

NATIONAL PARTNERSHIP AGREEMENT FOR MORE SUPPORT FOR STUDENTS WITH DISABILITIES

Council of
Australian
Governments

An agreement between

- a. the Commonwealth of Australia and
- b. the States and Territories, being:
 - t The State of New South Wales
 - t The State of Victoria
 - t The State of Queensland
 - t The State of Western Australia
 - t The State of South Australia
 - t The State of Tasmania
 - t The Australian Capital Territory
 - t The Northern Territory of Australia

This Agreement will strengthen the capacity and expertise of Australian schools and teachers to provide additional support to students with disabilities, contributing to improvements in their learning experiences, educational outcomes and transitions to further education or work.

National Partnership Agreement for More Support for Students with Disabilities

INTERGOVERNMENTAL AGREEMENT ON FEDERAL FINANCIAL RELATIONS

PRELIMINARIES

1. This National Partnership agreement (the Agreement) is created subject to the provisions of the [Intergovernmental Agreement on Federal Financial Relations](#) and should be read in conjunction with that Agreement and its Schedules, which provide information in relation to performance reporting and payment arrangements under the IGA.
2. In entering this Agreement, the Commonwealth of Australia (the Commonwealth) and the States and Territories (the States) recognise that they have a mutual interest in improving outcomes for school students with disabilities and need to work together to achieve those outcomes. The Commonwealth and the States also acknowledge their Closing the Gap targets and that Aboriginal and Torres Strait Islander Australians experience rates of ill-health and disability substantially higher than other Australians¹.
3. In entering this Agreement, the parties agree that the establishment of a nationally consistent model for identifying students with disabilities will assist in understanding how support is provided to students in schools, measuring the progress of students with disabilities, comparing programs and delivery methods across jurisdictions, and obtaining a national picture on the number of students with disabilities in schools.
4. This Agreement will contribute to improvements in the learning experiences and educational outcomes of students with disabilities by strengthening the capacity and expertise of Australian schools and teachers to provide these students with additional support. This objective aligns with a number of national agreement and strategy objectives to improve social inclusion and educational outcomes for people with disability. This Agreement encourages the trialling of innovative strategies to achieve this objective.
5. This initiative takes place within the context of the United Nations Convention of the Rights of People with Disabilities, other UN Conventions as appropriate and the National Disability Strategy.
6. This initiative is guided by advice provided to the Commonwealth by the Students with Disabilities Working Group. This expert short-term working group was established to provide advice on immediate priorities and strategies to support all school students with disabilities.

¹ Australian Institute of Health and Welfare, 2011, *Aboriginal and Torres Strait Islander people with disability*, page 2

7. Outputs implemented under this Agreement will operate over the 2012 and 2013 school years. Funding under this Agreement is available over the 2011-2012, 2012-13 and 2013-2014 financial years.
8. This Agreement sets out the objective, outcomes and outputs; the roles and responsibilities of each party; performance monitoring and reporting; and financial and governance arrangements.

PART 1 – FORMALITIES

Parties to this Agreement

9. This National Partnership is between the Commonwealth and the States. Non-government education authorities in each state and territory are not Parties to this National Partnership. The Commonwealth will enter into separate funding agreements with non-government education authorities which will align with this Agreement.

Term of the Agreement

10. This Agreement will commence as soon as the Commonwealth and one other Party signs the Agreement and will expire on 30 June 2014, or on completion of the project including the processing of final payments against milestones (i.e. acceptance of progress reports and Implementation Plans), unless terminated earlier or extended as agreed in writing by the Parties.

Enforceability of the Agreement

11. The Parties do not intend any of the provisions of this Agreement to be legally enforceable. However, that does not lessen the Parties' commitment to this Agreement.

Delegations

12. The Commonwealth Minister with portfolio responsibility for school education is authorised to agree to Implementation Plans to this Agreement and to certify that milestones specified under this Agreement have been achieved, so that payments may be made.
13. Respective State and Territory Ministers with portfolio responsibility for school education are authorised to agree to Implementation Plans to this Agreement.
14. Amendments to Implementation Plans to this Agreement require agreement between the Commonwealth Minister with portfolio responsibility for school education and the relevant State/Territory Minister with portfolio responsibility for school education.
15. The Commonwealth Minister may delegate the assessment of progress reports and the authorisation of related project payments to senior Commonwealth officials, having regard to the financial and policy risks associated with those payments.

Interpretation

16. For the purposes of this Agreement a 'school student with disability' refers to a student enrolled in a school from Kindergarten (Year 1 minus 1) to Year 12 with a disability as defined under the *Disability Discrimination Act 1992*.

PART 2 – OBJECTIVES, OUTCOMES AND OUTPUTS

Objective

17. Australian schools and teachers are better able to support students with disabilities, contributing to improved student learning experiences, educational outcomes and transitions to further education or work.

Outcomes

18. This Agreement will contribute to the achievement of the following outcomes:
 - (a) Students with disabilities have improved learning experiences and educational outcomes.
 - (b) Schools are better able to meet the educational needs of students with disabilities, in collaboration with parents, carers, and students.
 - (c) Schools become more inclusive environments, in accordance with the Disability Standards for Education 2005, recognising the diversity students with disabilities bring to the school.
 - (d) Principals and school leaders are better able to support teachers and teachers are more capable of identifying and addressing the educational needs of students with disabilities.
 - (e) Teachers of students with disabilities have better access to expert support.
 - (f) Through the evaluation of the initiative, educational policy makers are informed of effective practice under this initiative and long term policy development occurs in an environment well-informed about what works to improve the educational outcomes of students with disabilities.
 - (g) Through the evaluation of the initiative, parents, carers, school leaders, school administrators, teachers and the wider community are better informed about effective practices and strategies that benefit the educational achievement of students with disabilities.

Outputs

19. The States have the opportunity to select from Table 1 those outputs they believe will be most beneficial for meeting the objective and outcomes of this Agreement according to the needs of their jurisdiction.
20. The outputs, payment weightings and performance benchmarks indicating each States distribution of effort between selected outputs are included in Implementation Plans to this Agreement. Implementation Plans developed by the States and agreed with the Commonwealth will also detail the rationale for the selection of outputs and strategies for delivering those outputs (i.e. specific activity against each output).
21. Available outputs for nomination by the States are:

Table 1: Outputs and performance indicators

Outputs	Performance Indicators
1 - Providing assistive technology (e.g. computer software, low vision aids, communication tools) to support the teaching and participation of students with disabilities.	<ol style="list-style-type: none"> 1. Number and/or numerical range of assistive technology items provided to schools to support the teaching of students with disabilities. 2. Number and/or numerical range of schools provided with assistive technology items.
2 - Providing training for teachers to strengthen their skills in the use of assistive technology in the classroom.	<ol style="list-style-type: none"> 1. Number and/or numerical range of teachers that participated in training in the use of assistive technology.
3 - Developing support centres which serve as a centre of expertise in the educational needs of students with disabilities and provide expert support to a group of other schools that may not have this expertise.	<ol style="list-style-type: none"> 1. Number and/or numerical range of support centres providing support to the school system. 2. Number and/or numerical range of schools supported by support centres.
4 - Schools coordinating with health/allied health or other professionals to strengthen schools' support for students with disabilities.	<ol style="list-style-type: none"> 1. Number and/or numerical range of health/allied health or other professionals engaged to strengthen schools' support for students with disabilities. 2. Number and/or numerical range of schools supported by health/allied health or other professionals.
5 - Providing training for pre-service and/or practicing teachers to build their skills in special education.	<ol style="list-style-type: none"> 1. Number and/or numerical range of pre-service and/or practicing teachers that participated in training to build their skills in special education.
6 - Providing training for all school staff to improve understanding of their obligations under the Disability Standards for Education 2005 and how to meet those obligations.	<ol style="list-style-type: none"> 1. Number and/or numerical range of school staff that participated in training to improve their understanding of their obligations under the Disability Standards for Education 2005 and how to meet those obligations.
7 - Supporting school principals and/or school leadership teams to strengthen teachers' ability to assist students with disabilities.	<ol style="list-style-type: none"> 1. Number and/or numerical range of principals and/or school leadership team staff supported to strengthen teachers' ability to assist students with disabilities.
8 - Supporting school staff to assess the current learning level of students with disabilities, adapt the teaching curriculum to suit their current level of ability and report on student progress against adapted curriculum.	<ol style="list-style-type: none"> 1. Number and/or numerical range of school staff supported in assessing students with disabilities, adapting curriculum to their needs and reporting on student progress against adapted curriculum.

9 - Supporting teachers to develop or modify lesson plans to suit the needs of students with disabilities.	1. Number and/or numerical range of teachers supported to develop or modify lesson plans to suit the needs of students with disabilities.
10 - Supporting teachers to meet the needs of students with disabilities through collaborative teaching practices (aka team teaching).	1. Number and/or numerical range of teachers supported to meet the needs of students with disabilities through collaborative teaching practices.
11 - Engaging paraprofessionals (aka teacher's aides) to strengthen their skills in supporting students with disabilities.	1. Number and/or numerical range of paraprofessionals (aka teacher's aides) better placed to support students with disabilities.
12 - Providing additional support for students with disabilities to transition effectively between stages of schooling and/or from school into further education, training or employment.	1. Number and/or numerical range of students with disabilities provided with additional support to transition between stages of schooling and/or from school into further education, training or employment.

22. The States may propose to implement an output not included in Table 1 that aligns with the objective and at least one of the outcomes of this Agreement. Such proposals should be accompanied with evidence on the benefits of the output and will be negotiated on a case by case basis.
23. Each output in Table 1 meets at least one of the outcomes of this Agreement. It is acknowledged that the output/s selected by a State may not meet all, but will at least meet one of the outcomes of the Agreement.
24. Each output has been assigned set performance indicators. The Commonwealth and States will negotiate performance benchmarks for all performance indicators against selected outputs.
25. Funding cannot be used for the construction or extension of buildings.

PART 3 – ROLES AND RESPONSIBILITIES OF EACH PARTY

26. To realise the objective and commitments in this Agreement, each Party has specific roles and responsibilities, as outlined below.

Role of the Commonwealth

27. The Commonwealth agrees to be accountable for the following roles and responsibilities:
 - (a) agreeing to Implementation Plans developed by the States;
 - (b) providing a financial contribution to the States to support the implementation and activity of outputs upon the achievement of the requirements detailed under Part 5 – Financial contributions and National Partnership payments of this Agreement;

- (c) establishing and providing secretariat support for an Implementation Working Group comprised of state and territory government and non-government education officials to support the effective implementation of the initiative; and
- (d) reviewing and analysing progress reports provided by the States.

Role of the States and Territories

28. The States agree to be accountable for the following roles and responsibilities:

- (a) developing Implementation Plans to this Agreement;
- (b) ensuring outputs commence in accordance with timelines in agreed Implementation Plans, beginning from the start of the 2012 school year;
- (c) liaising with government and non-government education authorities to determine opportunities for linkages with the outputs occurring in their jurisdictions;
- (d) consulting with peak parent representatives, disability organisations and teacher representatives on the outputs that would be most beneficial to the students, teachers and schools in the jurisdiction; and
- (e) reporting on the delivery of outputs as set out in Part 4 – Reporting arrangements.

Shared roles and responsibilities

29. The Commonwealth and the States share the following roles and responsibilities:

- (a) participating in consultations as appropriate regarding the implementation of this Agreement; and
- (b) participating in the evaluation of this Agreement and making this information publically available as set out in Part 4 – Evaluation.

Implementation Plans

30. The Commonwealth and the States will agree to Implementation Plans that explain each State's selection of outputs and strategies for delivering those outputs. This includes payment weightings, performance indicators and performance benchmarks indicating each States' distribution of effort between selected outputs.

31. Implementation Plans will be negotiated at the same time as this Agreement. Implementation Plans will include details of:

- (a) an environmental scan and needs analysis of the students with disabilities and their schools within the jurisdiction including a copy of the current State plan for social inclusion and education of students with disabilities (e.g. strategic plan);
- (b) a clear and detailed description of each of the outputs to be implemented including the strategy for delivering each output;
- (c) further information on the strategies for delivering outputs including:
 - a. the benefits that would be expected and the evidence that supports this expectation;
 - b. importance of each strategy in meeting the objective and outcomes of this Agreement;

- c. timelines for the implementation of each strategy;
 - d. confirmation that the strategies for delivering on outputs are new or enhance and expand on strategies already occurring in schools ensuring no displacement of effort;
 - e. if applicable, how each strategy may potentially build on/complement strategies already occurring in schools; and
 - f. the potential positive impact of the strategies on the outcomes of students with disabilities with characteristics that may result in additional need (e.g. Aboriginal and Torres Strait Islander, language background other than English, rural and remote).
- (d) evidence of consultation with peak parent representatives, disability organisations and teacher representatives in relation to the selection of outputs; and
- (e) when available, a list of schools identified as participating and the outputs occurring in participating schools.

PART 4 – PERFORMANCE MONITORING AND REPORTING

Performance indicators

- 32. The performance indicators in this Agreement will be used to monitor the States' performance.
- 33. Each output has been assigned set performance indicators as listed in Table 1 of this Agreement.
- 34. Details of any State's additional outputs not included in Table 1 and the performance indicators and performance benchmarks against those outputs are included in Implementation Plans to this Agreement.
- 35. The dates or periods for determining baseline figures, and the baseline figure from which to measure the trajectory of each performance indicator are included in Implementation Plans to this Agreement.

Performance benchmarks

- 36. Performance benchmarks will be used to track the States' improvements on the baseline figure of each performance indicator (which may be a zero base).
- 37. Performance benchmarks are cumulative, State specific and listed in Implementation Plans to this Agreement.
- 38. Timelines for the achievement of performance benchmarks align with the end of reporting periods specified in Part 4 – Reporting arrangements (e.g. x increase against performance indicator baseline achieved by 30 June 2012, x increase against performance indicator baseline achieved by 1 March 2013, etc).
- 39. It is acknowledged that school closures and other mitigating circumstances may impact on the States' achievement of performance benchmarks.

Evaluation

- 40. The Commonwealth will fund and manage an independently conducted evaluation of this initiative. \$1.25m has been allocated for the evaluation. Information gained during the evaluation will be used to evaluate the effectiveness of the initiative in achieving its objective

and outcomes, and to inform future practice and opportunities for longer term reforms of the education of school students with disabilities.

41. The evaluation process will be guided by the following principles:
 - (a) The requirements placed on education authorities and schools will be kept to a minimum;
 - (b) Any communication, including any site-visits, with schools will be undertaken with the relevant education authority and in accordance with agreed protocols;
 - (c) The terms of reference and methodology for the evaluation will be developed in collaboration with the states and non-government education authorities;
 - (d) A sub group of the Implementation Working Group will oversee the evaluation including selection of the evaluation consultant; and
 - (e) States and participating schools will be required to participate in the evaluation. This includes providing information, data and examples to the organisation commissioned by Department of Education, Employment and Workplace Relations to undertake the evaluation.
42. The evaluation will be based on data provided under this Agreement, existing data, and qualitative data sources. The qualitative data sources are likely to include:
 - (a) Case studies; and
 - (b) Surveys of students, parents, teachers and principals.
43. The evaluation will identify and collate information on effective outputs and strategies to be made available online to all members of the community including parents, families, teachers, schools and other education practitioners.
44. Further information on the evaluation is included at Schedule A.

Reporting arrangements

45. The States will provide progress reports to the Commonwealth during the operation of the Agreement. Reports are to be provided to the Commonwealth in accordance with Table 2 below.

Table 2: Progress reports, milestones, due dates and associated payments

Progress Reporting Period	Progress Report Due Date	Milestone	Associated Payment	Expected Payment Due Date
N/A	N/A	Agreement to Implementation Plan. Payment made in recognition of the requirement for working capital to assist with the implementation of outputs.	The amount listed under 2011-2012 financial year in Table 3.	Approximately 7 January 2012.
30 November 2011 – 30 June 2012	30 July 2012	Achievement against performance benchmarks as specified in State Implementation Plans and reported in progress reports for the period ending 30 June 2012.	N/A	N/A
1 July 2012 – 1 March 2013	1 April 2013	Achievement against performance benchmarks as specified in State Implementation Plans and reported in progress reports for the period ending 1 March 2012.	The amount listed under 2012-2013 financial year in Table 3.	By 7 June 2013.
2 March 2013 – 31 December 2013	31 January 2014	Achievement against performance benchmarks as specified in State Implementation Plans and reported in progress reports for the period ending 31 December 2013.	The amount listed under 2013-2014 financial year in Table 3.	By 7 June 2014.

46. Progress reports will detail the States progress towards implementing outputs detailed in Implementation Plans to this Agreement. Progress reports will include:

- (a) a summary of overall progress;

- (b) a summary of progress against each output and the strategies for delivering each output included in Implementation Plans;
- (c) cumulative numbers of students with disabilities, teachers and schools supported by each output;
- (d) the names of schools supported to date and the outputs that have occurred or are occurring in those schools;
- (e) reporting on the achievement of performance benchmarks;
- (f) reasons why performance benchmarks were not achieved or only partially achieved;
- (g) any barriers to achieving performance benchmarks;
- (h) strategies for overcoming barriers to achieving performance benchmarks; and
- (i) next steps.

Note: Progress reports will have cumulative performance benchmarks.

- 47. Progress reports will be published on the Department of Education, Employment and Workplace Relations website.

PART 5 – FINANCIAL ARRANGEMENTS

Financial contributions

- 48. The total funding for the More Support for Students with Disabilities initiative is \$200 million.
- 49. The Commonwealth will provide a financial contribution to the States as shown in Table 3.
- 50. The Commonwealth's financial contribution will not be reduced where the States secure funding from other activity partners through innovative and collaborative partnerships.
- 51. National Partnership payments to the States will be paid in accordance with *Schedule D – Payment Arrangements* of the **Intergovernmental Agreement on Federal Financial Relations**.

Table 3: Estimated Commonwealth financial contribution to the States, by financial year²

	2011-2012 financial year	2012-13 financial year	2013-14 financial year	3 year total
NSW	19,181,829	19,180,669	9,555,225	47,917,723
VIC	14,894,654	14,893,752	7,419,615	37,208,021
QLD	13,185,795	13,184,998	6,568,364	32,939,157
WA	6,168,703	6,168,329	3,072,874	15,409,906
SA	4,794,839	4,794,548	2,388,498	11,977,885
TAS	1,566,477	1,566,383	780,324	3,913,184

² Amounts are GST exclusive.

ACT	1,078,729	1,078,665	537,358	2,694,752
NT	790,288	790,240	393,674	1,974,202
Total	61,661,314	61,657,584	30,715,932	154,034,830

52. Non-government education authorities in each state and territory are not Parties to this National Partnership. The Commonwealth will enter into separate funding agreements with non-government education authorities. The total funding to non-government education authorities is \$42,633,786.
53. Due to the current lack of a nationally consistent approach to identifying students with disabilities, funding distributions under this Agreement have been calculated using a two stage process:
 - (a) Funds were separated by state/territory based on the proportion of school students enrolled in each state/territory³.
 - (b) Funds were allocated to government, catholic and independent sectors within each state/territory according to their proportion of students with disabilities in that state/territory⁴.
54. The total funding available for the More Support for Students with Disabilities initiative evaluation, associated travel costs and departmental resourcing is \$3,331,384.

National Partnership payments

55. The first payment will be made on the Commonwealth's acceptance of Implementation Plans, acknowledging the requirement for working capital to assist with the implementation of outputs.
56. Subsequent financial contributions under this Agreement are contingent upon the Commonwealth's acceptance of progress reports provided by the States, demonstrating satisfactory progress in implementing outputs and meeting performance benchmarks.
57. There is no requirement for non-Commonwealth contributions to the Agreement.
58. The total funding to be paid in each financial year cannot exceed the amounts detailed in Table 3.

Project management risk

59. Having regard to the agreed estimated costs of projects specified in an Implementation Plan, a State or Territory will not be required to pay a refund to the Commonwealth if the actual cost of the project is less than the agreed estimated cost of the project. Similarly, the States bear all risk should the costs of a project exceed the agreed estimated costs. The Parties acknowledge that this arrangement provides the maximum incentive for the States to deliver projects cost effectively and efficiently.

³ Using 2010 Schools Australia, Australian Bureau of Statistics data.

⁴ Using 2010 Department of Education, Employment and Workplace Relations (DEEWR) data. The numbers of students with disabilities in state/territory government schools have been extracted from annual data submissions made to DEEWR from each of the state/territory education departments. Non-government schools data are based on extracts taken from the Non-Government School Census. All data refer to the 2010 school year using student definitions recognised for the National Schools Statistics Collection (i.e. Schools Australia). The data are comparable across the collections.

PART 6 – GOVERNANCE ARRANGEMENTS

Dispute resolution

60. Any Party may give notice to other Parties of a dispute under this Agreement.
61. Officials of relevant Parties will attempt to resolve any dispute in the first instance.
62. If a dispute cannot be resolved by officials, it may be escalated to the relevant Ministers and if necessary, the relevant Ministerial Council.
63. If a dispute cannot be resolved by the relevant Ministers, it may be referred by a Party to COAG for consideration.

Review of the Agreement

64. The Agreement will be reviewed by 31 December 2012 with regard to progress made by the Parties in respect of achieving the agreed objective of the Agreement.

Variation of the Agreement

65. The Agreement may be amended at any time by agreement in writing by all the Parties.
66. A Party to the Agreement may terminate their participation in the Agreement at any time by notifying all the other Parties in writing.
67. Termination of a Party's participation in this Agreement will also terminate the Implementation Plan that jurisdiction has concluded.

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

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



The Honourable Julia Gillard MP
Prime Minister of the Commonwealth of Australia

22 January 2012

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

The Honourable Barry O'Farrell MP
Premier of the State of New South Wales

[Day] [Month] [Year]

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

The Honourable Anna Bligh MP
Premier of the State of Queensland

[Day] [Month] [Year]

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

The Honourable Jay Weatherill MP
Premier of the State of South Australia

[Day] [Month] [Year]

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

Katy Gallagher MLA
Chief Minister of the Australian Capital Territory

[Day] [Month] [Year]

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

The Honourable Ted Ballieu MP
Premier of the State of Victoria

[Day] [Month] [Year]

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

The Honourable Colin Barnett MLA
Premier of the State of Western Australia

[Day] [Month] [Year]

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

The Honourable Lara Giddings MP
Premier of the State of Tasmania

[Day] [Month] [Year]

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

The Honourable Paul Henderson MLA
Chief Minister of the Northern Territory of Australia

[Day] [Month] [Year]

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

Signed for and on behalf of the Commonwealth of Australia by

The Honourable Julia Gillard MP
Prime Minister of the Commonwealth of Australia
[Day] [Month] [Year]

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

The Honourable Barry O'Farrell MP
Premier of the State of New South Wales
[Day] [Month] [Year]

Signed for and on behalf of the State of Queensland by

The Honourable Anna Bligh MP
Premier of the State of Queensland
[Day] [Month] [Year]

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

The Honourable Jay Weatherill MP
Premier of the State of South Australia
[Day] [Month] [Year]

Signed for and on behalf of the Australian Capital Territory by

Katy Gallagher MLA
Chief Minister of the Australian Capital Territory
[Day] [Month] [Year]

Signed for and on behalf of the State of Victoria by

The Honourable Ted Ballieu MP
Premier of the State of Victoria
[Day] [Month] [Year]

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

The Honourable Colin Barnett MLA
Premier of the State of Western Australia
[Day] [Month] [Year]

Signed for and on behalf of the State of Tasmania by

The Honourable Lara Giddings MP
Premier of the State of Tasmania
[Day] [Month] [Year]

Signed for and on behalf of the Northern Territory by

The Honourable Paul Henderson MLA
Chief Minister of the Northern Territory of Australia
[Day] [Month] [Year]

14 FEB 2012

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

Signed for and on behalf of the Commonwealth of Australia by

The Honourable Julia Gillard MP
Prime Minister of the Commonwealth of Australia


[Day] [Month] [Year]

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

The Honourable Barry O'Farrell MP
Premier of the State of New South Wales

[Day] [Month] [Year]

Signed for and on behalf of the State of Queensland by



The Honourable Anna Bligh MP
Premier of the State of Queensland

[Day] [Month] [Year]

16.2.2012

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

The Honourable Jay Weatherill MP
Premier of the State of South Australia

[Day] [Month] [Year]

Signed for and on behalf of the Australian Capital Territory by

Katy Gallagher MLA
Chief Minister of the Australian Capital Territory

[Day] [Month] [Year]

Signed for and on behalf of the State of Victoria by

The Honourable Ted Ballieu MP
Premier of the State of Victoria

[Day] [Month] [Year]

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

The Honourable Colin Barnett MLA
Premier of the State of Western Australia

[Day] [Month] [Year]

Signed for and on behalf of the State of Tasmania by

The Honourable Lara Giddings MP
Premier of the State of Tasmania

[Day] [Month] [Year]

Signed for and on behalf of the Northern Territory by

The Honourable Paul Henderson MLA
Chief Minister of the Northern Territory of Australia

[Day] [Month] [Year]

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

Signed for and on behalf of the Commonwealth of Australia by

The Honourable Julia Gillard MP

Prime Minister of the Commonwealth of Australia

[Day] [Month] [Year]

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



The Honourable Barry O'Farrell MP

Premier of the State of New South Wales

13 December 2011

Signed for and on behalf of the State of Victoria by

The Honourable Ted Ballieu MP

Premier of the State of Victoria

[Day] [Month] [Year]

Signed for and on behalf of the State of Queensland by

The Honourable Anna Bligh MP

Premier of the State of Queensland

[Day] [Month] [Year]

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

The Honourable Colin Barnett MLA

Premier of the State of Western Australia

[Day] [Month] [Year]

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

Signed for and on behalf of the State of Tasmania by

The Honourable Jay Weatherill MP

Premier of the State of South Australia

[Day] [Month] [Year]

The Honourable Lara Giddings MP

Premier of the State of Tasmania

[Day] [Month] [Year]

Signed for and on behalf of the Australian Capital Territory by

Signed for and on behalf of the Northern Territory by

Katy Gallagher MLA

Chief Minister of the Australian Capital Territory

[Day] [Month] [Year]

The Honourable Paul Henderson MLA

Chief Minister of the Northern Territory of Australia

[Day] [Month] [Year]

Agreed for and on behalf of the Commonwealth of Australia by:

The Honourable Julia Gillard MP
Prime Minister of the Commonwealth of Australia
[Date]

Agreed for and on behalf of the State of New South Wales by:

The Honourable Barry O'Farrell MP
Premier of the State of New South Wales
[Date]

Agreed for and on behalf of the State of Victoria by:

The Honourable Ted Baillieu MP
Premier of the State of Victoria
[Date]

Agreed for and on behalf of the Queensland by:

The Honourable Anna Bligh MP
Premier of the State of Queensland
[Date]

Agreed for and on behalf of the State of Western Australia by:

The Honourable Colin Barnett MLA
Premier of the State of Western Australia
[Date]

Agreed for and on behalf of the South Australia by:

The Honourable Jay Weatherill MP
Premier of the State of South Australia
[Date]

Agreed for and on behalf of the State of Tasmania by:

The Honourable Lara Giddings MP
Premier of the State of Tasmania
[Date]

Agreed for and on behalf of the Australian Capital Territory by:

Ms Katy Gallagher MLA
Chief Minister of the Australian Capital Territory
6th March 2012

Agreed for and on behalf of the Northern Territory of Australia by:

The Honourable Paul Henderson MLA
Chief Minister of the Northern Territory
[Date]

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

Signed for and on behalf of the Commonwealth of Australia by

The Honourable Julia Gillard MP
Prime Minister of the Commonwealth of Australia

Date:

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

Signed for and on behalf of the State of Victoria by

The Honourable Barry O'Farrell MP
Premier of the State of New South Wales

Date:

The Honourable Ted Ballieu MP
Premier of the State of Victoria

Date:

Signed for and on behalf of the State of Queensland by

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

The Honourable Campbell Newman MP
Premier of the State of Queensland

Date:

The Honourable Colin Barnett MLA
Premier of the State of Western Australia

Date:

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

Signed for and on behalf of the State of Tasmania by

The Honourable Jay Weatherill MP
Premier of the State of South Australia

Date: 20/4/12

The Honourable Lara Giddings MP
Premier of the State of Tasmania

Date:

Signed for and on behalf of the Australian Capital Territory by

Signed for and on behalf of the Northern Territory by

The Honourable Katy Gallagher MLA
Chief Minister of the Australian Capital Territory

Date:

The Honourable Paul Henderson MLA
Chief Minister of the Northern Territory of Australia

Date:

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

Signed for and on behalf of the Commonwealth of Australia by

The Honourable Julia Gillard MP
Prime Minister of the Commonwealth of Australia

[Day] [Month] [Year]

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

The Honourable Barry O'Farrell MP
Premier of the State of New South Wales

[Day] [Month] [Year]

Signed for and on behalf of the State of Queensland by

The Honourable Anna Bligh MP
Premier of the State of Queensland

[Day] [Month] [Year]

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

The Honourable Jay Weatherill MP
Premier of the State of South Australia

[Day] [Month] [Year]

Signed for and on behalf of the Australian Capital Territory by

Katy Gallagher MLA
Chief Minister of the Australian Capital Territory

[Day] [Month] [Year]

Signed for and on behalf of the State of Victoria by

The Honourable Ted Ballieu MP
Premier of the State of Victoria

[Day] [Month] [Year]

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

The Honourable Colin Barnett MLA
Premier of the State of Western Australia

[Day] [Month] [Year]

Signed for and on behalf of the State of Tasmania by

The Honourable Lara Giddings MP
Premier of the State of Tasmania

[Day] [Month] [Year]

20-2-12

Signed for and on behalf of the Northern Territory by

The Honourable Paul Henderson MLA
Chief Minister of the Northern Territory of Australia

[Day] [Month] [Year]

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Prime Minister of the Commonwealth of Australia

[Day] [Month] [Year]

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

Signed for and on behalf of the State of Victoria by

The Honourable Barry O'Farrell MP

Premier of the State of New South Wales

[Day] [Month] [Year]

The Honourable Ted Ballieu MP

Premier of the State of Victoria

[Day] [Month] [Year]

Signed for and on behalf of the State of Queensland by

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

The Honourable Anna Bligh MP

Premier of the State of Queensland

[Day] [Month] [Year]

The Honourable Colin Barnett MLA

Premier of the State of Western Australia

[Day] [Month] [Year]

11 APR 2012

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

Signed for and on behalf of the State of Tasmania by

The Honourable Jay Weatherill MP

Premier of the State of South Australia

[Day] [Month] [Year]

The Honourable Lara Giddings MP

Premier of the State of Tasmania

[Day] [Month] [Year]

Signed for and on behalf of the Australian Capital Territory by

Signed for and on behalf of the Northern Territory by

Katy Gallagher MLA

Chief Minister of the Australian Capital Territory

[Day] [Month] [Year]

The Honourable Paul Henderson MLA

Chief Minister of the Northern Territory of Australia

[Day] [Month] [Year]

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Prime Minister of the Commonwealth of Australia

[Day] [Month] [Year]

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

The Honourable Barry O'Farrell MP
Premier of the State of New South Wales

[Day] [Month] [Year]

Signed for and on behalf of the State of Queensland by

The Honourable Anna Bligh MP
Premier of the State of Queensland

[Day] [Month] [Year]

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

The Honourable Jay Weatherill MP
Premier of the State of South Australia

[Day] [Month] [Year]

Signed for and on behalf of the Australian Capital Territory by

Katy Gallagher MLA
Chief Minister of the Australian Capital Territory

[Day] [Month] [Year]

Signed for and on behalf of the State of Victoria by

The Honourable Ted Ballieu MP
Premier of the State of Victoria

[Day] [Month] [Year]

18 APR 2012

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

The Honourable Colin Barnett MLA
Premier of the State of Western Australia

[Day] [Month] [Year]

Signed for and on behalf of the State of Tasmania by

The Honourable Lara Giddings MP
Premier of the State of Tasmania

[Day] [Month] [Year]

Signed for and on behalf of the Northern Territory by

The Honourable Paul Henderson MLA
Chief Minister of the Northern Territory of Australia

[Day] [Month] [Year]

INDEPENDENT EVALUATION

Aims:

A.1. The evaluation's aims are to:

- (a) examine the effectiveness, efficiency and appropriateness of the initiative;
- (b) recommend how findings of the initiative can be drawn on for other reforms and activities of the Australian, state and territory government and non-government education authorities;
- (c) identify successful strategies and approaches for supporting the education of students with disability;
- (d) support information sharing between the education authorities regarding successful strategies; and
- (e) showcase strategies which are effective in supporting students with disabilities.

Evaluation Plan:

A.2. The evaluator will produce an evaluation plan in collaboration with the sub-group of the Implementation Working Group. This will detail:

- (a) the timelines and milestones;
- (b) the budget and resources;
- (c) key risks and mitigation strategies;
- (d) the evaluation questions; and
- (e) the methods and sources of data collection and analysis to:
 - a. examine the effectiveness, efficiency and appropriateness of the initiative;
 - b. identify strategies to ensure the lessons learned from this initiative inform longer term reforms to support students with disabilities;
 - c. identify the method for producing and disseminating resources regarding strategies to support the education of students with disabilities effectively and ensure their effective distribution. This will include identifying resources suitable for distribution and developing an on-line resource depository; and
 - d. develop case studies regarding strategies to support students with disabilities.

Timeframe for deliverables:

Item	Date
Workplan	February 2012
Report 1	June 2012
Report 2	December 2012
Report 3 (major)	June 2013
Report 4	February 2014

Reporting

A.3. Reports will draw on:

- (a) education authorities progress reports and benchmarks outlined in implementation plans;
- (b) information currently available, for example, education authority data and data from the Australian Bureau of Statistics and the Australian Institute of Health and Welfare; and
- (c) qualitative data. This is likely to include case studies and surveys of students, teachers, parents and principals.