

APPENDIX 3: BILATERAL AGREEMENT BETWEEN TASMANIA AND THE COMMONWEALTH ON SCHOOLS REFORM

Preliminaries

1. The State of Tasmania (Tasmania) and the Commonwealth acknowledge the Traditional Owners of the lands and waters on which Australians live, learn and work, and pay respects to their Elders past and present.
2. This Agreement satisfies the condition in paragraph 22(2)(b) of the *Australian Education Act 2013* (the Act) requiring each state and territory to be party to an agreement with the Commonwealth relating to the implementation of school education reform.
3. Aboriginal and Torres Strait Islander cultures and knowledges are fundamental to shaping and improving education systems and outcomes for Tasmania's Aboriginal and Torres Strait Islander children and students. Tasmania and the Commonwealth commit to ensuring that the implementation of this Bilateral Agreement is undertaken in a way that will enliven the priority reforms of the *National Agreement on Closing the Gap* (Closing the Gap Agreement).
4. Tasmania and the Commonwealth acknowledge that Australia has a strong education system, but it can be better and fairer. To do that, governments and school systems need to ensure every student is supported to succeed so that no one is held back or left behind.
5. Tasmania and the Commonwealth reaffirm their commitment to the vision for Australian schooling outlined in the *Alice Springs (Mparntwe) Education Declaration* (the Mparntwe Education Declaration) for a world class education system that encourages and supports every student to be the very best they can be, no matter where they live or what kind of learning challenges they may face.
6. The Tasmanian Government and the Commonwealth signed a Statement of Intent on 25 September 2024. This Bilateral Agreement reflects the Statement of Intent and other commitments negotiated between Tasmania and the Commonwealth.
7. The Heads of Agreement sets out the shared intention of the Parties to that Agreement to work in partnership to improve education outcomes for all Australian students and continue to strengthen the capability and capacity of the education workforce. This Bilateral Agreement outlines the actions and activities Tasmania will undertake to achieve these shared objectives.
8. This Bilateral Agreement between Tasmania and the Commonwealth will commence on 1 January 2025 and expire on 31 December 2029, unless a variation is agreed in accordance with clause 28 of the Heads of Agreement.
9. Clause 25 of the Heads of Agreement states that, following the expiry of this Bilateral Agreement, a new bilateral agreement will commence from 1 January 2030.
10. The terms of this Bilateral Agreement do not limit Tasmania's and the Commonwealth's ability to agree different terms as part of a future bilateral agreement.
11. Any variations to this Bilateral Agreement will be in accordance with clause 28 of the Heads of Agreement.

12. Should the Commonwealth provide more favourable terms to another state or territory (with the exception of the Northern Territory) as part of the Better and Fairer Schools Heads of Agreement or Bilateral Agreement, then the Commonwealth will offer Tasmania those terms as well and, if agreed by Tasmania, this Bilateral Agreement will be updated accordingly. For the avoidance of doubt, Tasmania will receive an equivalent Commonwealth SRS funding percentage point uplift at least equal to that negotiated with other jurisdictions (with the exception of the Northern Territory).
13. Clause 12 above also includes but is not limited to:
 - a. an adjustment to the measurement of state funding contribution included in another jurisdiction's Bilateral Agreement (with the exception of the Northern Territory);
 - b. any agreement the Commonwealth makes with any other state or territory which favourably impacts on that jurisdiction's financial contributions (with the exception of the Northern Territory), reporting arrangements or risk sharing arrangements under the Agreement.
14. In these cases, these terms will also be made available to Tasmania, and this Bilateral Agreement will be updated to take into account the adjustment or material change to circumstance.
15. This Bilateral Agreement may also be updated through agreement with the Commonwealth if there is a material change in Tasmania's circumstances, beyond its reasonable control, which will affect Tasmania's fiscal position or the recognition of the State's funding contribution, in accordance with the process in clause 28 of the Heads of Agreement.

State Reform context

16. This Bilateral Agreement sets out the activities to be undertaken during its term to give effect to National Reform Directions outlined in the Heads of Agreement.

Government sector

17. Government schooling in Tasmania comprises 190 schools including three support schools, eight colleges for Years 11 and 12 and the Tasmanian eSchool, together serving the needs of almost 60,000 children and young people.
18. Tasmania's relative isolation, both geographically and economically, and the dispersed communities living outside the major population areas, all combine to create a range of social, economic, and logistical difficulties for many students in the Tasmanian education system. These challenges create an effect of compound disadvantage, which is greater than the sum of its parts.
19. In 2022, 43.2 per cent of Tasmanian Government school students were in the bottom socio-educational advantage quartile for Australia, as reported in the Productivity Commission Report on Government Services.

20. As of March 2024, there are approximately 58,300 students enrolled across government schools in Tasmania.¹
- 6.9 per cent of students have a language background other than English;
 - 13.0 per cent of students identify as First Nations;
 - 15.6 per cent of students are living with disability.
21. The delivery of education and outcomes for every learner in Tasmanian Government schools is provided by approximately 5,196 quality, passionate teachers and 529 school leaders.
22. The Tasmanian Department for Education, Children and Young People's (DECYP) 2024-2030 Strategic Plan *Bright Lives. Positive Futures* supports a culture of continuous improvement informed by inquiry and evidence, through a shared commitment to our children and young people, including recognising the right to an education, to be safe from harm, and to have their voices heard in decisions that affect them: [Our Strategic Plan - Department for Education, Children and Young People \(decyp.tas.gov.au\)](https://www.decyp.tas.gov.au/our-strategic-plan-department-for-education-children-and-young-people).
23. The Tasmanian Government is pursuing an innovative, evidence-led reform agenda to lift education outcomes for all Tasmanian children and young people in government schools and in doing so, realise the significant social and economic benefits for individuals and the Tasmanian community.
24. In 2024, the Tasmanian Government commissioned a review into education in Tasmania to determine where effort should be directed to ensure all Tasmanian children and young people have the bright lives and positive futures they deserve.
25. The review considers the Tasmanian demographic profile, socio-economic characteristics, and the relationship between all levels of education. The intent of the review is to improve Tasmania's education system, and the outcomes delivered through it over the next decade.
26. Improving literacy outcomes for Tasmanians is a whole-of-community issue that has a direct impact on individuals' success in life, health and wellbeing as well as being crucial to economic growth and productivity.
27. The Tasmanian Government commissioned a panel of experts to provide advice and has committed to implementing recommendations of the panel's *Lifting Literacy* report and Community-wide Framework to achieve the aspirational goal of 100 per cent functional literacy in Tasmania.
28. As part of its *Lifting Literacy* reforms, the Tasmanian Government has commenced implementing a minimum schooling guarantee to ensure that wherever a child attends school, they will receive a consistent, evidence-based approach to literacy instruction. Tasmania was the first jurisdiction in Australia to require that all education sectors undertake evidence-based literacy instruction aligned to the science of reading.
29. The Tasmanian Government's *Lifting Literacy* reforms will directly support the education outcomes sought through this Agreement.

¹ <https://www.decyp.tas.gov.au/about-us/policies-legislation-data/data-and-statistics/enrolments-in-schools-programs-services-data/>

30. Tasmanians typically experience lower levels of digital literacy and digital inclusion compared to mainland counterparts. As essential services and information sources are increasingly delivered online, the Tasmanian Government is working collaboratively across government, industry, and the community to develop targeted initiatives for lifelong learning and digital inclusion.
31. The COVID-19 pandemic highlighted that access to online learning may not be available to all families, and this became a focus for Tasmanian Government schools. DECYP's *Digital Inclusion for 21st Century Learners* framework sets clear goals to reduce the digital divide in Tasmania and ensuring every student is connected and engaged in learning. To this end, DECYP is producing a Blueprint for the Future of Virtual Learning Services, which will ensure young people have more flexibility and choice in accessing learning regardless of physical location.
32. To address the many challenges described above, the strategic focus for education in Tasmania is to make the necessary reforms to improve the participation, retention, engagement, and attainment of all young Tasmanians and set them up for success.
33. The scope of the national and bilateral agreements, in relation to both funding and policy, is focused on the school setting, which reflects government models of service delivery, however it is important to note the comprehensive learning needs of young people are often broader than this. The Tasmanian Government acknowledges that traditional schooling meets the needs of many learners, however different learning modes and locations will be better suited to some. DECYP is committed to elevating and enhancing access to complementary learning programs that support engagement in pathways that lead to productivity and fulfilment for all young people, including in non-traditional physical and virtual locations.
34. Recognising the importance of early childhood to improve future outcomes for children and young people in formal education, and the vulnerability of young Tasmanians in many early childhood indicators, Tasmania's delivery of preschool (the year before compulsory schooling) is through schools. Tasmania's *Education Act 2016* provides every Tasmanian child with a legal entitlement to attend 'Kindergarten' at their local government school. Kindergarten delivered within schools is perceived in the State as the first year of schooling, with almost 100 per cent participation.
35. Tasmania recognises that further education is vital to contributing to a successful, skilled and innovative workforce post-schooling. To facilitate this pathway, DECYP delivers Vocational Education Training (VET) in Schools, with the Department's Registered Training Organisation, along with TasTAFE and a small number of private providers, providing a broad range of nationally accredited VET qualifications to learners at Tasmanian high schools and colleges.
36. The Tasmanian Government has a longstanding strong and clear focus on increasing the quantity and quality of our government school education workforce, recognising the value they bring to our schools, our learners and the broader community.
37. Recognising these challenges, the Tasmanian Government works in strong partnership with key stakeholders such as the University of Tasmania and the Australian Education Union to attract and develop more local, quality teachers.
38. These partnerships are helping to inform innovative strategies to attract and retain teachers and help fill positions across the State.

Non-government sector

39. This Bilateral Agreement has been developed in consultation with Catholic Education Tasmania (CET) and Independent Schools Tasmania (IST).
40. The non-government education sector is an important part of Tasmania's education system, representing diverse educational philosophies, and religious and other organisational affiliations.
41. The activities listed above are provided for context and are not considered part of this Bilateral Agreement for the purposes of section 22(2)(b) of the Act.

PART 1 — PURPOSE, OBJECTIVES, OUTCOMES AND IMPROVEMENT MEASURES

Objectives

42. Tasmania and the Commonwealth acknowledge that a high-quality school education is critical to ensuring that Tasmania's students will succeed in an increasingly complex world. Australia's future stability and economic prosperity is reliant on a high-quality, equitable and inclusive school system.
43. This Bilateral Agreement sets out the reform activities to be undertaken during its term to give effect to national Objectives, Outcomes and reforms outlined in the Heads of Agreement.
44. As per clause 65 of the Heads of Agreement, the Parties seek to deliver upon the following objectives:
 - a. Equity and excellence – schools and education systems are equipped to provide all students with highly effective evidence-based teaching and equitable learning opportunities and support them to maximise their learning.
 - b. Wellbeing for learning and engagement – schools take a structured approach to wellbeing for learning in a way which reflects their school and learning environment, and students have a sense of belonging, safety and engagement with their learning.
 - c. A strong and sustainable workforce – the workforce is respected and continues to grow, and teachers and non-teaching school staff are supported to innovate and be at their best to ensure young Australians thrive in their education. A sustainable workforce means that the Australian community recognises the value teachers and school leaders bring to students, communities and the economy.
45. Both Tasmania and the Commonwealth are responsible for working together to contribute, along with other states and territories, to the national achievement of the Objectives, Outcomes and Improvement Measures of this Agreement. While Tasmania and the Commonwealth are committed to this, Commonwealth funding to Tasmania under the Act is not conditional on the achievement of these Objectives, Outcomes and Improvement Measures in the Heads of Agreement or this Bilateral Agreement.

Improvement Measures

46. Tasmania commits to:
 - a. the national Improvement Measures outlined in the Heads of Agreement and to pursuing an upward trend of improvement over the term of this Bilateral Agreement in these measures in the Tasmanian context.
 - b. tracking and reporting its progress towards the Improvement Measures' national targets in its Annual Implementation Report to the Commonwealth, where the Commonwealth does not separately have access to the data, consistent with reporting obligations in Part 5 of the Heads of Agreement.

47. Unless otherwise indicated in any guidelines issued for Annual Implementation Reports (see Part 4 of this Bilateral Agreement), parties agree that, as far as practical, reporting requirements under this Agreement will leverage existing reporting processes and data sources. Unless explicitly stated otherwise, reporting under the Agreement will not impose any additional burden on schools. Requests to provide data and information to support public reporting will provide reasonable timeframes to respond and ensure the accuracy and integrity of data provided.
48. As per subclause 101(c) of the Heads of Agreement, the Commonwealth will publicly report Tasmania's progress on the national Improvement Measures in an education reporting dashboard (noting that the Commonwealth will seek agreement on the format and content of the dashboard from state and territory Education Ministers).

PART 2 — FUNDING

Required funding contributions

49. Under section 22A of the Act, Tasmania must meet its funding contributions for the government and non-government sectors as a condition of receiving Commonwealth funding.
50. Tasmania's funding contributions for the government and non-government sectors for 2025 onwards must be in accordance with section 22A of the Act and will determine the default requirement if this Bilateral Agreement is terminated by either party.
51. Tasmania's funding contributions for the government and non-government sectors agreed in this Bilateral Agreement are outlined in Table 1 below for each year from 2025 to 2029. The minimum funding contributions are expressed as a percentage of the Schooling Resource Standard (SRS) as defined in Part 3 of the Act.

Table 1. Tasmania's agreed funding shares for the government and non-government sectors, 2025 to 2029

Sector	2025	2026	2027	2028	2029
Government schools	75.91%	77.50%	77.50%	77.50%	77.50%
Non-Government	20.00%	20.00%	20.00%	20.00%	20.00%

Table 2: the Commonwealth's agreed funding shares for Tasmania's government sector, 2025 to 2029

	2025	2026	2027	2028	2029
Government schools	21.25%	22.50%	22.50%	22.50%	22.50%

52. The funding contributions outlined above have been agreed having regard to clauses 54 and 93 of this Bilateral Agreement based on the following rationale:
 - a. Tasmania's final share for government schools in Tasmania will be at least 77.5 per cent of the SRS by 2026.
 - b. Tasmania's final share for non-government schools in Tasmania will be at least 20 per cent of the SRS.
 - c. Tasmania may use its needs-based funding model for government schools to direct additional funding towards the implementation of National Reform Directions and National Enabling Initiatives (as defined in Part 4 of the Heads of Agreement).

- d. Tasmania may direct the additional Commonwealth funding provided as part of the Head Agreement to schools with the highest levels of need according to Tasmania's needs-based funding arrangements (consistent with subclause 78(b) of the Heads of Agreement). This may include but is not limited to, allocation of funding or resources, or central or regional services or supports or resources provided to schools as part of its local needs-based funding arrangements consistent with the Act.
53. Additional Commonwealth funding in this Bilateral Agreement (and in the Heads of Agreement as it applies to Tasmania) is to be interpreted as the additional Commonwealth funding share received by Tasmania under this Bilateral Agreement over and above the Commonwealth's baseline share (20 per cent) of the SRS for public schools in 2024.
54. The Commonwealth's additional funding for government schools will be provided through increasing the Commonwealth's share from 20 per cent to 22.5 per cent of the SRS by 2026, with the Commonwealth matching the time period and funding pathway of Tasmania's transition to 77.5 per cent.
55. Once reached, the Commonwealth's share of 22.5 per cent of the SRS for Tasmanian Government schools will remain for the term of the Heads of Agreement, subject to clauses 12-14 of this Bilateral Agreement being enacted.
56. The Commonwealth's share of the SRS for Tasmanian government schools in any given year is to be reflected by the Commonwealth in legislation.
57. As per clause 41 of the Heads of Agreement, Tasmania and the Commonwealth acknowledge that there are a range of external factors and services that may impact schools, students and their learning.
58. In December 2023, National Cabinet agreed that funding for foundational supports for students with disability is to be agreed through new Federal Funding Agreements, with additional costs split between the Commonwealth, states and territories and final details to be settled through the Council of Federal Financial Relations.
59. Disability reforms, including those related to changes to the National Disability Insurance Scheme (NDIS) including foundational supports, may impact Tasmania's education services. Commonwealth funding under the Heads of Agreement and this Bilateral Agreement is not for those purposes.
60. Consistent with clause 44 of the Heads of Agreement and in the event of a change to the SRS that results in an impact on state contribution requirements, Ministers will agree to vary the contribution shares set out in clause 51 above to ensure that the state contribution amount is not impacted. The amended amount should represent the funding calculated as if the SRS settings are applied that were in operation at the time the agreement commenced. The Commonwealth will facilitate this process by providing the data required to enable Tasmania to calculate the amount of its contribution on an unchanged basis.

Measurement of contributions

61. For the purpose of this Schedule, Tasmania and the Commonwealth have agreed the costs that are measured towards Tasmania's funding contribution requirements for the government and non-government sectors. In assessing compliance with section 22A of the Act, the National School Resourcing Board's (the Board) Terms of Reference will direct the Board to use this agreed methodology for measurement of the state's contribution, including as set out in clauses 62 and 97 of this Bilateral Agreement.
62. Consistent with the calculation of the SRS, Tasmania's funding contributions will be measured consistent with the existing Australian Curriculum, Assessment and Reporting Authority (ACARA) financial data reporting methodology for state Net Recurrent Income Per Student (NRIPS) for school years Year 1 minus 1 to Year 12, excluding funding for full fee-paying overseas students, along with the following additional funding types:
 - a. Up to 4 per cent of the total SRS for the government sector each year for funding for costs contributing to the provision of education in schools, which may only include, at the State's full discretion, depreciation of capital assets and direct school transport.
 - b. All regulatory funding provided by the government for the purpose of:
 - i. the Office of Tasmanian Assessment, Standards and Certification;
 - ii. the Tasmanian Teachers Registration Board.
 - c. All funding for the purpose of the National Reforms and National Enabling Initiatives outlined in Part 3 of this Bilateral Agreement or Part 4 of the Heads of Agreement (with the exception of any capital funding).
 - d. Any accounting standard changes, as agreed between the Commonwealth and state and territory Ministers for Education, that affect the measurement of recurrent funding where the NRIPS methodology has not been adjusted to negate this impact (e.g. AASB 16).
63. The Commonwealth will provide timely access to Commonwealth funding and SRS data to assist States and Territories in meeting the requirements of section 22A of the Act.
64. If the reported contribution for Tasmania for a year falls short of meeting the required contribution for a sector by an immaterial amount, this will not be considered non-compliant with section 22A of the Act. An immaterial amount is less than or equal to 0.6 per cent of the total SRS for the sector, or another immaterial amount agreed by the Commonwealth Minister for Education for a year, which accounts for the timing constraint of state budget processes being finalised in advance of the year and the required contribution for the year being finalised at the end of the year following the annual School Census.
65. In assessing compliance with this Agreement, the Commonwealth Minister will request the Board, through the Board's Terms of Reference for its review of section 22A of the Act, will take into account mitigating factors that have contributed to non-compliance. This may include, but is not limited to, fluctuations from year-to-year in funding which could be assessed through, for example, the application of a three year rolling average if funding has fallen below the required amount, unintended and unforeseeable budget pressures in the state budget process, financial accounting impacts (e.g. actuarial assessments and timing of expenditures due to reporting dates), and other unforeseeable circumstances (e.g. such as natural disasters).

PART 3 — NATIONAL REFORMS

66. The National Reform Direction activities agreed in this Bilateral Agreement align with the National Reform Directions of the Heads of Agreement and Tasmania commits to supporting and advancing initiatives aligned to each of the National Reform Directions.
67. Approved authorities of non-government schools in Tasmania must adhere to their ongoing policy requirements (under subsections 77(2) and (2A) of the Act). As per clauses 56 and 57 of the Heads of Agreement, approved authorities of non-government schools in Tasmania are required to cooperate with the Tasmanian government in the implementation of this Bilateral Agreement, which includes implementing the National Reform Directions.

National Reform Directions

68. Tasmania commits to the following actions to give effect to the National Reform Directions as outlined in the Heads of Agreement:

Equity and Excellence

69. Whole-of-system and/or whole-of-school approaches that identify student learning needs early and provide tiered and targeted, intensive supports, in line with a 'multi-tiered systems of support' (MTSS) approach. This approach includes:
 - a. Continuing to strengthen our approach to and accountabilities for:
 - i. All school sectors ensuring all learners have access to structured evidence-based literacy education that considers the learners' individual needs;
 - ii. Regularly screening Government school students from Prep to Year 8 in reading using Dynamic Indicators of Basic Early Literacy Skills (DIBELS);
 - iii. Annually assessing Government school students from Prep to Year 10 in reading and mathematics;
 - iv. Ensuring that all Tasmanian learners who identify as Aboriginal or Torres Strait Islander have access to the supports/opportunities they need to improve educational outcomes in line with Closing the Gap including Learning Plans for every Aboriginal and Torres Strait Islander student and the Alma Lily Stackhouse Scholarship;
 - v. All school sectors promoting the importance of mathematics and numeracy for learners. This will include providing tools and supports to measure learner growth in numeracy and the impact of system-wide actions on our learners.
 - b. Undertaking the following additional effort:
 - i. All school sectors to accelerate where possible the implementation of the school-based recommendations of the *Lifting Literacy* implementation plan, namely the introduction of a minimum schooling guarantee for reading across all schools in Tasmania. If feasible, the following recommendations will be accelerated:
 1. Extending structured literacy tuition in Years 3 to 6 in all Government primary schools by 2026;

2. Providing decodable readers to primary schools and libraries;
 3. Ensuring that students whose learning plans identify a need for literacy development have access to assessments for language and learning difficulties; and
 4. Providing guidelines for education providers on how to support Culturally and Linguistically Diverse learners across all ages and provide resources for individuals and families.
- ii. DECYP and CET to improve pathways for post-school opportunities, including through VET in Schools, work-based learning, career education and apprenticeships;
 - iii. DECYP to pilot evidence-based teaching and learning mathematics materials with a focus on number and algebra, to inform system-wide direction and expectations for the explicit teaching of mathematics in the primary years to strengthen numeracy outcomes.
70. A Year 1 phonics check and an early years of schooling numeracy check (once available) is made available to schools in Australia to support teachers and school leaders to identify student learning needs early.
- a. Continuing to:
 - i. Screen all eligible learners in all school sectors using the National Year 1 Phonics Check and report annually on participation rates for Government schools and student achievement levels;
 - ii. Make available the Year 1 Number Check as a screening tool in Government schools until a National Numeracy Check is developed.
 - b. Undertaking the following additional effort:
 - i. Making available to schools a Numeracy Check in the early years of schooling, once the national tool is available;
 - ii. Reporting annual participation rates for Government schools of the early years of schooling numeracy check (once available).
71. Initiatives that encourage student uptake of high-quality science, technology, engineering and mathematics (STEM) education opportunities.
- a. Continuing to:
 - i. Support digital literacy and accessibility to digital learning in all school sectors, particularly for students with disability;
 - ii. Promote contemporary senior secondary science, technology, engineering and mathematics learning and pathways in all school sectors.

Wellbeing for learning and engagement

72. Initiatives that support connections between schools and other non-school services to support students to come to school ready to learn, for example through full-service school models where appropriate.

a. Continuing to:

- i. Progress the recommendations from the Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability across all school sectors, including preventing the inappropriate use of exclusionary discipline against students with disability;
- ii. Provide each Government school with a Safeguarding Lead. Safeguarding Leads take on the responsibility of facilitating various safeguarding requirements and supports, assisting the principal to build and foster a culture of safety within the school.

b. Undertaking the following additional effort:

- i. DECYP to build on the quality supports at each layer of the MTSS for schools by drawing on the expertise of multidisciplinary teams (e.g. Accessibility Services; School Social Workers; School Psychologists; Speech and Language Pathologists) to improve universal supports through to targeted, individualised and intensive supports. This will be prioritised in schools identified as in most need.

73. Structured initiatives that support wellbeing for learning and engagement, for example in-school wellbeing coordinators or access to School Counsellors, psychologists, mental health workers and/or youth health nurses.

a. Undertaking the following additional effort:

- i. DECYP to implement additional supports to meet children's and young people's wellbeing needs for learning, including the strengthening of wellbeing support teams in schools and greater access to school mental health supports.

74. Initiatives which support student engagement in learning, for example through greater student participation, attendance, inclusion and/or enhanced school-family engagement.

a. Continuing to:

- i. Implement multi-layered approaches to better support engagement for learning, including attendance at Government schools, particularly in Tasmania's rural and remote communities;
- ii. Implement the annual Student Wellbeing and Engagement Survey and associated resources/professional learning in Government schools.

b. Undertaking the following additional effort:

- i. DECYP to prioritise school improvement expectations to progress a whole-school approach to improve attendance and reduce absence in an evidence-based, structured and systematic way within the framework of a multi-tiered approach;

- ii. DECYP to provide a toolkit of evidence-based resources for school leaders to utilise when planning for improved attendance;
- iii. DECYP to draw upon a national and local research and consultation to better understand the drivers for non-attendance in the Tasmanian context;
- iv. DECYP to strengthen the tiered re-engagement provision for Years 8-12. This program aims to build the capacity of young people to re-engage back into the mainstream education and provide additional supports at a school and system level where required;
- v. DECYP and CET to design and implement a contemporary evidence-based approach to learning at school, with particular focus on strengthening supports and engagement for all learners at all stages of their education;
- vi. All school sectors to develop a shared definition of educational success for young people (approx. aged 18) in Tasmania and work to operationalise mechanisms to ensure that success.

A strong and sustainable workforce

75. Initiatives to develop, recognise, reward and/or deploy highly expert teachers, particularly in schools which need additional support, for example Highly Accomplished or Lead Teachers (HALT) or equivalents.
- a. Continuing to:
 - i. Develop, implement and further refine initiatives to respond to current workforce challenges whilst progressing and implementing a long-term strategy for building a Tasmanian education workforce for the future including increasing the uptake of HALT accreditation in Tasmania and implementing targeted strategies to attract people considering a mid-career change to education.
 - b. Undertaking the following additional effort:
 - i. DECYP and CET to grow, expand and optimise workforce supply including scoping, co-designing and piloting incentive packages for attracting high quality teaching staff into remote and regional areas, including specialist VET teachers and industry experts;
 - ii. DECYP to undertake research and scope opportunities to review the schools staff distribution and deployment model;
 - iii. DECYP to work with key stakeholders on new teacher transfer protocols to ensure the right people, with the right skills are in the right classrooms, balancing employee perspectives and system need;
 - iv. DECYP to develop a plan to improve identification of skill and specialisation gaps for schools, particularly for the medium and longer term, to better inform planning for pipeline strategies as well as address gaps as they emerge;

76. Access to high quality and evidence-based professional learning for teachers and school leaders and the provision of quality-assured curriculum resources that have been developed in partnership with the teaching profession.

a. Continuing:

- i. All school sectors to deliver evidence-based foundational learning to all educators to ensure they have the knowledge and skills to support structured literacy instruction;
- ii. DECYP to provide quality and targeted professional learning and support for mathematics through the implementation of a Numeracy Coaching Initiative;
- iii. All school sectors to implement professional learning activities to improve digital literacy for the teaching workforce;
- iv. All school sectors to develop professional learning packs to support teachers and school leaders for utilisation by all senior secondary teachers and to support the delivery of specific courses;
- v. DECYP to develop online Communities of Practice for senior secondary teachers to foster collaboration with peers working in similar learning areas;
- vi. DECYP to develop additional supporting resources for courses to aid teacher delivery in an online environment.

b. Undertaking the following additional effort:

- i. DECYP and CET to provide tools and resources for consistent screening and assessment to enable full implementation of a system-wide approach to structured literacy instruction;
- ii. DECYP to develop and implement a robust and formalised onboarding and retention program for VET specialist teachers, including support to transition from industry to ensure strategic outcomes for secondary students.

77. Initiatives to strengthen teacher and school leader wellbeing, for example actions to support safe and respectful schools, strengthen Aboriginal and Torres Strait Islander cultural safety, and reduce teacher and school leader workload.

a. Continuing to:

- i. Provide quality development opportunities that foster safe and respectful practices and strengthen cultural competency in all school sectors.

b. Undertaking the following additional effort:

- i. DECYP and CET to utilise system data from staff wellbeing surveys to understand and act on workforce access, inclusion and cultural safety needs and developing responses to these needs based on the data received;

- ii. DECYP and CET to research, identify and trial ways to re-design the role of teachers and school leaders and rationalise workload by implementing initiatives to create more teacher-student facetime and eliminating unnecessary tasks comprising current teacher workload, including increased administrative burden.
- 78. Initiatives to increase teacher attraction and retention, including those that encourage students to take up a career in teaching and increase the diversity of the teacher workforce, for example initiatives focused on increasing the number of Aboriginal and Torres Strait Islander educators, or through implementing actions under the *National Teacher Workforce Action Plan* and/or recommendations of the Teacher Education Expert Panel report. This will include:
 - a. Continuing to:
 - i. Develop and implement an attractive recruitment and retention program in Government schools to attract industry professionals into VET in Schools including through partnering with high demand industries to enable subject matter experts to teach their skills to the next generation of skilled workers. Teachers will be supported with centralised compliance support, professional development needed to transition from industry to teaching young people and flexibility to commit to a full transition into teaching or options to teach casually.
 - b. Undertaking the following additional effort:
 - i. DECYP to identify and implement actions to improve retention of the education workforce, particularly for early career teachers;
 - ii. Establishing and strengthening the DECYP's relationships and collaboration with Tasmanian Aboriginal people and Aboriginal Community Controlled Organisations, coordinated with whole-of-government efforts already in development, with the view to broker partnerships with key stakeholders that can support increased cultural safety and responsiveness in the Tasmanian education system;
 - iii. DECYP and CET to identify and progress suitable initiatives to attract First Nations education workforces, including creating culturally safe workplaces and building culturally responsive teaching resources and building capability for all Tasmanian educators.
- 79. Reporting on the activities undertaken in respect of the above National Reform Directions in Table 3 will be undertaken through an Annual Implementation Report, as outlined in Part 4. For the avoidance of doubt, reporting on reforms will be limited to the actions described as "additional effort" and will exclude those described as "continuing."

National Enabling Initiatives

- 80. Tasmania commits to the following actions to give effect to the National Enabling Initiatives set out in clauses 88 to 95 of the Heads of Agreement, and commits to fulfil commitments as per Schedules B and C of the Heads of Agreement:
 - a. Contribute any required data and information to a Review of the SRS base and loadings calculation methodology;
 - b. Contribute to the implementation of the Unique Student Identifier (USI) to ensure all Tasmanian school students receive a USI.

- c. Contribute to collective work to understand and provide policy and program advice to Education Ministers on:
 - i. socioeconomic diversity, its impact on schools and student learning and best practice approaches to addressing these impacts;
 - ii. school attendance, its impact on learning and mechanisms to advance evidence-based approaches to addressing non-attendance, including school refusal.
 - d. Contribute data where available, and information and expertise to inform a Review of the Measurement Framework for Schooling in Australia to ensure it remains a relevant tool. This may include student level outcome data, appropriate disaggregated data, and information to inform possible new and updated measures. The Review's Terms of Reference are to be agreed by Education Ministers Meeting (EMM) and will include consideration of the costs and benefits of:
 - i. a new measure of student engagement;
 - ii. a new equity in learning gain measure, to enable measurement of student learning growth;
 - iii. national measures of access, participation and outcomes for students with disability to establish a better understanding of the education experiences and outcomes of students with disability;
 - iv. extending the Australian Teacher Workforce Dataset to ensure that comprehensive data, based on teacher registration, is collected to better understand workforce trends including on early career retention and diversity, and extending the Australian Teacher Workforce Survey to capture data on out-of-field teaching.
 - e. Supporting development of an early years of schooling numeracy check to support teachers to assess their students' numeracy skills and identify and respond to students who need tailored support.
81. As per clause 89 of the Heads of Agreement, Tasmania will contribute to the development of a Project Plan for each of the National Enabling Initiatives in clause 88 of the Heads of Agreement and provide the Commonwealth with the data or information necessary for the Commonwealth to fulfil its annual reporting obligations on National Enabling Initiatives, as per clause 95 of the Heads of Agreement.
82. The provision of any information by Tasmania as part of its contribution to the delivery of the National Enabling Initiatives will be consistent with the Project Plans to be agreed by EMM, the Reporting Requirements in Part 4 of the Heads of Agreement and clause 98 of the Heads of Agreement, which stipulates that as far as practical, reporting requirements will leverage existing reporting processes and data sources and, unless explicitly stated otherwise, will not impose any additional burden on schools.
83. Tasmania will not be penalised in any way for failing to achieve milestone deadlines in relation to the National Enabling Initiatives in the Heads of Agreement or this Bilateral Agreement if such non-achievement was due to delayed or non-achievement of other milestones or dependencies outside of Tasmania's control.

84. As set out in clause 92 of the Heads of Agreement, the cost of National Enabling Initiatives will be met by Parties according to the cost-sharing principles, unless otherwise agreed by Education Ministers. For joint projects, EMM typically utilises a population-based funding formula to determine jurisdictional funding propositions. For the avoidance of doubt, Tasmania will not need to contribute more towards jurisdictions' share of the national cost of a National Enabling Initiative than is proportional to Tasmania's share of the total national school student population, unless otherwise agreed by Tasmania's Minister for Education.
85. Tasmania's obligations with regards to the National Reform Directions and National Enabling Initiatives specified in this Bilateral Agreement and the Heads of Agreement are fully dependent of Tasmania receiving the additional Commonwealth funding agreed with the Commonwealth under this Bilateral Agreement.

Implementation

86. Tasmania commits to the actions and milestones set out in Table 3.
87. Reporting on the activities undertaken in respect of the National Reform Directions in Table 3 will be undertaken through an Annual Implementation Report, as outlined in Part 4. For the avoidance of doubt, reporting on reforms will be limited to the actions described as "additional effort" and will exclude those described as "continuing."
88. The Tasmanian Government will continue to engage with the non-government sector in Tasmania in relation to school education in Tasmania.
89. In accordance with section 77(2A) of the Act, non-government approved authorities are required to cooperate with their local State or Territory government in the implementation of this Agreement.
90. The non-government sector in Tasmania, as per clause 57 in the Heads of Agreement, should cooperate with the Tasmanian Government to implement the National Reform Directions and National Enabling Initiatives. Activities against National Reform Directions undertaken by the Tasmanian non-government sector will be included in reports by the non-government representative bodies provided to the Australian Government as set out in Part 5 in the Heads of Agreement.
91. The Commonwealth will not impose financial or other sanctions on Tasmania for a failure by Tasmania's non-government school sector to cooperate with this Bilateral Agreement. Nor will the Commonwealth impose sanctions on the non-government school sector for a failure of Tasmania to cooperate with them in the implementation of this Bilateral Agreement.

National Reform Directions Implementation Milestones

Note: This Table only includes the reforms listed as 'additional effort'

Table 3 – Tasmania bilateral school reform implementation plan

Reform and Milestones	Sector	Timing
Reform A – Equity and Excellence		
<u>Whole-of-system and/or whole-of-school approaches that identify student learning needs early and provide tiered and targeted, intensive supports, in line with a 'multi-tiered systems of support' (MTSS) approach.</u>		
<ul style="list-style-type: none"> • Accelerating where possible the implementation of the school-based recommendations of the <i>Lifting Literacy</i> implementation plan, namely the introduction of a minimum schooling guarantee for reading across all schools in Tasmania. If feasible, the following recommendations will be accelerated: <ul style="list-style-type: none"> • Extending structured literacy tuition in Years 3 to 6 in all Government primary schools by 2026; • Providing decodable readers to primary schools and libraries; • Ensuring that students whose learning plans identify a need for literacy development have access to assessments for language and learning difficulties; and • Providing guidelines for education providers on how to support Culturally and Linguistically Diverse learners across all ages and provide resources for individuals and families. 	All school sectors	From 2025

<ul style="list-style-type: none"> Improving pathways for post-school opportunities, including through VET in Schools, work-based learning, career education and apprenticeships. 	Government/Catholic	From 2025
<ul style="list-style-type: none"> Piloting evidence-based teaching and learning mathematics materials with a focus on number and algebra, to inform system-wide direction and expectations for the explicit teaching of mathematics in the primary years to strengthen numeracy outcomes. 	Government	From 2025
<u>A Year 1 phonics check and an early years of schooling numeracy check (once available) is made available to schools in Australia to support teachers and school leaders to identify student learning needs early.</u>		
<ul style="list-style-type: none"> Making available to schools a Numeracy Check in the early years of schooling, once the national tool is available. 	All school sectors	When the national tool is available
<ul style="list-style-type: none"> Reporting annually participation rates for Government schools the early years of schooling Numeracy Check (once available). 	Government	From 2025 for a phonics check. Numeracy check data to commence once the national tool is available.
Reform B – Wellbeing for Learning and Engagement		
<u>Initiatives that support connections between schools and other non-school services to support students to come to school ready to learn, for example through full-service school models where appropriate.</u>		
<ul style="list-style-type: none"> Building on the quality supports at each layer of the MTSS for schools by drawing on the expertise of multidisciplinary teams (e.g. Accessibility Services; School Social Workers; School Psychologists; Speech and Language Pathologists) to improve universal through to targeted, individualised and intensive supports. This will be prioritised in schools identified as in most need. 	Government	From 2025
<u>Structured initiatives that support wellbeing for learning and engagement, for example in-school wellbeing coordinators or access to School Counsellors, psychologists, mental health workers and/or youth health nurses.</u>		
<ul style="list-style-type: none"> Implement additional supports to meet children’s and young people’s wellbeing needs for learning, including the strengthening of wellbeing support teams in schools and greater access to school mental health supports. 	Government	From 2025

<u>Initiatives which support student engagement in learning, for example through greater student participation, attendance, inclusion and/or enhanced school-family engagement.</u>		
<ul style="list-style-type: none"> • Prioritising school improvement expectations to progress a whole-school approach to improve attendance and reduce absence in an evidence-based, structured and systematic way within the framework of a multi-tiered approach. 	Government	From 2025
<ul style="list-style-type: none"> • Providing a toolkit of evidence-based resources for school leaders to utilise when planning for improved attendance. 	Government	From 2025
<ul style="list-style-type: none"> • Draw upon a national and local research and consultation to better understand the drivers for non-attendance in the Tasmanian context. 	Government	From 2025
<ul style="list-style-type: none"> • Strengthening the tiered re-engagement provision for Years 8-12. This program aims to build the capacity of young people to re-engage back into the mainstream education and provide additional supports at a school and system level where required. 	Government	From 2025
<ul style="list-style-type: none"> • Designing and implementing a contemporary evidence-based approach to learning at school, with particular focus on strengthening supports and engagement for all learners at all stages of their education. 	Government/Catholic	From 2025
<ul style="list-style-type: none"> • Develop a shared definition of educational success for young people (approx. aged 18) in Tasmania and work to operationalise mechanisms to ensure that success. 	All school sectors	From 2025
Reform C – A Strong and Sustainable Workforce		
<u>Initiatives to develop, recognise, reward and/or deploy highly expert teachers, especially in schools which need additional support, for example Highly Accomplished or Lead Teachers or equivalents.</u>		
<ul style="list-style-type: none"> • Growing, expanding and optimising workforce supply including scoping, co-designing and piloting incentive packages for attracting high quality teaching staff into remote and regional areas, including specialist VET teachers and industry experts. 	Government/Catholic	From 2025

<ul style="list-style-type: none"> Undertake research and scope opportunities to review the schools staff distribution and deployment model. 	Government	From 2025
<ul style="list-style-type: none"> Work with key stakeholders on new teacher transfer protocols to ensure the right people, with the right skills are in the right classrooms, balancing employee perspectives and system need. 	Government	From 2025
<ul style="list-style-type: none"> Develop a plan to improve identification of skill and specialisation gaps for schools, particularly for the medium and longer term, to better inform planning for pipeline strategies as well as address gaps as they emerge. 	Government	From 2025
<u>Access to high quality and evidence-based professional learning for teachers and school leaders and the provision of quality-assured curriculum resources that have been developed in partnership with the teaching profession.</u>		
<ul style="list-style-type: none"> Providing tools and resources for consistent screening and assessment to enable full implementation of a system-wide approach to structured literacy instruction. 	Government/Catholic	From 2025
<ul style="list-style-type: none"> Developing and implementing a robust and formalised onboarding and retention program for VET specialist teachers, including support to transition from industry to ensure strategic outcomes for secondary students. 	Government	From 2025
<u>Initiatives to strengthen teacher and school leader wellbeing, for example actions to support safe and respectful schools, strengthen Aboriginal and Torres Strait Islander cultural safety, and reduce teacher and school leader workload.</u>		
<ul style="list-style-type: none"> Utilising system data from staff wellbeing surveys to understand and act on workforce access, inclusion and cultural safety needs and developing responses to these needs based on the data received. 	Government/Catholic	From 2025
<ul style="list-style-type: none"> Research, identify and trial ways to re-design the role of teachers and school leaders and rationalise workload by implementing initiatives to create more teacher-student facetime and eliminating unnecessary tasks comprising current teacher workload, including increased administrative burden. 	Government/Catholic	From 2025

<p><u>Initiatives to increase teacher attraction and retention, including those that encourage students to take up a career in teaching and increase the diversity of the teacher workforce, especially by increasing the number of First Nations educators, or through implementing actions under the <i>National Teacher Workforce Action Plan</i> and/or recommendations of the <i>Strong Beginnings: Report of the Teacher Education Expert Panel</i>.</u></p>		
<ul style="list-style-type: none"> Identify and implement actions to improve retention of the education workforce, particularly for early career teachers. 	Government	From 2025
<ul style="list-style-type: none"> Establishing and strengthening the DECYP’s relationships and collaboration with Tasmanian Aboriginal people and Aboriginal Community Controlled Organisations, coordinated with whole-of-government efforts already in development, with the view to broker partnerships with key stakeholders that can support increased cultural safety and responsiveness in the Tasmanian education system 	Government	From 2025
<ul style="list-style-type: none"> Identifying and progressing suitable initiatives to attract First Nations education workforces, including creating culturally safe workplaces and building culturally responsive teaching resources and building capability for all Tasmanian educators. 	Government/Catholic	From 2025

PART 4 — REPORTING REQUIREMENTS

Requirements for annual reporting to the Commonwealth

92. The following clauses set out the annual reporting arrangements for Tasmania for a year (Year T).
93. As set out in clause 100 of the Heads of Agreement, Tasmania will also be required to ensure full and accessible information on their needs-based funding arrangement is publicly available, in line with subsection 78(5) of the Act.

Annual Funding Report

94. The Commonwealth will provide Tasmania with a Funding Estimation Tool in January Year T+1 prior to Tasmania's annual report with the final SRS data for Year T for the purpose of the Board's review of Tasmania's compliance with section 22(A) of the Act.
95. As outlined in subclause 101(e) of the Heads of Agreement, the Tasmanian Minister responsible for school education, or their delegate (i.e. the Secretary (or equivalent) of the Department responsible for school education) must provide an Annual Funding Report to the Commonwealth Education Minister, or their delegate such as the Departmental Secretary, for each calendar year of the Bilateral Agreement.
96. Tasmania must provide its Annual Funding Report for Year T to the Commonwealth no later than 30 November Year T+1 (i.e. 30 November of the following year).
97. The Annual Funding Report must set out the following:
 - a. The total amount of funding provided by Tasmania for government schools in Tasmania for Year T as measured in line with clause 62 of this Bilateral Agreement.
 - b. The total amount of funding provided by Tasmania for non-government schools in Tasmania for Year T as measured in line with clause 62 of this Bilateral Agreement.
 - c. Total full time equivalent enrolments for Year T, relating to the amounts in (a) and (b) above.
 - d. The amount for each funding type set out in clause 62 of this Bilateral Agreement.
 - e. The amount of funding consistent with the specified NRIPS methodology, at a sector level, not an individual school level.
98. For the avoidance of doubt, each amount included in the Annual Funding Report must have been:
 - a. spent by the Tasmanian Government for schools for Year T (including centralised funds expended by the department for schools and funds allocated for schools that are not spent within Year T but are spent within remainder of the financial year or subsequent years by schools), or approved authorities,
 - b. or spent by schools or approved authorities for schools for Year T, and
 - c. not counted towards another reporting year for the purposes of this Agreement, and

- d. not counted towards another Commonwealth-State agreement, without the explicit consent of the Commonwealth.
99. It should be noted that clause 98 does not prevent Tasmania from reporting budgeted amounts in its report.
100. Each amount included in the report for a sector must have been allocated or expended for that sector. Note: this means Tasmania cannot count funding allocated or expended for one sector against the allocation or expenditure of another sector.
101. Each amount included in the report must be net of any Australian Government funding.
102. The Annual Funding Report provides the option for a statement explaining:
- a. any material variances (positive or negative) in the total amount of Tasmania's funding contribution that is between Year T and Year T-1 for:
 - i. government schools in Tasmania and
 - ii. non-government schools in Tasmania
 - b. any adjustments to Tasmania's funding contribution (i.e. timing adjustments) outside of the specified NRIPS methodology.
103. For each amount, the report must include evidence that the amount has been certified and is consistent with the agreed methodology in clause 62 of this Bilateral Agreement by one of the following:
- a. the Auditor-General of Tasmania or
 - b. an independent qualified accountant or
 - c. an independent qualified accountant engaged by ACARA for NRIPS funding or
 - d. the Secretary or equivalent of the education portfolio for the state or territory, but only up to 0.1 per cent of the SRS for Tasmania for all reported funding.
104. The Annual Funding Report may also provide an explanation and supporting evidence for the Board's consideration of any shortfall between the total amount reported for Year T and the agreed funding contributions for Year T in clause 51 of this Bilateral Agreement.
105. The Commonwealth will provide Tasmania's Annual Funding Report to the Board for assessment of Tasmania's compliance for Year T with section 22A of the Act, including any funding requirements specified in this Bilateral Agreement.
106. The Commonwealth may request additional information from Tasmania on behalf of the Board, to be provided within 21 days. If Tasmania does not provide information or advice in this timeframe, the Board will make an assessment based on the information and evidence available. Such requests will be consistent with clause 98 of the Heads of Agreement which stipulates that as far as practical, reporting requirements will leverage existing reporting processes and data sources and unless explicitly stated otherwise, will not impose any additional burden on schools.

107. Tasmania will have an opportunity to provide further information for the Board's consideration following their receipt of the Board's draft findings.

Annual Implementation Report

108. As outlined in subclause 101(a) of the Heads of Agreement, the Secretary or equivalent of the education portfolio for the Tasmanian Government must provide an Annual Implementation Report to the Secretary of the Australian Government's Department of Education for each calendar year of this Bilateral Agreement, for the purpose of assessing compliance with paragraph 22(2)(c) of the Act. The Annual Implementation Report will outline progress on National Reform Directions and Improvement Measures (where the Commonwealth does not separately have this data).

109. The template for the Annual Implementation Report is found at Attachment A of this Bilateral Agreement.

110. The Annual Implementation Report for a calendar year is required by 30 November Year T+1 (i.e. 30 November of the following year), or a date as agreed by the Commonwealth and Tasmania.

111. The Annual Implementation Report must include:

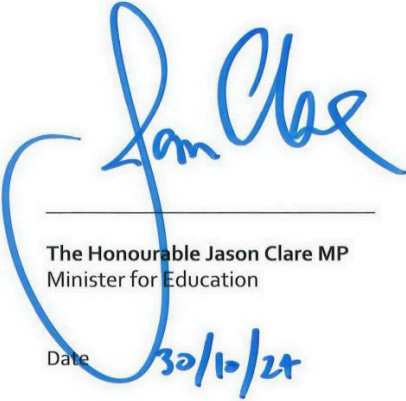
- a. progress towards agreed reform activity as outlined in Table 3 of this Bilateral Agreement for the National Reform Directions
- b. how much additional funding from the Commonwealth is to be directed to implement or augment the National Reform Directions
- c. information on how the implementation of each of the National Reform Directions has been targeted to priority equity cohorts (as defined in the Heads of Agreement) and, where relevant, to schools which need additional support
- d. progress towards improvement measures specified, only where not currently reported to the Commonwealth.

112. For the avoidance of doubt, Tasmania's Annual Implementation Report should focus on government school implementation and improvement measures, noting that as per clause 104 in the Heads of Agreement, non-government representative bodies will be required to provide an Annual Implementation Report for Year T to the Commonwealth for each calendar year. This report will be provided for Year T by 30 November Year T + 1.

SIGNATURES

Signed for and on behalf of the
Commonwealth of Australia by

Signed for and on behalf of
Tasmania by



The Honourable Jason Clare MP
Minister for Education
Date 30/10/24



The Honourable Jo Palmer MLC
Minister for Education, Minister for
Disability Services, Minister for Women and
the Prevention of Family Violence
Date 30/10/24

ATTACHMENT A: ANNUAL IMPLEMENTATION REPORT TEMPLATE

Purpose of this reporting template

This Annual Implementation Report reporting template contributes to achieving the transparency and accountability commitments under the *Better and Fairer Schools Agreement*. Tasmania will fill in the Annual Implementation Report annually and report it to the Australian Government of Education; non-government representative bodies will also be required to fill in their own template (see Schedule E of the Heads of Agreement).

National Reform Directions

Tasmania is required to fill in the below table outlining their implementation of National Reform Directions where there is allocation of additional Commonwealth investment for Tasmanian government schools. If work is already underway in Tasmania in relation to a National Reform Direction, then Tasmania can choose to report qualitative information on the progress of the National Reform Direction.

National Reform Directions	Allocation of additional Commonwealth investment	Description of local implementation	Outline the focus on priority equity cohorts and schools needing additional support (where applicable)	Details of qualitative or quantitative impact
<p>[For example] Structured initiatives that support wellbeing for learning and engagement, for example in-school wellbeing coordinators or access to School Counsellors, psychologists, mental health workers and/or youth health nurses.</p>	<p>How much of the Commonwealth additional investment is being targeted to this work.</p>			<p>For example, ratio of wellbeing functions to students, where applicable.</p>

[National Reform Direction]				
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Specific National Reform Direction Implementation

National Reform Direction	20xx Update	Evidence/Caveats/Background Information
Phonics and early years numeracy check participation rates, including for priority equity cohorts (where data is available)		
Number of Highly Accomplished and Lead Teachers or equivalent		For e.g. certain percentage being deployed in schools which need additional support.

Improvement Measures

Tasmania is required to fill in the following table outlining their progress against identified agreed Improvement Measures, only where data is not available at the Commonwealth level:

Improvement Measure	20xx Update	Evidence/Caveats/Background Information
[Jurisdiction-level Improvement Measure]		
[Identified jurisdictional target, where target already exists (if applicable)]		