

# Preschool Reform Agreement

## FEDERATION FUNDING AGREEMENT – EDUCATION AND SKILLS

**Table 1: Formalities and operation of schedule**

Parties	<p>Commonwealth          New South Wales          Victoria          Queensland          Western Australia          South Australia          Tasmania          Australian Capital Territory          Northern Territory</p> <p>All parties apart from the Commonwealth are referred to as 'States' in this agreement.</p>
Duration	This Agreement is expected to expire on 30 June 2028.
Purpose	<p><b>Consistent with the Alice Springs (Mparntwe) Education Declaration:</b>          Our vision is for a world class education system that encourages and supports every student to be the very best they can be, no matter where they live or what kind of learning challenges they may face.          This begins with making sure that every young child has the opportunity to benefit from structured play-based learning before they start school, because this helps build the social, emotional and cognitive skills they need to succeed in the years to come.</p> <p><b>Objective:</b>          The objective of the Preschool Reform Agreement (the Agreement) is to facilitate children's early learning and development and transition to school by:</p> <ul style="list-style-type: none"> <li>• maintaining universal access to affordable, quality preschool programs for all children</li> <li>• improving participation in preschool programs</li> <li>• maximising the benefit of the preschool year by improving outcomes for children.</li> </ul> <p>This Agreement will support the delivery of 15 hours a week, or 600 hours a year of quality <i>preschool programs</i>, by a degree qualified <i>early childhood teacher</i> for all children, regardless of the <i>setting</i> in which</p>

programs are delivered, in the year before school. This Agreement has a focus on improving preschool participation and outcomes including for:

- Aboriginal and Torres Strait Islander children; and
- *disadvantaged children*.

**Outputs:**

**Quality, affordable *preschool programs* which:**

- meet the needs of children, parents, and communities,
- improve preschool outcomes for all children,
- are provided at a cost which does not present a barrier to participation, particularly for *disadvantaged children*.

**Measuring and improving outcomes over time**

This agreement will also support delivery of the objectives by:

- identifying key measures of preschool outcomes,
- identifying aspects of quality preschool likely to support improvement in those measures,
- seeking to achieve improvements in children's preschool outcomes over time,
- including improving data on participation and outcomes of children who face barriers other than cost.

*Note: Italicised terms defined in Appendix A.*

Estimated financial contributions	The Commonwealth will provide an estimated total financial contribution to the States of \$2.87b in respect of this Agreement. This does not include payments made prior to 30 June 2022 under the National Partnership on Universal Access to Early Childhood Education.						
	<b>Table 1a: Estimated total financial contribution by program year</b>						
Table 1a (\$ million)	2022 Program Year	2023 Program Year <sup>1</sup>	2024 Program Year	2025 Program Year <sup>1</sup>	2026 Program Year <sup>1</sup>	2027 Program Year <sup>1</sup>	Total <sup>2</sup>
<b>Estimated total budget</b>	453.2	457.9	460.6	466.6	522.7	511.4	<b>2872.4</b>
<i>Less estimated National Partnership Payments</i>	444.6	426.5	436.9	452.0	521.5	510.2	<b>2791.8</b>
New South Wales	140.7	135.0	137.5	143.1	163.1	157.3	<b>876.7</b>
Victoria	124.1	107.4	111.1	116.3	131.9	131.2	<b>722.0</b>
Queensland	83.4	89.3	91.5	93.9	111.7	108.4	<b>578.3</b>
Western Australia	45.4	46.7	47.1	48.3	57.6	56.6	<b>301.7</b>
South Australia	27.4	27.0	27.6	28.3	33.3	33.0	<b>176.7</b>
Tasmania	9.8	8.2	8.8	8.7	9.2	9.2	<b>53.8</b>
Australian Capital Territory	9.2	8.0	8.5	8.5	9.2	9.2	<b>52.6</b>
Northern Territory	4.5	4.8	4.9	5.0	5.5	5.4	<b>30.0</b>
<i>Less additional funding to maintain 2021 level<sup>3</sup></i>	8.6	31.4	23.6	14.5	1.2	1.1	<b>80.4</b>
New South Wales	0.1	5.8	3.3	0.0	0.0	0.0	<b>9.2</b>
Victoria	4.4	21.1	17.4	12.2	0.0	0.0	<b>55.1</b>
Queensland	1.5	0.0	0.0	0.0	0.0	0.0	<b>1.5</b>
Western Australia	1.0	0.0	0.0	0.0	0.0	0.0	<b>1</b>
South Australia	0.9	1.2	0.7	0.0	0.0	0.0	<b>2.8</b>
Tasmania	0.0	1.6	1.1	1.1	0.7	0.7	<b>5.2</b>
Australian Capital Territory	0.4	1.7	1.2	1.2	0.5	0.4	<b>5.4</b>
Northern Territory	0.2	0.0	0.0	0.0	0.0	0.0	<b>0.2</b>

	<i>Implementation project funding<sup>4</sup></i>	TBC	N/A	N/A	N/A	N/A	N/A	TBC
	<i>Balance of non-Commonwealth contributions</i>	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Notes: Table 1a, 1b

<sup>1</sup>From the 2023 program year, the Commonwealth will advise States of updated population data and funding amounts for inclusion in Implementation Plans, based on latest Australian Bureau of Statistics (ABS) *year before fulltime school (YBFS)* data projections. Funding to maintain 2021 levels will be adjusted accordingly. Program year funding will be reconciled against Commonwealth funding that followed the child at the *setting* level, per the process outlined in Appendix A.

<sup>2</sup>Totals may not add up due to rounding.

<sup>3</sup>See Appendix A: 'Allocation and use of Commonwealth funding' for details.

<sup>4</sup>Project funding to support implementation of reforms may be available. The Commonwealth will negotiate implementation project funding on a bilateral basis, with details to be agreed and included in bilateral implementation plans.

**Table 1b: Estimated total financial contribution by financial year****Table 1b**

(\$ million)

	2021- 22	2022- 23 <sup>1</sup>	2023- 24 <sup>1</sup>	2024- 25 <sup>1</sup>	2025- 26 <sup>1</sup>	2026- 27 <sup>1</sup>	2027- 28 <sup>1</sup>	Total <sup>2</sup>
<b>Estimated total budget</b>	136.0	454.6	458.7	462.4	483.4	519.3	358.0	<b>2872.4</b>
<i>Less estimated National Partnership Payments</i>	133.4	439.2	429.6	441.5	472.9	518.1	357.2	<b>2791.9</b>
New South Wales	42.2	139.0	135.8	139.2	149.1	161.4	110.1	<b>876.8</b>
Victoria	37.2	119.1	108.5	112.7	121.0	131.7	91.8	<b>722.0</b>
Queensland	25.0	85.2	90.0	92.2	99.2	110.7	75.9	<b>578.2</b>
Western Australia	13.6	45.8	46.8	47.4	51.1	57.3	39.6	<b>301.6</b>
South Australia	8.2	27.2	27.2	27.8	29.8	33.2	23.1	<b>176.6</b>
Tasmania	2.9	9.4	8.4	8.8	8.9	9.2	6.4	<b>54.0</b>
Australian Capital Territory	2.8	8.9	8.1	8.5	8.7	9.2	6.4	<b>52.6</b>
Northern Territory	1.3	4.6	4.8	4.9	5.1	5.4	3.8	<b>29.9</b>
<i>Less additional funding to maintain 2021 levels<sup>3</sup></i>	2.6	15.4	29.1	20.9	10.4	1.1	0.8	<b>80.3</b>
New South Wales	0.0	1.8	5.1	2.3	0.0	0.0	0.0	<b>9.2</b>
Victoria	1.3	9.4	20.0	15.8	8.5	0.0	0.0	<b>55.0</b>
Queensland	0.5	1.1	0.0	0.0	0.0	0.0	0.0	<b>1.6</b>
Western Australia	0.3	0.7	0.0	0.0	0.0	0.0	0.0	<b>1.0</b>
South Australia	0.3	1.0	1.1	0.5	0.0	0.0	0.0	<b>2.9</b>
Tasmania	0.0	0.5	1.4	1.1	1.0	0.7	0.5	<b>5.1</b>
Australian Capital Territory	0.1	0.8	1.5	1.2	0.9	0.5	0.3	<b>5.3</b>
Northern Territory	0.1	0.1	0.0	0.0	0.0	0.0	0.0	<b>0.2</b>
<i>Implementation project funding<sup>4</sup></i>	TBC	N/A	N/A	N/A	N/A	N/A	N/A	TBC
<i>Balance of non-Commonwealth contributions</i>	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

**Terms**

1. States agree to implement the Agreement in accordance with the Funding Principles outlined at Appendix A.
2. As part of this Agreement, States and the Commonwealth agree to work collaboratively to implement the following reforms:
  - implement a *Commonwealth funding follows child* at the *setting* level approach from 2023; the approach will be outlined in Implementation Plans from 2022, and payment will

be contingent on implementation from the 2023 program year.

- implement new national preschool enrolment and attendance measures, with payment tied to the provision of *baseline data* in 2024 and bilateral targets from 2025 to be agreed in Implementation Plans.
- implement a new national Preschool Outcomes Measure, with payments tied to participation in development and planning in 2023, trial and validation in 2024 and 2025, and activities to continue to support outcomes measurement in 2026 and 2027.

3. As the measures above have not been developed at the commencement of the Agreement, appendices to this agreement will be developed as a mechanism to provide authorisation points for States. These appendices will be agreed by Education Ministers and once agreed, States agree to implement the Agreement henceforth in accordance with the appendices:
  - Appendix A.1 will outline details of the enrolment and attendance measure for agreement by Education Ministers in the first quarter of 2023.
  - Appendix A.2 will outline details of the Preschool Outcomes Measure trial for agreement by Education Ministers in the second quarter of 2023.
  - Appendix A.3 will outline principles to guide the Preschool Outcomes Measure implementation, for agreement by Education Ministers by the end of 2025.
4. Should additional appendices be required to support this Agreement, these will be agreed by Education Ministers and implemented by States accordingly.

Performance requirements, reporting and payment summary 2022		
Milestone	Due	Payment
<b>Implementation Plan</b> agreed between the Commonwealth and the State for the period 1 January 2022 to 31 December 2022.	<b>By 31 January 2022</b>	<b>30% of estimated program year funding, plus Implementation Project funding (if applicable)</b>
The Implementation Plan will outline:		
<ul style="list-style-type: none"> <li><b>Steps to ready the State to ensure Commonwealth funding follows child at the setting level can be implemented in 2023.</b></li> <li><b>Strategies to facilitate preschool attendance</b> 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.</li> <li><b>Work to ready the State to measure preschool attendance</b> in 2025 and provide baseline data to the Commonwealth in 2024.</li> <li>Plans for how the State will work with the Commonwealth to <b>develop the preschool outcomes measure</b>.</li> <li>State-specific data and implementation issues and <b>strategies for how these will be overcome</b> in the context of assessing performance under the Agreement.</li> </ul>		
<b>Performance Report</b>	<b>31 March 2023</b>	<b>70% of program year funding subject to performance assessment<sup>1,2</sup>:</b> <ul style="list-style-type: none"> <li>20% of estimated program year funding paid in advance from 1 August 2022</li> <li>Balance of performance payment due paid before 30 June 2023</li> </ul>
<b>Performance Indicator</b>	<b>Performance benchmarks</b>	<b>Payment</b> (proportion of 70% funding)
<b>1:</b> Proportion of children enrolled in quality preschool program(s) in the year before full-time school.	1(a) At least 95% 1(b) At least 90% 1(c) 2021 achievement improved >3% 1(d) 2021 achievement maintained	If target 1(a) is met, 11.7% or, If target 1(b) is met, 10.5% or, If target 1(c) is met, 8.3% or, If target 1(d) is met, 5.8%
<b>2:</b> Proportion of Aboriginal and Torres Strait Islander children enrolled in quality preschool program(s) in the year before full-time school.	2(a) At least 95% 2(b) At least 90% 2(c) 2021 achievement improved >3% 2(d) 2021 achievement maintained	If target 2(a) is met, 11.7% or, If target 2(b) is met, 10.5% or, If target 2(c) is met, 8.3% or, If target 2(d) is met, 5.8%
<b>3:</b> Proportion of disadvantaged children enrolled in quality preschool program(s) in the year before full-time school.	3(a) At least 95% 3(b) At least 90% 3(c) 2021 achievement improved >3% 3(d) 2021 achievement maintained	If target 3(a) is met, 11.7% or, If target 3(b) is met, 10.5% or, If target 3(c) is met, 8.3% or, If target 3(d) is met, 5.8%
<b>4:</b> Proportion of children enrolled in quality preschool program(s) for 600 hours per year, in the year before full-time school.	4(a) At least 95% 4(b) At least 90% 4(c) 2021 achievement improved >3% 4(d) 2021 achievement maintained	If target 4(a) is met, 11.7% or, If target 4(b) is met, 10.5% or, If target 4(c) is met, 8.3% or, If target 4(d) is met, 5.8% or,
<b>5:</b> Proportion of Aboriginal and Torres Strait Islander children enrolled in quality preschool program(s) for 600 hours per year, in the year before full-time school.	5(a) At least 95% 5(b) At least 90% 5(c) 2021 achievement improved >3% 5(d) 2021 achievement maintained	If target 5(a) is met, 11.7% or, If target 5(b) is met, 10.5% or, If target 5(c) is met, 8.3% or, If target 5(d) is met, 5.8%
<b>6:</b> Proportion of disadvantaged children enrolled in quality preschool program(s) for 600 hours per year, in the year before full-time school.	6(a) At least 95% 6(b) At least 90% 6(c) 2021 achievement improved >3% 6(d) 2021 achievement maintained	If target 6(a) is met, 11.7% or, If target 6(b) is met, 10.5% or, If target 6(c) is met, 8.3% or, If target 6(d) is met, 5.8%

Performance requirements, reporting and payment summary 2023		
Milestone	Due	Payment
<b>Implementation Plan</b> agreed between the Commonwealth and the State for the period 1 January 2023 to 31 December 2023	<b>By 31 January 2023</b>	<b>30% of estimated program year funding</b>
The Implementation Plan will outline:		
<ul style="list-style-type: none"> <li>• <b>How Commonwealth funding follows child at the setting level will be implemented in the State</b>, noting that this will be required to be acquitted with reconciliation to occur before the final performance payment. The ABS will advise revised YBFS population data and the Commonwealth will make corresponding adjustments in program year funding for inclusion in the Implementation Plan.</li> <li>• <b>Strategies to facilitate participation</b> 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.</li> <li>• <b>Work to ready the State to measure preschool attendance</b> in 2025 and provide baseline data to the Commonwealth in 2024.</li> <li>• Plans for how the State will work with the Commonwealth to <b>develop the preschool outcomes measure</b>.</li> <li>• State-specific data and implementation issues and <b>strategies for how these will be overcome</b> in the context of assessing performance under the Agreement.</li> </ul>		
<b>Performance Report</b>	<b>31 March 2024</b>	<b>70% of program year funding subject to performance assessment<sup>1,3</sup>:</b> <ul style="list-style-type: none"> <li>• 20% of estimated program year funding paid in advance from 1 August 2023</li> <li>• Balance due paid before 30 June 2024</li> </ul>
<b>Performance Indicator</b>	<b>Performance benchmarks</b>	<b>Payment (proportion of 70% funding)</b>
<b>1: Progress towards:</b> Proportion of children in the year before full-time school who are attending a preschool program(s) for 600 hours.	State participates in development of the enrolment and attendance measure, and undertakes implementation, as outlined in Appendix A.1 (once agreed) and Implementation Plan.	If yes, 20%
<b>2.1: Progress towards:</b> 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.		If yes, 10%
<b>2.2: Progress towards:</b> Proportion of Aboriginal and Torres Strait Islander children in the year before full-time school who are attending a preschool program(s) for 600 hours.		If yes, 10%
<b>3.1: Progress towards:</b> Proportion of disadvantaged children in the year before full-time school who are enrolled in a preschool program(s) for 600 hours.		If yes, 10%
<b>3.2: Progress towards:</b> Proportion of disadvantaged children in the year before full-time school who are attending a preschool program(s) for 600 hours.		If yes, 10%
<b>4: Progress towards:</b> Implementation of an outcomes measure.	State participates in development of the outcomes measure as agreed in Implementation Plan.	If yes, 10%

Performance requirements, reporting and payment summary 2024		
Milestone	Due	Payment
<b>Implementation Plan</b> agreed between the Commonwealth and the State for the period 1 January 2024 to 31 December 2024	<b>By 31 January 2024</b>	<b>30% of estimated program year funding</b>
The Implementation Plan will outline:		
<ul style="list-style-type: none"> <li><b>Details of Commonwealth funding follows child at the setting level arrangements</b>, noting that this will be required to be acquitted with reconciliation to occur before the final performance payment. The ABS will advise revised YBFS population data and the Commonwealth will make corresponding adjustments in program year funding for inclusion in the Implementation Plan.</li> <li><b>The approach to measure preschool enrolment and attendance</b> and how data will be provided to the Commonwealth, in accordance with Appendix A.1.</li> <li><b>Strategies to facilitate participation</b> 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.</li> <li><b>The approach to measure preschool enrolment and attendance</b> and how data will be provided to the Commonwealth, in accordance with Appendix A.1.</li> <li>Plans for how the State will <b>trial and validate the preschool outcomes measure</b>, in accordance with Appendix A.2.</li> <li>State-specific data and implementation issues and <b>strategies for how these will be overcome</b> in the context of assessing performance under the Agreement.</li> </ul>		
<b>Performance Report</b>	<b>31 March 2025</b>	<b>70% of program year funding subject to performance assessment<sup>1,2,3,4</sup>:</b> <ul style="list-style-type: none"> <li>20% of estimated program year funding paid in advance from 1 August 2024</li> <li>Balance due paid before 30 June 2025</li> </ul>
<b>Performance Indicator</b>	<b>Performance benchmarks</b>	<b>Payment (proportion of 70% funding)</b>
<b>1:</b> Proportion of children in the year before full-time school who are attending a preschool program(s) for 600 -hours.	Baseline data provided as defined in Implementation Plan.	If yes, 20%
<b>2.1:</b> 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.		If yes, 10%
<b>2.2:</b> Proportion of Aboriginal and Torres Strait Islander children in the year before full-time school who are attending a preschool program(s) for 600 hours.		If yes, 10%
<b>3.1:</b> Proportion of disadvantaged children in the year before full-time school who are enrolled in a preschool program(s) for 600 hours.		If yes, 10%
<b>3.2:</b> Proportion of disadvantaged children in the year before full-time school who are attending a preschool program(s) for 600 hours.		If yes, 10%
<b>4: Progress towards:</b> Implementation of an outcomes measure.	State participates in trial of the outcomes measure as agreed in Implementation Plan and Appendix A.2.	If yes 10%

Performance requirements, reporting and payment summary 2025		
Milestone	Due	Payment
<b>Implementation Plan</b> agreed between the Commonwealth and the State for the period 1 January 2025 to 31 December 2025	<b>By 31 January 2025</b>	<b>30% of estimated program year funding</b>

The Implementation Plan will outline:

- **Details of Commonwealth funding follows child at the setting level arrangements**, noting that this will be required to be acquitted with reconciliation to occur before the final performance payment. The ABS will advise revised YBFS population data and the Commonwealth will make corresponding adjustments in program year funding for inclusion in the Implementation Plan.
- **Bilaterally agreed attendance targets** for 2025, including for Aboriginal and Torres Strait Islander children and disadvantaged children.
- **Bilaterally agreed enrolment targets** for 2025 for Aboriginal and Torres Strait Islander children and disadvantaged children.
- **Strategies to facilitate attendance** at 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.
- The **approach to measure preschool attendance** and how data will be provided to the Commonwealth (updated if required), in accordance with Appendix A.1.
- How the State will **implement and refine the preschool outcomes measure**, in accordance with Appendix A.3.
- State-specific data and implementation issues and **strategies for how these will be overcome** in the context of assessing performance under the Agreement.

<b>Performance Report</b>	<b>31 March 2026</b>	<b>70% of program year funding subject to performance assessment<sup>1,2,3,4</sup>:</b> <ul style="list-style-type: none"> <li>• 20% of estimated program year funding paid in advance from 1 August 2025</li> <li>• Balance due paid before 30 June 2026</li> </ul>
<b>Performance Indicator</b>	<b>Performance benchmarks</b>	<b>Payment (proportion of 70% funding)</b>
<b>1:</b> Proportion of children in the year before full-time school who are attending a preschool program(s) for 600 hours.	Refer Target 1 in Implementation Plan	If Target 1(a) is met, 20% or, If Target 1(b) is met, 18% or, If Target 1(c) is met, 16%
<b>2.1:</b> 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.	Refer Target 2.1 in Implementation Plan	If Target 2.1(a) is met, 10% or, If Target 2.1 (b) is met, 9% or, If Target 2.1 (c) is met, 8%.
<b>2.2:</b> Proportion of Aboriginal and Torres Strait Islander children in the year before full-time school who are attending a preschool program(s) for 600 hours.	Refer Target 2.2 in Implementation Plan	If Target 2.2(a) is met, 10% or, If Target 2.2(b) is met, 9% or, If Target 2.2(c) is met, 8%
<b>3.1:</b> Proportion of disadvantaged children in the year before full-time school who are enrolled in a preschool program(s) for 600 hours.	Refer Target 3.1 in Implementation Plan	If Target 3.1(a) is met, 10% or, If Target 3.1 (b) is met, 9% or, If Target 3.1 (c) is met, 8%.
<b>3.2:</b> Proportion of disadvantaged children in the year before full-time school who are attending a preschool program(s) for 600 hours.	Refer Target 3.2 in Implementation Plan	If Target 3.2(a) is met, 10% or, If Target 3.2(b) is met, 9% or, If Target 3.2(c) is met, 8%.
<b>4:</b> Commence implementation of an outcomes measure.	State commences implementation of outcomes measure as agreed in Implementation Plan and Appendix A.3	If yes 10%

Performance requirements, reporting and payment summary 2026 and 2027		
Milestone	Due	Payment
<b>2026 Implementation Plan</b> agreed between the Commonwealth and the State for the period 1 January 2026 to 31 December 2026	<b>2026 Implementation Plan:</b> By 31 January 2026	<b>30% of estimated program year funding</b>
<b>2027 Implementation Plan</b> agreed between the Commonwealth and the State for the period 1 January 2027 to 31 December 2027	<b>2027 Implementation Plan:</b> By 31 January 2027	

The Implementation Plan will outline:

- **Details of Commonwealth funding follows child at the setting level arrangements**, noting that this will be required to be acquitted with reconciliation to occur before the final performance payment. The ABS will advise revised YBFS population data and the Commonwealth will make corresponding adjustments in program year funding for inclusion in the Implementation Plan.
- **Bilaterally agreed attendance targets** for 2026 and 2027, including for Aboriginal and Torres Strait Islander children and disadvantaged children.
- **Bilaterally agreed enrolment targets** for 2026 and 2027 for Aboriginal and Torres Strait Islander children and disadvantaged children.
- **Strategies to facilitate attendance** at 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.
- The **approach to measure preschool attendance** and how data will be provided to the Commonwealth (updated if required), in accordance with Appendix A.1.
- How the State will **participate in activities that continue to support outcomes measurement**.
- State-specific data and implementation issues and **strategies for how these will be overcome** in the context of assessing performance under the Agreement.

<b>Performance Report</b>	<b>2026 Performance Report:</b> 31 March 2027  <b>2027 Performance Report:</b> 31 March 2028	<b>70% of program year funding subject to performance assessment</b> <sup>1,2,3,4</sup> : • 20% of estimated program year funding paid in advance from 1 August 2026 and 2027 • Balance due paid before 30 June 2027 and 2028
<b>Performance Indicator</b>	<b>Performance benchmarks</b>	<b>Payment (proportion of 70% funding)</b>
<b>1:</b> Proportion of children in the year before full-time school who are attending a preschool program(s) for 600 hours.	Refer Target 1 in Implementation Plan	If Target 1(a) is met, 20% or, If Target 1(b) is met, 18% or, If Target 1(c) is met, 16%
<b>2.1:</b> 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.	Refer Target 2.1 in Implementation Plan	If Target 2.1(a) is met, 10% or, If Target 2.1 (b) is met, 9% or, If Target 2.1 (c) is met, 8%.
<b>2.2:</b> Proportion of Aboriginal and Torres Strait Islander children in the year before full-time school who are attending a preschool program(s) for 600 hours.	Refer Target 2.2 in Implementation Plan	If Target 2.2(a) is met, 10% or, If Target 2.2(b) is met, 9% or, If Target 2.2(c) is met, 8%
<b>3.1:</b> Proportion of disadvantaged children in the year before full-time school who are enrolled in a preschool program(s) for 600 hours.	Refer Target 3.1 in Implementation Plan	If Target 3.1(a) is met, 10% or, If Target 3.1 (b) is met, 9% or, If Target 3.1 (c) is met, 8%.
<b>3.2:</b> Proportion of disadvantaged children in the year before full-time school who are attending a preschool program(s) for 600 hours.	Refer Target 3.2 in Implementation Plan	If Target 3.2(a) is met, 10% or, If Target 3.2(b) is met, 9% or, If Target 3.2(c) is met, 8%.

<b>4:</b> Participate in activities that continue to support outcomes measurement.	State participates in activities that continue to support outcomes measurement, as agreed in Implementation Plan <sup>5</sup>	If yes, 10%.
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**Notes: Performance requirements, reporting and payment summary**

<sup>1</sup> Performance payments will not be made prior to agreement of an Implementation Plan.

<sup>2</sup> Performance will be assessed as having been maintained where performance has not fallen by more than three percentage points below the previous year's baseline. The impact of unanticipated events may also be considered when assessing performance (details in Appendix A).

<sup>3</sup> The final program year funding will be reconciled against latest YBFS population data and fulfillment of the Commonwealth funding follows child requirement prior to assessment of performance. The balance of funding is calculated by using final program year funding (after reconciliation), assessing performance, less the payments made for implementation plans and the payment made in advance of performance assessment.

<sup>4</sup> Targets will be negotiated bilaterally in good faith once national baseline data is available:

- Target (a) will be for 'Improvement', where a reasonable percentage increase will be negotiated that takes account of the fact that attendance initiatives take time to be effective. Target (a) will be agreed bilaterally.
- Target (b) will be for 'Maintenance' of baseline performance, noting the target will be considered met if performance has not fallen by more than 3 percentage points from the baseline.
- Target (c) will be paid on the basis of maintained effort and activity, regardless of achievement against targets.

<sup>5</sup> Implementation Plans will consider the status of the Preschool Outcomes Measure project when negotiating Performance benchmarks to be delivered against Performance Indicator 4.

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

**Signed for and on behalf of the Commonwealth of Australia by**

---

**Senator The Honourable Dr Jess Walsh**  
Minister for Early Childhood Education

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Signed for and on behalf of the State of New South Wales by**

*Courtney Houssos*

**The Honourable Courtney Houssos MLC**  
Acting for and on behalf of the Minister for Education and Early Learning

16/12/2025

**Signed for and on behalf of the State of Queensland by**

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**The Honourable John-Paul Langbroek MP**  
Minister for Education and the Arts

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Signed for and on behalf of the State of South Australia by**

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**The Honourable Blair Boyer MP**  
Minister for Education, Training and Skills

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Signed for and on behalf of the Australian Capital Territory by**

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**The Honourable Yvette Berry MLA**  
Minister for Education and Early Childhood

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Signed for and on behalf of the State of Victoria by**

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**The Honourable Lizzie Blandthorn MLC**  
Minister for Children

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Signed for and on behalf of the State of Western Australia by**

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**The Honourable Sabine Winton MLA**  
Minister for Education, Early Childhood

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Signed for and on behalf of the State of Tasmania by**

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**The Honourable Jo Palmer MLC**  
Minister for Education

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Signed for and on behalf of the Northern Territory by**

---

**The Honourable Jo Hersey MLA**  
Minister for Education and Training, Early Education

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

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

**Signed for and on behalf of the Commonwealth of Australia by**

**Senator The Honourable Dr Jess Walsh**  
Minister for Early Childhood Education

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Signed for and on behalf of the State of New South Wales by**

**The Honourable Prue Car MP**  
Minister for Education and Early Learning

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Signed for and on behalf of the State of Queensland by**

**The Honourable John-Paul Langbroek MP**  
Minister for Education and the Arts

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Signed for and on behalf of the State of South Australia by**

**The Honourable Blair Boyer MP**  
Minister for Education, Training and Skills

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Signed for and on behalf of the Australian Capital Territory by**

**The Honourable Yvette Berry MLA**  
Minister for Education and Early Childhood

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Signed for and on behalf of the State of Victoria by**

*L. Blandthorn*

**The Honourable Lizzie Blandthorn MLC**  
Minister for Children

09 / 12 / 2025

**Signed for and on behalf of the State of Western Australia by**

**The Honourable Sabine Winton MLA**  
Minister for Education, Early Childhood

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Signed for and on behalf of the State of Tasmania by**

**The Honourable Jo Palmer MLC**  
Minister for Education

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Signed for and on behalf of the Northern Territory by**

**The Honourable Jo Hersey MLA**  
Minister for Education and Training, Early Education

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

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Minister for Early Childhood Education

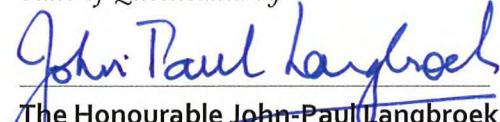
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**Signed for and on behalf of the State of New South Wales by**

**The Honourable Prue Car MP**  
Minister for Education and Early Learning

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Signed for and on behalf of the State of Queensland by**

  
**The Honourable John-Paul Langbroek MP**  
Minister for Education and the Arts

17 / 11 / 2026

**Signed for and on behalf of the State of South Australia by**

**The Honourable Blair Boyer MP**  
Minister for Education, Training and Skills

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Signed for and on behalf of the Australian Capital Territory by**

**The Honourable Yvette Berry MLA**  
Minister for Education and Early Childhood

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Signed for and on behalf of the State of Victoria by**

**The Honourable Lizzie Blandthorn MLC**  
Minister for Children

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Signed for and on behalf of the State of Western Australia by**

**The Honourable Sabine Winton MLA**  
Minister for Education, Early Childhood

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Signed for and on behalf of the State of Tasmania by**

**The Honourable Jo Palmer MLC**  
Minister for Education

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Signed for and on behalf of the Northern Territory by**

**The Honourable Jo Hersey MLA**  
Minister for Education and Training, Early Education

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

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*Signed for and on behalf of the Commonwealth  
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---

**Senator The Honourable Dr Jess Walsh**

Minister for Early Childhood Education

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

*Signed for and on behalf of the  
State of New South Wales by*

---

**The Honourable Prue Car MP**

Minister for Education and Early Learning

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

*Signed for and on behalf of the  
State of Queensland by*

---

**The Honourable John-Paul Langbroek MP**

Minister for Education and the Arts

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

*Signed for and on behalf of the  
State of South Australia by*

---

**The Honourable Blair Boyer MP**

Minister for Education, Training and Skills

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

*Signed for and on behalf of the Australian  
Capital Territory by*

---

**The Honourable Yvette Berry MLA**

Minister for Education and Early Childhood

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

*Signed for and on behalf of the  
State of Victoria by*

---

**The Honourable Lizzie Blandthorn MLC**

Minister for Children

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

*Signed for and on behalf of the  
State of Western Australia by*



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**The Honourable Sabine Winton MLA**

Minister for Education, Early Childhood

4 / 12 / 25

*Signed for and on behalf of the  
State of Tasmania by*

---

**The Honourable Jo Palmer MLC**

Minister for Education

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

*Signed for and on behalf of the Northern  
Territory by*

---

**The Honourable Jo Hersey MLA**

Minister for Education and Training, Early Education

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

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**Signed for and on behalf of the Commonwealth of Australia by**

**Senator The Honourable Dr Jess Walsh**  
Minister for Early Childhood Education

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Signed for and on behalf of the State of New South Wales by**

**The Honourable Prue Car MP**  
Minister for Education and Early Learning

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Signed for and on behalf of the State of Queensland by**

**The Honourable John-Paul Langbroek MP**  
Minister for Education and the Arts

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Signed for and on behalf of the State of South Australia by**



**The Honourable Blair Boyer MP**  
Minister for Education, Training and Skills

1 / 12 / 2025

**Signed for and on behalf of the Australian Capital Territory by**

**The Honourable Yvette Berry MLA**  
Minister for Education and Early Childhood

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Signed for and on behalf of the State of Victoria by**

**The Honourable Lizzie Blandthorn MLC**  
Minister for Children

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Signed for and on behalf of the State of Western Australia by**

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Minister for Education, Early Childhood

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Signed for and on behalf of the State of Tasmania by**

**The Honourable Jo Palmer MLC**  
Minister for Education

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Signed for and on behalf of the Northern Territory by**

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Minister for Education and Training, Early Education

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

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**Signed for and on behalf of the Commonwealth of Australia by**

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Minister for Early Childhood Education

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Signed for and on behalf of the State of New South Wales by**

**The Honourable Prue Car MP**  
Minister for Education and Early Learning

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Signed for and on behalf of the State of Queensland by**

**The Honourable John-Paul Langbroek MP**  
Minister for Education and the Arts

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

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Minister for Education, Training and Skills

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

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Minister for Education and Early Childhood

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**Signed for and on behalf of the State of Victoria by**

**The Honourable Lizzie Blandthorn MLC**  
Minister for Children

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Signed for and on behalf of the State of Western Australia by**

**The Honourable Sabine Winton MLA**  
Minister for Education, Early Childhood

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**Signed for and on behalf of the State of Tasmania by**



**The Honourable Jo Palmer MLC**  
Minister for Education

12 / 12 / 25

**Signed for and on behalf of the Northern Territory by**

**The Honourable Jo Hersey MLA**  
Minister for Education and Training, Early Education

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

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

**Signed for and on behalf of the Commonwealth of Australia by**

**Senator The Honourable Dr Jess Walsh**  
Minister for Early Childhood Education

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Signed for and on behalf of the State of New South Wales by**

**The Honourable Prue Car MP**  
Minister for Education and Early Learning

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Signed for and on behalf of the State of Queensland by**

**The Honourable John-Paul Langbroek MP**  
Minister for Education and the Arts

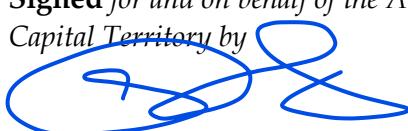
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**Signed for and on behalf of the State of South Australia by**

**The Honourable Blair Boyer MP**  
Minister for Education, Training and Skills

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Signed for and on behalf of the Australian Capital Territory by**



**The Honourable Yvette Berry MLA**  
Minister for Education and Early Childhood

24 / 11 / 25

**Signed for and on behalf of the State of Victoria by**

**The Honourable Lizzie Blandthorn MLC**  
Minister for Children

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Signed for and on behalf of the State of Western Australia by**

**The Honourable Sabine Winton MLA**  
Minister for Education, Early Childhood

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Signed for and on behalf of the State of Tasmania by**

**The Honourable Jo Palmer MLC**  
Minister for Education

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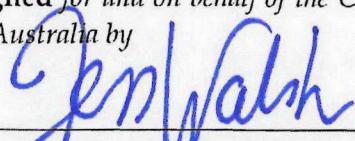
**Signed for and on behalf of the Northern Territory by**

**The Honourable Jo Hersey MLA**  
Minister for Education and Training, Early Education

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

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

*Signed for and on behalf of the Commonwealth  
of Australia by*



**Senator The Honourable Dr Jess Walsh**  
Minister for Early Childhood Education

27/11/25

*Signed for and on behalf of the  
State of New South Wales by*

**The Honourable Prue Car MP**  
Minister for Education and Early Learning

      /      /      

*Signed for and on behalf of the  
State of Queensland by*

**The Honourable John-Paul Langbroek MP**  
Minister for Education and the Arts

      /      /      

*Signed for and on behalf of the  
State of South Australia by*

**The Honourable Blair Boyer MP**  
Minister for Education, Training and Skills

      /      /      

*Signed for and on behalf of the Australian  
Capital Territory by*

**The Honourable Yvette Berry MLA**  
Minister for Education and Early Childhood

      /      /      

*Signed for and on behalf of the  
State of Victoria by*

**The Honourable Lizzie Blandthorn MLC**  
Minister for Children

      /      /      

*Signed for and on behalf of the  
State of Western Australia by*

**The Honourable Sabine Winton MLA**  
Minister for Education, Early Childhood

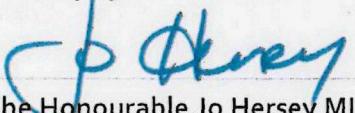
      /      /      

*Signed for and on behalf of the  
State of Tasmania by*

**The Honourable Jo Palmer MLC**  
Minister for Education

      /      /      

*Signed for and on behalf of the Northern  
Territory by*

  
**The Honourable Jo Hersey MLA**  
Minister for Education and Training, Early Education

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## APPENDIX A: FUNDING PRINCIPLES FOR THE PRESCHOOL REFORM AGREEMENT

### Target cohort

1. This Agreement supports children in the year before full-time school.

### Allocation and use of Commonwealth funding

2. A per-child funding allocation will be provided according to the state-specific YBFS population. Annual Implementation Plans will include revised YBFS population data
3. The per-child funding amount is:  
2022 - \$1,345.54  
2023 - \$1,377.83  
2024 - \$1,410.90  
2025 - \$1,444.76  
2026 - \$1,611.66  
2027 - \$1,651.95
4. The Commonwealth commits that for life of this Preschool Reform Agreement, and as the YBFS measure is transitioned in, all States' funding allocations will be at or above their 2021 funding allocation under the 2018-2021 National Partnership on Universal Access to Early Childhood Education (UANP). Where States annual funding allocation at in Table 1A is lower than their funding in 2021, the Commonwealth will pay up to the 2021 funding amount (without indexation applied). All funding provided to States will be subject to annual performance requirements.

**Table 1c: 2021 maximum funding allocations under the UANP (\$ millions)**

	NSW	VIC	QLD	WA	SA	TAS	ACT	NT
2021 UANP funding	\$140.8	\$128.5	\$85.0	\$46.5	\$28.2	\$9.8	\$9.7	\$4.7

### Commonwealth funding follows child

5. The Commonwealth provides a per-child contribution to support delivery of preschool.
6. The Commonwealth contribution must be passed on to benefit children in the setting in which they attend via reduced out-of-pocket fees for families, and/or to improve quality such as through the provision of early childhood teachers. States will have a robust mechanism in place to provide assurance on how this funding is used.
7. Any Commonwealth funding that cannot be attributed to an individual child enrolled in a quality preschool program must be spent on initiatives that promote enrolment and attendance in preschool.
  - a. This includes if a child is enrolled in an early childhood education and care service that does not meet the definition of a preschool program or a service opts out of receiving funding under the Agreement.
8. Additional funding to maintain 2021 levels must be used to support the provision of preschool programs or implementation of the preschool reform agenda. States will have mechanisms in place to provide assurance on how this funding is used.

9. The details of how States implement and acquit Commonwealth funding follows child requirements, including implementation of attendance strategies, will be agreed in Implementation Plans.

#### [End of year reconciliation](#)

10. From 2023, States are to ensure Commonwealth funding is allocated accurately to settings in which children attend preschool. States to be paid on the extent to which Commonwealth funding follows the child. To achieve this the States will:
  - a. identify the numbers of children attending in each setting in the YBFS
  - b. rapidly deploy funding to benefit those children in each setting
  - c. make the arrangements transparent to families
  - d. acquit these numbers and expenditure
11. From 2023, allocated program year funding will be reconciled against Commonwealth funding that followed child at the setting level. Funding that has not been demonstrated to follow child will be deducted from program year funding prior to calculating the final payment for the program year (see 7). Additional funding to maintain 2021 levels, if applicable, must be shown to be expended consistent with the objectives of the agreement (see 8).

#### [A new national preschool attendance measure](#)

12. The Commonwealth and States agree to develop a new national preschool attendance measure underpinned by agreed data collection approaches, reflecting the shared commitment to improve preschool attendance.
13. The Commonwealth and States recognise the value of all children participating in a quality preschool program for 15 hours a week, or 600 hours a year, in the year before school as the foundation of their educational and lifelong outcomes. While acknowledging preschool is not compulsory, the Commonwealth and States will seek to achieve the highest possible number of children attending a quality preschool program for 15 hours a week, or 600 hours a year, in the year before school. This agreement also seeks to maintain an emphasis on enrolment and attendance of Aboriginal and Torres Strait Islander and disadvantaged children.
14. The design of the enrolment and attendance measures (including data definitions, the way in which performance will be measured against the measure, and implementation approach) will be agreed between the Commonwealth and State Education Ministers and included at Appendix A.1 to this agreement prior to baselining of the measure in 2024.
15. Bilateral enrolment and attendance targets, when they become applicable from 2025, will be negotiated in good faith (taking into account differing State circumstances, the non-compulsory nature of preschool, and any other factors that influence preschool attendance) for inclusion in each States' Implementation Plan.
16. The Commonwealth and States will, where possible, share available information to support implementation of reforms and monitor States' progress against the performance indicators.

#### [A new national preschool outcomes measure](#)

17. The Commonwealth and States will aim to develop a nationally consistent approach to the new preschool outcomes measure, developed, trialled, and implemented collaboratively.
18. The development and implementation of the measure will be supported by advice from established experts, the Commonwealth and States.

19. The proposed design of the outcomes measure to be trialled and validated, with the approach to trial and evaluation to be agreed between the Commonwealth and State Education Ministers and included at Appendix A.2 to this agreement prior to trialling the measure in 2024.

- ◆ Subject to a successful trial (including an evaluation), Education Ministers will be asked to consider options for progressing to national implementation of the outcomes measures. The Commonwealth and State Education Ministers will agree to principles to guide implementation of the outcomes measures in Appendix A.3 to this Agreement. A national consensus is not required for the commencement of implementation of the measure to proceed bilaterally.

#### Unanticipated events

20. Should events that States cannot reasonably be expected to mitigate (e.g. COVID-19 stay-at-home orders) impact States' ability to meet the requirements of the performance framework, the Commonwealth will initiate a joint process with State Education Ministers to consider what performance requirements should be applied.

#### Performance Indicator Specifications

21. Performance indicator specifications are at Appendix B of the Agreement, and will be updated as required.

## Definitions

**Baseline data** – Data provided using secure transmission in accordance with details to be agreed in Appendix A.1 and A.2. Data should be linkable and include details to enable best-practice statistical linkage keys - noting data anonymity will be maintained.

**Commonwealth funding follows child** – A funding requirement whereby the Commonwealth per-child funding contribution must be used to benefit the child it was nominally allocated for at the setting level.

**Disadvantaged children** – As defined by the Socio-Economic Index for Areas (SEIFA) measure of relative disadvantage, with potential for a more granular measure of socio-economic disadvantage to be adopted as data improvements are implemented, if agreed by parties to the Agreement. States may use different measures for their performance reporting as agreed bilaterally with the Commonwealth in Implementation Plans.

**Early childhood teacher** – A teacher that, at minimum, meets National Quality Framework (NQF) qualification requirements.

**Preschool program (agreed definition)** – An educational program in accordance with the Early Years Learning Framework (or equivalent) and the NQF delivered by an early childhood teacher.

**Preschool program (alternatives to agreed definition)** – States may impose a more stringent definition of a preschool program, including adherence to quality and audit requirements. There may also be limited circumstances where a service may be taken to be delivering a preschool program despite not meeting the agreed definition. Any modifications to the agreed definition should be outlined in the State's Implementation Plan and will be subject to agreement by the Commonwealth. Only preschool programs that meet the definition as agreed in each State will be counted towards performance targets.

**Program year** – The calendar year in which a preschool program is delivered to a child in their year before full-time school.

**Setting** – A term intended to broadly differentiate service types including, school based, centre-based day care and stand-alone dedicated preschools. Setting may also be referred to as 'sector' by some jurisdictions.

**School-based services** – Includes government and non-government schools. For government schools, this is intended to capture all preschool programs delivered by States irrespective of whether or not it is delivered on a school site.

**Year before full-time school (YBFS)** – The new, fit for purpose, measure developed by the ABS which uses administrative school enrolment data as a base to determine the YBFS cohort. From the 2023 program year, details of the methodology will be available in Appendix B.

The Commonwealth, through the ABS, commits to continued work in good faith with the States on the new YBFS methodology, including how children who enrol in a year before full time school preschool program two years in a row will be treated.

## Appendix A.1 – Enrolment and Attendance Measures

The purpose of this appendix will be to agree the details of the new enrolment and attendance measures. This will include, but not be limited to, consideration of:

- Definition of 'attendance', including a reasonable proportion of 600 hours, and considering reasons for non-attendance and attendance levels in comparable settings
- Definition of 'disadvantaged'
- A set of high-level principles that will guide the setting of bilateral enrolment and attendance targets, including but not limited to:
  - Negotiated in good faith
  - Targets will be set at achievable rates, cognisant of baseline data and States' circumstances
  - Will take into account contemporary data collection methods and good practice
- High level methodology to measure enrolment and attendance with detailed data definitions and calculation to be included in Appendix B – Performance Indicator Specifications.
- How data will be provided (method, frequency)
- Data storage and usage arrangements

Appendix A.1 will be presented to Education Ministers for their signature, reflecting a decision-point and agreement, by Education Ministers in the first quarter of 2023.

[Signature page to be inserted]

## Appendix A.2 – Preschool Outcomes Measure Trial

The purpose of this appendix will be to agree the details of the new Preschool Outcomes Measure to proceed to trial in 2024 and 2025. This will include, but not be limited to, consideration of:

- Design of the outcomes measure, including feasibility
- A set of high-level principles will be agreed to guide the trial, including but not limited to:
  - Implemented in good faith
  - Cognisant of States' circumstances
- Design of the trial including where and when the measure will be trialed
- Design of the evaluation including how success will be measured
- How data will be provided

Appendix A.2 will be presented to Education Ministers for their signature, reflecting a decision-point and agreement, by Education Ministers in the second quarter of 2023.

[Signature page to be inserted]

## Appendix A.3 – Preschool Outcomes Measure(s) Implementation

The purpose of this appendix will be to set out high-level principles that will inform decision making on the future of the outcomes measures, should a decision be made to implement. Any consideration of future implementation arrangements, including implementation approach, methodology and data arrangements, will be negotiated and agreed by all governments as the future of the outcomes measures become known.

This will include, but not be limited to, consideration of:

- Design of the outcomes measures
- A set of high-level principles will be agreed that will guide the implementation of the outcomes measure, including but not limited to:
  - Implemented in good faith
  - Cognisant of States' circumstances
  - Will take into account contemporary data collection methods and good practice

Appendix A.3 will be presented to Education Ministers for their signature, reflecting a decision-point and agreement, by the end of 2025.

[Signature page to be inserted]