

Senate Committee: Education and Employment

**QUESTION ON NOTICE
Additional Estimates 2014 - 2015**

Outcome: Schools and Youth

Department of Education and Training Question No. SQ15-000069

Senator Lines, Sue asked on 05 March 2015, Hansard page 3

National partnership agreements

Question

Senator LINES: So you have the national partnership agreement and then the bilaterals between each state which set out the conditions. Are they on the federal financial relations website?

Mr Cook: My understanding is implementation plans and bilateral agreements are the same thing.

Senator LINES: So they will go up once they are approved.

Mr Cook: That would be the normal process.

Senator LINES: When do you think that will be? I apologise if you told me.

Mr Cook: We are going through them at the moment. Once they are approved by the minister, we have to give advice to the minister—I would have to take it on notice, but I think probably in the next four to six weeks.

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Senator LINES: What are the conditions attached to each of the agreements? You told us there is the implementation plan that gets states 30 per cent of the funding. What other conditions are attached?

Mr Cook: The other conditions are the actual performance benchmarks.

Senator LINES: Could we be provided a copy of those other benchmarks?

Mr Cook: Yes, that is not a problem. We can take that on notice.

Answer

National partnership agreements are published by the Treasury on the Federal Financial Relations website (<http://www.federalfinancialrelations.gov.au/content/npa/education.aspx>) when they have been signed by the Prime Minister and First Minister of each state and territory. The National Partnership Agreement on Universal Access to Early Childhood Education – 2015 was published on the website on 18 March 2015.

Performance benchmarks under the National Partnership Agreement on Universal Access to Early Childhood Education – 2015 are provided at Table 1.

Table 1: Outcomes, Outputs, Performance Indicators and Performance Benchmarks

Outcomes	Outputs	Performance Indicators	Performance Benchmarks/Targets
<p>Providing Universal Access to and improving participation in affordable, quality early childhood education programme(s), including that:</p> <ul style="list-style-type: none"> i. vulnerable and disadvantaged children have access to, and participate in, an affordable, quality early childhood education programme; ii. Indigenous children have access to, and participate in, an affordable, quality early childhood education programme; and iii. access to early childhood education for all Indigenous four year olds in remote communities. 	<p>Implementing accessible, quality early childhood education programmes which meet the needs of parents and communities at a cost which does not present a barrier to participation, particularly for vulnerable and disadvantaged children.</p>	<p><u>Teacher Qualifications</u> 1. The proportion of early childhood education programmes delivered by a degree qualified early childhood teacher who meets the National Quality Framework requirements.</p>	<p>95 per cent*</p>
	<p>Delivering strategies and actions targeting the participation of vulnerable and disadvantaged children.</p>	<p><u>Access to Quality Programme</u> 2. The proportion of children enrolled in the year before full-time school in quality early childhood education programme(s).</p>	<p>95 per cent of children including:</p> <ul style="list-style-type: none"> • 95 per cent of Indigenous children; and • 95 per cent of vulnerable and disadvantaged children.
	<p>Delivering strategies and actions targeting the participation of Indigenous children, including in remote areas.</p>	<p><u>Access to a Quality 600 hour Programme</u> 3. The proportion of enrolled children enrolled in the year before full-time school in quality early childhood education programme(s) for 600 hours per year.</p>	<p>95 per cent of enrolled children including:</p> <ul style="list-style-type: none"> • 95 per cent of Indigenous children; and • 95 per cent of vulnerable and disadvantaged children.
		<p><u>Attendance</u> 4. The proportion of enrolled children who attend, in the year before full-time school, quality early childhood education programme(s) for 600 hours per year.</p>	<p>Annual targets agreed in Implementation Plans taking into account a jurisdiction's starting point and moving to 90 per cent over time.</p>

*Includes service waivers with respect to early childhood teachers under the National Quality Framework