to small numbers and suppression

Project title:	Interstate Student Data Transfer Note (ISDTN)
Sector:	State and territory Education Departments, and the independent and Catholic education sectors.
Purpose/ Description of project:	The Interstate Student Data Transfer Note (ISDTN) and Protocol is a joint initiative between the Australian Government, state and territory Education Departments, and the independent and Catholic education sectors.
Costs:	
Target group (if applicable):	Student transfers
Phase of delivery:	Fully implemented.
Key dates/milestones:	
Benefits:	This national system enhances the ability of the student's new school to place and support that student in a timely manner and with the assistance of accurate information from the student's previous school.
Lead project manager:	
Current stakeholders:	Australian Government, State and Territory Education Departments, and the independent and Catholic education sectors.
Potential stakeholders (if expanded):	
Links to other projects:	
Comments (optional):	This project is an agreed method of communication maintained by the States and Territories. The Australian Government supports this projects with data updates as required.

Project title:	Nationally Consistent Collection of Data on School Students with Disability (NCCD)
Sector:	Up to 66 per cent of all schools in 2014 and all schools in 2015
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 (formerly SCSEEC) 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. These costs included one-off seed funding to provide start-up assistance to education authorities.
Target group (if applicable):	The target group is school students with disability and learning difficulties. In deciding whether identified students are to be included in the national data collection, teachers and school teams use their professional judgement to determine the level of adjustment that each student is currently being provided with. Schools are asked to consider the following four adjustment categories: <ul style="list-style-type: none"> ▪ no adjustment at this time ▪ supplementary adjustment ▪ substantial adjustment ▪ extensive adjustment
Phase of delivery:	Up to 66 per cent of schools will participate in the 2014 collection, progressing towards implementation in all schools nationally in 2015.
Key dates/milestones:	The first data collection took place in October 2013 and the next collection is scheduled for August 2014. A ten week evidence collection period precedes the data reference date of 1 August 2014. In August 2015 all schools in Australia will collect and report data on students with disability.
Benefits:	Currently, the methodologies employed in compiling data on students with disability vary between the states and territories. This leads to inconsistency and inequity in the provision of Australian Government funding.

	The NCCD will provide a clearer, national picture of the needs of students with disability and learning difficulties, and will support schools to better understand and implement their core responsibilities under the Disability Discrimination Act 1992 and the Disability Standards for Education 2005.
Lead project manager:	Australian Government Department of Education is:
Current stakeholders:	Stakeholders include: <ul style="list-style-type: none"> ▪ school students with disability ▪ parents and carers ▪ school teams, including allied health professionals ▪ Australian Government Department of Education ▪ 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):	Disability advocacy and representative bodies Australian Bureau of Statistics
Links to other projects:	The data collection is part of broader Australian Government reforms to better support students with disability. This includes \$300 million over the 2012 to 2014 programme years to build the capacity of schools and teachers and support compliance with Disability Standards for Education.
Comments (optional):	

Project title:	National Data Linkage Roadmap												
Sector:	Schools and early childhood												
Purpose/ Description of project:	The purpose of the National Education Data Linkage Roadmap is to outline a plan for coordinated national activity to use data linkage in research, evaluation, and statistical reporting to support the priorities of the early childhood and school education sectors. A key issue to be considered in the Roadmap is how to reposition the early childhood and school sectors in order to benefit from current and future health sector and research infrastructure investments.												
Costs:	The development of the National Education Data Linkage Roadmap has been funded through the Education Council National Project Fund.												
Target group (if applicable):													
Phase of delivery:	<p>Six Working groups have been established, dividing the priority work between them. There Working Groups are as follows:</p> <table border="0"> <tr> <td>Working Group 1</td> <td>Purpose, scope and audience of the National Data Linkage Roadmap</td> </tr> <tr> <td>Working Group 2</td> <td>Governance Processes</td> </tr> <tr> <td>Working Group 3</td> <td>Metadata</td> </tr> <tr> <td>Working Group 4</td> <td>Linking education and early childhood demographic data to jurisdictional and national Master Linkage Files (MLF)</td> </tr> <tr> <td>Working Group 5</td> <td>Linking Data to the ABS Census of Population and Housing and other ABS collections</td> </tr> <tr> <td>Working Group 6</td> <td>Facilitating access to data for research and policy</td> </tr> </table>	Working Group 1	Purpose, scope and audience of the National Data Linkage Roadmap	Working Group 2	Governance Processes	Working Group 3	Metadata	Working Group 4	Linking education and early childhood demographic data to jurisdictional and national Master Linkage Files (MLF)	Working Group 5	Linking Data to the ABS Census of Population and Housing and other ABS collections	Working Group 6	Facilitating access to data for research and policy
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Working Group 6	Facilitating access to data for research and policy												
Key dates/milestones:													
Benefits:	The school 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
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, Australian Institute of Health and Welfare (AIHW), Population Health and Research Network (PHRN).
Potential stakeholders (if expanded):	
Links to other projects:	TETIA Forward Work Plan
Comments (optional):	This project is being discussed at DSG with the potential to incorporate into the DSG work plan.

Project title:	National Standards for Student Attendance Data Reporting
Sector:	Schools
Purpose/ Description of project:	<p>The Student Attendance Data Working Group was established to provide ACARA with advice on the development and implementation of the National Standards to collect and report consistent student attendance data across jurisdictions and sectors. The National Standards for Student Attendance Data Reporting (National Standards), on which government and nongovernment providers of attendance data are requested to draw when providing data for national reporting purposes, including, but not limited to, the following outputs:</p> <ul style="list-style-type: none"> ▪ National Education Agreement (NEA) performance report(s) ▪ National Report on Schooling in Australia (ANR) ▪ National Indigenous Reform Agreement (NIRA) ▪ Report on Government Services (ROGS) ▪ school-level attendance data on the My School website.
Costs:	
Target group (if applicable):	
Phase of delivery:	<p>Largely complete however work now impacted by changes to Attendance collections agreed by COAG.</p> <p>Work continuing on more strategic data reporting by attendance thresholds.</p>
Key dates/milestones:	<p>National Standards for Student Attendance Data Reporting were endorsed by AESOC in November 2012.</p> <p>The National Standards were reviewed in 2015 to include the new measure on student attendance level – the percentage of students attending 90% or more of the time.</p>
Benefits:	The development and implementation of National Standards enables consistent data collection and reporting across jurisdictions and sectors for reporting, analysis and evidentiary purposes.
Lead project manager:	Data Subgroup
Current stakeholders:	Current stakeholders include state and territory education departments, the Australian Government Department of Education, ISCA and NCEC.

Potential stakeholders (if expanded):	
Links to other projects:	Implementation of COAG decision to improve student attendance data reporting Trans-border Attendance Strategy
Comments (optional):	http://www.acara.edu.au/verve/_resources/D13_20398__National_Standards_for_Student_Attendance_Data_Reporting_-_UPDATED_November_2013.pdf

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:	Not scoped
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. Work at this stage appears to have stalled. This Working Group has not met since late 2013.

Benefits:	
Lead project manager:	ACARA
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:	Transforming Education and Training Information in Australia (TETIA)
Sector:	Early childhood, schools, VET, higher education
Purpose/ Description of project:	<p>TETIA is a strategy for improving educational outcomes by building evidence through facilitating access to data on individuals undertaking education and training and addressing data gaps in child development and education and training statistics, particularly their cross-sectoral aspects.</p> <p>TETIA covers early childhood education and development, school education, vocational education and training and higher education. The emphasis is on the relationship between child development and education and training, and the outside world - external factors that impinge on child development and education and training, and economic and social outcomes that are so dependent on quality education and training.</p> <p>Through consultation with stakeholders, a number of priority projects have been identified to progress this vision over the next three years. In addition, a number of projects have been completed or are currently underway, including a national data standards strategy and two data integration projects.</p>
Costs:	<p>Not ongoing</p> <p>Funding until the end of 2013-14.</p> <p>Funding for project was \$730,000 in 2013-14.</p>
Target group (if applicable):	Focus on cross-sectoral data issues for all education sectors.
Phase of delivery:	<p>Phase one involves:</p> <ul style="list-style-type: none"> ▪ development of three year work plan and strategic plan ▪ trial data matching projects with report on feasibility. <p>Phase two involves:</p> <ul style="list-style-type: none"> ▪ scoping of national data quality improvements and potential matching.
Key dates/milestones:	At its establishment, the SCDC focused on the development of the Australian Longitudinal Learning Dataset (ALLD) and identification of work required to support the development of an enduring dataset. This work included bringing together data access protocols for a number of national data sets; identifying the strengths and weaknesses of existing datasets used for national reporting, including for COAG; and identifying national data sets that would enable the development of an enduring longitudinal national data capability.

As part of the work plan, the SCDC delivered projects that supported improving the quality of national statistics, including the coherence of the measurements of socio-economic status across education and training and the detailed analysis of the uses of Census data and administrative data sets for reporting trends. Recent work has been published on the relationship between NAPLAN performance and a range of personal, family, and background characteristics; and on the labour market and employment outcomes for VET in School students.

Work has also progressed under the SCDC on student identification to form part of the development of a broader approach to options for progressing student identification.

The SCDC has supported the work to link together a number of data sets, including the Census of Population and Housing. This has involved pilot projects to investigate the feasibility and quality of data integration. This work will support improved national reporting and provides a way to investigate ways of measuring outcomes. Identification of data standards and definitional priorities provides an opportunity to identify improvements to data to enable better understanding of transitions through early childhood, education and training.

Following extensive stakeholder consultation, a three year plan for future work on improving cross-sectoral and outcomes data has been developed. These projects provide a significant opportunity to improve the evidence base. Projects support improved quality of statistics, better access to data and a more coherent set of data that would enable research and evidence to better support policy development over the course of a person's education and the outcomes achieved.

Benefits: TETIA aims to improve child development and education and training outcomes through supporting government initiatives such as:

- closing the gap between Indigenous and non-Indigenous Australians and achieving a socially inclusive society
- ensuring that young people are meeting basic literacy and numeracy standards and that overall levels of literacy and numeracy achievements are improving
- improving outcomes for students from low socio- economic backgrounds
- improving youth transition to further education and employment.

At the jurisdictional level, the key benefits that TETIA aims to achieve include:

	<ul style="list-style-type: none"> ▪ improving access to integrated data so that states and territories can integrate with locally collected data, conduct analysis to answer specific research and policy questions in a timely manner, and compare jurisdictional data with national data including those over time ▪ more timely and expanded access by jurisdictions to individual state/territory and national datasets and the key aggregated statistics derived from them, in formats that facilitate the timely response to national and state/territory government reporting and accountability requirements ▪ enabling capability, knowledge and infrastructure to be leveraged across state and territory jurisdictions and Commonwealth agencies, through collaboration and sharing of knowledge about data integration and infrastructure improvements.
<p>Lead project manager:</p>	<p>ABS has led development of the TETIA strategic plan and work program, with Tom Karmel acting as a consultant.</p> <p>TETIA projects that are currently underway have been allocated to AIHW and ABS.</p>
<p>Current stakeholders:</p>	<p>The direct stakeholders for TETIA include:</p> <ul style="list-style-type: none"> ▪ Ministers and their departments (who will be primary users and beneficiaries of analysis based on TETIA data) ▪ data custodians, including those responsible for data relating to early childhood education and development, school education, higher education, and vocational education and training data ▪ data users- typically policy analysts and researchers ▪ data providers- schools, students and parents.
<p>Potential stakeholders (if expanded):</p>	
<p>Links to other projects:</p>	<p>Links with the data quality improvement work in all education sectors- however, focus is on the cross-sectoral elements.</p>
<p>Comments (optional):</p>	

Project title:	Trans-Border (formerly Tri-Border) Attendance Strategy
Sector:	Schools
Purpose/ Description of project:	Trans-Border establishes a process to enable the sharing of enrolment information across the state borders of South Australia, Western Australia and the Northern Territory in order to address the issue of significant absenteeism in the Aboriginal homelands resulting from the movement of families between communities in this area.
Costs:	AESOC has approved \$2 068 000 over three years (2013-15) to expand the project nationally and upgrade the Central Schools System (CSS). Participating jurisdictions would start contributing from 1 July 2015 to support the sustainability of the Strategy beyond that date.
Target group (if applicable):	Transient student attendance within participating sectors, including Aboriginal and Torres Strait Islander students.
Phase of delivery:	Currently completing transition phase for expansion to a national strategy.
Key dates/milestones:	<p>ESA has developed a working version of the CSS, while implementing new solutions for user authentication, student matching and moving to upgraded hardware to support increased capacity up to 1 million records.</p> <p>From July 2014, ESA will host, maintain and upgrade the CSS and will assume full responsibility for management of the business system from 1 July 2015.</p> <p>Fifteen NSW schools are being added to the system and will commence active participation in July 2014.</p>
Benefits:	<p>This project will enable participating schools to:</p> <ul style="list-style-type: none"> ▪ develop effective teaching and learning programs and individual educational plans for students ▪ engage students through creating mobility classes ▪ better understand mobile students’ needs and requirements ▪ remove enrolment barriers. <p>The Tri-Border Attendance Strategy is being progressively expanded to a national scale in order to include all states and territories. This is the result of the success of the pilot CSS program operated by the Department of Education Western Australia.</p> <p>The success of the pilot brings recognition that enhancing data sharing capacity of the system would:</p> <ul style="list-style-type: none"> ▪ support local and national improvement agendas,

	<ul style="list-style-type: none"> ▪ strengthen national collaboration ▪ increase interagency partnerships in responding to students most at risk
Lead project manager:	Education Services Australia
Current stakeholders:	<p>Project Board representation from: ESA, Western Australian Department of Education and the Australian Government Department of Education</p> <p>National Transition Committee representation from:</p> <ul style="list-style-type: none"> ▪ all participating jurisdictions ▪ ESA
Potential stakeholders (if expanded):	All remaining jurisdictions
Links to other projects:	<p>Potentially this project could contribute to:</p> <ul style="list-style-type: none"> ▪ Implementation of COAG decision to improve student attendance data reporting (Accuracy of data collection in highly mobile populations) ▪ Data Linkage Roadmap and TETIA (Data sharing and integration capability, generation of mobility reports for research and policy) ▪ National Standards for Student Attendance Data Reporting
Comments (optional):	

Project title:	Year 12 completions/subject choices
Sector:	Schools
Purpose/ Description of project:	The Year 12 completions and subject choices data collection is conducted each year
Costs:	
Target group (if applicable):	The project targets students completing Year 12 in each state/territory.
Phase of delivery:	Ongoing Annual Project
Key dates/milestones:	Annual midyear reports for RoGS, ANR and OECD.
Benefits:	This collection provides a snapshot of education achievement for year 12 students in Australia.
Lead project manager:	Australian Government Department of Education
Current stakeholders:	Productivity Commission
Potential stakeholders (if expanded):	
Links to other projects:	
Comments (optional):	Stakeholder engagement is limited and the data collection methodologies should be reviewed and updated to make them relevant to current day reporting requirements.