

Western Australia: Implementation Plan and Performance Report (Plan) - 2023

Preschool Reform agreement – 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).

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 Western Australia (WA), represented by its 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 WA 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.
13. Clarification is provided below on how Definitions, (page 15 of the Agreement refers) are applied in WA and have been agreed between WA and the Commonwealth in the case of '*Disadvantaged children*' and '*Preschool program*':

Western Australia's elaboration on how definitions for '*Disadvantaged children*' and '*Preschool program*' are realised

- a. WA retains the right to use the Index of Community Socio-Educational Advantage (ICSEA) as supplementary data in relation to '*Disadvantaged children*', if required.
- b. In WA, vulnerable and disadvantaged children are provisionally defined as children enrolled in schools with an ICSEA value in the lowest socio-economic quintile within WA. Each public and non-government school's ICSEA is calculated based on the ICSEA profile of every enrolled student of compulsory age and schools in the bottom quintile are the 20 per cent in WA with the lowest ICSEA.
- c. Regarding the definition of '*Preschool program*', most preschool programs in WA are provided through school-based Kindergarten, delivered by qualified early childhood teachers, and underpinned by the Western Australian Kindergarten to Year 10 curriculum, the Early Years Learning Framework, and the National Quality Standard (implemented across Kindergarten – Year 2). Teachers also use their professional knowledge to develop programs that are aligned with education sector strategic directions, whole-school plans and initiatives, and tailored to community contexts.

PART 3: FUNDING CONTRIBUTION

Commonwealth Funding Contributions

13. The Commonwealth's estimated total financial contribution to the State of WA 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 WA

Category	Amount ¹
Estimated YBFS Financial Contribution	\$46,716,754.00
Adjustment to YBFS Estimated Financial Contribution	\$1,019,544.00
Additional funding to maintain 2021 levels	N/A
Total Commonwealth financial contribution	\$47,736,298.00

¹Figures may not add due to rounding.

17. Table 2 should be used to show how the State of WA 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.	Universal access to 600 hours a year of a quality Kindergarten program, taught by a degree-qualified early childhood teacher.	Western Australian children in the year before full-time school are offered access to 600 hours of Kindergarten through the public and non-government school systems. Administer funding via grant payments to approved Early Childhood Education and Care (ECEC) services. ¹	To facilitate children's early learning and development and transition to compulsory schooling, through maintaining universal access to, and maximising participation in, affordable, high-quality early childhood education programs in the year before full-time school, delivered by degree-qualified early childhood teachers.	All Western Australian children have access to an affordable, high-quality Kindergarten program in the year before full-time school, delivered by a degree-qualified teacher.	\$36,996,287.00
2.	Preschool program quality, equity, participation, and preparation programs	Programs and initiatives designed to develop and maintain program quality, prepare children for Kindergarten and promote student	To facilitate student enrolment, attendance, and preparation for Kindergarten, particularly amongst Aboriginal children, children living in remote	Student enrolment, attendance, and preparation for preschool is improved, particularly amongst Aboriginal children, and	\$10,740,011.00

¹ Reference to the ECEC sector throughout this document refers to approved Centre Based Day Care Services

	<p>enrolment and regular attendance, particularly amongst Aboriginal children, children living in remote and very remote communities, and children experiencing significant disadvantage.</p> <p>Examples of programs and initiatives undertaken by the State that align with and support the objectives of the Agreement are detailed on page 7.</p>	<p>and very remote communities, and children experiencing significant disadvantage.</p> <p>To support and enhance the professional capability of the early childhood workforce, and their provision of quality preschool programs, regardless of the delivery location and/or setting.</p>	<p>children in remote and very remote communities, and communities where there are high levels of disadvantage.</p> <p>Continuous development and upskilling of the professional capability and contemporary practice of the early childhood teacher and education assistant workforce.</p>	
Total all programs and activities				\$47,736,298.00

The WA Department of Education undertakes a student census of all WA Schools in February each year. In 2023 the data from this census will be used to calculate the number of children enrolled in Kindergarten in the public and non-government school sectors.

Commonwealth Funding Follows Child (CFFC) for the ECEC sector will be based on the most recent Preschool Education, Australia data published by the Australian Bureau of Statistics (ABS) showing children in the year before full-time school (YBFS) who are enrolled in 600 hours of preschool exclusively through this sector. The data released in March 2023 is based on data from 2022.

Acquittals will be through demonstration of Commonwealth funding being provided to each sector based on a pro rata Kindergarten (preschool) market share.

State context and funding contributions

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

Historical Context

Since the early 1990s, successive WA governments have championed affordable, universal early childhood education in the school sector throughout the State, ensuring that even children living in regional and remote communities are provided with access. This has been achieved

through significant State Government investment in school infrastructure, qualified early childhood teachers and education assistants and resources.

- In 1995 the *Good Start* program was introduced in WA, resulting in preschool (referred to as Kindergarten in WA) being expanded to four half-days (11 hours) per week from 1996.
- In 1996, following extensive public consultation, the school starting age was delayed by six months, with gradual implementation over four years.
- The change was cemented in legislation in 1999 through the *School Education Act 1999*, which also entitled four-year-old children (children who turn four on or before 30 June) to enrol, free of compulsory charges, at a public school or a community Kindergarten for their first year of pre-compulsory education for a minimum of 11 hours per week. Provision was also made in the Act for non-government schools to deliver Kindergarten, with the government significantly subsidising the cost in these school systems. This took effect for all children from January 2001.
- The *Teacher Registration Act 2012* gives paramount consideration to the best interests of school children in WA, and the Teacher Registration Board of WA (TRBWA) has responsibility for the registration of all Western Australian teachers of students from early childhood to Year 12 who teach in an educational venue.
- With implementation of the previous National Partnership on Universal Access to Early Childhood Education (UANP), and now PRA, since 2013, WA has provided Kindergarten for 600 hours per year in public schools, community Kindergartens, Catholic and Independent schools, with four hours per week funded by the Commonwealth.
- Commonwealth funds for the additional four hours are allocated to sectors through pro rata market share based on the annual February enrolment census.
- In 2021, WA continued to have the highest rate in Australia of preschool children educated through school-based Kindergarten rather than an ECEC setting.
- 32,996 (97.0%) of the 33,994 WA children who participated in preschool in 2021 in their YBFS did so at a school-based Kindergarten².
- In 2021, 901 Western Australian children participated in 600 hours or more of preschool exclusively in centre-based day care in their YBFS³.

In conclusion, over the past two decades, Kindergarten participation in schools has been normalised among WA families and is widely known as the first year of schooling (albeit part-time and pre-compulsory).

Aboriginal and Torres Strait Islander Children

- WA had the highest rate in Australia of Aboriginal and Torres Strait Islander children (ATSI) educated through school-based Kindergarten.

² ABS Preschool Education, Australia 2021

³ ABS Preschool Education, Australia 2021

- 2 361 (97.4%) of the 2422 Aboriginal children who participated in preschool in 2021 in their YBFS, did so at a school-based Kindergarten, ensuring that they were taught by a degree-qualified teacher⁴.

(ABS Preschool Education, Australia 2021)

School-based Kindergarten in WA

In WA, the vast majority of children participate in preschool as their first year (Kindergarten) of school – across public, Catholic and Independent schools. The provision of Kindergarten as part of school is embedded in State legislation such as the *School Education Act 1999* and the *School Curriculum and Standards Authority Act 1997*, and reflected in Kindergarten’s incorporation in WA’s Kindergarten to Year 10 Curriculum.

This approach ensures children in Kindergarten are taught by qualified teachers and have access to whole-school literacy, numeracy and behavioural, social and emotional development and wellbeing strategies. The approach ensures children can access the full range of disability, early intervention and other support services that are available to schools, such as school psychologists and allied health professionals. For these reasons, school-based Kindergarten is considered to be fundamental to ensuring all children in WA continue to have access to and participate in high quality, affordable preschool, no matter where they live in the State.

Legislative Context

In WA, Kindergarten provision in the schooling sector falls under the *School Education Act 1999* (SEA) and its regulations.

- The *Education and Care Services National Law (WA) Act 2012* does not apply to Kindergarten provision through schools.
- The National Quality Framework (NQF) does not apply to Kindergarten provision through schools.
- The National Quality Standard (NQS), which is one element of the NQF, is required to be applied, with public and non-government schools implementing the NQS in Kindergarten to Year 2.

The ECEC sector is regulated through WA’s Education and Care Regulatory Unit within the Department of Communities.

- The *Education and Care Services National Law (WA) Act 2012* applies to this sector; and
- The NQF is applied in this sector.

⁴ ABS Preschool Education, Australia 2021

Examples of programs and initiatives undertaken by the State that align with and support the objectives of the Agreement

Enhanced Transition to School (ETTS): A joint cross-sectoral initiative

Implemented by Playgroup WA with support from the public and non-government education systems, the program establishes playgroups on or near public, Catholic and Independent schools for local children and families to participate in. The objective is to facilitate preparation for Kindergarten and improve Kindergarten enrolment and attendance, particularly among Aboriginal and Torres Strait Islander children and children living in communities where there are high levels of disadvantage.

KindiLink

KindiLink is a play-and-learn initiative for Aboriginal children who are too young to enrol in school. The program is provided at 38 school sites in communities with high levels of disadvantage, and where there is a high proportion and number of Aboriginal children. The children attend with a parent/s, and where there is capacity and after consultation with the local community, non-Aboriginal children and parent/s can also attend.

KindiLink provides six hours a week of high-quality play-and-learn sessions at no cost to families. The evidence-based Abecedarian Approach Australia (3a) is used as the learning program, along with the *Early Years Learning Framework* and it is guided by the NQS.

- The program focuses on developing the social, emotional, language and cognitive capabilities of Aboriginal children. It aims to boost their learning before they start Kindergarten, and forge strong and supportive links between home and school.
- Early childhood teachers and Aboriginal and Islander Education Officers plan and deliver the sessions, which have a dual focus on participating children and their parent/s to increase the parent/s capability as their child's first educator.

CaLDEYLink

The Culturally and Linguistically Diverse (CaLD) Early Years Link Program (CaLDEYLink) is established in two metropolitan primary schools with a high proportion of CaLD families with young children from birth to three years of age. Based on the KindiLink model, the program provides six hours a week of high-quality play-and-learn sessions at no cost to families. It seeks to further develop the personal/social, language and cognitive capabilities of CALD children prior to school entry, build on the capability of families as their children's first and most influential educators, and forge stronger and more collaborative partnerships between home and school. Early childhood teachers and CaLD education assistants plan and deliver the sessions.

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 WA - Statement of Allocations

Implementation Project (details)	Commonwealth funding	Actions (incl. deliverables)	KPI	Timing (incl. delivery schedule)
<p>Prepare for the 'Commonwealth funding follows child' (CFFC) reform to apply to the State's Early Childhood Education and Care (ECEC) sector from 2023.</p>	<p>\$700 000</p>	<p>Statewide coordination of the implementation of the CFFC and other Agreement reforms affected in the State's ECEC sector.</p> <ul style="list-style-type: none"> • Procurement document development and contracting a consultant/agency to execute an Engagement and Communication Strategy with the Western Australia ECEC sector to determine options for CFFC to the sector (completed in 2022). • Procurement document development to contract an appropriate entity to receive, administer and distribute the ECEC sector's CFFC funding in 2023. • Work in partnership with the Department of Communities and the ECEC sector to contract an appropriate entity to receive, administer and distribute the ECEC sector's CFFC funding for 2023. • Seed funding to the entity to facilitate its operation in 2023, with it becoming self-funded from the sector's CFFC funding from 2024. 	<p>Agency is engaged to determine options for FTFC to the ECEC sector.</p> <p>Agency completes all requirements set out in Service Request</p> <p>Consultation and collaboration with key stakeholders</p> <p>Funding entity established</p>	<p>All actions are completed by 31 December 2023</p>
<p>Work to ready the State to provide baseline preschool attendance data in 2024</p>	<p>\$300,000</p>	<ul style="list-style-type: none"> • Work with the Commonwealth to agree the details of the new enrolment and attendance measures as per Appendix A.1 in the PRA. 	<p>Participate in and contribute to scheduled national meetings</p>	<p>All actions are completed by 31 December 2023</p>

		<ul style="list-style-type: none"> Public and non-government school systems prepare to provide baseline preschool attendance data in 2024. 	<p>Communicate with key stakeholders. Work collaboratively with the non-government schooling sector to prepare their systems to provide baseline data in 2024</p> <p>Make any necessary data collection modifications to sector systems</p>	
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³WA expects the full implementation project funding allocation will be used for the above elements. Where any funding is leftover, WA reserves the right to redirect this towards costs incurred by the State to implement other PRA reforms and/or expended in accordance with clause 7 of Appendix A of the PRA.

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 WA 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 WA 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 WA 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 WA

Reform Element	Actions	Timing
Reform Element One: Implement Commonwealth Funding Follows Child		
<p>Details of how the Commonwealth Funding Follows Child at the setting level will be implemented in the State.</p>	<p>Measures to be undertaken in 2023</p> <ul style="list-style-type: none"> • Continue to co-design and establish a suitable process and entity to administer and enable the CFFC reform to apply to the State’s ECEC sector from 2023. • Continue to implement the CFFC reform in relation to the State’s public, Independent and Catholic school sectors. As per agreed process under the previous UANP, this includes using the February Kindergarten census data. • Acquittals from 2023 will be through demonstration of Commonwealth funding being provided to each setting based on a pro-rata Kindergarten (preschool) market share. • Transparency of Commonwealth contribution by setting will be through information provided on the Department’s public-facing website <p>Note: CFFC for the ECEC sector will be based on the most recent data published by the Australian Bureau of Statistics (ABS), for children in the YBFS who are enrolled in 600 hours of preschool exclusively through this sector. For 2023, the data will be from the ABS Preschool Education, Australia 2022, which is expected to be released in March 2023.</p>	<p>All Actions are to be completed by 31 March 2024</p>
Reform Element Two: Implement a new national preschool attendance measure		
<p>Work to ready the State to measure preschool attendance in 2025 and provide baseline data to the Commonwealth in 2024.</p>	<p>Measures to be undertaken in 2023</p> <ul style="list-style-type: none"> • Work with the Commonwealth to finalise and implement the new national preschool enrolment and attendance measures, as per Appendix A.1 of the Agreement. • The public, Catholic and Independent school sectors will prepare to provide 2024 preschool baseline attendance data, and measure preschool attendance in 2025. 	<p>By end of 2023</p>

Reform Element	Actions	Timing
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.	Measures to be undertaken in 2023 <ul style="list-style-type: none"> • The public-school sector will review its annual Kindergarten enrolment and attendance campaign. • The public, Catholic and Independent school sectors will: <ul style="list-style-type: none"> ○ Review / develop enrolment and attendance campaign strategies specific for Aboriginal and CaLD children. ○ Provide targeted Kindergarten enrolment messaging for schools located in communities where there is a high proportion and number of Aboriginal families to assist them to engage with their communities. 	Throughout 2023
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 in 2023 <ul style="list-style-type: none"> • The state undertakes to continue to work collaboratively with the Commonwealth on the development of the preschool outcomes measure 	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 in 2023 <ul style="list-style-type: none"> • Acquittal of Commonwealth funding to be based on funding allocations to each sector. • The Index of Community Socio-Educational Advantage (ICSEA) to be used as supplementary data for disadvantaged children, if required. 	At point of need

PART 5: PERFORMANCE AND REPORTING ARRANGEMENTS

24. Part 5 sets out the performance and reporting arrangements for the State of WA 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 WA 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 National 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).

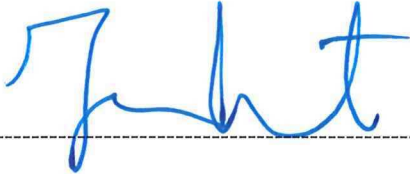
Performance requirements, reporting and payment summary 2023

28. Performance Reporting for 2023 will capture progress against planned actions undertaken by the State of WA 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 WA 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 WA by




Signature

Date - 2 MAY 2023

The Hon Dr Tony Buti MLA

Minister for Education, Aboriginal Affairs; Citizenship and Multicultural Interests

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 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 CFFC 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 who 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 ⁵	State calculation of [n] children in YBFS counted against setting.	\$N.Nm
Stand-alone	State calculation of [n] children in YBFS counted against setting.	\$N.Nm
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 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.

⁵ CBDC is referred to as ECEC sector throughout this document.

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