

**Senate Standing Committee on Education Employment and Workplace
Relations**

**QUESTIONS ON NOTICE
Budget Estimates 2013-2014**

Outcome 2 - Schools and Youth

DEEWR Question No. EW0258_14

Senator Mason asked on 6 June 2013, Hansard page 68

Question

**Key performance indicators - Impact evaluation of national partnership on
smarter schools**

Senator MASON: Just remind the committee: what were those key performance indicators? Ms Donaldson: I do not have them documented here but I can provide that on notice. They related more broadly not only to NAPLAN results but more specifically to parental engagement, to the autonomy and empowerment of principals, to the number of high-performing teachers within the school, and to the contribution to NEA outcomes and the like.

Answer

The Department has contracted Parkville Global Advisory services to conduct an impact evaluation for the Low Socio-economic Status School Communities National Partnership and the Literacy and Numeracy National Partnership.

The following table lists the performance indicators for these National Partnership Agreements that have been used to inform the design of the impact evaluation.

LOW SES NP	
OUTCOME	PERFORMANCE INDICATORS
The Agreement will contribute to the following outcomes which are set out in the NEA. Progress against these outcomes will be measured by the performance indicators shown below:	
All children are engaged in and benefiting from schooling	The proportion of children enrolled in and attending school.
Young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving.	Literacy and numeracy achievement of Year 3, 5, 7 and 9 students in national testing.
Schooling promotes the social inclusion and reduces the education disadvantage of children, especially Indigenous children.	<p>The proportion of Indigenous and Low SES children enrolled in and attending school.</p> <p>Literacy and numeracy achievement of Year 3, 5, 7 and 9 Indigenous and low SES students in national testing.</p> <p>The proportion of 19 year old Indigenous and low SES population having attained at least a Year 12 Certificate or AQF Certificate II.</p> <p>The proportion of Indigenous students completing Year 10.</p>
Australian students excel by international standards	The proportion of students in the bottom and top levels of performance in international testing (eg. Program for International Student Assessment, Trends in International Mathematics and Science Study).
Young people make a successful transition from school to work and further study	<p>The proportion of 19 year old population having attained at least a Year 12 or equivalent or AQF Certificate II.</p> <p>The proportion of young people participating in post-school education or training six months after school.</p> <p>The proportion of 18-24 year olds engaged in full-time employment, education or training at or above Certificate III.</p>
<p>OUTPUTS:</p> <p>Incentives to attract high-performing principals and teachers;</p> <p>Adoption of best-practice performance management and staffing arrangements that articulate a clear role for principals;</p> <p>School operational arrangements which encourage innovation and flexibility;</p> <p>Provision of innovative and tailored learning opportunities;</p> <p>Strengthened school accountability;</p> <p>External partnerships with parents, other schools, businesses and communities; and</p> <p>Provision of access to extended services.</p>	

LNNP	
OUTCOME	PERFORMANCE INDICATORS
The Agreement will contribute to the following outcomes which are set out in the NEA. Progress against these outcomes will be measured by the performance indicators shown below:	
Young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving.	Literacy and numeracy achievement of Year 3, 5, 7 and 9 students in national testing.
Australian students excel by international standards.	The proportion of students in the bottom and top levels of performance in international testing (for example Program for International Student Assessment and Trends in International Mathematics and Science Study).

Implementation milestones, measurements of improvement and reform targets were negotiated with individual States and Territories in the development of bilateral agreements and Implementation Plans.

Bilateral agreements included identification, measurement and reporting of other indicators of the effectiveness of the interventions supported through this NP. This included local measures, for example data on student attendance and turnover, teacher satisfaction, retention, turnover, and parent feedback.