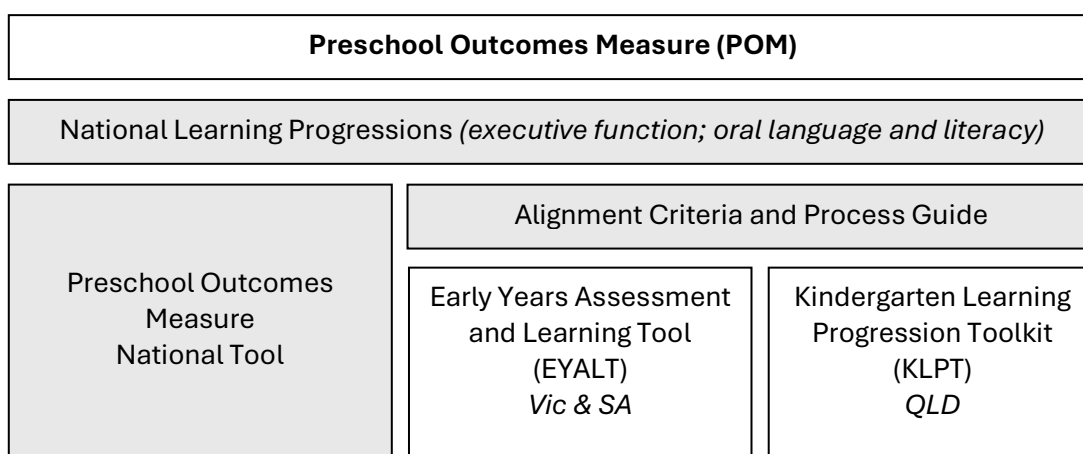


Preschool Reform Agreement – Appendix A.4

Preschool Outcomes Measure 2026-2027

1 Preschool outcomes measurement 2026-2027

- 1.1 Under the Preschool Reform Agreement 2022-2027 (PRA), in 2026 and 2027 jurisdictions have agreed to participate in activities that continue to support outcomes measurement. The details of activities are to be agreed in Implementation Plans. Ten per cent of the PRA per child funding is tied to participation in agreed activities.
- 1.2 This appendix to the PRA, Appendix A.4, sets out principles and a high-level outline of participation activities to support outcomes measurement through 2026 and 2027.
- 1.3 Appendix A.4 builds on Appendix A.2 (Preschool Outcomes Measure Trial) and initial learnings from the NAT. It supports work towards implementation as outlined in Appendix A.3 (Preschool Outcomes Measure(s) Implementation).
- 1.4 All governments have agreed a shared Preschools Outcomes Measure (POM) framework centred on the National Learning Progressions. Jurisdictions can implement outcomes measurement in different ways depending on their local context through the Rosetta Stone approach.
- 1.5 The Rosetta Stone approach allows different preschool assessment tools to be used across jurisdictions, while translating them to a common national learning framework so outcomes can be understood consistently, without mandating a single tool.
- 1.6 The Australian Government has invested in the development of a new formative assessment national tool. The tool is owned by the Australian Government. It is available to all jurisdictions.
- 1.7 Some jurisdictions may choose to use alternative tools that align with the National Learning Progressions. Depending on the context of their use, these may be at varying stages of development or implementation.



- 1.8 Appendix A.2 agreed the purpose of the preschool outcomes measure is to support high-quality practice by equipping teachers and educators with access to a validated formative assessment tool, aligned with national learning progressions, to inform children’s learning.

Tools are designed to support formative assessment, reflect the Early Years Learning Framework V2.0 (EYLF) and other approved learning frameworks, and be embedded in daily practice in a way that is inclusive and aligned with existing expectations of assessment under the National Quality Framework (NQF).

- 1.9 Outcomes measurement activities in 2026 and 2027 can follow one of two pathways:
- 1.9.1 Participation in further modification and piloting of the national tool: The national tool pilot will focus on testing useability for teachers and educators and application of the tool multiple times in the year. The tool will be refined based on learnings from the National Applied Trial (NAT) and the NAT evaluation(s), and there is potential for further adjustments through 2026 and 2027 as appropriate.
 - 1.9.2 Use of a nationally-aligned tool: Activities will focus on application of the selected tool and, where relevant, ensuring it is and remains valid and aligned according to the Rosetta Stone approach. Some tools may need to be piloted further in their context, with learnings contributing to the national evidence base.
- 1.10 Through 2026 and 2027, the Australian Government may provide additional project funding for piloting preschool outcomes measurement tools to develop the national evidence base and participation in the evaluation of the pilot phases.
- 1.11 Activities through 2026 and 2027 will inform decision making on future implementation of the Preschools Outcomes Measure, including any need for further development or refinement of the national learning progressions, alignment guide or national tool. Implementation will be considered by Education Ministers, in line with principles outlined in Appendix A.3 (noting national consensus is not needed should a jurisdiction wish to progress implementation of a tool unilaterally).
- 1.12 The future of outcomes measurement will be considered by Ministers in the context of future preschool arrangements, with initial discussions through the Preschool Policy and Reform Committee (PPRC) or ECPG as appropriate. This may include consideration of potential changes and additions to national learning progressions and domains for the national tool and parallel considerations for nationally aligned tools.
- 1.13 Preschool outcomes measurement activities in 2026 and 2027 will be guided by the following principles, drawing on principles agreed in Appendix A.2.

2 Principles

1. The purpose of the preschool outcomes measure is to support high-quality practice by equipping teachers and educators with access to national learning progressions and a validated formative assessment tool to inform children’s learning.
2. Services will be encouraged to use a formative assessment tool (whether the national tool or an aligned tool), but the Australian Government will not mandate use.
3. For the national tool, any future implementation will be conditional on successful further modification and piloting of the tool in 2026 and 2027
4. Jurisdictions and their services have different starting points and circumstances. States will continue to have flexibility in how they participate in outcomes measurement, with details on participation to be included in PRA Implementation Plans.

5. Jurisdictions may use the national tool or an alternative tool that has been validated and aligned according to the “Rosetta Stone” approach set out in PRA Appendix A.2 section 7.2. The requirements and process for aligning tools are outlined in the Alignment Criteria and Process Guide as agreed by Ministers in relation to the national applied trial.
6. Data from application of these tools will not be tied to performance reporting or funding, now or in the future.
7. Data storage and sharing arrangements will be guided by the principle that data is to be held at the state and territory level and not at a national level, and that data sharing should be guided by intergovernmental data agreements.
8. Use of data by state and territory data custodians is not limited by the purposes set out in Appendix A.2, section 4 to guide the design of the national tool.
9. All governments recognise there will be costs associated with participation in the pilot of the national tool, including delivering professional development (including backfilling), project management and administration.
10. Professional development materials developed in relation to the pilot of the national tool will be made available to all jurisdictions for use by teachers and educators. Jurisdictions may modify the content to suit their context and needs, including for use with an aligned tool.
11. Decisions related to the pilot will be sought at the lowest possible level, such as the POM Working Group, or through bilateral or multilateral agreement of relevant jurisdictions. Authorisation through Early Childhood Policy Group (ECPG), the Australian Education Senior Officials Committee (AESOC) and the Education Ministers Meeting (EMM) will only be sought in exceptional circumstances, now that major development work is complete.
12. For participation through 2026 and 2027, components to be agreed in this Appendix include (but are not limited to):
 - a) the approach to modifications (if applicable) to:
 - i. national learning progressions;
 - ii. the national tool;
 - iii. nationally-aligned tools; and
 - iv. professional development materials;
 - b) governance arrangements;
 - c) data storage and sharing arrangements;
 - d) decisions and authorising environment, including endorsement of products;
 - e) timelines;
 - f) approach to stakeholder engagement and communications;
 - g) financial support for implementation and allocation of financial responsibility.

3 National learning progressions

- 3.1 National learning progressions will not be modified through 2026 and 2027.

- 3.2 Outcomes measurement through 2026 and 2027 will continue to use the nationally agreed learning progressions for the two domains of oral language and literacy, and executive function, as outlined in Appendix A.2.
- 3.3 The learning progressions will continue to be coherent with the EYLF and other approved learning frameworks and the National Quality Standard (NQS), or the NQS as mirrored in Tasmania and Western Australia.

4 Design modifications - national tool

4.1 Format of the tool

- 4.1.1 The assessment tool will continue to be designed for digital delivery but will include options for circumstances where there is low or no bandwidth, for example paper-based options and an application that can operate offline.
- 4.1.2 Following findings from the NAT, the format of the tool will be strengthened to meet accessibility standards such that it is inclusive of all users. Proposed handling of modifications to the tool is set out in sections 4.6 and 6.2.

4.2 Assessment format

- 4.2.1 Wherever possible, while ensuring the validity and reliability of the assessment tool, the assessment format will continue to be based on either teacher recall and/or 'live' observation.
- 4.2.2 The national tool is designed to assess a child's learning and development against the national learning progressions both at a point in time and over time in a way that supports high quality professional practice in early childhood education.

4.3 Availability of the tool

- 4.3.1 Availability of the tool is:
- a. limited to use with children for whom it is valid (children in the YBFS);
 - b. free of charge; and
 - c. not public.

4.4 Usage of the tool

- 4.4.1 Use of the tool remains voluntary.
- 4.4.2 The national tool is designed to be validly and reliably used by teachers, educators, and educational leaders and to have the capacity for multiple teachers and educators to contribute.
- 4.4.3 Users of the tool should have completed an appropriate level of professional development, to ensure the tool is applied effectively.
- 4.4.4 Use of the tool should align with National Quality Framework (NQF) child safety requirements.

4.5 Information provided by the tool

- 4.5.1 Information provided by the tool is expected to continue to:
- a. Demonstrate how a child's strengths, capabilities, learning, knowledge and skills aligns with learning progressions in relation to their zone of proximal development; and
 - b. Provide advice for users of the tool on evidence-based teaching strategies relevant to a child's zone of proximal development to inform teaching practices that support the progression of the child's learning and development.

4.6 Anticipated modifications to the national tool based on the NAT

- 4.6.1 Modifications to improve tool functionality and platform supports will be based on findings from the application of the national tool through the NAT.
- 4.6.2 The final detail of modifications will be agreed by officials in the POM Working Group, as set out in Section 6, below. At minimum, these are expected to address:
- a. time taken by teachers and educators to complete assessments;
 - b. 'bunching' of Oral Language and Literacy scores at one end of the learning progression;
 - c. more explicit alignment of domains and assessment results to the EYLF;
 - d. the need to improve applicability for use with First Nations children, and those with complex or additional needs and non-English speaking backgrounds.
- 4.6.3 Any modifications to assessment items should maintain psychometric validity; balance the sensitivity needed to support multiple assessment points against the burden on users (for example, in terms of time needed to complete an assessment, taking into account potential to add domains in future); and align with existing expectations of assessment practice under the EYLF and other approved learning frameworks, and the NQF.
- 4.6.4 Refinements will continue to strengthen inclusivity, including:
- a. in relation to diverse community languages and dialects and children who have first languages other than English;
 - b. educational measurement approaches that can establish psychometrically valid and reliable measurement across multiple languages and contexts; and
 - c. by reflecting diverse cultural backgrounds, for example, measurement should have the capacity to accommodate different learning priorities and different interpretations of capabilities in some cultural groups; and
 - d. for children with complex or additional needs, as far as practicable.

5 Participation in outcomes measurement through 2026 and 2027

5.1 Participation in activities to support outcomes measurement

- 5.1.1 In 2026 and 2027, jurisdictions will support agreed samples of preschool services to engage with the national learning progressions through the use of the national tool or an aligned tool.
- 5.1.2 Participation activities will commence with services no later than Term 4 2026, and conclude at the end of Term 4, 2027.
- 5.1.3 The Australian Government will agree the basis for participation activities bilaterally through Implementation Plans (or an addendum to a jurisdiction's Implementation Plan), including:
 - a. the expected number and types of services participating from each jurisdiction;
 - b. the basis for selecting services to participate; and
 - c. the basis on which data will be shared for the purposes of the evaluation.
- 5.1.4 Jurisdictions participating in the pilot using the national tool will be provided with information about initial modifications to the national tool ahead of bilateral agreement to details of participation, to allow service-level implications to be considered, noting that further modifications may occur through 2026 and 2027, consistent with 6.2.1.

5.2 Multiple collection points for participants using the national tool

- 5.2.1 At the discretion of jurisdictions, it is intended that some services participating in the 2027 pilot (and through 2026 at the discretion of the jurisdictions, as agreed in implementation plans) of the national tool will assess children at least twice during the year.
- 5.2.2 Multiple assessment points are required to fulfil the purpose as outlined in 1.9.1 to assess teachers' and educators' usability of the tool.
- 5.2.3 The number of assessment points in 2026 and 2027 will be agreed with each jurisdiction, including the number of participating services and teachers/educators taking into account teacher/educator workload considerations associated with the assessments including for professional learning and the time taken to administer, score and if necessary, report on them.

5.3 Support for national tool professional development

- 5.3.1 The supplier of the national tool (the supplier) will:
 - a. provide core materials for professional development to support users of the national tool; and
 - b. provide training for trainers in each jurisdiction using the national tool.
 - i. Each State or Territory will be responsible for the delivery of training to teachers and educators in their own jurisdiction.
 - ii. Jurisdictions may adapt training materials to suit their own contexts.

- 5.3.2 As Jurisdictions will be tailoring and delivering professional development, they will have discretion on the amount of time required for professional development.

5.4 Use of aligned tools

- 5.4.1 Participating jurisdictions may use a nationally-aligned tool (an alternative tool aligned with the national learning progressions that meets the requirements set out in clause 7.2 to Appendix A.2).
- 5.4.2 While not anticipated in 2026 and 2027, should modification of a nationally-aligned tool be required the jurisdiction will work with the Australian Government according to arrangements set out in clause 7.2 to Appendix A.2.
- 5.4.3 If a tool has been found to be incompletely aligned, or incompletely validated for the local context, the Australian Government has the discretion to agree bilaterally that a jurisdiction may participate in outcomes measurement activities using a tool that is still in the process of being aligned or validated.
- 5.4.4 Subject to the extent of modifications required for incompletely aligned or validated tools, as per paragraph 5.4.3, the jurisdiction and the Australian Government may also agree on further arrangements, which could include participation using the national or a nationally-aligned tool, including:
 - a. The number and types of services participating from each jurisdiction;
 - b. The basis for selecting services to participate; and
 - c. The timelines for participation.

6 Governance arrangements for outcomes measurement through 2026 and 2027

6.1 Governance - overview

- 6.1.1 Governance arrangements include how decisions are made, reporting on progress and outcomes, and evaluation.
- 6.1.2 Decisions and the resolution of issues should be sought at the lowest possible level, with key decisions delegated to the POM Working Group.
 - a. Matters will only be escalated to ECPG, AESOC and EMM if matters cannot be resolved/agreed at POM Working Group or for decisions requiring a commitment of additional funding for activities beyond those agreed in this appendix; and changes that represent a departure from what has already been agreed under the current PRA (including this appendix). For clarity—
 - i. As per clause 3.1, above, there is no intention to modify the national learning progressions through 2026 and 2027.
 - ii. Consistent with clause 5.4.2, above, modifications to the national tool are not expected to be material to alignment.

- iii. If a modification to the national tool is of a magnitude that would be material to alignment, a decision on the relevant modification would cross the threshold for consideration by ECPG and may, if required, be escalated to AESOC and EMM.
- iv. If modifications to the national tool are agreed and are material to alignment, modifications to aligned tools will be addressed consistent with arrangements set out in Appendix A.2, Section 7 in relation to participation in the NAT, as per section 6.2, below.

6.1.3 Participation in the POM Working Group may vary according to the tool being used.

- a. Decisions about the pilot of the national tool will be made through agreement by jurisdictions using the national tool, consistent with Principle 11, above. This will support timely engagement with stakeholders.
- b. Jurisdictions that have elected to use a nationally-aligned tool may participate in decisions that are material to alignment, as agreed by the relevant jurisdiction and the Australian Government.
- c. For clarity, decisions about circulation of professional development materials and communications products, and refinement of assessment tools based on evaluation reports, will not require authorisation through ECPG, AESOC or EMM unless the POM WG agrees to escalate.

6.2 Governance – modifications to tools

6.2.1 Modifications may be made to the national tool used in the NAT, drawing on learnings from the NAT. Further modifications may be considered based on learnings from application of the tool through 2026 and 2027.

- a. Modifications will be agreed by jurisdictions using the national tool, consistent with Principle 11, above.
- b. Jurisdictions that have elected to use a nationally-aligned tool will be informed of modifications to the national tool. With reference to sections 3.1 and 5.4.2, above, modifications to the national tool are not expected to be material to alignment.
- c. Any modifications to aligned tools will be addressed consistent with arrangements set out in Appendix A.2, Section 7 in relation to participation in the NAT.

6.3 Governance – operations

6.3.1 Responsibility for supplying and modifying the national tool lies with the Australian Government, including procurement of the supplier of the national tool, and of the evaluator of outcomes measurement in 2026 and 2027 (with reference to Section 8.3, below),

6.3.2 States and territories participating in the pilot of the national tool will have an expanded operational role in relation to:

- a. Delivering training to users of the tool (professional development training); and
 - b. Data management (see clause 7.2).
- 6.3.3 In the application of any tool, there will be continued emphasis on consultation and engagement including, but not limited to:
- a. YBFS preschool providers, teachers, and educators;
 - b. First Nations communities;
 - c. Culturally and linguistically diverse communities;
 - d. Representatives of children with disabilities, developmental delay or additional needs and their families; and
 - e. Teacher and educator unions.

7 Data storage and management

- 7.1 Where data is collected using the national tool, this must be stored and managed by an agreed party that meets agreed data standards.
- 7.2 Any jurisdiction choosing to use the national tool will have a data tenancy agreement and access to separate data portal to manage usage and access to their own data, but no other data.
- 7.3 Jurisdictions using an aligned tool will be responsible for their own arrangements for data storage and management.
- 7.4 Jurisdictions' data will not be shared unless they give their express prior consent. For clarity, this would include a jurisdiction sharing data with:
- a. the Australian Government;
 - b. an evaluator;
 - c. an early childhood provider; or
 - d. a researcher, including for research under a shared national research agenda agreed outside of the PRA.

8 Evaluation of outcomes measurement through 2026 and 2027

8.1 Approach to evaluation, noting the context of different jurisdictions

- 8.1.1 The Australian Government and all jurisdictions share an interest in an independent, external, comprehensive evaluation of the application of outcomes measurement tools through 2026 and 2027, to inform decisions about future rollout, with reference to clause 19 of Appendix A to the PRA.
- 8.1.2 An evaluation of the national tool will be ongoing throughout the 2026 and 2027 pilot and could include an interim report and final evaluation report with further evaluation activities to be determined.

- 8.1.3 Jurisdictions using the national tool will participate in the national evaluation according to the scope in clause 8.2.3.
- 8.1.4 Jurisdictions using an aligned tool may participate in the national evaluation as per clause 8.2.4.
- 8.1.5 Evaluation activities and their anticipated impacts on jurisdictions, services and educators/teachers will be agreed with jurisdictions, ahead of the evaluation activities commencing.

8.2 Scope of evaluation

- 8.2.1 The overall scope of evaluation will be to consider whether and how the national tool and aligned tools under the national learning progressions have contributed to the purpose of supporting high-quality teaching practice as outlined in clause 4 of Appendix A.2.
- 8.2.2 The scope of evaluation will vary depending on the tool being used.
- 8.2.3 For the national tool, the national evaluation will consider:
 - a. Whether design of the national tool, including modifications following the NAT, has supported effective delivery;
 - b. Whether further development and refinement of the tool and the deployment process were carried out as intended, including supplier activities, and jurisdiction activities agreed in Implementation Plans, with particular reference to testing useability of the tool by teachers and educators with multiple assessment points for each child;
 - c. Whether the implementation-supports for the national tool were effective, adequate and efficient in the context of the purpose outlined in clause 4 of Appendix A.2. Implementation supports include, but are not limited to, professional development, as well as supports to differentiate teaching practice based on information provided by the tool;
 - d. Experiences of users of the tool, including any burden on the workforce; any reduction time needed for assessment and better alignment with other existing assessment tools compared to the NAT; whether and how benefits outweigh any additional burden; and whether those benefits could be realised other ways;
 - e. Experiences of diverse populations of children, families, educators and teachers including First Nations communities, culturally and linguistically diverse communities, people living with disabilities or additional needs;
 - f. Improvement in experiences across different delivery settings and contexts, including in remote communities, when compared to the NAT, especially in relation to inclusivity and accessibility;
 - g. Improvements on other specific issues identified from the NAT;
 - h. Effectiveness of data management arrangements, including cybersecurity in relation to state portals;

- i. Lessons derived from variation in delivery between jurisdictions (as agreed in bilateral agreements) including frequency of use;
- j. Scalability and sustainability of the approach used for the pilot, as well as the supports provided alongside the tool, with particular consideration of the capacity to embed the national tool in day-to-day practice to support consistent program delivery across all service settings, and high-quality practice as described in the EYLF; and
- k. To the extent it is measurable, uplift in teacher confidence and capability.

8.2.4 Jurisdictions using a nationally-aligned tool may elect to participate in relevant sections of the national evaluation, as agreed between the jurisdiction and the Australian Government. They may elect to provide complementary information, to be included as a separate attachment, as outlined at clause 8.4.

8.3 Evaluation report

8.3.1 The national evaluation will be undertaken by an independent evaluator, who will be appointed by the Australian Government. The national evaluation will provide findings in relation to activities through 2026 and 2027 and advice on potential options for national implementation from 2028, including any need for further development or refinement.

8.3.2 All jurisdictions will be invited to review drafts and final reports for the evaluation/s, and jurisdictions will be invited to comment on relevant sections before they are finalised.

8.3.3 Jurisdictions will have the opportunity to endorse relevant sections of the final evaluation report before it is provided to Ministers.

8.3.4 The final evaluation report will be provided to Ministers, with reference to clause 19 of Appendix A of the PRA.

8.4 Complementary activities

8.4.1 When a jurisdiction has elected to use a nationally-aligned tool, that jurisdiction may bilaterally agree with the Australian Government to provide information to be included as an attachment to the national evaluation report, with the focus on building a shared understanding about the practice of using tools that are aligned with the national learning progressions. That jurisdiction may elect to make some or all of this information available for consideration by the evaluator.

9 Stakeholder communications

9.1 The Australian Government and jurisdictions share an interest in communications about preschool outcomes measurement being timely, clear, consistent and firmly founded in the purpose for the measure as outlined in clause 4 to Appendix A.2.

9.2 Parties note:

9.2.1 The interim evaluation of the NAT suggests messages about the purpose of preschool outcomes measurement should be reinforced; and that

- 9.2.2 Communications around key messages on the overall purpose of preschool outcomes measurement have already been endorsed by Ministers.
- 9.3 To ensure timely and effective communications in relation to the pilot of the national tool, agreement of key messages to support participation in the pilot should be delegated to the POM Working Group, with an expected turnaround of 10 working days for consideration and endorsement.
- 9.4 The Australian Government, in consultation with the supplier, will be responsible for the development of a stakeholder communications plan relating to the 2026 and 2027 pilot of the national tool. Communications will acknowledge local differences in implementation.
 - 9.4.1 The communications plan will be endorsed by the POM Working Group as soon as possible to allow timely engagement with stakeholders.
- 9.5 Individual jurisdictions will be responsible for communications related to use of aligned tools but may choose to adapt communications developed in relation to the national tool.
- 9.6 Communications approaches will be consistent with approaches to consultation outlined in section 6.3.3.

10 Cost sharing arrangements

- 10.1 To support the establishment of preschool outcomes measurement, the Australian Government has funded:
 - a. the design, development and validation of the learning progressions for the domains described in Appendix A.2;
 - b. the development of a national formative assessment tool based on the learning progressions;
 - c. supporting materials including professional development resources to support the use of the learning progressions in the NAT; and
 - d. made a project funding contribution towards state and territory participation in the NAT (*this also included a temporary allowance for jurisdictions to demonstrate alternatives to the national tools were aligned to the NLPs and valid in the context of their use—noting Appendix A.2 allowed for aligned tools to be taken to satisfy the PRA requirement to participate in the NAT, under conditions set out in Appendix A.2, section 7.2.1*).
- 10.2 Across 2026 and 2027, the Australian Government will fund general operations underpinning the further modification and 2026 and 2027 pilots of the national tool, and evaluation of outcomes measurement activities. This will include funding for:
 - 10.2.1 The development of supporting materials for jurisdictions to apply the national tool including:
 - a. High-level professional development materials;
 - b. Supports to assist users of the tool to vary and differentiate their teaching practice based on information provided by the tool; and
 - c. Help desk and other associated functions as advised by the supplier to support delivery.

- 10.2.2 The national evaluation as noted in section 8.3.1.
- 10.3 Jurisdictions may incur costs associated with participating in the 2026 and 2027 pilot of the national tool or aligned tools. These could include, but are not limited to:
- 10.3.1 Tailoring professional development materials to jurisdiction context, and delivering training to users of the tool in participating services;
 - 10.3.2 Provision of centralised advice, support and coordination for participating services;
 - 10.3.3 Backfill to relieve teachers and educators participating in professional development;
 - 10.3.4 A one-off funding contribution for each participating service, which may be used, at the discretion of the jurisdiction, to support change management;
 - 10.3.5 Backfill to provide teachers and educators with planning time to complete assessments for learning as part of the pilot; and
 - 10.3.6 Project management supporting the day-to-day administration associated with use of the national tool.
- 10.4 Jurisdictions may incur costs associated with participating in evaluation activities associated with the national tool or aligned tools.
- 10.5 The Australian Government may provide project funding to support jurisdictions' participation in outcomes measurement in 2026 and 2027, for activities and costs including (but not limited to) those outlined at 10.3 and 10.4 above. This will be negotiated based on activities agreed in Implementation Plans, guided by:
- 10.5.1 For jurisdictions participating by using and piloting the national tool in 2026 and 2027 project funding will be relative to commencement of measurement activities and required participation in the national evaluation.
 - 10.5.2 For jurisdictions participating using an aligned tool in 2026 and 2027 project funding will be relative to their jurisdictional context and their contribution to the national evidence base. In order to receive more than the base level of project funding (tier 5) jurisdictions will be required to pilot their tool and contribute to the national evidence base through participation in the national evaluation.

Tier		Measurement Activities	Estimated Project Funding*	Evaluation Activities
1	National Tool	2026: Expression of Interest process in Term 2 and Professional Development in Term 3; 2 assessments 2027: At least 2 assessments ahead of evaluation	Approximately \$2.75m	National Tool pilot jurisdictions will be required to participate in the full evaluation
2		2026: Expression of Interest process and Professional Development in Term 3; 1 assessment 2027: At least 2 assessments ahead of evaluation	Approximately \$2.25m	

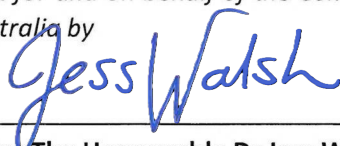
3		2026: Expression of Interest and Professional Development only 2027: At least 2 assessments ahead of evaluation	Approximately \$1.75m	
4	Aligned tools	Piloting aligned outcomes measurement tool in 2026 and 2027 to contribute to national evidence base	Approximately \$1.0m	Additional participation
5		Participation in activities to support outcomes measurement in 2026 and 2027	\$0.5m	Voluntary participation

**These funding levels require execution of Appendix A.4, and for a jurisdiction's Implementation Plan (or addendum) to be signed by both the jurisdiction and the Australian Government Minister, not later than 30 June 2026*

- 10.6 Funding will be made available for jurisdictions to spend on activities to support arrangements across 2026 and 2027. Both participation arrangements and what the Australian Government's contribution will be spent on (where applicable) will be bilaterally agreed and included in Implementation Plans (or addendums as outlined in section 10.9). To allow certainty, funding for both years will be agreed in 2026. Actual payment amounts for each year must be reflected in Implementation Plans for the relevant year (see also section 10.9.2, below).
- 10.7 Given the opt-in nature of outcomes measurement, funding will not be linked to service participation rates. However, jurisdictions will make best efforts to contribute as outlined in Implementation Plans.
- 10.8 Jurisdictions will ensure that the project funding provided to participating services is based on a reasonable estimate of time and resources the service and educators require to meet participation requirements to, as far as is practical, ensure an equitable approach to participating services.
- 10.9 To allow flexibility in the sequence of agreeing 2026 Implementation Plans and this Appendix, bilaterally agreed details may be incorporated into 2026 Implementation Plans by setting them out either:
- a. within Table 4 of the Implementation Plan signed by both Ministers; or
 - b. in an addendum to the 2026 Implementation Plan using the template at Attachment A, signed by both Ministers (this may be submitted for agreement at the time of agreeing this Appendix or, if necessary, at a later time).
- 10.9.1 Project funding will be provided on the basis of the information provided in Table 4 in an agreed Implementation Plan or addendum.
- 10.9.2 Any project funding in 2027 must be reflected in 2027 Implementation Plans. Where relevant, agreement to funding in 2027 should be noted in the jurisdiction's 2026 Implementation Plan or addendum, with reference to section 0, above.

The Parties have confirmed their commitment to the *Preschool Reform Agreement Appendix A.4 Preschool Outcomes Measure 2026-2027* as follows:

Signed for and on behalf of the Commonwealth of Australia by



Senator The Honourable Dr Jess Walsh
Minister for Early Childhood Education

13 / 05 / 2026

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 Lucy Hood 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

___ / ___ / _____

The Parties have confirmed their commitment to the *Preschool Reform Agreement Appendix A.4 Preschool Outcomes Measure 2026-2027* 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

Signed for and on behalf of the State of Victoria by

The Honourable Prue Car MP

Minister for Education and Early Learning

___ / ___ / _____

The Honourable Lizzie Blandthorn MLC

Minister for Children

___ / ___ / _____

Signed for and on behalf of the State of Queensland by

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

The Honourable John-Paul Langbroek MP

Minister for Education and the Arts

___ / ___ / _____

The Honourable Sabine Winton MLA

Minister for Education, Early Childhood

___ / ___ / _____

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

Signed for and on behalf of the State of Tasmania by



The Honourable Lucy Hood MP

Minister for Education, Training and Skills

25 / 5 / 26

The Honourable Jo Palmer MLC

Minister for Education

___ / ___ / _____

Signed for and on behalf of the Australian Capital Territory by

Signed for and on behalf of the Northern Territory by

The Honourable Yvette Berry MLA

Minister for Education and Early Childhood

___ / ___ / _____

The Honourable Jo Hersey MLA

Minister for Education and Training, Early Education

___ / ___ / _____