

Tasmania: Implementation Plan and Performance Report (Plan) - 2024

Preschool Reform Agreement – 2022 to 2025

This Plan covers:

- the implementation activities for the period 1 January 2024 to 31 December 2024 (Tables 2 – 4);
- the performance report for the period 1 January 2024 to 31 December 2024 (Annex 1 and 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 2024 to 31 December 2024.
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 third 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 2024.
10. The Commonwealth Government Department of Education and central agencies will develop a new template for Implementation Plans from 2025 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 2025.
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 2024 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: 2024 Commonwealth financial contribution to the State of Tasmania

Category	Amount ¹
YBFS Financial Contribution	\$8,300,325
Additional funding to maintain 2021 levels	\$1,542,318
Total Commonwealth financial contribution (excluding implementation funding)	\$9,842,643
Preschool Outcomes Measure: Trial implementation support	\$180,000*
Total Commonwealth financial contribution (including implementation funding)	\$10,022,643

¹Figures may not add due to rounding. These figures are based on the most recent YBFS population projections estimated by Australian Bureau of Statistics (ABS) in January 2024.

***Tasmania** has elected to receive an initial payment of \$0.180 million, and may be eligible for further funding based on their participation in the trial at a later date (as per clause 22 below) which could include participation as defined in cl 7.1.3 and 7.2 of the PRA Appendix A.2. Detailed expenditure of this money to support trial participation will be agreed in writing between parties.

17. **Table 2** shows 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	To facilitate children's early learning and development and transition to school, by maintaining universal access to, and improving participation in, affordable,	All children, including vulnerable and disadvantaged children, have access to, and participate in, an affordable, quality early childhood	Remaining PRA funding provided to the following program 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.

		<p>participation, particularly for vulnerable and disadvantaged children.</p>	<p>quality early childhood education programs for all 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 government), standalone preschools</p>	<p>education program.</p>	
3.	<p>Maintain Indigenous children's participation</p>	<p>Delivering strategies and actions targeting the participation of Indigenous children, including in remote areas</p>	<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.</p>	<p>All Indigenous children have access to, and participate in, an affordable, quality early childhood education program.</p> <p>All Indigenous four-year-olds in remote communities have access to early childhood education.</p>	<p>Remaining PRA funding provided to the following programs and initiatives 2-4.</p>
4.	<p>Maintain participation by vulnerable and disadvantaged children</p>	<p>Delivering strategies and actions targeting the participation of vulnerable and disadvantaged children.</p>	<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.</p>	<p>All children, including vulnerable and disadvantaged children, have access to, and participate in, an affordable, quality early childhood education program.</p>	<p>Remaining PRA funding provided to the following programs and initiatives 2-4.</p>
<p>Additional funding to maintain 2021 funding levels</p>					

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 2023 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's delivery of preschool and the States' investment in Preschool for 2024 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.4³

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

³ [3 Early childhood education and care - Report on Government Services 2024 - Productivity Commission \(pc.gov.au\)](#)

- (b) In 2023, 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 2023, 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 2023 (latest results) Estimated Residential Population (ERP) of the average four and five -year-olds in Tasmania in 2023 was 6,033. of whom it is estimated 628 were Indigenous and 2,012 reside in a low socio-economic area. In 2023, nearly 4,450 four and five-year-olds attended a registered Kindergarten program in a government school, and just over 1,500 attended a non-government school. It is expected about 1,100 children were enrolled in both a registered Kindergarten program and a long day care centre-based service. (*Data Source: ABS Preschool Australia, 2023 (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

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.

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 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 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 2023.
- (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 (16 in existing local communities and 2 new centres to be opened by the end of 2024)
 - iii. Aboriginal Early Years Education Workers
 - iv. Early Childhood Intervention Service
 - v. Working Together – supporting early learning (up to 220 places available through 43 ECEC services in 2024)
 - vi. Early Learning for Three Year Olds
- (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.

- (vi) Early Learning for Three Year Olds (EL3) is an initiative to contribute to the achievement of universal access to early learning in the year before Kindergarten for Tasmanian children. EL3 aims to expand access to early learning in partnership with the ECEC sector, families and communities. Under the EL3 initiative, up to six Trial Sites will be established in communities across Tasmania to test different models of early learning service delivery to meet local community needs. Under the EL3 initiative, Trial Sites are being established in areas where there is low or no capacity of existing ECEC services. This means that through the process of establishing the Trial Site, ECEC services (as the preferred provider), DECYP, families and communities can work together to increase access to early learning in their area.

Implementation Project Funding Contributions

19. This section includes 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 2023 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"> • Project team organises additional attendance reporting as per agreed 2024 data specification for Government and Catholic school sectors. • Organise Independent school sector IT updates for 2025 reporting, noting 2024 reporting for this sector will be a 2-weeks reporting reference period in August. • Document current Department of Education Children and Young People (DECYP) and school system functions to determine required enhancements • Implement new User requirements for systems to meet reporting requirements • Appoint IT contractor/s to 	<ul style="list-style-type: none"> • Project updates provided to the Australian Government. • Project team reports 2024 reporting requirements as per agreed national data specifications. • Note an interim project team is now in place to support the implementation 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 	March 2022 until August 2025.

		<p>implementation enhancements</p> <ul style="list-style-type: none"> • Implement IT system change specifications with schools. • Support Australian Government and contribute to national decisions to implement student outcome measure in 2025 • Monitor and refine enhancements to meet reporting requirements 	<p>be completed by 31 December 2024.</p> <ul style="list-style-type: none"> • Following the completion of project documentation by 31/12/2024, the required IT enhancements made in time for data to be provided to Commonwealth for agreed reporting in November 2024. 	
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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.

Preschool Outcomes Measure: Trial Implementation Support

21. This section outlines the ways in which States intend to spend Commonwealth funding made available to support the 2025 national applied trial of the Preschool Outcomes Measure (as outlined in Table 1) in accordance with *PRA Appendix A.2 Preschool Outcome Measure Trial*. This can include alignment activities or trial preparatory activities undertaken in 2024.

22. Commonwealth funding is being provided on the following basis:

- a. For States participating in the 2025 national applied trial by nominating the new national tool as their 'primary tool' – up to \$3.4 million.
- b. For States participating in the 2025 national applied trial by nominating a tool that is well developed, validated but not yet trialled at scale as their 'primary tool' – a mid-point funding, more than \$1 million and up to \$3.4 million, to be negotiated bilaterally.
- c. For States participating in the 2025 national applied trial by nominating an existing tool as their 'primary tool' – up to \$1 million.

23. Where a State is not in a position to finalise details for Trial Implementation Support in this 2024 Implementation Plan, an option to provide these details later to access the funding is available. Details can be outlined in either an Addendum to this 2024 Implementation Plan, or in 2025 Implementation Plans, noting both options will require agreement by Commonwealth and State Ministers.

24. Implementation Plans will include high-level proposed expenditure categories for Trial Implementation Support funding (refer Table 4 of this Implementation Plan), with detailed expenditure to be settled between officials in writing as trial participation arrangements are finalised and details become clearer.
25. When completing Table 4 below, States are requested to also outline State contributions, where relevant, including in-kind contributions. This reflects the fact that this is a shared reform agenda and is required by Commonwealth Central Agencies for payments to be made.
- a. Further detail about cost sharing arrangements is at PRA Appendix A.2 Preschool Outcome Measure Trial, clause 12.

Table 4: Overview of Preschool Outcomes Measure Trial implementation support for State of Tasmania - Statement of Allocations

Activities (details)	Commonwealth funding	State contribution	Actions (incl. deliverables)	KPI	Timing (incl. delivery schedule)
Preparing to support the implementation of the Preschool Outcome Measure Trial in Tasmania, nominating the national tool as Tasmania's primary tool. This involves embedding the national tool within the Kindergarten Development Check (KDC).	\$180,000*	<ul style="list-style-type: none"> Participation in national meetings. Providing feedback on papers/materials related to the POM and the national trial. Consultation with the non-government school sectors to support their participation in the national trial. 	<ul style="list-style-type: none"> Appoint and onboard project manager. Establish project team. 	<ul style="list-style-type: none"> Project team established by 1 July 2024. 	<ul style="list-style-type: none"> February 2024 – December 2024.

*Tasmania has elected to receive an initial payment of \$0.180 million, and may be eligible for further funding based on their participation in the trial at a later date (as per clause 22 below) which could include participation as defined in cl 7.1.3 and 7.2 of the PRA Appendix A.2.

26. Commonwealth funding for Preschool Outcomes Measure: Trial Implementation Support will be provided on the basis of the information provided above when the Commonwealth and State agree the 2024 Implementation Plan.

Risk Management

27. 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

28. 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.
29. The actions that the State of Tasmania will undertake to meet these commitments are detailed in **Table 4**.

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Table 5: Planned Actions for the period 1 January 2024 to 31 December 2024 for the State of Tasmania

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 2024 - 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 to be held with non-government school sectors throughout 2024 to deliver increased data reporting capabilities. Further meetings to be held following confirmation of student enrolments in August 2024 (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 2024 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. <ul style="list-style-type: none"> ○ Develop an auditable report on enrolments and funding distributions to Government, Catholic and independent school sectors to provide transparency of Commonwealth contributions from 2024. 	<p>February 2024 until December 2024</p>
Reform Element Two: Implement a new national preschool attendance measure		
<p>The approach to measure preschool enrolment and attendance and how data will be provided to the Commonwealth, in accordance with Appendix A.1.</p>	<p>Measures to be undertaken 2024 - Tasmania will:</p> <ul style="list-style-type: none"> • Establish project team and governance arrangements. 	<p>February 2024 until December 2024</p>

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 2024 -:</p> <p>30. Aboriginal Education Services (DoE) officers work closely with the 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.</p> <ul style="list-style-type: none"> • 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>February 2024 until December 2024</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., kotalayna 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 trial in 2025		
<p>Plans for how the State will prepare for the 2025 national trial of the preschool outcomes measure, in accordance with Appendix A.2. (Note, reform element has been updated to reflect Appendix A.2. The actions a State plans to undertake should be consistent with the timeline agreed to by Education Ministers in July 2023).</p>	<p>Measures to be undertaken from February 2024 – 1 July 2024 (end of financial year)</p> <ul style="list-style-type: none"> • Participation in national meetings. • Providing feedback on papers/materials related to the POM and the national trial. • Consultation with the non-government school sectors to support their participation in the national trial. • Appoint project manager and establish project team. 	<p>February 2024 – 1 July 2024</p>
Reform Delivery/Implementation		
<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 2024</p> <ul style="list-style-type: none"> • DECYP Project team continue to manage approval of PRA recommendations through existing DECYP procedures and 	<p>February 2024 until December 2024</p>

Reform Element	Actions	Timing
	<p>applicable DECYP Executive members and Tasmanian Minister for Education.</p> <ul style="list-style-type: none"> • DECYP project Team continue to engage with Australian Government and other jurisdictions to implement reform agreement. • 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) 	

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PART 5: PERFORMANCE AND REPORTING ARRANGEMENTS

31. Part 5 sets out the performance and reporting arrangements for the State of Tasmania for 2024.
32. 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.
33. These data and performance specifications will be used to report State of Tasmania's performance, except for the supplementary data agreed by the Parties to this Plan.
34. 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).
35. In Tasmania, a preschool program is defined as: an educational program in accordance with the Early Years Learning Framework (or equivalent) and the NQF (as replicated in Tasmania through the Tasmanian Quality Standards) delivered by an early childhood teacher.
36. In 2024, States are required to provide baseline enrolment and attendance data in order to receive their full performance funding. Appendix A.1 and Appendix B to the Agreement set out the nationally agreed approach for data collection, provision, and reporting.
- a. Where a State has agreed with the Commonwealth transitional arrangements for 2024, these should be detailed in Table 5.
37. Table 6 covers information states are required to report annually to facilitate application of Appendix A.1 and Appendix B in 2024.

Table 6: State specific attendance and enrolment data considerations

Category	Required Information
Attendance collection period	<ul style="list-style-type: none"> • The terms for which Tasmania will provide attendance data: <ul style="list-style-type: none"> • Term 2 for Government and Catholic schools. The standard term dates for Term 2 in 2024: 29 April – 5 July. • For independent schools, a 2 week reference period 29 July – 9 August 2024. Please note this is a transitional arrangement for 2024 collection. This data collection arrangement for independent schools is requested due to IT resource constraints and the complexities of independent

	schools' enrolments systems. Work will continue for the remainder of 2024 to enhance the existing Tasmanian Kindergarten data collection application, as per Appendix A.1 of the Preschool Reform Agreement.
Data provision	<ul style="list-style-type: none"> Tasmania will be providing its attendance and enrolment collection at the same time, at the nationally agreed due dates for data submission to the ABS for option B (NPAC Term 2 and NECECC), with a final data submission between 4 November to 15 November.
Child and state specific YBFS	<ul style="list-style-type: none"> The child specific YBFS age range(s) for 2024: Tasmania's Kindergarten entry requirements is children are aged 4 years old as at 1 January 2024. This means the children have date's of birth in the range 2 January 2019 - 1 January 2020. The compulsory school starting age is children aged 5 at the 1 January. The starting age of children is detailed in Clause 11 of the Tasmanian Education Act (2016) (https://www.legislation.tas.gov.au/view/html/inforce/current/act-2016-051)
Children who repeat YBFS preschool	<ul style="list-style-type: none"> Tasmania will not claim for repeaters due to low numbers (less than 30).

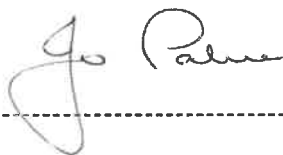
Performance requirements, reporting and payment summary 2024

38. Performance Reporting for 2024 will capture progress against planned actions undertaken by the State of Tasmania as detailed at Table 4. States should provide sufficient detail in performance reporting to enable consideration of progress against actions and provide the Commonwealth with a draft prior to submission of the final report.
39. Performance reporting will be signed off by the Commonwealth Minister who will then inform the State of Tasmania's Minister of the outcome through an exchange of letters.

Sign off

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

Signed for and on behalf of the State of Tasmania by



19.6.24

Signature

Date

The Hon Jo Palmer MLC

Minister for Education

Signed for and on behalf of the Commonwealth of Australia by

Signature

Date

The Hon Dr. Anne Aly MP

Minister for Early Childhood Education | Minister for Youth

Sign off


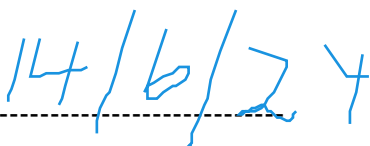
The Parties have confirmed their commitment to this agreement as follows:

Signed for and on behalf of the State of Tasmania by

Signature **Date**

The Hon Jo Palmer MLC
Minister for Education

Signed for and on behalf of the Commonwealth of Australia by

Signature **Date**

The Hon Dr. Anne Aly MP
Minister for Early Childhood Education | Minister for Youth

Annex 1 – Funding Follows Child Acquittals

Commonwealth Funding Follows Child (CFFC) acquittals (updated by 31 March 2025)

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 any 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 2025.

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 0 children in YBFS counted against setting.	\$0.0m
Stand-alone	State calculation of 0 children in YBFS counted against setting.	\$0.0m
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

State and Territory reporting should provide updates on work agreed in Implementation Plans (Table 5) 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 2024 (update by 31 March 2025)

Element	Agreed Action	Progress Update
Reform Element One: Implement Commonwealth Funding Follows Child (CFFC)		
How Commonwealth funding follows child at the setting level will be implemented in the State	As per Table 5 in the Implementation Plan in 2024	A progress update on actions agreed at Table 5.
Reform Element Two: Implement a new national preschool attendance measure		
The approach to measure preschool enrolment and attendance and how data will be provided to the Commonwealth, in accordance with Appendix A.1.	As per Table 5 in the Implementation Plan in 2024	A progress update on actions agreed at Table 5.
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 5 in the Implementation Plan in 2024	A progress update on actions agreed at Table 5.
Reform Element Three: Implement a new national preschool outcomes measure from 2025		
Plans for how the State will prepare for the 2025 national trial of the preschool outcomes measure, in accordance with Appendix A.2.	As per Table 5 in the Implementation Plan in 2024	A progress update on actions agreed at Table 5. States should also provide an update on the use of Commonwealth funds provided through Preschool Outcomes Measure: Trial Implementation Support.
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 5 in the Implementation Plan in 2024	A progress update on actions agreed at Table 5.