

Workload Reduction Fund:

Action 12 of the National Teacher Workforce Action Plan

FEDERATION FUNDING AGREEMENT – EDUCATION AND SKILLS

Table 1: Formalities and operation of schedule

Parties	Commonwealth Australian Capital Territory
Duration	This Schedule is expected to expire on 31 December 2027 or on completion of the initiatives, including final performance reporting and processing of final payments against milestones.
Purpose	<p>This Schedule supports Action 12 of the National Teacher Workforce Action Plan: <i>To pilot new approaches to reduce teacher workload through a Workload Reduction Fund to maximise the value of a teacher's time.</i></p> <p>This Schedule supports the delivery of the Education System Pulse Dashboard for Principals pilot, the New Educator Support Program pilot and the Evidence-Informed Curriculum and Coaching Pilot.</p> <p>Any further projects are to be determined by mutual agreement between parties and specified through amendments to this Schedule and accompanied by additional implementation plans.</p> <p>Education System Pulse Dashboard for Principals pilot For this pilot, each ACT public school will have its own personalised dashboard, visible to both the school's principal and the ACT Education Directorate. This will support the ACT Education Directorate to provide timely support and services to ACT public schools at a system level, reducing the administrative burden on school principals. The metrics of school effectiveness on the dashboard will also assist principals to maximise their time on educational leadership as well as teaching and learning outcomes, in alignment with the objectives of the Workload Reduction Fund.</p> <p>New Educator Support Program pilot The New Educator Support Program (NESP) pilot seeks to address high workloads by providing increased support to new educators and their mentors in school settings by expanding the existing program from 5 to 20 schools in the Australian Capital Territory. Each school participating in the NESP will receive up to \$10,000 to:</p>

- establish a New Educator Coordinator in the school who will be provided with additional release time and centralised supports to guide school-wide implementation of mentoring, as well as upskilling mentors
- a dedicated 'new educator space' for new educators and mentors to build their capabilities.

To maximise the effectiveness of the NESP, a dedicated centralised coordinator role will be established to work with school-based New Educator Coordinators and ensure mentors and new educators have the necessary support and resources. This role includes providing triaged support to schools requiring additional assistance with new educator mentoring and development, as well as providing direct support to new educators where required.

The NESP pilot also includes a range of other activities to support mentors and new educators, including the development of a new three-year professional learning series that will provide scaffolded professional development to support new educators. The professional learning series will be accredited by the ACT Teacher Quality Institute to streamline new educators achieving their annual teacher registration requirements. Resources produced under the NESP pilot may be shared with other Jurisdictions

Evidence-Informed Curriculum and Coaching Pilot

The Evidence-Informed Curriculum and Coaching Pilot (the Pilot) aims to reduce the workload of teachers and school leaders in ACT public schools by improving access to consistent, high quality and evidence informed literacy and numeracy curriculum resources. These resources will be supported by targeted in-school coaching to enable their effective and efficient use in classroom practice.

The Pilot brings together centrally provided, quality assured curriculum resources with externally procured, in-school coaching to support teachers and school leaders to embed shared approaches to literacy and numeracy teaching. By reducing the need for schools to independently design, source and validate curriculum materials, and by supporting efficient implementation through practical modelling and leadership coaching, the Pilot is intended to reduce planning burden, minimise duplication of effort, and strengthen consistency of practice across schools.

The Pilot will act as an enabler of the ACT Government's Strong Foundations program, which is establishing a systemwide, evidence informed approach to literacy and numeracy teaching and learning

	informed by the findings of the Literacy and Numeracy Education Expert Panel Inquiry. The Pilot will strengthen how centrally provided resources are adopted and embedded in schools, ensuring that the shift toward greater system consistency translates into genuine and measurable workload reduction, rather than additional implementation burden, for teachers and school leaders.																																																																								
<p>Estimated financial contributions</p> <p>Education System Pulse Dashboard for Principals pilot</p> <p>New Educator Support Program pilot</p> <p>Evidence-Informed Curriculum and Coaching pilot</p>	<p>The Commonwealth will provide an estimated total financial contribution to the Australian Capital Territory of \$2.15 million in respect of this Schedule.</p> <hr/> <p>Table 1 A</p> <table border="1"> <thead> <tr> <th>(\$ million)</th> <th>2022-23</th> <th>2023-24</th> <th>2024-25</th> <th>2025-26</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Estimated total budget</td> <td>0.300</td> <td>0.0</td> <td>0.0</td> <td>0.0</td> <td>0.300</td> </tr> <tr> <td><i>Less estimated National Partnership Payments</i></td> <td>0.150</td> <td>0.0</td> <td>0.0</td> <td>0.0</td> <td>0.150</td> </tr> <tr> <td>Balance of non-Commonwealth contributions</td> <td>0.150</td> <td>0.0</td> <td>0.0</td> <td>0.0</td> <td>0.150</td> </tr> </tbody> </table> <hr/> <p>Table 1B</p> <table border="1"> <thead> <tr> <th>(\$ million)</th> <th>2023-24</th> <th>2024-25</th> <th>2025-26</th> <th>2026-27</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Estimated total budget</td> <td>0.0</td> <td>0.922</td> <td>0.362</td> <td>0.282</td> <td>1.566</td> </tr> <tr> <td><i>Less estimated National Partnership Payments</i></td> <td>0.0</td> <td>0.667</td> <td>0.101</td> <td>0.0</td> <td>0.768</td> </tr> <tr> <td>Balance of non-Commonwealth contributions</td> <td>0.0</td> <td>0.255</td> <td>0.261</td> <td>0.282</td> <td>0.798</td> </tr> </tbody> </table> <hr/> <p>Table 1C</p> <table border="1"> <thead> <tr> <th>(\$ million)</th> <th>2023-24</th> <th>2024-25</th> <th>2025-26</th> <th>2026-27</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Estimated total budget</td> <td>0.0</td> <td>0.0</td> <td>1.988</td> <td>0.636</td> <td>2.624</td> </tr> <tr> <td><i>Less estimated National Partnership Payments</i></td> <td>0.0</td> <td>0.0</td> <td>1.232</td> <td>0.0</td> <td>1.232</td> </tr> <tr> <td>Balance of non-Commonwealth contributions</td> <td>0.0</td> <td>0.0</td> <td>0.756</td> <td>0.636</td> <td>1.392</td> </tr> </tbody> </table>	(\$ million)	2022-23	2023-24	2024-25	2025-26	Total	Estimated total budget	0.300	0.0	0.0	0.0	0.300	<i>Less estimated National Partnership Payments</i>	0.150	0.0	0.0	0.0	0.150	Balance of non-Commonwealth contributions	0.150	0.0	0.0	0.0	0.150	(\$ million)	2023-24	2024-25	2025-26	2026-27	Total	Estimated total budget	0.0	0.922	0.362	0.282	1.566	<i>Less estimated National Partnership Payments</i>	0.0	0.667	0.101	0.0	0.768	Balance of non-Commonwealth contributions	0.0	0.255	0.261	0.282	0.798	(\$ million)	2023-24	2024-25	2025-26	2026-27	Total	Estimated total budget	0.0	0.0	1.988	0.636	2.624	<i>Less estimated National Partnership Payments</i>	0.0	0.0	1.232	0.0	1.232	Balance of non-Commonwealth contributions	0.0	0.0	0.756	0.636	1.392
(\$ million)	2022-23	2023-24	2024-25	2025-26	Total																																																																				
Estimated total budget	0.300	0.0	0.0	0.0	0.300																																																																				
<i>Less estimated National Partnership Payments</i>	0.150	0.0	0.0	0.0	0.150																																																																				
Balance of non-Commonwealth contributions	0.150	0.0	0.0	0.0	0.150																																																																				
(\$ million)	2023-24	2024-25	2025-26	2026-27	Total																																																																				
Estimated total budget	0.0	0.922	0.362	0.282	1.566																																																																				
<i>Less estimated National Partnership Payments</i>	0.0	0.667	0.101	0.0	0.768																																																																				
Balance of non-Commonwealth contributions	0.0	0.255	0.261	0.282	0.798																																																																				
(\$ million)	2023-24	2024-25	2025-26	2026-27	Total																																																																				
Estimated total budget	0.0	0.0	1.988	0.636	2.624																																																																				
<i>Less estimated National Partnership Payments</i>	0.0	0.0	1.232	0.0	1.232																																																																				
Balance of non-Commonwealth contributions	0.0	0.0	0.756	0.636	1.392																																																																				

Additional terms	<p><u>In addition to Clause 19 of the FFA (Role of the Commonwealth) the Commonwealth will be responsible for:</u></p> <p>A) Providing reporting templates for annual reports detailed in Table 2.</p> <p>B) Facilitating high-level reporting to the Education Ministers Meeting (EMM) on the national implementation and outcomes of National Teacher Workforce Action Plan Action 12.</p> <p><u>Role of the Australian Capital Territory</u></p> <p>In addition to Clause 20 of the FFA (Role of the States and Territories) the Australian Capital Territory will be responsible for:</p> <p>A) Ensuring that in line with the National Teacher Workforce Action Plan, the project(s) are focused on maximising the value of teachers' time and where possible have an emphasis on government schools facing systemic disadvantage and/or assist teachers to support students with diverse needs.</p> <p>B) Providing reports to the Commonwealth in accordance with Table 2</p> <p>C) Undertaking an evaluation of the impact of the project(s) and providing a copy of the evaluation to the Commonwealth in accordance with Table 2.</p> <p>The Australian Capital Territory will be required to match the Commonwealth's funding contribution to the project(s), noting contributions may be provided in-kind.</p>
------------------	--

Table 2: Performance requirements, reporting and payment summary			
Output	Performance milestones	Report due	Payment
Delivery of the Education System Pulse Dashboard for Principals pilot.	<u>Implementation Plan</u> Acceptance by the Commonwealth of an implementation plan that includes: <ul style="list-style-type: none"> • A timeline for completion of key elements of the project. • A high-level plan for collecting information about teacher workloads. • Methodology used to inform an evaluation. • Quantifiable details of financial and in-kind contributions to the pilot 	28/06/2023	\$0.150m (Paid)
	<u>Progress Report</u> Acceptance by the Commonwealth of a report which provides: <ul style="list-style-type: none"> • Details on how the pilot has been implemented and progress against the implementation plan 	12/06/2024	\$0.0m
	<u>Evaluation Report</u> • Provision of an evaluation report by the Australian Capital Territory in accordance with the evaluation methodology agreed at Milestone 1	17/01/2025	\$0.0m
Delivery of the New Educator Support Program pilot	<u>Implementation Plan</u> Acceptance by the Commonwealth of an implementation plan that includes a timeline for completion of key elements of the project and a proposed evaluation methodology to assess the impact of the pilot.	24/04/2025	\$0.667m
	<u>Progress Report 1</u> Acceptance by the Commonwealth of a report which provides: <ul style="list-style-type: none"> • A summary of progress, including: <ul style="list-style-type: none"> – the extent to which the pilot has been implemented in relation to the key elements outlined in the implementation plan 	31/10/2025	\$0.050m

	<ul style="list-style-type: none"> – details of where and how the pilot has been implemented (including the names of relevant schools) – any successes and/or challenges to date. • A summary of risk and issue management, including: <ul style="list-style-type: none"> – key risks and issues associated with the pilot and mitigation strategies, including any new or emerging risks/issues. • Next steps in pilot implementation. • Details of the Australian Capital Territory's financial contribution to the pilot. • Final evaluation methodology, outlining how the impact of the pilot will be assessed 		
	<p><u>Progress Report 2</u></p> <p>Acceptance by the Commonwealth of a report which provides:</p> <ul style="list-style-type: none"> • A summary of progress, including: <ul style="list-style-type: none"> – the extent to which the pilot has been implemented in relation to the key elements outlined in the implementation plan – details of where and how the pilot has been implemented (including the names of relevant schools) – any successes and/or challenges to date. • A summary of risk and issue management, including: <ul style="list-style-type: none"> – key risks and issues associated with the pilot and mitigation strategies, including any new or emerging risks/issues. • Next steps in pilot implementation. • Details of the Australian Capital Territory's financial contribution to the pilot. 	30/04/2026	\$0.051m
	<p><u>Evaluation Report</u></p> <p>Provision of an evaluation report by the Australian Capital Territory in accordance with the agreed evaluation methodology.</p>	31/01/2027	\$0.0m
Delivery of the Evidence-Informed Curriculum and Coaching pilot	<p><u>Implementation Plan</u></p> <p>Acceptance by the Commonwealth of an implementation plan that includes:</p> <ul style="list-style-type: none"> • a timeline for completion of key elements of the project • a proposed evaluation methodology to assess the impact of the pilot. 	15/05/2026	\$1.232m

	<p><u>Progress Report</u></p> <p>Acceptance by the Commonwealth of a report which provides:</p> <ul style="list-style-type: none"> • A summary of progress, including: <ul style="list-style-type: none"> – the extent to which the pilot has been implemented in relation to the key elements outlined in the implementation plan – details of where and how the pilot has been implemented (including the names of relevant schools) – any successes and/or challenges to date. • A summary of risk and issue management, including: <ul style="list-style-type: none"> – key risks and issues associated with the pilot and mitigation strategies, including any new or emerging risks/issues. • Next steps in pilot implementation. • Details of the Australian Capital Territory’s financial contribution to the pilot. • Final evaluation methodology, outlining how the impact of the pilot will be assessed 	27/11/2026	\$0.0m
	<p><u>Evaluation Report</u></p> <p>Provision of an evaluation report by the Australian Capital Territory in accordance with the agreed evaluation methodology.</p>	01/10/2027	\$0.0m

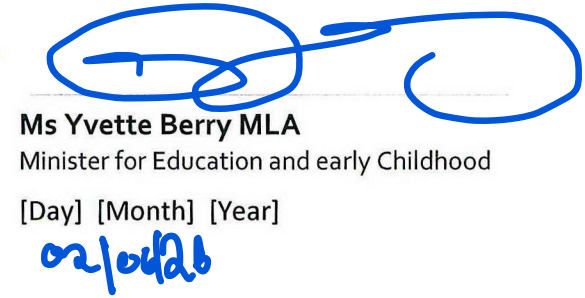
The Parties have confirmed their commitment to this schedule as follows:

Signed for and on behalf of the Commonwealth
of Australia by



The Honourable Jason Clare MP
Minister for Education
[Day] [Month] [Year]
8/15/26

Signed for and on behalf of the
Australian Capital Territory by



Ms Yvette Berry MLA
Minister for Education and early Childhood
[Day] [Month] [Year]
02/10/26