

## EDUCATION, SCIENCE AND TRAINING

### SENATE LEGISLATION COMMITTEE - QUESTIONS ON NOTICE 2003-2004 BUDGET ESTIMATES HEARING

**Outcome:** 1

**Output Group:** 1.2 Assistance for individuals including those with special needs

#### **DEST Question No. E116\_04**

Senator Crossin asked on 3 June 2003. EWRE Hansard page 257

#### **Question:**

The IESIP pro formas for the core performance indicators for attendance, have they actually changed or been revised since 2000?" ... You gave me some performance indicators and I just wondered if they were still relevant – whether the indicators actually last the four-year period of the agreement or whether they have been revised since 2000?

#### **Answer:**

*Indigenous Education Strategic Initiatives Programme (IESIP) performance indicators*

Prior to the 2001 - 2004 IESIP quadrennium, performance indicators were not standardised for attendance or any other of the key priority areas.

Since 2001, however, a standard national suite of performance indicators has been in place for each of the preschool, school and VET sectors.

In the schooling sector providers were able to choose between two performance indicators concerning student attendance rates. The first of these indicators measures attendance as the number of days a student attends school calculated as a percentage of the number of school days, and targets are set to increase the attendance rate. The second indicator measures the 'absence distribution' of students (eg: proportion of students absent for 0 - 10 days, for 10 - 20 days etc.) and targets are set to reduce unexplained absences at the higher end of the scale. All preschool and schooling IESIP providers are required to report against one of these indicators for every year of the quadrennium. There are no attendance reporting requirements for the VET sector.

IESIP performance indicators are generally in place for the entire quadrennium – 2001-2004, however, some performance indicators have been modified to take account of changing circumstances of providers.