

# Tasmania: Implementation Plan and Performance Report (Plan) - 2022

PRESCHOOL REFORM AGREEMENT - 2022 TO 2025<sup>2</sup>

## PART 1: PRELIMINARIES

1. This Plan is a schedule to the Preschool Reform Agreement 2022 – 2025 (the Agreement) and should be read in conjunction with the Agreement. It covers the period from 1 January 2022 to 31 December 2022.
2. The Agreement reaffirms a national commitment to provide universal access to, and improved participation by, children in quality preschool programs in the year before full-time school (YBFS), with a focus on Aboriginal and Torres Strait Islander and disadvantaged children. These programs should be delivered in a manner that meets the needs of children, parents and communities at a cost which does not present a barrier to participation.
3. The objective of the Agreement is to facilitate children's early learning and development and transition to school by maintaining universal access to quality preschool programs for all children, improving participation in preschool programs and maximising the benefit of the preschool year by improving outcomes for children.
4. The Agreement supports the delivery of 15 hours a week, or 600 hours a year of quality preschool programs, by a degree qualified early childhood teacher for all children, regardless of the setting in which programs are delivered, in the year before school.
5. The Agreement has a focus on improving preschool participation and outcomes including for Aboriginal and Torres Strait Islander children and disadvantaged children.
6. This Plan is the first of four annual implementation plans that will build on each other to deliver the reforms outlined in the Agreement.

## PART 2: TERMS AND DEFINITIONS OF THIS PLAN

7. This Plan will commence as soon as it is agreed between the Commonwealth of Australia, represented by the Minister for Education and Youth, and the State of Tasmania, represented by their Minister for Education.
8. As a schedule to the Agreement, the purpose of this Plan is to provide the public with an indication of how the State of Tasmania demonstrates its capacity to achieve and deliver the outcomes of the Agreement.

9. This Plan will cease on completion of the final performance reporting and the processing of final payments against the performance benchmarks or milestones set out within it for 2022.
10. The Australian Government Department of Education, Skills and Employment and central agencies will develop a new template for Implementation Plans from 2023 in consultation with States and Territories. The Commonwealth will require new and additional information in accordance with the Preschool Reform Agreement and the Federal Funding Agreements Principles from 2023.
11. This Plan may be varied by written agreement between the Commonwealth and the responsible State Minister.
12. The Parties to this Plan do not intend any of the provisions to be legally enforceable. However, that does not lessen the Parties' commitment to the Plan and its full implementation.
13. States may also use this section to clarify or elaborate on how terms or definitions for 'Disadvantaged children' and 'Preschool program' are realised in their specificity within that jurisdiction as per the Agreement (Definitions, p.15 of the Agreement refers).

## PART 3: FUNDING CONTRIBUTION

### Commonwealth Funding Contributions

14. The Commonwealth's estimated total financial contribution to the State of Tasmania is set out in Tables 1a (program year) and 1b (financial year) of the Agreement.
15. However, the Commonwealth's financial contribution in individual program years is adjusted in accordance with the notes to Tables 1a and 1b of the Agreement. Consistent with the agreed adjustment process, the final amounts for 2022 are set out in Table 1.
16. The Commonwealth contribution can only be moved between years with the agreement of the Commonwealth.

Table 1: 2022 Commonwealth financial contribution to the State of Tasmania

Category	Amount <sup>1</sup>
Estimated YBFS Contribution	\$9,832,620
Adjustment to Estimated YBFS Contribution	N/A
Top-up to maintain 2021 levels	\$10,023
Implementation Project funding	\$350,000
<b>Total Budget</b>	<b>\$10,192,643</b>

<sup>1</sup>Figures may not add due to rounding.

17. Table 2 should be used to show how the State of Tasmania will use Commonwealth funding to meet the objectives of the Preschool Reform Agreement. This may include strategies to facilitate preschool attendance by children in the year before full-time school.

**Table 2: Program/activities objectives and outcomes**

	Program/activity	Outputs	Objectives	Outcomes	Estimated C'th funds allocated
1.	Funded preschool program and places in government, Catholic and independent school sectors.	Provision of 600 hours of free Kindergarten in government schools <sup>1</sup>	95% or more of eligible children enrol and attend a Tasmanian preschool (Kindergarten) program in a quality setting where cost is not a barrier.	As per PI Table 6	\$9.8M (Annual PRA). Note funding comments below for programs 2-4.
2.	Universal access to Kindergarten	<p>Providing accessible, quality early childhood education programs which meet the needs of parents and communities at a cost which does not present a barrier to participation, particularly for vulnerable and disadvantaged children.</p> <p>Supporting all children's quality early childhood education participation, regardless of whether quality early childhood education programs are delivered through schools (non-government and</p>	To facilitate children's early learning and development and transition to school, by maintaining universal access to, and improving participation in, affordable, quality early childhood education programs for all children.	All children, including vulnerable and disadvantaged children, have access to, and participate in, an affordable, quality early childhood education program.	Remaining PRA funding provided to the following programs and initiatives 2-4.

<sup>1</sup> Funding is also provided to non-government schools to top-up delivery to 600 hours of kindergarten to meet the objectives of the National Partnership.

		government), standalone preschools or long day care centres			
3.	Maintain Indigenous children's participation	Delivering strategies and actions targeting the participation of Indigenous children, including in remote areas	To facilitate children's early learning and development and transition to school, by maintaining universal access to, and improving participation in, affordable, quality early childhood education programs for all children.	All Indigenous children have access to, and participate in, an affordable, quality early childhood education program.  All Indigenous four-year-olds in remote communities have access to early childhood education.	Remaining PRA funding provided to the following programs and initiatives 2-4.
4.	Maintain participation by vulnerable and disadvantaged children	Delivering strategies and actions targeting the participation of vulnerable and disadvantaged children.	To facilitate children's early learning and development and transition to school, by maintaining universal access to, and improving participation in, affordable, quality early childhood education programs for all children.	All children, including vulnerable and disadvantaged children, have access to, and participate in, an affordable, quality early childhood education program.	Remaining PRA funding provided to the following programs and initiatives 2-4.

## State context and funding contributions

18. Context influencing the State of Tasmania delivery of preschool and the States' investment in preschool for 2022 is covered in this section.

- (a) The Tasmanian Government's total expenditure on Preschool services is available at [3 Early childhood education and care - Report on Government Services Productivity Commission \(pc.gov.au\)](#) Table 3A.6

- (b) In 2021, Tasmania provided free Kindergarten for 600 hours a year to just over 150 public schools and 60 non-government schools. For registered Kindergarten programs in government schools and not-for-profit non-government schools, ten hours per week are funded by the State, with the remaining five hours per week funded through the Agreement. Funds for the extra five hours are allocated in accordance with enrolments. In 2020, quality early childhood education programs<sup>2</sup> were delivered in just over 120 long day care centre-based services. However, because these were not registered Kindergarten programs, they did not attract National Partnership funding (refer to paragraphs (f) through to (h) below for further information on the registration process).
- (c) The 2021 Estimated Residential Population (ERP) of the average four and five - year-olds in Tasmania in 2021 was 6,106, of whom it is estimated 633 were Indigenous and 2,110 were of low socio-economic status. In 2021, nearly 4,600 four and five-year-olds attended a registered Kindergarten program in a government school, and nearly 1,700 attended a non-government school. It is expected about 1,000 children were enrolled in both a registered Kindergarten program and a long day care centre-based service. (*Data Source: ABS Preschool Australia, 2021 when released.*)
- (d) The Tasmanian Department of Education has provided state-funded Kindergarten linked to primary schools since 1911, along with other Kindergarten programs provided by the Kindergarten Union and parents. In 1968, a review recommended the provision of Kindergarten as part of the school system, which led to a rapid expansion of places. By 1980 the State was responsible for most Kindergartens in Tasmania. Rates of participation were high, the minimum age of enrolment was set at 4 as of 1 January each year, and the universal entitlement to enrolment was legislated in 1994. Non-government primary schools gradually established Kindergartens during the 1980s and most now deliver a Kindergarten program. Long day care centre-based services have also delivered a Kindergarten program (being registered by the Non-Government Schools Registration Board (NGSRB) to do so) with one service registered in 2020. The main reason for lack of enrolments at long day care centre-based services is the fact that, given the history above, parents see Kindergarten as the first year of school.
- (e) Tasmania's high number of disadvantaged families who could not afford to participate in community Kindergartens were a significant factor in the 1968 decision to embed Kindergartens in the school system. There was evidence that the children who were most in need of a Kindergarten education were those most likely not to be receiving it and attaching Kindergarten to the school system was a successful strategy in alleviating this risk with almost all eligible children in Tasmania attending Kindergarten since then. The effectiveness of this approach was illustrated in the 2019 Nous review of the National Partnership Agreement on Universal Access to Early Childhood Education where Tasmania met all the benchmarks that were able to be measured – the only jurisdiction to do so.
- (f) Kindergartens in Tasmania historically are regulated as part of the school system rather than the early childhood education and care sector, thereby avoiding

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<sup>2</sup> Centre based long day care services report delivering 'quality early childhood education programs' in ABS Preschool Australia, this report includes children in the year before Tasmania's Kindergarten year.

duplication of some regulatory and administrative processes. It is important that Kindergartens deliver quality early childhood programs and in 2011 the then Tasmanian Government committed to ensure Kindergartens substantially corresponded with the National Quality Framework National Law requirements, without being subject to them. In 2016, the Tasmanian Government determined that government Kindergartens would be formally assessed against the National Quality Standards from 2020 and this work is progressing.

- (g) Early childhood education and care service providers, for example in long day care centre-based services, have always been able to seek registration as a non-government school (through the Non-Government Schools Registration Board (NGSRB), which registers non-government schools) in order to deliver Kindergarten. If a long day care centre-based service registers as a school, regardless of its profit status, then it will receive funding under the Agreement, which would be allocated according to the existing procedures and methodologies for distributing funding to independent and Catholic schools (N.B long day care centre-based services not registered as a school cannot officially recognised as a Kindergarten by the State Government. The Tasmanian *Education Act 2016* defines a Kindergarten as the year of education immediately preceding the first year of compulsory education and delivered by a school).
- (h) Registering as a school requires the long day care centre-based service to meet standards in areas such as governance, the curriculum, qualifications of teachers, and facilities. The registration process takes into account where there is consistency between the school registration standards and the early childhood education and care regulatory requirements. Evidence of compliance with those requirements will be accepted by the NGSRB as evidence of meeting the relevant school registration standard.
- (i) Other than the Preschool Reform Agreement funding, no Commonwealth child care subsidies/rebates are paid in respect of the Kindergarten year in government schools in Tasmania.
- (j) If a for-profit long day care centre-based service registers as a school with the NGSRB to run a Kindergarten, it will be eligible for a share of the Commonwealth funding under the Agreement. However, for-profit services will not be eligible for the State subsidy because the Tasmanian *Education Act 2016* does not allow State funding to go to for-profit schools.
- (k) If a not-for-profit long day care centre-based service registers with the NGSRB to deliver Kindergarten, it will be entitled to the State funding subsidy for 10 hours (as for all non-government schools) and a share of the Commonwealth funding under the Agreement. Currently in Tasmania, almost 67 per cent of long day care services are not-for profit.
- (l) There was no registered long day care centre-based service registered to deliver Kindergarten in Tasmania in 2021.
- (m) Early Learning is one of four priority areas in the Department of Education strategic plan 2018-2021. Tasmania's first ever Child and Youth Wellbeing Strategy for 0-25 year olds, *It Takes a Tasmanian Village*, was released on 22 August.

- Through the Strategy, over \$100 million across four years will fund 65 initiatives that support the wellbeing of 0 to 25 year olds, with a particular focus on the first 1,000 days (pregnancy to age two), where there is clear evidence that a good start in life is vitally important to a child's future wellbeing.
  - The Strategy builds on many existing government initiatives that support parents, families and communities, and provides new investments and a clear plan for government and its partners to deliver the services and supports that children, young people and their families need for good wellbeing.
- (n) There are five existing state-funded projects which focus on education during the pre-Kindergarten years (birth to four years). These programs are not funded under the Agreement or through other Commonwealth funding streams, but complement the Agreement by supporting participation in learning by vulnerable and disadvantaged and Indigenous children. These projects are:
- Launching into Learning (in all government schools)
  - Child and Family Learning Centres ( 12 in local communities and 6 new centres to be established from 2019)
  - Aboriginal Early Years Education Workers
  - Early Childhood Intervention Service
  - Working Together – supporting early learning
- (i) Launching into Learning (LiL) is a program available in all government primary schools for children from birth through to age 4. LiL aims to give Tasmania's youngest children the best possible start in life by:
- Supporting families as their child's first and most influential teacher,
  - Reaching families with highest need,
  - Facilitating a positive transition into Kindergarten.

A state-wide Early Learning team supports consistent approaches to the ongoing implementation of the Early Years Learning Framework, which underpins the work of LiL teachers.

A longitudinal study of LiL shows that children from all socioeconomic backgrounds made significant gains in educational performance from regular participation in LiL. However, children from disadvantaged and low socioeconomic backgrounds benefited most.

- (ii) Child and Family Learning Centres (CFLCs) focus on improving the learning and care, and health and wellbeing of Tasmania's very young children by supporting parents and enhancing accessibility to services in the local community. In the 2018 State election, the Tasmanian Government committed to build on the success of the CFLC model by building six new early learning hubs across Tasmania. Over a six-year period from 2019, work is progressing to establish these new CFLCs in areas of highest need and community readiness. The CFLC will provide greater access for families to relevant early years' services, with a strong focus on improving place-based service delivery to communities around Tasmania. The CFLC will form part of the existing continuum of Department of Education services and support available to young children and their families.

(iii) The Aboriginal Early Years Program emphasises early literacy, language development and school readiness. The program has been running since 2005. Aboriginal Early Years Education Workers (AEYEWs) provide professional learning and high level advice to early years' staff and agencies to enable successful implementation of departmental and Closing the Gap strategies.

AEYEWs are situated around the State in CFLCs. They work closely with families of Aboriginal children from birth to four years of age to engage their children in a wide range of early years' activities and programs that nurture and stimulate young children's learning. AEYEWs play a key role in building connections between schools and families with young children by supporting families to engage in CFLCs and other early years providers.

(iv) The Early Childhood Intervention Service (ECIS) supports children with a disability or developmental delay from birth to school entry, and their families. ECIS builds on opportunities for learning and development that are provided at home or through birth-4 programs and assists with transition to Kindergarten. Professional learning support for Kindergarten staff is provided where children with disability enrol for Kindergarten programs. A child-and-family-centered approach, based on a partnership between parents and professionals, is at the core of early intervention.

(v) Working Together (WT) provides free, quality early learning for eligible children in the year before they start Kindergarten. Plus, support for their families. This initiative is addressing barriers to participation experienced by Indigenous and vulnerable and disadvantaged children, by funding places in quality early learning centres (up to 400 hours per year for each child). WT works in partnership with families, early childhood educators, government agencies and community services to provide holistic support to help children to thrive. WT also provides professional learning opportunities for the early childhood education and care sector so they can assist these children and their families in the best way possible. The initiative is supporting three year olds, along with their parents and carers, through the transition from home into early childhood education and care, and then into Kindergarten.

## Implementation Project Funding Contributions

19. This section will include a State's summary of details of implementation project funding provided by the Commonwealth including funding amounts and purpose. States will be required to provide details of how Implementation Project Funding will be used to deliver reforms, including key performance indicators (KPIs) and timing. Details will be captured at **Table 3**.

Table 3: Overview of Implementation Project Funding for State of Tasmania - Statement of Allocations)

Implementation Project (details)	Commonwealth funding	Actions (incl. deliverables)	KPI	Timing (incl. delivery schedule)
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<p>Establish project team to implement enhanced reporting requirements for 2022 until 2025.</p>	<p>\$350,000 over the PRA 2022-2025</p>	<ul style="list-style-type: none"> <li>• Establish project team and governance arrangements</li> <li>• Document reporting requirements for new agreement, in particular increased attendance reporting specifications</li> <li>• Document current Department of Education (DoE) and school system functions to determine required enhancements</li> <li>• Develop new User requirements for systems to meet reporting requirements</li> <li>• Document IT system change specifications</li> <li>• Support Australian Government and contribute to national decisions to implement student outcome measure in 2025</li> <li>• Appoint IT contractor/s to determine</li> </ul>	<ul style="list-style-type: none"> <li>• Project updates provided to the Australian Government.</li> <li>• Project team established by 1 July 2022, subject to agreed national data specifications being agreed to.</li> <li>• Note an interim project team is now in place to support the signing of the PRA, Implementation Plan, and other working group discussions and decisions currently underway.</li> <li>• Subject to agreed national or bilateral policy and data measures decisions, completion of documentation outlined in actions table are planned to be completed by 31 December 2022.</li> <li>• Following the completion of project documentation by 31/12/2022, the required IT enhancements made in time for data to be provided to Commonwealth for agreed</li> </ul>	<p>March 2022 until August 2025.</p>
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		<p>implementation enhancements</p> <ul style="list-style-type: none"> <li>• Implement enhancements with schools</li> <li>• Monitor and refine enhancements to meet reporting requirements</li> </ul>	reporting in August 2023.	
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20. Consistent with the terms of the Agreement, Commonwealth funding for Implementation Projects will be provided as part of the first milestone payment of the Agreement, subject to the Commonwealth and State agreeing to this Plan.

### Risk Management

21. The State of Tasmania will actively identify, monitor and manage the risks associated with delivering outcomes under the Agreement, such as through maintaining a risk management plan.

### PART 4: REFORMS

22. As part of the Agreement, the State of Tasmania and the Commonwealth agree to work collaboratively to implement reforms outlined in the Additional terms in the Agreement.

23. The actions that the State of Tasmania will undertake to meet these commitments are detailed in **Table 4**.

Table 4: Planned Actions for the period 1 January 2022 to 31 December 2022 for the State of Tasmania

Reform Element	Actions	Timing
<p><b>Reform Element One: Implement Commonwealth Funding Follows Child</b></p> <p>Steps to ready the state to ensure Commonwealth Funding Follows Child can be implemented in 2023.</p>	<p>Measures to be undertaken 2022 - Tasmania will:</p> <ul style="list-style-type: none"> <li>• Build on existing funding mechanisms to provide funding for each student as per the PRA for the Tasmanian government, Catholic and independent school sectors</li> <li>• Preliminary discussions held with non-government school sectors occurred in December 2021, with further meetings to be held following confirmation of student enrolments in August 2022 (Data collection reference period).</li> <li>• Ongoing support provided to students who cease to be enrolled or cease attending. Students are supported by schools and central DoE Learning Services as part of wider school engagement services to re-enrol or return to preschool. Students who are absent due to long-term illness are supported to continue learning at home.</li> <li>• Acquit funding distribution for school sectors based on confirmed August 2022 student enrolments in preparation in 2023 (date to be confirmed). Tasmania continues to provide preschool funding based on confirmed enrolments. In Tasmania, school sectors do not need funding at the start of the school year to deliver services.</li> <li>• Develop an auditable report on enrolments and funding distributions to Government, Catholic and independent school sectors to provide transparency of Commonwealth contributions from 2023.</li> </ul>	<p>January 2022 until December 2022.</p>
<p><b>Reform Element Two: Implement a new national preschool attendance measure</b></p> <p>Work to ready the State to measure preschool attendance in 2024 and provide baseline data to the Commonwealth in 2023.</p>	<p>Measures to be undertaken 2022 - Tasmania will:</p> <ul style="list-style-type: none"> <li>• Establish project team and governance arrangements.</li> <li>• Document attendance reporting requirements for new agreement, in particular increased attendance reporting specifications.</li> <li>• Document current DoE and school system attendance reporting capabilities to determine required attendance reporting enhancements.</li> </ul>	<p>March 2022 and continuing until December 2022</p>

<p>Strategies to facilitate preschool attendance by children in the YBFS. For strategies relating to Aboriginal and Torres Strait Islander children, consistent with the Closing the Gap agreement, engage those communities and/or representative bodies in the design process.</p>	<ul style="list-style-type: none"> <li>• Develop new attendance user requirements for systems to meet attendance reporting requirements</li> <li>• Document IT system change specifications for attendance reporting</li> </ul> <p>Actions to be undertaken 2022 -:</p> <ul style="list-style-type: none"> <li>• Aboriginal Education Services (DoE) officers work closely with families of Aboriginal children from birth to five years to engage their children in a wide range of early years activities and programs in their community.</li> <li>• Through outreach programs, work with schools to identify families with Aboriginal children who haven't engaged in early years learning</li> <li>• Support increased participation in Launching into Learning (LIL) at their local school and pre-kinder sessions</li> <li>• Support with transport to attend specialist appointments</li> <li>• Follow ups with families re appointments</li> <li>• Connect up DoE support teams with other early years support agencies (e.g., CHaPS nurses, Save the Children, Dental, etc.)</li> <li>• Child and Family Learning Centres (CFLCs) deliver supports by Aboriginal Early Years Education Workers and Aboriginal Family Safety Workers</li> <li>• Conduct Pop-up play (e.g., local parks)</li> <li>• Provide drop off resources to door/home visits</li> <li>• Provide support for third-party HIPPY programs at nominated CFLCs (a structured education program, parent/carer teaching their child literacy, numeracy and language skills as well as physical skills)</li> <li>• Provide Working Together places for families in selected communities with the provision of free early learning for Aboriginal children for three full days per week, with, transport and other holistic supports are identified with the family.</li> <li>• Linking families with Aboriginal Community Organisations (e.g., kutalayna Health, TAC, Karadi etc.)</li> </ul>	<p>Ongoing and existing supports from January 2022 until December 2022.</p>
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	<ul style="list-style-type: none"> <li>Facilitate local programs under the Learning in Families Together (LIFT) initiative.</li> <li>Providers to utilise Early Learning Integrated Support Model to support young children and families to thrive in strong connected communities and with successful transitions into formal schooling</li> </ul>	
<b>Reform Element Three: Implement a new national Preschool Outcomes Measure from 2025</b>		
<p>Plans for how the State will work with the Commonwealth to develop the preschool outcomes measure.</p>	<p>Measures to be undertaken 2022</p> <ul style="list-style-type: none"> <li>Tasmania continues to work collaboratively with the Commonwealth on the development of the Outcomes measure</li> <li>Tasmania to share school-based preschool program screening and student outcome experiences and knowledge if requested.</li> </ul>	Throughout 2022
<b>Reform Delivery/Implementation</b>		
<p>State-specific data and implementation issues and strategies for how these will be overcome in the context of assessing performance under the Agreement.</p>	<p>Measures to be undertaken 2022</p> <ul style="list-style-type: none"> <li>Establish project team and governance arrangements to continue to engage with Australian Government and other jurisdictions to implement reform agreement.</li> <li>Significant In-kind support towards implementation of reform agreement in all working groups (as a small jurisdiction with limited resources supporting a range on governmental priorities)</li> </ul>	March 2022 and continuing until December 2022

## PART 5: PERFORMANCE AND REPORTING ARRANGEMENTS

24. Part 5 sets out the performance and reporting arrangements for the State of Tasmania for 2022.
25. Commonwealth and State based collections or data sources and methodologies, agreed by both the Parties to this Plan, to measure progress against the performance milestones and benchmarks and targets in the Agreement, are set out in Part 5 of this Plan and Appendix B of the Agreement.
26. These data and performance specifications will be used to report State of Tasmania performance, except for the supplementary data agreed by the Parties to this Plan.
27. Supplementary data reports must contain the following details for each Performance Indicator (PI) where the method is not consistent with the Early Childhood Education and Care Minimal Data Set (NMDS):
  - a. PI calculation description (numerator, denominator, computation and presentation)
  - b. numerator information (collection name and population description)
  - c. denominator information (collection name and population description)
  - d. calculation notes (including any information about how the PI is calculated)
  - e. methodology
  - f. rationale for supplementary data and reporting (including any additional information to explain how and why the specifications for the supplementary data differ from the specifications in the NMDS).
28. As required by clause 26 above, state specific data and implementation issues are identified below. Each of the identified issues includes strategies to overcome or address them:
  - (a) To calculate enrolments, Tasmania will use as its denominator an average of the 4 and 5 year-old estimated residential population (ERP), rather than 4 year olds. The median age of Tasmania's Kindergarten children is 4.5 years old as at 30 June, as Tasmania's children are required to be at least 4 years old on 1 January in the year in which they commence Kindergarten.
  - (b) In Tasmania, the year before full-time schooling (YBFS) is defined as children who are aged at least 4 years old or older as at 1 January of the National Early Childhood Education and Care Collection (National Collection) year. Any children who are 4 years old and born in the period after 1 January to 30 June (inclusive), as published by the ABS in Preschool Education, Australia are not in the YBFS, and are not included in the denominator student counts when calculating the performance indicator results for Tasmania's enrolments.
  - (c) The Indigenous student count includes Tasmanian children identified as Indigenous (Aboriginal, Torres Strait islander, or both Aboriginal and Torres Strait islander) in Preschool Education Australia, and a proportion of children identified as 'Not Stated'. The proportion of 'Not Stated' children to be counted as Indigenous children is calculated by multiplying the Indigenous/Not Indigenous Tasmanian

0-4 year olds population ratio (ABS Cat No. 2002.0) by the number of 'Not Stated' Indigenous Tasmanian ECEC children published in Preschool Education Australia.

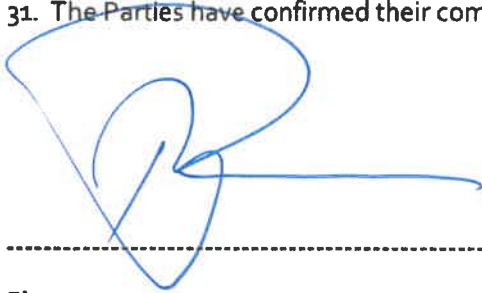
- (d) The Indigenous numerator used to calculate Indigenous enrolments is also subject to under-identification of the number of Indigenous children, as some Indigenous families do not identify themselves as Indigenous when they first enrol in the school system.
- (e) Given these data volatility issues and under-reporting of Indigenous children in the Kindergarten year, Tasmania proposes to provide Prep enrolment data for the year after Kindergarten enrolment to support assertions that Tasmania's Kindergarten Indigenous participation rates are very high (greater than 95% performance benchmark). Tasmania proposes to further measure the Indigenous participation rates in Kindergarten by retrospectively determining Prep year Indigenous enrolments compared to Kindergarten enrolments. This methodology will determine which children did not enrol in the previous year, but were eligible to, and hence determine an accurate participation rate. This is possible as Prep in Tasmania is the first compulsory year of school, and Tasmania has very accurate and detailed enrolment records in our schools enrolment administration system (EduPoint).
- (f) Tasmania will provide a report in 2023 if required detailing the number of children enrolled in the first year of compulsory schooling (Prep) compared to the children enrolled in the YBFS (Kindergarten). This would demonstrate the participation rate of the Tasmanian 2022 Kindergarten enrolments.

### **Performance requirements, reporting and payment summary 2022**

- 29. Performance Reporting for 2022 will capture progress against planned actions undertaken by the State of Tasmania as detailed at Table 4.
- 30. Performance results and reporting will be signed off by the Commonwealth Minister who will then inform the State of Tasmania Minister of the outcome through an exchange of letters.

Sign off

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



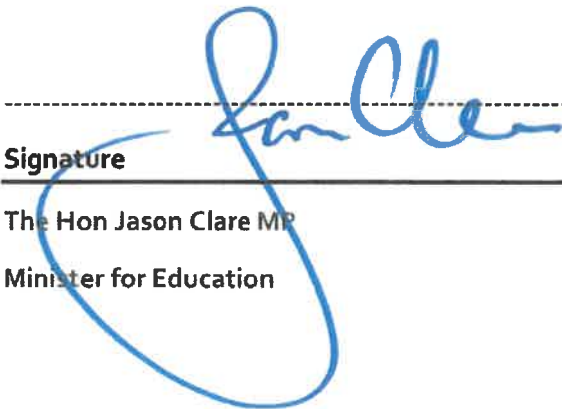
15/6/22

Signature

Date

The Hon Roger Jaensch MHA

Minister for Education, Children and Youth



Signature

Date

10/6/22

The Hon Jason Clare MP

Minister for Education