

Schedule B

MoneySmart Teaching

NATIONAL PARTNERSHIP AGREEMENT ON SPECIFIED PROJECTS

PRELIMINARIES

1. This Schedule will support the delivery of MoneySmart Teaching professional learning through a minimum of 52,581 teacher module completions over four years in primary and secondary schools across Australia.
2. It continues the previous Schedule B to the Project Agreement on Specified Projects which supported delivery of MoneySmart Teaching from 2013-14 to 2016-17.

FORMALITIES

Parties to this Schedule

3. This Schedule is between the Commonwealth of Australia (the Commonwealth) and New South Wales, Victoria, Queensland, Western Australia, South Australia, Australian Capital Territory, Tasmania and the Northern Territory (the States).

Term of this Schedule

4. This Schedule will commence as soon as the Commonwealth and one other Party sign it and will expire on 30 June 2021 or on completion of the project, including final performance reporting and processing of final payments against performance milestones, unless terminated earlier or extended as agreed in writing by the Parties.

OUTPUT

5. The output of this Schedule will be the delivery of MoneySmart Teaching professional learning modules (approximately 1–1.5 hours in length) through a minimum of 52,581 module completions over four years across Australia, in accordance with Table 1. In the first year of the Agreement 2017-18, delivery will be in person or online. In subsequent years all professional learning will be online using the Australian Securities and Investments Commission's (ASIC's) online MoneySmart Teaching professional learning modules.

Table 1: Total minimum number of teacher module completions of MoneySmart Teaching professional learning over the 2017-18 to 2020-21 period

Jurisdiction	Total
New South Wales	15,905
Victoria	13,631
Queensland	10,826
Western Australia	5,807
South Australia	3,679
Tasmania	1,200
ACT	928
NT	605
Total all jurisdictions	52,581

6. Where possible, teacher professional learning should have representation across:
 - (a) primary, secondary and combined schools;
 - (b) pre-service teachers;
 - (c) the three school sectors (Government, Catholic and Independent);
 - (d) urban, rural, regional and remote regions; and
 - (e) schools in low socio-economic areas and schools with high numbers of Aboriginal and Torres Strait Islander students, culturally and linguistically diverse students and students with special learning needs.

ROLES AND RESPONSIBILITIES

7. To realise the output in this Schedule, each Party has specific roles and responsibilities in addition to those in the Agreement, as outlined below.

Role of the Commonwealth

8. Under this Schedule, the Commonwealth agrees to be accountable for the following additional roles and responsibilities:
 - (a) developing MoneySmart Teaching professional development online modules and resources;
 - (b) providing support to the States, as requested, to assist them in meeting the output of this Schedule;
 - (c) delivering all elements in relation to the Programme for International Student Assessment (PISA) testing (financial literacy component);
 - (d) conducting ongoing independent evaluation of the MoneySmart Teaching program with the support of the States;
 - (e) providing data reports to the States to verify every six months, or as reasonably requested, on their:
 - i. online professional learning numbers;
 - ii. resources downloads; and
 - iii. other related activity.
 - (f) providing the States with an annual report on MoneySmart Teaching, including resource development and strategic initiatives.

Role of the States

9. Under this Schedule, the States agree to be accountable for the following roles and responsibilities:
 - (a) develop a strategy to facilitate the transition from face-to-face professional learning delivery to online professional learning modules;

- (b) ensuring the MoneySmart Teaching professional learning modules are available to teachers in their jurisdiction and that a minimum number of modules are completed by engaging teachers through approaches relevant to each jurisdiction, including but not limited to:
 - i. facilitating access to online modules;
 - ii. communicating promotion strategies to support teacher engagement with professional development modules; or
 - iii. aligning MoneySmart Teaching with other educational strategies in their jurisdiction;
- (c) supporting schools that access and engage with MoneySmart Teaching professional learning and resources to implement the program effectively in classrooms and schools;
- (d) supporting ASIC engagement with schools for the development of resources to support educational priorities; and
- (e) supporting the participation of teachers in ongoing evaluation of MoneySmart Teaching together with the Commonwealth.

PERFORMANCE MONITORING AND REPORTING

10. Annual performance reports will be provided in accordance with Table 2. The Commonwealth will make payments subject to the annual performance report demonstrating the relevant milestone has been met.

11.

Table 2: Performance requirements, reporting and payment

Output	Performance milestones	Reports due	Payment
Delivery of MoneySmart Teaching Professional Development learning modules annually from 2017-18 to 2020-21 inclusive	Delivery of a strategy to facilitate the transition to online professional learning modules and; Minimum number of professional learning module completions in person or online in 2017-18: NSW 1,871 VIC 1,604 QLD 1,274 WA 683 SA 433 Tas 141 ACT 109 NT 71	15 May 2018	NSW \$203,488 VIC \$203,488 QLD \$203,487 WA \$140,000 SA \$140,000 TAS \$140,000 ACT \$140,000 NT \$140,000
	Minimum number of online module completions in the relevant year: NSW 4,678 VIC 4,009 QLD 3,184 WA 1,708 SA 1,082 TAS 353 ACT 273 NT 178	Annually from 15 May 2019 to 15 May 2021 inclusive	NSW \$203,488 VIC \$203,488 QLD \$203,487 WA \$140,000 SA \$140,000 TAS \$140,000 ACT \$140,000 NT \$140,000

FINANCIAL ARRANGEMENTS

12. The Commonwealth's estimated financial contribution to this Project of \$5.2 million, including through National Partnership payments to the States paid in accordance with Schedule D – Payment Arrangements of the IGA FFR, are shown in Table 3.

Table 3: Estimated financial contributions: 2017-18 to 2020-21

(\$ million)	2017-18	2018-19	2019-20	2020-21	Total
Estimated total budget	1.3	1.3	1.3	1.3	5.2
Less estimated National Partnership Payments	1.3	1.3	1.3	1.3	5.2
Balance of non-Commonwealth contributions	0.0	0.0	0.0	0.0	0.0

The Parties have confirmed their commitment to this agreement as follows:

*Signed for and on behalf of the Commonwealth
of Australia by*



The Honourable Kelly O'Dwyer MP
Minister for Revenue and Financial Services

Date: *26 February 2018*

*Signed for and on behalf of the
State of New South Wales by*

The Honourable Rob Stokes MP
Minister for Education

Date:

*Signed for and on behalf of the
State of Victoria by*

The Honourable James Merlino MP
Minister for Education

Date:

*Signed for and on behalf of the
State of Queensland by*

The Honourable Grace Grace MP
Minister for Education

Date:

*Signed for and on behalf of the
State of Western Australia by*

The Honourable Suzanne Ellery MLC
Minister for Education and Training

Date:

*Signed for and on behalf of the
State of South Australia by*

The Honourable Susan Close MP
Minister for Education and Child Development

Date:

*Signed for and on behalf of the
State of Tasmania by*

The Honourable Jeremy Rockliff MP
Minister for Education and Training

Date:

*Signed for and on behalf of the Australian
Capital Territory by*

The Honourable Yvette Berry MLA
Minister for Education and Early Childhood
Development

Date:

*Signed for and on behalf of the Northern
Territory by*

The Honourable Eva Dina Lawler MLA
Minister for Education

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Signed for and on behalf of the State of Tasmania by

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Minister for Education and Child Development

Date:


The Honourable Jeremy Rockliff MP
Minister for Education and Training

Date: 9-3-18

Signed for and on behalf of the Australian Capital Territory by

Signed for and on behalf of the Northern Territory by

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