



*Ministerial Council on Education, Employment,  
Training and Youth Affairs*

**2008  
NATIONAL REPORT ON SCHOOLING  
IN AUSTRALIA**

**INFORMATION FRAMEWORK**

## **Preface**

This Information Framework specifies the areas to be reported in the *National Report on Schooling on Australia* (ANR) for 2008, focussing on the priority areas of performance measurement identified by Ministers.

The framework has been developed by the Data Collection and Reporting Sub-group of the MCEETYA Performance Measurement and Reporting Taskforce (PMRT), which oversees development of the ANR on behalf of Ministers.

It is proposed that from 2008, the ANR will move to an on-line publication format. Where appropriate, hyperlinks to statistical tables and additional information available on the MCEETYA and ABS websites will be provided. In the near future, MCEETYA will be asked to approve, effective 2008, the on-line publication of the 2008 and future editions of the ANR.

## **2008 ANR Information Framework**

### **Framework Outline**

- 1 The Context of Australian Schooling
- 2 Resourcing Australia's schools
- 3 Measuring the Performance of Australian Schooling
- 4 Attendance, Participation and Attainment
- 5 National Assessment Program (NAP)
  - 5.1 Literacy and Numeracy
  - 5.2 Science, Civics and Citizenship, and Information and Communication Technologies
  - 5.3 International Assessments
- 6 Indigenous Education
- 7 Vocational Education
- 8 Additional Statistics on Australian Schooling

## 1 The Context of Australian Schooling

This section provides:

- A summary on the context of schooling in Australia.
- Details of the responsibilities for schooling in Australia, including a description of the role and current issues being considered by the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA).
- A brief statement on the structure and governance of schooling, highlighting the degree of autonomy that principals and school governing bodies have for education programs, staffing (including staff appointments), budget and other aspects of school operations.
- Information on national consistency in schooling in Australia, including details of school starting age, the implementation of the Statements of Learning and development of a national curriculum.
- A summary against the National Safe School Framework's six 'Key Elements', and brief advice on the implementation of screening (in all jurisdictions and sectors) for school staff that have contact with school students.

## 2. Resourcing Australia's Schools

This section provides:

- Contextual information on funding mechanisms, current funding arrangements and action taken by MCEETYA in relation to school resourcing issues, including the development of nationally consistent definitions, comparability of financial data and future resourcing arrangements.
- A description of how educational provision for students in general, and for student sub-groups, is funded, including data on expenditure and funding sources, where this is available.
- A description of the funding provisions under the *Schools Assistance (Learning Together – Achievement Through Choice and Opportunity) Act 2004*, and the implications for educational provision between the:
  - Australian Government and the State/Territory government sector
  - Australian Government and the non-government sector
  - States/Territories and their non-government sectors.

- A brief report, by sector, on capital expenditure including Australian Government and State/Territory funding during 2007.
- Brief commentary on trends in selected statistics and reference to resourcing tables in the Additional Statistics section of the report.

### **3 Measuring the Performance of Australian Schooling**

This section provides:

- Standard words on the National Goals and Preamble.
- A description of the performance and reporting requirements contained within the *Schools Assistance (Learning Together – Achievement Through Choice and Opportunity) Act 2004* and the Regulations.
- A standard brief description of the *Measurement Framework for National Key Performance Measures* as agreed by Ministers in 2008.
- A summary of the 2008 National Assessment Program (NAP) including a description of the NAP – Literacy and Numeracy (NAPLAN), and other NAP sample assessments, and international assessments.

### **4 Attendance, Participation and Attainment**

This section provides:

- A summary of student attendance across Australian schools and rates of education and training participation and attainment.
- Contextual information regarding trends in student attendance, participation and attainment.

### **5 National Assessment Program (NAP)**

#### **5.1 Literacy and Numeracy**

This section provides:

- A summary on literacy and numeracy developments in Australia.
- A report on the development and implementation of nationally comparable reporting through the National Assessment Program – Literacy and Numeracy (NAPLAN) tests for school students in Years 3, 5, 7 and 9.

- A report on the results of the full cohort of Years 3, 5, 7 and 9 students in literacy (reading, writing and language conventions) and numeracy against the national minimum standard<sup>1</sup> by State and Territory, sex, geographic location, Indigenous status, geographic location of Indigenous students, language background and socioeconomic factors, noting that the definitions of student background characteristics should be the national definitions agreed by all Ministers.
- A description of measures to maximise the participation of students with disabilities in literacy and numeracy testing.

## **5.2 Science Literacy, Civics and Citizenship, and Information and Communication Technologies (ICT) Literacy**

This section provides:

- A summary of the testing cycle for the sample assessment program as agreed in the Measurement Framework.
- The results of the 2008 Information and Communication Technologies (ICT) sample assessment and hyperlinks to the results from the 2006 Science Literacy and 2007 Civics and Citizenship sample assessments.
- A brief description of results from the previous year's tests not already reported in 2007 (if applicable).
- A brief description of activities undertaken in preparation for the 2009 Science Literacy sample assessment.

## **5.3 International Assessments**

This section provides:

- A summary of the testing cycle and hyperlinks to the most recent results of international assessments as agreed in the Measurement Framework.

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<sup>1</sup> Data reported against the national minimum standard in accordance with legislative requirements or national agreements.

## **6 Indigenous Education**

This section provides:

- A report on outcomes including literacy and numeracy achievement data against the national minimum standard<sup>1</sup>, for Indigenous and non-Indigenous students by State and Territory, and for Indigenous students, disaggregated nationally by the four MCEETYA geographic locations, i.e. metropolitan, provincial, remote and very remote (noting that data that would enable the identification of individual schools or students will not be published).
- A brief report by the MCEETYA Reference Group on Indigenous Education on progress by the Australian Government and all jurisdictions and school sectors in implementing the recommendations of *Australian Directions in Indigenous Education 2005 – 2008* report (MCEETYA, 2006), highlighting major initiatives against the five domains for action: early childhood education; school and community education partnerships; school leadership; quality teaching; and pathways to training, employment and higher education.

## **7 Vocational Education**

This section provides:

- Brief information about the concepts underpinning the program elements of the Vocational Education in Schools Framework, namely Vocational Education and Training (VET) in Schools, (incorporating School-based Apprenticeships), Enterprise and Vocational Learning, and Student Support Services (more commonly referred to as career and transition services).
- Additional data and analysis against the VET in schools participation and attainment measures agreed by Ministers.

## **8 Additional Statistics on Australian Schooling**

This section provides:

- A summary statement to provide context for statistics describing the key features of Australian schooling in 2008, by State, Territory, and sector, including international studies.
- Statistics will be grouped under the following headings:
  - schools

- students
  - teachers and teaching
  - resourcing schools.
- The tables in this section present the full range of data, which may appear in summary form in earlier parts of the ANR, including tables published in the Statistical Annex of previous editions of the ANR. Where there is commentary on these statistics in the main body of the report, it should include a comment on a time series (where appropriate). Reference may also be made, where appropriate, to other information on the MCEETYA and ABS websites, e.g. *Schools, Australia*.