

Tasmania: Implementation Plan and Performance Report (Plan) - 2023

Preschool Reform agreement (PRA) – 2022 to 2025

This Plan covers:

- the implementation activities for the period 1 January 2023 to 31 December 2023 (Tables 2 – 4);
- the performance report for the period 1 January 2023 to 31 December 2023 (Annex 1 & 2).

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. This Plan covers the period from 1 January 2023 to 31 December 2023.
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 children 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 second of four annual implementation plans that 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 Early Childhood Education, 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 2023.
10. The Commonwealth Government Department of Education and central agencies will develop a new template for Implementation Plans from 2024 in consultation with states and territories (States). The Commonwealth will require new and additional information in accordance with the Agreement and the Federal Funding Agreements Principles from 2024.
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.

PART 3: FUNDING CONTRIBUTION

Commonwealth Funding Contributions

13. 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.
14. 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 2023 are set out in **Table 1**.
15. **Table 1** does not include funding for children who repeat the YBFS. This funding will be calculated and paid in arrears per Appendix A.1 to the Agreement.
16. The Commonwealth contribution can only be moved between years with the agreement of the Commonwealth Minister. This would address extraordinary circumstances only and details would be agreed in the context, noting Commonwealth Funding Follows Child requires funding is expended in the year for which it is provided.

Table 1: 2023 Commonwealth financial contribution to the State of Tasmania

¹Figures may not add due to rounding.

Category	Amount ¹
Estimated YBFS Financial Contribution	\$8,238,054
Adjustment to YBFS Estimated Financial Contribution	-\$111,613
Additional funding to maintain 2021 levels	\$1,716,202
Total Commonwealth financial contribution	\$9,842,643

¹Figures 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 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 Cth funds allocated
Program year funding (Commonwealth Funding Follows Child)					
1.	Funded preschool program and places in government, Catholic and independent school sectors.	Provision of 600 hours of free Kindergarten in government schools ¹	95% or more of eligible children enrol and attend a Tasmanian preschool (Kindergarten) program in a quality setting where cost is not a barrier.	Tasmania continues to deliver high enrolment and attendance rates, including for the targeted disadvantaged cohorts.	\$9.84M (Annual PRA). Note funding comments below for programs 2-4.
2.	Universal access to Kindergarten	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.	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.

¹ 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.

		Supporting all children's quality early childhood education participation, regardless of whether quality early childhood education programs are delivered through schools (non-government and 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.
Additional funding to maintain 2021 funding levels					
Refer to all programs listed above.					
Total all programs and activities					\$9.84M

Accuracy

Please refer to the ABS Data Quality Statement for Tasmania for 2021 Preschool Education, Australia². In particular, please refer to the **Accuracy** section for a detailed explanation of Tasmania's collection and validation processes to report actual students' enrolments per school.

Child level: The process of obtaining and processing data in Tasmania commenced with government service providers uploading information from each child enrolment form into the Tasmanian Department for Education, Children and Young People (DECYP) student management system 'EduPoint' which stored the information in a data warehouse. The data warehouse contains in-built data quality checks that provide timely data feedback to schools. Data from the warehouse were then used to populate the Tasmanian ECEC Data Collection. Non-government schools enter student, timetable, attendance and teacher information into a secured online application.

Service Provider level: The data of government and non-government service providers were reviewed and cleaned by Tasmanian DECYP staff. This process included numerous system quality checks such as confirming student ages, hours enrolled, and verifying duplicate enrolments across schools. A declaration stage is included in the data collection application, which each principal was required to review and declare that all data were true and correct. This set of students became the authoritative dataset for the census date (6 August). Preschool data were extracted from this census application to match with all other data collated for this Collection. Extensive quality assurance occurred for the attendance and teacher qualification data, to ensure that data were consistent with other Tasmanian DECYP data sources.

Once the actual enrolments numbers are finalised, the actual annual funding per school, based in PRA funding requirements, is calculated by DECYP's Finance and Budget Services (FABS) business unit for disbursement to school sector's management organisations (e.g., Tasmanian Catholic Education Office or each Independent School directly).

State context and funding contributions

18. Context influencing the State of Tasmania delivery of preschool and the States' investment in preschool for 2023 is covered in this section.

- (a) The Tasmanian Government's total expenditure on Preschool services is available at Early childhood education and care section of the Report on Government Services (Productivity Commission) Table 3A.6³
- (b) In 2022, 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

² <https://www.abs.gov.au/statistics/people/education/preschool-education>

³ <https://www.pc.gov.au/ongoing/report-on-government-services/2022/child-care-education-and-training/early-childhood-education-and-care>. Updates to data included in this implementation plan will be available from March 2023.

accordance with enrolments. In 2021, quality early childhood education programs⁴ were delivered in just over 120 long day care centre-based services (Latest data). 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 2022 Estimated Residential Population (ERP) of the average four and five - year-olds in Tasmania in 2022 was 6,033. of whom it is estimated 650 were Indigenous and 1,950 reside in a low socio-economic area. In 2021, nearly 4,400 four and five-year-olds attended a registered Kindergarten program in a government school, and nearly 1,600 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(latest Data).*)
- (d) The Tasmanian Department *for* Education, Children and Young People 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 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

⁴ 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.

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 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 centre-based 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 be 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 centre-based care 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 childcare subsidies/rebates are paid in respect of the Kindergarten year in government schools in Tasmania.
- (j) If a for-profit centre-based care 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 centre-based care 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 centre-based care service registered to deliver Kindergarten in Tasmania in 2022.
- (m) Early Learning is one of four priority areas in the Department of Education Strategic Plan 2022-2024. Tasmania's first ever Child and Youth Wellbeing Strategy for 0-25-year-olds, *It Takes a Tasmanian Village*, was released on 22 August 2021.
 - Through the Strategy, the Tasmanian Government is investing over \$100 million across four years to 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 Tasmanian 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:
- i. Launching into Learning (in all government schools)
 - ii. Child and Family Learning Centres (12 in existing local communities and 6 new centres to be opened during 2023 and 2024)
 - iii. Aboriginal Early Years Education Workers
 - iv. Early Childhood Intervention Service
 - v. 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 parents/carers 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 CFLCs 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 CFLCs 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, purpose and the State's progress in implementing the project to date. 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 (as per 2022 Implementation Plan)

Implementation Project (details)	Commonwealth funding	Actions (incl. deliverables)	KPI	Timing (incl. delivery schedule)
Project team to implement reporting requirements for 2022 until 2025.	\$350,000 over the PRA 2022-2025	<ul style="list-style-type: none"> • Establish project team and governance arrangements • Document reporting requirements for new agreement, in particular increased attendance reporting specifications • Document current Department of Education Children and Young People (DECYP) and school system functions to determine required enhancements • Develop new User requirements for systems to meet reporting requirements • Document IT system change specifications • Support Australian Government and contribute to national decisions to implement student outcome measure in 2025 • Appoint IT contractor/s to determine implementation enhancements 	<ul style="list-style-type: none"> • Project updates provided to the Australian Government. • Project team established by 1 July 2022, subject to agreed national data specifications being agreed to. • 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. • 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. • Following the completion of project documentation by 31/12/2022, 	March 2022 until August 2025.

		<ul style="list-style-type: none"> • Implement enhancements with schools • Monitor and refine enhancements to meet reporting requirements 	the required IT enhancements made in time for data to be provided to Commonwealth for agreed reporting in August 2023.	
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20. Consistent with the terms of the Agreement, Commonwealth funding for Implementation Projects was provided as part of the first milestone payment of the Agreement, when the Commonwealth and State agreed the 2022 Implementation 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 their own 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 2023 to 31 December 2023 for the State of Tasmania

Reform Element	Actions	Timing
Reform Element One: Implement Commonwealth Funding Follows Child		
Details of how the Commonwealth Funding Follows Child at the setting level will be implemented in the State.	<p>Measures to be undertaken 2023 - Tasmania will:</p> <ul style="list-style-type: none"> • Build on existing funding mechanisms to provide funding for each student as per the PRA for the Tasmanian government, Catholic and independent school sectors • Discussions held with non-government school sectors occurring throughout 2022, with further meetings to be held following confirmation of student enrolments in August 2023 (Data collection reference period). • Ongoing support provided to students who cease to be enrolled or cease attending. Students are supported by schools and central DECYP 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. • Acquit funding distribution for school sectors based on confirmed August 2023 student enrolments in preparation in 2024 (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. • Develop an auditable report on enrolments and funding distributions to Government, Catholic and independent school sectors to provide transparency of Commonwealth contributions from 2024. 	January 2023 until December 2023.
Reform Element Two: Implement a new national preschool attendance measure		
Work to ready the State to measure preschool attendance in 2025 and provide baseline data to the Commonwealth in 2024.	<p>Measures to be undertaken 2023 - Tasmania will:</p> <ul style="list-style-type: none"> • Establish project team and governance arrangements. 	March 2023 and continuing until December 2023

Reform Element	Actions	Timing
	<ul style="list-style-type: none"> • Document attendance reporting requirements for new agreement, in particular increased attendance reporting specifications. • Document current DECYP and school (Government, Catholic and Independent) system attendance reporting capabilities to determine required attendance reporting enhancements. • Develop new attendance user requirements for systems to meet attendance reporting requirements • Document IT system change specifications for attendance reporting 	
<p>Strategies to facilitate participation in preschool 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>	<p>Actions to be undertaken 2023 -:</p> <ul style="list-style-type: none"> • 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. • Through outreach programs, work with schools to identify families with Aboriginal children who haven't engaged in early years learning • Support increased participation in Launching into Learning (LiL) at their local school and pre-kinder sessions • Support with transport to attend specialist appointments • Follow ups with families re appointments • Connect up DECYP support teams with other early years support agencies (e.g., CHaPS nurses, Save the Children, Dental, etc.) • Child and Family Learning Centres (CFLCs) deliver supports by Aboriginal Early Years Education Workers and Aboriginal Family Safety Workers • Conduct Pop-up play (e.g., local parks) 	<p>Ongoing and existing supports from January 2023 until December 2023.</p>

Reform Element	Actions	Timing
	<ul style="list-style-type: none"> • Provide drop off resources to door/home visits • 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) • 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. • Linking families with Aboriginal Community Organisations (e.g., kutalayna Health, TAC, Karadi etc.) • Facilitate local programs under the Learning in Families Together (LIFT) initiative. • 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 	
Reform Element Three: Implement a new national preschool outcomes measure from 2025		
Plans for how the State will work collaboratively with the Commonwealth to develop the preschool outcomes measure.	Measures to be undertaken 2023 <ul style="list-style-type: none"> • Tasmania continues to work collaboratively with the Commonwealth on the development of the Outcomes measure • Tasmania to share school-based preschool program screening and student outcome experiences and knowledge if requested. 	Throughout 2023
Reform Delivery/Implementation		
State-specific data and implementation issues and strategies for how these will be overcome in the context of assessing performance under the Agreement.	Measures to be undertaken 2023 <ul style="list-style-type: none"> • Project team and governance arrangements to continue to engage with Australian Government and other jurisdictions to implement reform agreement. 	March 2023 and continuing until December 2023

Reform Element	Actions	Timing
	<ul style="list-style-type: none"><li data-bbox="762 763 1289 835">• Significant In-kind support towards implementation of reform agreement in all working groups (as a small jurisdiction with limited resources supporting a range of governmental priorities)	

PART 5: PERFORMANCE AND REPORTING ARRANGEMENTS

24. Part 5 sets out the performance and reporting arrangements for the State of Tasmania for 2023.
25. The 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).

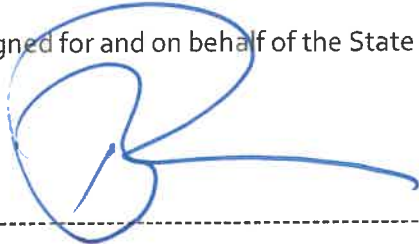
Performance requirements, reporting and payment summary 2023

28. Performance Reporting for 2023 will capture progress against planned actions undertaken by the State of Tasmania as detailed at Table 4.
29. 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

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

Signed for and on behalf of the State of Tasmania by



27/4/23

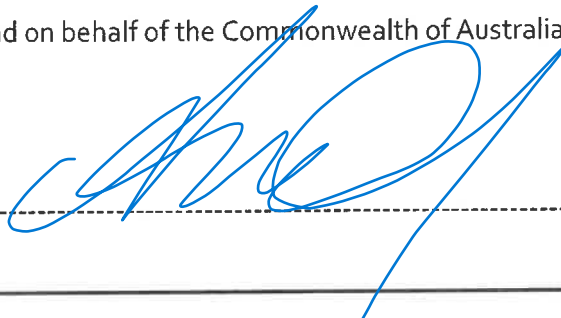
Signature

Date

The Hon Roger Jaensch MHA

Minister for Education, Children and Youth

Signed for and on behalf of the Commonwealth of Australia by



Signature

Date 11/5/23

The Hon Dr. Anne Aly MP

Minister for Early Childhood Education | Minister for Youth

Annex 1 – Funding Follows Child Acquittals**Commonwealth Funding Follows Child acquittals (updated by 31 March 2024)**

Requirements for Commonwealth Funding Follows Child can be found in Appendix A to the PRA.

Examples of the types of program expenditure and subsidies that meet these requirements include:

- a. For enrolled children (in each setting):
 - i. Fee relief for families
 - ii. Provision of early childhood teachers to deliver preschool programs
 - iii. Quality improvements, including teacher recruitment and retention
 - iv. Program subsidies, including needs-based funding models or additional support
- b. For funding that cannot be attributed to an children enrolled in a quality preschool program:
 - i. Communication and outreach
 - ii. Enrolment and attendance strategies, particularly for Aboriginal and Torres Strait Islander children and disadvantaged children.
 - iii. Specialised programs, without which children would have no access to preschool programs, or programs that meet their individual needs

It is not the intention of Funding Follows the Child that per-child contributions are used to support:

- c. For enrolled children (in each setting):
 - i. Programs that cannot be attributed to settings
- d. For children who are not enrolled:
 - i. Universal program subsidies and fee relief for children enrolled in preschool programs.

States should provide an account of how FFC is allocated across settings and describe their approach or methodology to derive their calculation for the number of children in the YBFS within a particular setting. States should also provide some explanation of their method for estimating the YBFS population which is not yet participating in preschool.

To acquit funding by setting, states will need to complete Tables 1, 2 and 3 below and submit these to the Commonwealth by 31 March 2024.

In Table 1, States should set out the number of children that attended preschool in their YBFS in each setting as determined using the methodology outlined in their implementation plans. They should also include the total funding spent in each setting.

Table 1. Summary of children and Commonwealth funding spent by setting

Setting	Number of Children attending preschool in the YBFS	Total Commonwealth funding spent in setting
CBDC	State calculation of [n] children in YBFS counted against setting.	N/A
Stand-alone	State calculation of [n] children in YBFS counted against setting.	N/A
School-based preschool	State calculation of [n] children in YBFS counted against setting.	\$N.Nm
Total Commonwealth Funding spent in all settings		\$N.Nm

In Table 2, states should provide a summary of expenditure by program for initiatives that were undertaken to promote enrolment and attendance in preschool in reference to clause 7 of Appendix A. Again, this should reflect the methodology described in the State’s implementation plan.

Table 2. Summary of expenditure of Commonwealth funding not attributed to children in the YBFS enrolled in preschool (children in the YBFS who are not enrolled)

Estimated number of children in the YBFS, for which funding cannot be attributed to children in in any setting	Total Commonwealth funding spent
State calculation of [n] children	\$N.Nm

In Table 3, States should acquit funding against programs outlined in Table 2 of Implementation Plans. Where a program runs across more than one setting, a row should be added for each setting. This table relates to clauses 6 and 7 of Appendix A which outline the purposes for which Commonwealth funding should be used.

Table 3. Commonwealth funding by program and setting

Item	Setting	Program description	Amount (\$)
<i>Auto #</i>	<i>e.g. School-based</i>	<i>Type a description of the program.</i>	<i>\$NNN,NNN</i>
1.	Choose an item.	Click or tap here to enter text.	\$0
			\$ 0.00

Additional funding to maintain 2021 levels is not required to be acquitted through this template. However, States may choose to acquit this funding in these tables if this cannot be separated. States may also choose to include state funding at their own discretion.

Annex 2 – Progress Update

Progress update on actions agreed in the Implementation Plan

States reporting should provide updates on work agreed in Implementation Plans (Table 4) including implementation of attendance strategies in the following tables. The below table provides a template for the submission of this progress update.

Table 1: Reporting on delivery of Planned Actions for 2023 (update by 31 March 2024)

Element	Agreed Action	Progress Update
Reform Element One: Implement Commonwealth Funding Follows Child		
How Commonwealth funding follows child at the setting level will be implemented in the State	As per Table 4 in the Implementation Plan in 2023	A progress update on actions agreed at Table 4 provided in Annex 1
Reform Element Two: Implement a new national preschool attendance measure		
Work to ready the State to measure preschool attendance in 2025 and provide baseline data to the Commonwealth in 2024.	As per Table 4 in the Implementation Plan in 2023	A progress update on actions agreed at Table 4
Strategies to facilitate participation in preschool by children in the year before full-time school. 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.	As per Table 4 in the Implementation Plan in 2023	A progress update on actions agreed at Table 4
Reform Element Three: Implement a new national preschool outcomes measure from 2025		
Plans for how the State will work collaboratively with the Commonwealth to develop the preschool outcomes measure.	As per Table 4 in the Implementation Plan in 2023	A progress update on actions agreed at Table 4
Reform Delivery/Implementation		
State-specific data and implementation issues and strategies for how these will be overcome in the context of assessing performance under the Agreement.	As per Table 4 in the Implementation Plan in 2023	A progress update on actions agreed at Table 4