

# WA: 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 WA, 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 WA demonstrates its capacity to achieve and deliver the outcomes of the Agreement.
9. This Plan will cease on completion of the final performance reporting and the processing of final payments against the performance benchmarks or milestones set out within it for 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 WA 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 WA**

Category	Amount <sup>1</sup>
YBFS Financial Contribution	\$ 51,436,346
Additional funding to maintain 2021 levels	N/A
<b>Total Commonwealth financial contribution (<i>excluding implementation funding</i>)</b>	<b>\$51,436,346</b>
Preschool Outcomes Measure: Trial implementation support	\$0
<b>Total Commonwealth financial contribution (<i>including implementation funding</i>)</b>	<b>\$51,436,346</b>

<sup>1</sup>Figures 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 WA will use Commonwealth funding to meet the objectives of the Agreement. This may include strategies to facilitate preschool attendance by children in the year before full-time school.

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

	Program/activity	Outputs	Objectives	Outcomes	Estimated Cth funds allocated
<b>Program year funding (Commonwealth Funding Follows Child)</b>					
1.	Universal access to 600 hours a year of a quality Kindergarten program, taught by a degree-qualified early childhood teacher.	<p>WA children in the YBFS are offered access to 600 hours of Kindergarten through the public and non-government school systems.</p> <p>Administer funding via grant payments to approved early childhood education and care services.</p>	To facilitate children's early learning and development and transition to compulsory schooling, through maintaining universal access to, and maximising participation in, affordable, high quality early childhood education programs in the YBFS, delivered by degree-qualified early childhood teachers.	All WA children have access to an affordable, high quality Kindergarten program in the YBFS, delivered by a degree-qualified teacher.	<b>\$39,979,962</b>
2.	Kindergarten program quality, equity, participation, and preparation programs.	Programs and initiatives designed to develop and maintain program quality,	To facilitate student enrolment, attendance, and preparation for Kindergarten,	Student enrolment, attendance, and preparation for Kindergarten is improved, particularly	<b>\$11,456,384</b>



		prepare children for Kindergarten and promote student enrolment and regular attendance, particularly amongst Aboriginal children, children living in remote and very remote communities, and children experiencing significant disadvantage.  Examples of programs and initiatives undertaken by the State that align with and support the objectives of the Agreement are detailed on page 7.	particularly amongst Aboriginal children, children living in remote and very remote communities, and children experiencing significant disadvantage.  To support and enhance the professional capability of the early childhood workforce (teachers and education assistants), and their provision of quality Kindergarten programs, regardless of the delivery location and/or setting.	amongst Aboriginal children, and children in remote and very remote communities, and communities where there are high levels of disadvantage.  Continuous development and upskilling of the professional capability and contemporary practice of the early childhood workforce.	
<b>Total all programs and activities</b>					<b>\$ 51,436,346</b>

The WA Department of Education undertakes a student census of all WA schools in February each year. In 2025, the data from this census will be used to calculate the number of children enrolled in Kindergarten in the public and non-government school sectors.

For the ECEC sector, the most recent Preschool Education, Australia data published by the Australian Bureau of Statistics (ABS) will be used to determine the number of children in the YBFS who are enrolled in 600 hours of preschool exclusively through this sector. For 2025, this will be Preschool Education Australia 2024, was released in March 2025.

Funding for all sectors (school and ECEC) will be transferred as soon as possible after the relevant data is available to determine exact per-child funding amounts. If a child is enrolled across multiple preschool settings, funding will be prioritised to a school-based program. Payments will be made as per the relevant sector's associated grant agreement. A third-party organisation will manage a grant program to distribute funding to the ECEC sector.



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

## State context and funding contributions

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

### Historical Context

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

- In 1995, the Good Start program was introduced in WA, resulting in preschool (referred to as Kindergarten in WA) being expanded to four half-days (11 hours) per week from 1996.
- In 1996, following extensive public consultation, the school starting age was delayed by six months, with gradual implementation over four years.
- The change was cemented in legislation in 1999 through the *School Education Act 1999*, which also entitled four-year-old children (children who turn four on or before 30 June) to enrol, free of compulsory charges, at a public school or a community Kindergarten for their first year of pre-compulsory education for a minimum of 11 hours per week. Provision was also made in the Act for non-government schools to deliver Kindergarten, with the government significantly subsidising the cost in these school systems. This took effect for all children from January 2001.
- The *Teacher Registration Act 2012* gives paramount consideration to the best interests of school children in WA, and the Teacher Registration Board of WA (TRBWA) has responsibility for the registration of all WA teachers of students from early childhood to Year 12 who teach in an educational venue.
- With implementation of the previous National Partnership on Universal Access to Early Childhood Education (UANP), and now PRA, since 2013, WA has provided Kindergarten for 600 hours per year in public schools, community kindergartens, Catholic and Independent schools, with four hours per week funded by the Commonwealth.
- Commonwealth funds for the additional four hours are allocated to sectors through pro-rata market share based on the annual February enrolment census.
- In 2024, WA continued to have the highest rate in Australia of preschool children educated through school-based Kindergarten rather than an ECEC setting.<sup>1</sup>
- **32,220 (93.1%) of the 34,614** WA children who participated in preschool in 2024 in their YBFS did so at a school-based Kindergarten.<sup>2</sup>
- In 2024, **1,997** WA children participated in 600 hours or more of preschool exclusively in centre-based day care in their YBFS.<sup>3</sup>

<sup>1</sup> ABS Preschool Education, Australia 2024

<sup>2</sup> ABS Preschool Education, Australia 2024

<sup>3</sup> ABS Preschool Education, Australia 2024

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

### Aboriginal and Torres Strait Islander Children

- In 2024, WA continued to have the highest rate in Australia of Aboriginal and Torres Strait Islander children educated through school-based Kindergarten.<sup>4</sup>
- 2,393 (93.0%) of the 2,572 Aboriginal children who participated in preschool in 2024 in their YBFS, did so at a school-based Kindergarten, ensuring that they were taught by a degree-qualified teacher.<sup>5</sup>

### School-based Kindergarten in WA

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

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

### Legislative Context

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

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

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

- The *Education and Care Services National Law (WA) Act 2012* applies to this sector.

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<sup>4</sup> ABS Preschool Education, Australia 2024

<sup>5</sup> ABS Preschool Education, Australia 2024



- The NQF is applied in this sector.

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

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

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

#### **KindiLink**

KindiLink is a culturally responsive play-and-learn initiative for Aboriginal children who are not old enough to enrol in school. The program is provided at 38 school sites in communities with high levels of disadvantage, and where there is a high proportion and number of Aboriginal children. Children attend with a parent/carer and where there is capacity and after consultation with the local community, non-Aboriginal children and parent/s can also attend.

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

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

#### **CaLDEYLink**

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



## Implementation Project Funding Contributions

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 WA - Statement of Allocations (as per 2024 Implementation Plan)**

Implementation Project (details)	Commonwealth funding	Actions (incl. deliverables)	KPI	Timing (incl. delivery schedule)
Prepare for the Commonwealth Funding Follows Child (CFFC) reform to apply to the State's ECEC sector from 2024.	\$700 000	<p>Statewide coordination of the implementation of the CFFC and other Agreement reforms affected in the State's ECEC sector.</p> <ul style="list-style-type: none"> <li>Procurement document development and contracting a consultant/agency to execute an Engagement and Communication Strategy with the WA ECEC sector to determine options for CFFC to the sector (completed in 2022).</li> <li>Procurement document development to contract an appropriate entity to receive, administer and distribute the ECEC sector's CFFC funding in 2023 (completed in 2023).</li> <li>Work in partnership with the Department of Communities and the ECEC sector to contract an appropriate entity to receive, administer and distribute the ECEC sector's CFFC funding for 2023 (completed in 2023).</li> <li>Seed funding to the entity to facilitate its operation in 2023, with it becoming self-funded from the sector's CFFC funding from 2024 (completed in 2023).</li> </ul>	<p>Agency is engaged to determine options for FTFC to the ECEC sector.</p> <p>Agency completes all requirements set out in Service Request.</p> <p>Consultation and collaboration with key stakeholders.</p> <p>Funding entity established.</p>	All actions were completed by 31 December 2023.

Work to ready the State to provide baseline preschool attendance data in 2024.	\$300 000	<ul style="list-style-type: none"> <li>Work with the Commonwealth to agree the details of the new enrolment and attendance measures as per PRA Appendix A.1.</li> <li>Public and non-government school systems prepare to provide baseline preschool attendance data in 2024.</li> </ul>	<p>Participate in and contribute to scheduled national meetings.</p> <p>Communicate with key stakeholders.</p> <p>Work collaboratively with the non-government schooling sector to prepare their systems to provide baseline data in 2024.</p> <p>Make any necessary data collection modifications to sector systems.</p>	All actions were completed by 31 December 2024.
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<sup>2</sup> WA expects the full implementation project funding allocation will be used for the above elements. Where any funding is leftover, WA reserves the right to redirect this towards costs incurred by the State to implement other PRA reforms and/or expended in accordance with clause 7 of Appendix A of the PRA.

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:

- For States participating in the 2025 national applied trial by nominating the new national tool as their 'primary tool' – up to \$3.4 million.
- 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.
- 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.
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 WA - Statement of Allocations**

Activities (details)	Commonwealth funding	State contribution	Actions (incl. deliverables)	KPI	Timing (incl. delivery schedule)
Work to ready the State to participate in the national applied trial in 2025	\$3.4million in 2024-25	Officers from the WA Department of Education will support a small number of schools to participate in the national applied trial in 2025. The Primary, Early Childhood and Education Support Branch will primarily support services in the trial and will seek support from other areas of the Department as needed. The Department of Education will also liaise with officers from CEWA, AISWA and SCSEA to enable cross sector participation in the national trial.	<ul style="list-style-type: none"> <li>Participate and contribute to the development of new learning progressions and the national tool.</li> <li>WA will work with the Commonwealth to refine and update the new learning progressions and the national tool.</li> <li>Recruit preschools to participate in the national applied trial in 2025.</li> <li>Selected preschools participate in professional learning.</li> </ul>	<p>Participation in consultations and national meetings.</p> <p>Consultation and communication with key stakeholders.</p> <p>Preschools are selected to participate in the national applied trial in 2025.</p> <p>Selected preschools are prepared to participate in the national applied trial in 2025.</p>	All actions will be completed by 31 December 2025.
State participates in the national applied			<ul style="list-style-type: none"> <li>Preschools trial the preschool outcomes measure.</li> <li>Preschools participate in national evaluation activities.</li> </ul>	Selected preschools participate in the national applied trial in 2025.	All actions are to be completed by 31 December 2025.

trial in 2025.			<ul style="list-style-type: none"> <li>Engage with NOUS on the evaluation of the POM work by ACER.</li> </ul>		
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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 WA will actively identify, monitor and manage the risks associated with delivering outcomes under the Agreement, such as through maintaining their own risk management plan.

## **PART 4: REFORMS**

27. As part of the Agreement, the State of WA and the Commonwealth agree to work collaboratively to implement reforms outlined in the Additional terms in the Agreement.
28. The actions that the State of WA will undertake to meet these commitments are detailed in **Table 4.**

**Table 5: Planned Actions for the period 1 January 2025 to 31 December 2025 for the State of WA**

Reform Element	Actions	Timing
<b>Reform Element One: Implement Commonwealth Funding Follows Child</b>		
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"> <li>Review and refine the process and continue to support the entity to administer and enable the CFFC reform to apply to the State's ECEC sector in 2025.</li> <li>Continue to implement the CFFC reform in relation to the State's public, Independent and Catholic school sectors. This includes using the February Kindergarten census data.</li> <li>Acquittals from 2025 will be through demonstration of Commonwealth funding being provided to each setting based on a pro-rata Kindergarten (preschool) market share.</li> <li>Transparency of Commonwealth contribution by setting will be through information provided on the Department's public-facing website.</li> </ul> <p>Note: CFFC for the ECEC sector will be based on the most recent data published by the ABS, for children in the YBFS who are enrolled in 600 hours of preschool exclusively through this sector. For 2025, the data will be from the ABS Preschool Education, Australia 2024, which is released in March 2025.</p>	All actions are to be completed by 31 March 2026
<b>Reform Element Two: Implement a new national preschool attendance measure</b>		
<p>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> <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>Work towards meeting the following agreed targets for 2025:</p> <ol style="list-style-type: none"> <li>Improvement from the 2024 baseline proportion of children in the year before full-time school (x%) who attended a preschool program(s) for 75% of 600 hours (450 hours).</li> <li>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.</li> <li>Improvement from the 2024 baseline proportion of Aboriginal and Torres Strait Islander children in the year before full-time school (x%) who are attending a preschool program(s) for 75% of 600 hours (450 hours).</li> </ol>	<p>Detailed 2024 baseline data scheduled for delivery in May-June 2025</p> <p>2025 performance data expected delivery March-April 2026</p>



Reform Element	Actions	Timing
<p>To limit delays to the agreement of this IP and payment of the associated funding allocation, noting that</p> <ul style="list-style-type: none"> <li>attendance targets are being introduced for the first time in 2025; and</li> <li>detailed baseline data for 2024, as the first year of collection, will not be available until May-June 2025;</li> </ul> <p>attendance targets for 2025 in IPs which are submitted in the first quarter of 2025 may be agreed as:</p> <ul style="list-style-type: none"> <li>a proportion (y%) of 600 hours;</li> <li>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</li> <li>any improvement 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.</li> </ul> <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>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.</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 75% of 600 hours (450 hours).</p> <p>Measures to be undertaken 2025</p> <ul style="list-style-type: none"> <li>Term 2 attendance data are to be collected from public and non-government schools through the August student census collection.</li> <li>Enrolment data are to be collected from public and non-government schools through the August student census collection with details as at 1 August 2025.</li> <li>Attendance and enrolment data will be validated and provided to the ABS in the required file formats.</li> <li>Method for collection and reporting is consistent with the Early Childhood Education and Care Minimal Data Set (NMDS).</li> </ul>	<p>Data are collected during the August student census.</p>
<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>Measures to be undertaken 2025</p> <ul style="list-style-type: none"> <li>The public-school sector will review its annual Kindergarten enrolment and attendance campaign.</li> <li>The public, Catholic and Independent school sectors will: <ul style="list-style-type: none"> <li>Review / develop enrolment and attendance campaign strategies specific for Aboriginal and CaLD children.</li> </ul> </li> </ul>	<p>Throughout 2025</p>

Reform Element	Actions	Timing
	<ul style="list-style-type: none"> <li>- Provide targeted Kindergarten enrolment messaging for schools located in communities where there is a high proportion and number of Aboriginal families to assist them to engage with their communities</li> </ul>	
<b>Reform Element Three: Implement a new national preschool outcomes measure trial in 2025</b>		
<p>How the State will participate in the National Applied Trial of the preschool outcomes measure, in accordance with Appendix A.2.</p> <p>(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"> <li>• Participate and contribute to the development of new learning progressions and the national tool.</li> <li>• WA will work with the Commonwealth to refine and update the new learning progressions and the national tool.</li> <li>• Recruit preschools to participate in the national applied trial in 2025.</li> <li>• Selected preschools participate in professional learning.</li> </ul>	Throughout 2025.
<b>Reform Delivery/Implementation</b>		
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"> <li>• Acquittal of Commonwealth funding to be based on funding allocations to each sector.</li> <li>• The Index of Community Socio-Educational Advantage (ICSEA) to be used as supplementary data for disadvantaged children, if required (see Clause 34 below).</li> </ul>	At point of need

## PART 5: PERFORMANCE AND REPORTING ARRANGEMENTS

29. Part 5 sets out the performance and reporting arrangements for the State of WA 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 WA 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. Clarification is provided below on how definitions, (page 15 of the Agreement refers) are applied in WA and have been agreed between the State of WA and the Commonwealth in the case of '*Disadvantaged children*' and '*Preschool program*':

### **The State of WA's elaboration on how definitions for '*Disadvantaged children*' and '*Preschool program*' are realised**

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



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.
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	<ul style="list-style-type: none"> <li>The State will provide attendance data for Term 2 in 2025.</li> <li>In WA, the standard term dates for Term 2 in 2025 are 28 April 2025 to 04 July 2025.</li> <li>The average number of hours per half-day session will be collected when non-government schools upload the attendance data. This value will be multiplied by the number of sessions attended for each student to determine the total number of hours attended.</li> <li>For public schools, each half-day session will be estimated at 2.5 hours (based on 6 sessions = 15 hours). However, due to reporting practices for public schools 5 sessions will also be interpreted as 15 hours.</li> <li>Estimation methodology is outlined in the data quality statements</li> </ul>
Data provision	<ul style="list-style-type: none"> <li>Whether the state is choosing to provide their attendance and enrolment data separately or at the same time. (refer Appendix B, pg. 4). June attendance data and August enrolment data to be supplied in 2 separate datasets (TBC with Technical Working Group).</li> <li>The nationally agreed due dates for data submission to the ABS (to be provided by the Commonwealth). <ul style="list-style-type: none"> <li>Term 2 attendance data and August enrolment data will be supplied in 2 separate datasets.</li> <li>De-identified address lists will be provided to the ABS for geocoding</li> <li>Attendance and enrolment files will be provided to the ABS. The State is planning to provide both files on the same date, but this cannot be confirmed at this time.</li> </ul> </li> </ul>
Child and state specific YBFS	<ul style="list-style-type: none"> <li>In WA, a child should be aged 4 by 30 June 2025 to enrol in a preschool (kindergarten) program.</li> <li>In WA, a child should be aged 5 by 30 June 2025 to enrol in a pre-primary program. Pre-primary is the first year level for compulsory schooling in WA.</li> <li>In WA, a child should be aged 6 by 30 June 2025 to enrol in Year 1.</li> </ul>
Children who repeat YBFS preschool	<ul style="list-style-type: none"> <li>The State intends to claim funding for children who have a second year in a YBFS preschool program.</li> <li>Students are identified as repeating a year level by schools, and this is collected through the student census system. The repeating flag will be included in the data file submitted to the ABS through the NECECC.</li> </ul>

### Performance requirements, reporting and payment summary 2025

36. Performance Reporting for 2025 will capture progress against planned actions undertaken by the State of WA 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.

37. Performance reporting will be signed off by the Commonwealth Minister who will then inform the State of WA Minister of the outcome through an exchange of letters.

### Sign off

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

Signed for and on behalf of the State of WA by



4/8/2025

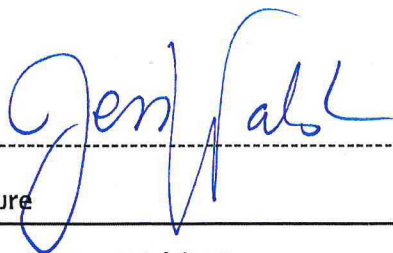
Signature

Date

Hon Sabine Winton MLA

Minister For Education; Early Childhood; Preventative Health; Wheatbelt

Signed for and on behalf of the Commonwealth of Australia by



2/9/25

Signature

Date

The Hon Dr. Jess Walsh 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 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
			<b>\$ 0.00</b>

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
<b>Reform Element One: Implement Commonwealth Funding Follows Child (CFFC)</b>			
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.
<b>Reform Element Two: Implement a new national preschool attendance measure</b>			
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.
<b>Reform Element Three: Implement a new national preschool outcomes measure from 2025</b>			
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.