

Tasmania: Implementation Plan and Performance Report (Plan) - 2025

Preschool Reform Agreement – 2022 to 2025

This Plan covers:

- the implementation activities for the period 1 January 2025 to 31 December 2025 (Tables 2 – 4);
- the performance report for the period 1 January 2025 to 31 December 2025 (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 2025 to 31 December 2025.
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 fourth 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 2025.
10. This Plan may be varied by written agreement between the Commonwealth and the responsible State Minister.
11. 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

12. 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.
13. 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 2025 are set out in **Table 1**.
14. **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.
15. 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: 2025 Commonwealth financial contribution to the State of Tasmania

Category	Amount ¹
YBFS Financial Contribution	\$8,222,129.00
Additional funding to maintain 2021 levels	\$1,620,514.00
Total Commonwealth financial contribution (excluding implementation funding)	\$9,842,643.00
Preschool Outcomes Measure: Trial implementation support	\$1,000,000.00
Total Commonwealth financial contribution (including implementation funding)	\$10,842,643.00

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 2025.

16. **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.	\$9,842,643.00 (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,	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	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 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.

		particularly for vulnerable and disadvantaged children.	programs for all children. 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) or standalone preschools		
3.	Maintain Aboriginal and Torres Strait Islander children's participation	Delivering strategies and actions targeting the participation of Aboriginal and Torres Strait Islander 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 Aboriginal and Torres Strait Islander children have access to, and participate in, an affordable, quality early childhood education program. All Aboriginal and Torres Strait Islander 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	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.

			programs for all children.		
Additional funding to maintain 2021 funding levels					
5.	Refer to all programs listed above				
Total all programs and activities					\$9,842,643.00

Accuracy

Please refer to the ABS Data Quality Statement for Tasmania for 2024 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 (1 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 Independent Schools Tasmania to distribute to the individual schools they are responsible for).

State context and funding contributions

- Context influencing the State of Tasmania delivery of preschool and the States' investment in preschool for 2025 is covered in this section.

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

- (a) The Tasmanian Government's total expenditure on Preschool services is available in Table 3A.3³ of the Report on Government Services, Part B, Section 3: Early childhood education and care.
- (b) In 2024, 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 2024 (latest data), quality early childhood education programs⁴ were delivered in just over 120 long day care centre-based services. However, because these were not registered Kindergarten programs, they did not attract National Partnership funding (refer to paragraphs (f) through to (h) below for further information on the registration process).
- (c) According to the latest 2024 Estimated Residential Population (ERP) data, there were approximately 5,895 four- and five-year-old children living in Tasmania. Of these, an estimated 660 were Aboriginal and Torres Strait Islander children, and around 1,875 resided in low socio-economic areas. In the same year, nearly 4,400 children in this age group attended a registered Kindergarten program in a government school, while just over 1,500 attended a non-government school. Additionally, it is estimated that approximately 1,100 children were enrolled in both a registered Kindergarten program and a long day care centre-based service. (Source: ABS Preschool Australia, 2024 – latest data).
- (d) The Tasmanian DECYP 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.
- (e) 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.
- (f) 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

³ [Early childhood education and care - Report on Government Services 2025 - Productivity Commission \(pc.gov.au\)](https://www.pc.gov.au/reports/2025/early-childhood-education-and-care)

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.

Tasmania attending Kindergarten since then. The effectiveness of this approach was illustrated in the 2019 Nours 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.

- (g) 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.
- (h) 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).
- (i) Early childhood education and care providers – such as centre-based services – have always had the option to seek registration as a non-government school through the Non-Government Schools Registration Board (NGSRB) in order to deliver Kindergarten programs. If a centre-based service becomes registered as a school, it is eligible to receive funding under the Agreement, regardless of its profit status. This funding is allocated according to the existing procedures and methodologies used for distributing funds to independent and Catholic schools. It is important to note that long day care centre-based services that are not registered as schools cannot be officially recognised as delivering Kindergarten by the State Government. Under the Tasmanian Education Act 2016, a Kindergarten is defined as the year of education immediately preceding the first year of compulsory schooling and must be delivered by a registered school.
- (j) 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 considers 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.
- (k) 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.
- (l) 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.

(m) 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.

(n) There was no registered centre-based care service registered to deliver Kindergarten in Tasmania in 2024 and 2025 (as at 26 May 2025).

(o) DECYP's Strategic Plan 2024-2030 highlights our commitment to ensuring that all children and young people are known, safe, well and learning. 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.

(p) 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 Aboriginal and Torres Strait Islander children. Further details on each of these significant state-funded programs can be found online at [Great Start - Department for Education, Children and Young People, Tasmania](#).

These programs are:

- i. Launching into Learning (in all government schools)
- ii. Child and Family Learning Centres (18 in existing local communities with 4 more to be built in 2026-28)
- iii. Aboriginal Early Years Education Workers
- iv. Early Childhood Intervention Service
- v. Working Together – supporting early learning (up to 220 places available through 45 ECEC services in 2025)
- vi. Early Learning for Three Year Olds initiative.

(q) Attendance rates and levels:

Tasmania faces several challenges and risks in meeting the Preschool Reform Agreement (PRA) attendance performance indicators. However, the state can provide supplementary evidence to demonstrate consistently high enrolment and attendance rates in Kindergarten (Preschool in Tasmania), both prior to and since the introduction of universal access partnerships in 2008 and the PRA in 2022.

Firstly, Kindergarten attendance rates in Tasmania are comparable to those in the early years of full-time schooling, which is considered the benchmark for high performance. On this basis, Tasmania considers its attendance measures to have met the PRA's goal of achieving 'high achievement' outcomes.

Secondly, achieving year-on-year improvements in attendance is increasingly difficult due to seasonal illnesses and the continued expectation that children with cold or flu symptoms remain at home in line with COVID-19 health protocols.

Despite these challenges, Tasmania has implemented comprehensive, universal programs and supports to maximise enrolment and attendance. If performance indicator targets are not met, Tasmania can provide the following supplementary in-confidence data through the process outlined in the PRA:

- Full-year Kindergarten attendance rates and levels in government schools, including data for priority cohorts (Aboriginal and Torres Strait Islander children and those in nationally defined disadvantaged communities).
- Comparable attendance data for Prep and Year 1 students (ages 5 and 6), including priority cohorts.
- A breakdown of absence rates by reasons categories.

Please note that non-government school-level Kindergarten attendance data is not collected and accessible to the department for supplementary data purposes.

Implementation Project Funding Contributions

18. 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 2022 Implementation Plan)

Implementation Project (details)	Common wealth 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"> • Organise additional attendance reporting as per agreed 2025 data specification for Government and Catholic school sectors. • Organise Independent school sector IT updates for 2025 reporting • Document current DECYP and school system functions to determine required enhancements • Implement new user requirements for systems to meet reporting requirements • Appoint IT contractor/s to implement enhancements • Continue to implement IT system change specifications with independent schools, as full term 2 attendance data provided for the first time in 2025. • Support Australian Government and contribute to national decisions to implement student outcome measure in 2025 • Monitor and refine enhancements to meet reporting requirements. 	<ul style="list-style-type: none"> • Project updates provided to the Australian Government. • Project team reports 2025 reporting requirements as per agreed national data specifications. • Note a 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 be completed by 31 December 2025. 	March 2022 until August 2025

19. 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

20. 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.
21. 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.
22. Where a state was not in a position to finalise details for Trial Implementation Support in its 2024 Implementation Plan, they should provide these details in 2025 Implementation Plans to access funding.
23. Implementation Plans will include high-level proposed expenditure categories for Trial Implementation Support funding. [States who claimed funding in 2024 should review this section and provide additional information as to how expenditure will be used in accordance with Appendix A.2.]
24. When completing Table 4 below, States are requested to also outline State contributions, where relevant, including in-kind contributions.

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)
Recruit Program Manager to support the implementation of the Preschool Outcome Measure National Applied Trial in Tasmania. (24 months, Fixed-term)	\$380,000 (received \$180,000 as part of 2024 IP)	DECYP staff to provide supervision and administrative support for staff over two-year period) Active involvement of staff from other business units across DECYP in the planning and support of the national trial	Recruit, appoint, and onboard Program Manager.	Program Manager appointed.	Throughout 2024 and 2025.
Prepare for and participate in the 2025 national applied trial using the national tool as Tasmania's primary tool	\$800,000	Active involvement of staff from other business units across DECYP in the planning and support of the national trial including: <ul style="list-style-type: none"> • Participation in national meetings • Facilitation of local stakeholder engagement • Consultation with government and non-government school Kindergarten teachers at Tasmanian schools will be involved in the POM trial	Participate in implementation activities as requested by Cwlth and ACER. Run an expressions of interest process to identify schools to participate in the trial. Liaise with government and non-government schools to confirm participation. Support schools to understand the POM trial and participation in professional learning. Support schools to implement the POM trial and provide feedback as required. Engage in evaluation activities with Nous.	Suitable number of government and non-government schools engaged and supported to participate in the POM trial in 2025.	Throughout 2025.
2024 IP subtotal	\$180,000				
2025 IP subtotal	\$1,000,000				
Total implementation support (2024 & 2025)	\$1,180,000				

25. 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 2025 Implementation Plan.

Risk Management

26. 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

27. 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.
28. The actions that the State of Tasmania will undertake to meet these commitments are detailed in **Table 5**.

Table 5: Planned Actions for the period 1 January 2025 to 31 December 2025 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 in 2025:</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 • Hold discussions with non-government school sectors throughout 2025 to deliver increased data reporting capabilities. Further meetings to be held following confirmation of student enrolments in August 2025 (Data collection reference period). • Provide ongoing support 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 2025 student enrolments. 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 2025. 	January 2025 until December 2025
Reform Element Two: Implement a new national preschool attendance measure		
Agree details of preschool enrolment and attendance targets for 2025, to be measured using data provided to the Commonwealth, in accordance with Appendix A.1 in 2024 (to set the baseline) and 2025 (to measure performance against the baseline).	<p>Work towards meeting the following agreed targets for 2025:</p> <ol style="list-style-type: none"> 1. Improvement from the 2024 baseline proportion of children in the year before full-time school who attended a preschool program(s) for 70% of 600 hours (420 hours). 	Detailed 2024 baseline data scheduled for

Reform Element	Actions	Timing
<p>Appendix A.1 to the PRA agrees attendance targets will be expressed according to the formula 'at least x% of children attend at least y% of 600 hours'.</p> <p>The PRA agreed attendance targets that are being introduced for the first time in 2025 will be negotiated bilaterally in good faith once national baseline data is available (refer pg.10, note 4 of the PRA and clause 15, Appendix A), and in accordance with the guiding principles PRA Appendix A.1.</p> <p>However, noting enrolment data in previous years was generally available in late March, delivery of 2024 baseline attendance data in May-June 2025 was not (and could not be) anticipated when the PRA was signed in 2022, before the details of the attendance data collection arrangements had been worked through multilaterally.</p> <p>In this context, to limit delays to the agreement of this IP and payment of the associated funding allocation attendance targets for 2025 <i>may</i> be agreed as:</p> <ul style="list-style-type: none"> • a proportion (y%) of 600 hours; • with levels of 'x' for each Performance Indicator becoming known when 2024 data becomes available (noting this is expected to occur after this Implementation Plan is agreed); and • <i>any improvement</i> in 2025 on the baseline level of 'x' in 2024 may be taken as meeting Target (a) as set out in the PRA to receive full funding under the specific Performance Indicator. <p>If a jurisdiction prefers to wait until baseline data is available – any improvement in 2025 on the baseline specified value of 'x' in 2024, against the agreed 'y' value may be taken as meeting Target (a) as set out in the PRA to received full funding under the specific Performance</p>	<p>2.1 Improvement from the 2024 baseline proportion of Aboriginal and Torres Strait Islander children in the year before full-time school who are enrolled in a preschool program(s) for 600 hours (meeting the target is achieved if 95% or more of the Aboriginal and Torres Strait Islander Australians cohort are enrolled).</p> <p>2.2 Improvement from the 2024 baseline proportion of Aboriginal and Torres Strait Islander children in the year before full-time school who are attending a preschool program(s) for 70% of 600 hours (420 hours).</p> <p>3.1 Improvement from the 2024 baseline proportion of disadvantaged children in the year before full-time school who are enrolled in a preschool program(s) for 600 hours (meeting the target is achieved if 95% or more of the disadvantaged cohort are enrolled).</p> <p>3.2 Improvement from the 2024 baseline proportion of disadvantaged children in the year before full-time school who are attending a preschool program(s) for 70% of 600 hours (420 hours).</p> <p>Measures to be undertaken 2025:</p> <ul style="list-style-type: none"> • Continue to manage deliverables through the DECYP project team and governance arrangements. • Continue to work with non-government school sectors. • 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 changes specifications for attendance reporting. 	<p>delivery in May-June 2025</p> <p>2025 performance data expected delivery March-April 2026</p> <p>January 2025 until December 2025</p>

Reform Element	Actions	Timing
<p>Indicator. The ABS expects to provide custom tables to test settings of this kind in early June 2025.</p> <p>Similarly, noting enrolment targets will also be measured according to a new YBFS methodology, any improvement in 2025 on the baseline proportion (x%) of children who were enrolled for 600 hours in 2024 will be taken as meeting Target (a).</p> <p>This is a transitional measure for the first year of targets under new data collection arrangements and should not be considered as setting a precedent for future years.</p> <p>Targets will be set <i>and assessed</i> with reference to the PRA Appendix A, clause 15 and clause 21 and Appendix A.1 clauses 4.15, 4.16 and the principles set out in Appendix A.1 section 5, noting the Parties acknowledge:</p> <ul style="list-style-type: none"> • attendance in preschool programs is not compulsory and influenced by parental choice and other factors • attendance targets have been set in advance of understanding the outcomes from the 2024 preschool attendance collection • the attendance measure is based on a new data collection and may be subject to year-to-year volatility; this volatility may be driven by a number of factors such as higher than average levels of illness and changes in the mix of provision within a jurisdiction (i.e. between school based / community preschool / CBDC) • a range of sources of supplementary data may need to be provided and considered in good faith to properly assess performance against attendance targets • capacity to demonstrate year-on-year improvements diminish the greater the proportion of children attending at the target attendance rate 		

Reform Element	Actions	Timing
<ul style="list-style-type: none"> inclusion of targets within 2025 Implementation Plans do not constitute agreement to those same targets in future years or for future agreements. 		
<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 2025:</p> <ul style="list-style-type: none"> Aboriginal Education Services (DoE) officers work closely with the families of Aboriginal and Torres Strait Islander 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 and Torres Strait Islander 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) 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 	<p>January 2025 until December 2025</p>

Reform Element	Actions	Timing
	<p>Aboriginal and Torres Strait Islander children for two to three full days per week, with support for transport and other holistic supports identified with the family.</p> <ul style="list-style-type: none"> • Linking families with Aboriginal and Torres Strait Islander 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>How the State will participate in the National Applied 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 August 2024).</p>	<p>Measures to be undertaken 2025</p> <ul style="list-style-type: none"> • Tasmania will participate in the National Applied Trial (NAT) by using the Preschool Outcomes Measure (the national tool). • DECYP will circulate an Expression of Interest for participation in the NAT across all government and non-government schools in Tasmania. We aim to involve a minimum of 50 (maximum of 75) schools in the NAT across all sectors. All schools will be registered to deliver Kindergarten programs under the Tasmanian Education Act 2016. • DECYP will organise information sessions to enable schools to ask questions and find out more information about the NAT from ACER. • DECYP will provide support to schools involved in the NAT and will provide funding for relief of teachers / educators who participate in the mandatory POM professional development (provided by ACER). • DECYP will continue to participate in the POM WG and trilateral meetings with ACER and the Australian Government, and will 	<p>April 2025 until December 2025</p>

Reform Element	Actions	Timing
	continue to engage with ACER/Nous, including drafting of Appendix A.3 Part Two.	
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.	<p>Measures to be undertaken 2025:</p> <ul style="list-style-type: none"> • DECYP project team continue to manage approval of PRA recommendations through existing DECYP procedures and applicable DECYP Executive members and Tasmanian Minister for Education. • 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). 	January 2025 until December 2025

PART 5: PERFORMANCE AND REPORTING ARRANGEMENTS

29. Part 5 sets out the performance and reporting arrangements for the State of Tasmania for 2025.
30. 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.
31. 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.
32. 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).
33. 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 mirrored in Tasmania through the Tasmanian Quality Standards) delivered by an early childhood teacher.
34. From 2024, States were 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 2025, these should be detailed in Table 5 and 6.
35. Table 6 covers information states are required to report annually to facilitate application of Appendix A.1 and Appendix B in 2025.

Table 6: State specific attendance and enrolment data considerations

Category	Required Information
Attendance collection period	<p>Please note this is still a transitional arrangement for reporting both existing and new reporting requirements in 2025 in Tasmania for all school sectors.</p> <p>Tasmania will provide attendance data for the NPAC collection for all school sectors in Term 2, with the standard term dates for Term 2 of 28 April – 4 July 2025.</p> <p>As 2025 is the first year that all school sectors will report Term 2 attendance data (the NPAC data collection), as 2024 NPAC data was not provided for the independent school sector, the 2025 transitional arrangements will be supported by:</p> <ul style="list-style-type: none"> work to enhance the existing Tasmanian Kindergarten data collection application to enable high-quality reporting of both NPAC and NECECC attendance data files for all school sectors. providing for the first time the 2025 NPAC attendance data for independent schools.
Data provision	<ul style="list-style-type: none"> Whether the state is choosing to provide their attendance and enrolment data separately or at the same time. (refer Appendix B, pg. 4). <ul style="list-style-type: none"> June attendance data and August enrolment data to be supplied in 2 separate datasets (TBC with Technical Working Group). The nationally agreed due dates for data submission to the ABS (to be provided by the Commonwealth).
Child and state specific YBFS	<ul style="list-style-type: none"> The child specific YBFS age range(s) for 2025, that is, the age children become eligible for YBFS preschool (the year before they become eligible for school) to the age school becomes compulsory. Please note, the ABS must be notified as soon as possible if there are changes to school starting rules, including any changes since 2024. Any changes to the age ranges used to calculate the state-specific YBFS must be agreed with the ABS. The ABS must be notified as soon as possible of any known issues that may need to be considered by the ABS in developing the estimated (predicted) YBFS population and/or child-specific YBFS enrolment and attendance counts, including future issues.
Children who repeat YBFS preschool	<ul style="list-style-type: none"> Whether the state intends to claim funding for children who have a second year in a YBFS preschool program ('repeaters'). <ul style="list-style-type: none"> Tasmania does not intend to claim funding for children who have a second year in a YBFS preschool program. <p>If so, details of how they will provide the data to meet funding criteria as set out in Appendix A.1.</p> <p>The state may use the claims form provided by the Australian Government at Attachment B.</p>

Performance requirements, reporting and payment summary 2025

36. Performance Reporting for 2025 will capture progress against planned actions undertaken by the State of Tasmania as detailed at Table 5. 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.

37. Performance 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

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

Signed for and on behalf of the State of Tasmania by

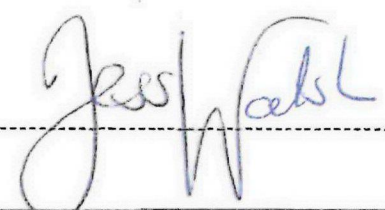
 6/6/25

Signature Date

The Hon Jo Palmer

Tasmanian Minister for Education

Signed for and on behalf of the Commonwealth of Australia by

 30/6/25

Signature Date

Senator the Hon Dr Jess Walsh

Minister for Early Childhood Education | Minister for Youth

Annex 1 – Funding Follows Child Acquittals

Commonwealth Funding Follows Child (CFFC) acquittals (updated by 31 March 2026)

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 2026.

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.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 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 2025 (update by 31 March 2026)

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 2025		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 2025		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 2025		A progress update on actions agreed at Table 5.
Reform Element Three: Implement a new national preschool outcomes measure from 2025			
How the State will participate in the National Applied Trial of the preschool outcomes measure, in accordance with Appendix A.2.	As per Table 5 in the Implementation Plan in 2025		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 2025		A progress update on actions agreed at Table 5.