
MCEETYA four-year plan 2009 – 2012

A companion document for the Melbourne
Declaration on Educational Goals for Young
Australians

Contents

INTRODUCTION.....	3
DEVELOPING STRONGER PARTNERSHIPS.....	5
SUPPORTING QUALITY TEACHING AND SCHOOL LEADERSHIP	6
STRENGTHENING EARLY CHILDHOOD EDUCATION	9
ENHANCING MIDDLE YEARS DEVELOPMENT	10
SUPPORTING SENIOR YEARS OF SCHOOLING AND YOUTH TRANSITIONS	11
PROMOTING WORLD-CLASS CURRICULUM AND ASSESSMENT	13
IMPROVING EDUCATIONAL OUTCOMES FOR INDIGENOUS YOUTH AND DISADVANTAGED YOUNG AUSTRALIANS, ESPECIALLY THOSE FROM LOW SOCIOECONOMIC BACKGROUNDS	15
STRENGTHENING ACCOUNTABILITY AND TRANSPARENCY	17

Introduction

Australian Education Ministers recognise that improving educational outcomes for all young Australians is central to our nation's social and economic prosperity and will position our young people to live fulfilling, productive and responsible lives.

The 2008 Melbourne Declaration on Educational Goals for Young Australians set two educational goals for the next ten years:

Goal 1 Australian schooling promotes equity and excellence

Goal 2 All young Australians become

- **successful learners**
- **confident and creative individuals**
- **active and informed citizens**

Australian Education Ministers have committed to taking action to achieve these educational goals for all young Australians, and to doing so in partnership with all Australian governments, all school sectors, individual schools, parents, children, young people, families, communities and business.

In the Melbourne Declaration's *Commitment to Action*, Australian Education Ministers commit to a new level of collaboration in eight inter-related areas:

- developing stronger partnerships
- supporting quality teaching and school leadership
- strengthening early childhood education
- enhancing middle years development
- supporting senior years of schooling and youth transitions
- promoting world-class curriculum and assessment
- improving educational outcomes for Indigenous youth and disadvantaged young Australians, especially those from low socioeconomic backgrounds
- strengthening accountability and transparency.

The MCEETYA four-year plan

This MCEETYA four-year plan outlines the key strategies and initiatives Australian governments will undertake in each of these eight areas to support the achievement of the educational goals for young Australians and will be reviewed and updated as needed. The plan is aligned with relevant work of the Council of Australian Governments (COAG) and key COAG and other national agreements have formed the basis of the plan, including:

- the National Education Agreement
- the Schools Assistance Act 2008, which confirms the Australian Government's financial support for the non-government school sector
- the National Partnership Agreement on Literacy and Numeracy
- the National Partnership Agreement on Low Socio-economic Status School Communities
- the National Partnership Agreement on Improving Teacher Quality
- Other National Partnerships that may be agreed during the life of this plan

It is intended that the plan provides a framework for the planning of collaborative federalist activities in education, including relevant COAG initiatives. It is not intended as a detailed implementation plan, as these details are more appropriately determined at the jurisdictional level, and in many cases this planning is already underway via the COAG process.

Appropriate detail regarding COAG initiatives and activities referenced in the plan will be included in jurisdictions' COAG Implementation Plans as these are developed. For non-COAG activities in the plan, the MCEETYA Annual Workplan will include details of relevant collaborative federalist initiatives to be implemented under the auspices of MCEETYA. At the jurisdictional level, each jurisdiction is responsible for detailed planning aligned with existing programs and activities.

MCEETYA will consider undertaking an independent evaluation of the impact and outcomes of the Melbourne Declaration and the MCEETYA Four-year Plan to ensure the effectiveness of this approach in supporting all Australian students.

Biennial Forum

The Australian Education Ministers' Biennial Forum provides a regular opportunity for sharing and learning across jurisdictions and sectors to support the achievement of the educational goals and to showcase best practice relating to initiatives identified in the plan. The first of these forums was held in December 2008. It is anticipated that subsequent events will be hosted by jurisdictions on a rotating basis.

Structure of this document

This document is organised according to the eight Commitments to Action outlined in the Melbourne Declaration. Within each of these eight areas, this document:

- provides some contextual information on why each area of action is important (drawn from the Melbourne Declaration)
- restates the specific commitment to action made by all Australian Education Ministers in the Melbourne Declaration
- provides information on agreed strategies and actions relevant to this commitment that will be supported in jurisdictions over the period from 2009-2012
- provides information on the MCEETYA role in relation to each commitment to action.

Developing stronger partnerships

Parents, carers and families are the first and most important influence in a child's life, instilling the attitudes and values that will support young people to participate in schooling and contribute to broader local and global communities. Partnerships between students, parents, carers and families, the broader community, business, schools and other education and training providers bring mutual benefits and maximise student engagement and achievement. Partnerships engender support for the development and wellbeing of young people and their families and can provide opportunities for young Australians to connect with their communities, participate in civic life and develop a sense of responsible citizenship. In particular, the development of partnerships between schools and Indigenous communities, based on cross-cultural respect, is the main way of achieving highly effective schooling for Indigenous students.¹

Commitment to Action (Melbourne Declaration)

Australian governments commit to working with all school sectors to ensure that schools engage young Australians, parents, carers, families, other education and training providers, business and the broader community to support students' progress through schooling, and to provide them with rich learning, personal development and citizenship opportunities.

Agreed strategies and actions supporting this commitment

Australian governments will therefore support a range of strategies and actions to support partnerships including:

School based partnerships:

- with Indigenous communities to support schools in ensuring that students develop the knowledge, skills and understanding they need to contribute to, and benefit from reconciliation between Indigenous and non-Indigenous Australians
- with local community groups and other agencies, such as primary mental health care providers, to ensure that students have access to appropriate pastoral, health and welfare, employment and other services support
- with teachers and school leaders to support professional development and the sharing of best practice, international research and new initiatives
- between schools, including shared facilities and joint initiatives and promotion of linkages between targeted schools and high performing schools which can play a mentoring role
- that utilise parental and student engagement strategies, in line with the national Family-School Partnerships Framework, to help school communities build effective partnerships with families to support student learning, resilience and wellbeing including prior to children starting school.
- that foster greater engagement of students, parents, carers and families in the school-based decision-making process, where appropriate
- that facilitate school-community partnership agreements for all schools and especially for low socioeconomic status school communities and school communities with high numbers of Indigenous students

System based partnerships:

- with higher education and training providers to build on quality learning and teaching in schools

¹ This section and the Commitment to Action are drawn directly from the Melbourne Declaration.

-
- with professional associations, non-government organisations, business and the broader community to support students' progress through schooling and enhance future opportunities.
 - that foster integration of services for students and families, including co-location of services such as early childhood facilities, linking employment services to schools, and referring parents to parenting and family support programs
 - that build collaboration between and within Governments at all levels and their agencies to ensure education services in remote communities are aligned to the principles agreed to under the COAG Remote Services Partnership Agreement

MCEETYA role

Jurisdictions are committed to progressing work in this area on an individual basis, and to sharing and learning from best practice across jurisdictions and school sectors. MCEETYA will monitor jurisdictions' progress in relation to this commitment to action via its regular meetings, and may agree at its discretion to further joint national work in this area.

Supporting quality teaching and school leadership

The teachers and leaders who work in Australia's schools and educate young people are of fundamental importance to achieving these educational goals for young Australians. Excellent teachers have the capacity to transform the lives of students and to inspire and nurture their development as learners, individuals and citizens. They provide an additional source of encouragement, advice and support for students outside the home, shaping teaching around the ways different students learn and nurturing the unique talents of every student. School principals and other school leaders play a critical role in supporting and fostering quality teaching through coaching and mentoring teachers to find the best ways to facilitate learning, and by promoting a culture of high expectations in schools. School leaders are responsible for creating and sustaining the learning environment and the conditions under which quality teaching and learning take place.

All Australian governments, universities, school sectors and individual schools have a responsibility to work together to support high-quality teaching and school leadership, including by enhancing pre-service teacher education.²

Commitment to Action (Melbourne Declaration)

Australian governments commit to working with all school sectors to attract, develop, support and retain a high-quality teaching and school leadership workforce in Australian schools.

Agreed strategies and actions supporting this commitment

Australian governments will therefore support a range of strategies and actions to strengthen the quality of pre-service teacher education, boost the status of teaching as a profession, ensure quality professional development and career opportunities for teachers and school leaders, and enhance performance management, including rewarding high-quality performance.

This will build on current nationally-agreed reform initiatives and key components will include:

- new professional standards
- recognition and reward for quality teaching
- a framework to guide professional learning for teachers and school leaders, which is to include strategies for keeping children engaged with school and resilience-building in students
- national consistency in the registration of teachers
- improved mobility of the Australian teaching workforce across Australia
- joint engagement with higher education to provide improved pre-service teacher education; new pathways into teaching; and research and data collection to inform continuing reform action and workforce planning
- improved performance management and continuous improvement in schools
- improved pay dispersion to reward quality teaching, including improved reward structures for teachers and leaders who work in disadvantaged Indigenous, rural/remote and hard-to-staff schools
- improved in-school support for teachers and leaders, particularly in disadvantaged Indigenous, rural/remote and hard-to-staff schools
- increased school-based decision-making about recruitment, staffing profile and budget
- continual improvement program for all teachers

² This section and the Commitment to Action are drawn directly from the Melbourne Declaration.

-
- Indigenous education pathways that increase the numbers of Indigenous education workers, teachers and school leaders in schools
 - a common set of objectives for a national campaign to raise the status of the teaching profession.

MCEETYA role

Via COAG, Australian Governments have agreed to a five-year National Partnership Agreement on Improving Teacher Quality.

States and Territories commit to implementing their Bilateral National Partnership Agreements with the Commonwealth in this area and to sharing and learning from each other evidence about best practice.

MCEETYA, including via the Australian Education Systems Officials Committee (AESOC) and its sub-committees, will play a key role in implementing the national aspects of this National Partnership.

Strengthening early childhood education

Governments have important roles to play in ensuring that children receive quality early childhood education and care. The period from birth through to eight years, especially the first three years, sets the foundation for every child's social, physical, emotional and cognitive development. Early childhood education and care provides a basis for life and learning, both within and beyond the home, and is supported by healthy, safe and stimulating environments.

Children who participate in quality early childhood education are more likely to make a successful transition to school, stay longer in school, continue on to further education and fully participate in employment and community life as adults. Support for Indigenous children in the early years before school is particularly important to ensure a successful transition to schooling, which may involve a culturally different learning environment.³

Commitment to Action (Melbourne Declaration)

Australian governments commit to supporting the development and strengthening of early childhood education, to provide every child with the opportunity for the best start in life.

Agreed strategies and actions supporting this commitment

Australian governments will therefore support a range of strategies and actions including:

- implementation of universal access to a quality early childhood education program delivered by a four-year university qualified early childhood teacher for 15 hours a week, 40 weeks a year, in the year before formal schooling
- establishment of Early Learning and Care Centres in areas of unmet demand for child care
- development and implementation of a national Early Years Learning Framework for early childhood education and care services that will describe the desired learning outcomes for all children from birth to 5 years, including transition to school
- development of integrated national quality standards and rating system and streamlined regulation for early childhood education and care
- development of integrated early years services in Indigenous community where a range of services for children and families are co-located and local social, cultural linguistic capital is used
- providing opportunities for play-based early childhood curriculum and for children to participate and engage in quality language, music and arts programs
- development of a national early years workforce strategy that aims to attract, recruit and retain a diverse early childhood education and care workforce
- development of a broad national strategy for early childhood development, which is to include a focus on fostering resilience and connectedness to family and community for young children and which recognises the importance of early childhood education in building children's social and emotional wellbeing.

³ This section and the Commitment to Action are drawn directly from the Melbourne Declaration.

MCEETYA role

Through COAG, all Australian governments have established early childhood education and development as a priority, committing to a five-year National Partnership Agreement on Early Childhood Education.

States and Territories commit to developing and implementing their Bilateral National Partnership agreements with the Commonwealth in this area and to sharing and learning from each other evidence about best practice.

MCEETYA, including via AESOC and its sub-committees, will play a key role in implementing the national aspects of this National Partnership and on the development of a National Early Childhood Development Strategy, supporting the achievement of the COAG commitments.

Enhancing middle years development

The middle years are an important period of learning, in which knowledge of fundamental disciplines is developed, yet this is also a time when students are at the greatest risk of disengagement from learning. Student motivation and engagement in these years is critical, and can be influenced by tailoring approaches to teaching, with learning activities and learning environments that specifically consider the needs of middle years students. Focusing on student engagement and converting this into learning can have a significant impact on student outcomes. Effective transitions between primary and secondary schools are an important aspect of ensuring student engagement.⁴

Commitment to Action (Melbourne Declaration)

Australian governments commit to working with all school sectors to ensure that schools provide programs that are responsive to students' developmental and learning needs in the middle years, and which are challenging, engaging and rewarding.

Agreed strategies and actions supporting this commitment

Australian governments will therefore support a range of strategies and actions in schools, including:

- preparation of varied and engaging teaching and learning approaches relevant to middle years students, including the use of innovative learning technologies that respond to the needs and characteristics of this unique phase of development
- providing students with opportunities to negotiate and be active participants in their learning relevant to their current and future needs
- providing stimulating and relevant experiences, excursions and school-community links for middle years students, for example in remote, rural and international settings
- supporting school leaders and teachers to provide programs that foster motivation and improve the skills of students and teachers respectively
- ensuring a nurturing, positive school culture and learning environment that promotes student mental health and wellbeing and assists young people to develop resilience when managing challenge and change
- engaging at risk students by providing appropriate support that addresses their personal circumstances and local contexts
- supporting school leaders and middle years teachers to provide learning and teaching programs that engage and motivate all students through innovative, integrated multimodal approaches
- engaging with universities to ensure pre-service programs prepare students for quality teaching in the middle years of schooling.

MCEETYA role

Jurisdictions are committed to progressing work in this area on an individual basis, and to sharing and learning from best practice across jurisdictions and school sectors. MCEETYA will monitor jurisdictions' progress in relation to this commitment to action via its regular meetings, and may agree at its discretion to further joint national work in this area.

⁴ This section and the Commitment to Action are drawn directly from the Melbourne Declaration.

Supporting senior years of schooling and youth transitions

The senior years of schooling should provide all students with the high quality education necessary to complete their secondary school education and make the transition to further education, training or employment. Schooling should offer a range of pathways to meet the diverse needs and aspirations of all young Australians, encouraging them to pursue university or postsecondary vocational qualifications that increase their opportunities for rewarding and productive employment. This requires effective partnerships with other education and training providers, employers and communities.

Schools need to provide information, advice and options to students so that they can make informed choices about their future. All governments and school sectors need to support young people's transition from schooling into further study, training or employment and enable them to acquire the skills that support this, including an appetite for lifelong learning. Support may also be needed for young people returning to education and training after a period of employment.⁵

Commitment to Action (Melbourne Declaration)

Australian governments commit to working with all school sectors to support the senior years of schooling and the provision of high quality pathways to facilitate effective transitions between further study, training and employment.

Agreed strategies and actions supporting this commitment

Australian governments will therefore support a range of strategies and actions including:

- increasing access to and participation in high quality, industry-recognised training at Certificate III level for secondary school students, including through Trades Training Centres
- ensuring learning in the senior years is supported by access to computers, online tools and resources, and teaching expertise in using information and communication technologies (ICT)
- partnerships with universities, registered training organisations, TAFE and businesses, to broaden the horizons of students, support educators and provide students with links to further training, education and employment opportunities
- providing stimulating and relevant experiences, excursions and school-community links for senior years' students
- ensuring all students have access to quality support, information and advice to facilitate access to further education, training, careers, and employment options
- enabling more rural and remote young people to participate in higher education programs
- development and implementation of the Australian Blueprint for Career Development, a national project to develop a framework for lifelong, active career management skills.
- increasing access to differentiated and coordinated support and assistance for young people likely to disengage or those who have disengaged from education and training
- ensuring students and parents, particularly those in low socio economic status schools have access to extended services such as out of school activities and community development resources

⁵ This section and the Commitment to Action are drawn directly from the Melbourne Declaration.

MCEETYA role

COAG has established a target to lift the Year 12 or equivalent attainment rate to 90% by 2020. COAG is also considering developing National Partnerships in this area.

States and Territories commit to supporting reforms in senior years of schooling and youth transitions and sharing and learning from each other and from evidence about best practice.

MCEETYA, including via AESOC and its sub-committees, will also play a role in national aspects of this work and in supporting the achievement of the COAG commitments.

Promoting world-class curriculum and assessment

Curriculum

Curriculum will be designed to develop successful learners, confident and creative individuals and active and informed citizens. State, Territory and Commonwealth governments will work together with all school sectors to ensure world-class curriculum in Australia. Together the national curriculum and curriculum specified at the State, Territory and local levels will enable every student to develop:

- A solid foundation in knowledge, understanding, skills and values on which further learning and adult life can be built
- Deep knowledge, understanding, skills and values that will enable advanced learning and an ability to create new ideas and translate them into practical applications
- General capabilities that underpin flexible and analytical thinking, a capacity to work with others and an ability to move across subject disciplines to develop new expertise

Assessment

Assessment of student progress will be rigorous and comprehensive. It needs to reflect the curriculum, and draw on a combination of the professional judgement of teachers and testing, including national testing. To ensure that student achievement is measured in meaningful ways, State, Territory and Commonwealth governments will work with all school sectors to develop and enhance national and school-level assessment that focuses on:

- assessment for learning—enabling teachers to use information about student progress to inform their teaching
- assessment as learning—enabling students to reflect on and monitor their own progress to inform their future learning goals
- assessment of learning—assisting teachers to use evidence of student learning to assess student achievement against goals and standards.⁶

Commitment to Action (Melbourne Declaration)

Australian governments commit to working together with all school sectors to ensure world-class curriculum and assessment for Australia at both national and local levels.

Agreed strategies and actions supporting this commitment

Australian governments will therefore support a range of strategies and actions including:

- establishment of the Australian Curriculum, Assessment and Reporting Authority (ACARA) to deliver key national reforms in curriculum and assessment including:
 - development of a rigorous, world-class national curriculum, which builds on early childhood learning, from the first year of schooling to Year 12, starting with national curriculum in the key learning areas of English, mathematics, the sciences and history to be implemented in all jurisdictions and sectors from 2011
 - alignment between the Early Years Learning Framework and school-based curriculum frameworks which relate to the early years of schooling
 - development of plans to improve the capacity of schools to assess student performance, and to link assessment to the national curriculum where appropriate

⁶ This section and the Commitment to Action are drawn directly from the Melbourne Declaration.

-
- management of the National Assessment Program, comprising national tests in literacy and numeracy; sample assessments in science literacy, civics and citizenship, and ICT literacy; and participation in relevant international testing program
 - continuous improvement of curriculum and assessment at local levels, through sharing of best practice between schools and across jurisdictions and through the provision of professional learning opportunities for teachers.
 - development of high quality diagnostic and formative assessment tools and strategies to support teachers skills and understanding in the use assessment as a tool for student learning and classroom planning, and in adapting instructional practice in classrooms to focus on specific student needs
 - development of further high-quality curriculum, including online resources and communities of practice to support classroom teaching
 - promoting the study of languages and cultures, especially Asian languages and Asian studies, including through the development of a National Asian Languages and Studies in School Program
 - a focus in curriculum on developing respect for different cultural values and beliefs and appreciation of the importance of Indigenous cultures as part of Australia's social, cultural and economic capital.

MCEETYA role

MCEETYA is responsible for directing and monitoring the work of ACARA, including setting the policy directions for work within its remit and reviewing and approving its annual charter. MCEETYA will be responsible for determining the extent and nature of ACARA work in curriculum and assessment, and in particular, for key decision-making in relation to the development and implementation of national curriculum.

Improving educational outcomes for Indigenous youth and disadvantaged young Australians, especially those from low socioeconomic backgrounds

For Australian schooling to promote equity and excellence, governments and all school sectors must improve educational outcomes for Indigenous youth and disadvantaged young Australians and encourage them, their families and their communities to hold high expectations for their education.

Educational outcomes for Indigenous children and young people are substantially behind those of other students in key areas of enrolment, attendance, participation, literacy, numeracy, retention and completion. Meeting the needs of young Indigenous Australians and promoting high expectations for their educational performance requires strategic investment.

Australian schooling needs to engage Indigenous students, their families and communities in all aspects of schooling; increase Indigenous participation in the education workforce at all levels; and support coordinated community services for students and their families that can increase productive participation in schooling. Students from low socioeconomic backgrounds, those from remote areas, refugees, homeless young people, and students with disabilities often experience educational disadvantage. Targeted support can help disadvantaged young Australians to achieve better educational outcomes.

Australian governments must support all young Australians to achieve not only equality of opportunity but also more equitable outcomes.⁷

Commitment to Action (Melbourne Declaration)

Australian governments commit to working with all school sectors to:

- 'close the gap' for young Indigenous Australians
- provide targeted support to disadvantaged students
- focus on school improvement in low socioeconomic communities.

Agreed strategies and actions supporting this commitment

Australian governments will therefore support a range of strategies and actions including:

- development of a four year action plan to close the gap for Indigenous children and young people, building on the review of the *Australian Directions in Indigenous Education 2005-2008* and on all relevant jurisdictional initiatives
- providing increased access to quality early childhood education programs for Indigenous children, including for all Indigenous four-year-olds
- establishment of an integrated Children and Family Centres where there is a significant Indigenous population and high general disadvantage
- attracting high quality principals, school leaders and teachers to schools in disadvantaged communities
- providing support and incentives to increase Indigenous participation in the education workforce, especially in remote schools
- supporting coordinated community services for Indigenous students and their families that can increase attendance and engagement in schooling
- enhancing professional development in the teaching of English as a second language (ESL), literacy and assessment for teachers working with students from Indigenous language backgrounds

⁷ This section and the Commitment to Action are drawn directly from the Melbourne Declaration.

-
- strengthening school leadership in disadvantaged schools, including providing principals with greater flexibility over school budgets, staffing, operations and external partnerships and clear accountability for the learning outcomes of all school students
 - encouraging a strong focus on the educational needs, mental health and well-being of individual students, including personalised planning for learning, building life skills provision of targeted support to address the learning and development needs of disadvantaged students and the mobilisation of tailored services from outside the school and generating meaningful pathways for all disadvantaged students.

MCEETYA role

Through COAG, Australian Governments have committed to a seven-year National Partnership Agreement on Low Socio-Economic Status School Communities and to a National Indigenous Reform Agreement, which signifies the importance all governments place on closing the gap in Indigenous outcomes.

States and Territories commit to implementing their Bilateral National Partnership Agreements with the Commonwealth in this area and to sharing and learning from each other evidence about best practice.

MCEETYA, including via AESOC and its sub-committees, will play a key role in implementing the national aspects of these national agreements and in supporting the achievement of the COAG 'closing the gap' targets in education and early childhood in particular.

MCEETYA will also be responsible for:

- the development of a four-year action plan for Indigenous education, informed by the review of *Australian Directions in Indigenous Education 2005-2008* and building on all relevant jurisdictional initiatives
- exploring reforms and policy actions that best focus on ensuring that all students with additional needs have the support they require to engage in and benefit from schooling.

Strengthening accountability and transparency

Good-quality information on schooling is important for schools and their students, for parents and families, for the community and for governments.

For schools and their students

Schools need reliable, rich data on the performance of their students because they have the primary accountability for improving student outcomes.

For parents and families

Information about the performance of individuals, schools and systems helps parents and families make informed choices and engage with their children's education and the school community.

For the community

The community should have access to information that enables an understanding of the decisions taken by governments and the status and performance of schooling in Australia, to ensure schools are accountable for the results they achieve with the public funding they receive, and governments are accountable for the decisions they take.⁸

Commitment to Action (Melbourne Declaration)

Australian governments commit to working with all school sectors to ensure that public reporting:

- focuses on improving performance and student outcomes
- is both locally and nationally relevant
- is timely, consistent and comparable.

Agreed strategies and actions supporting this commitment

Australian governments will therefore support a range of strategies and actions including:

- improve the capacity of schools to report in clear language to students and parents
- facilitate ongoing direct engagement between parents and teachers in discussing the progress of students' learning and development
- develop protocols for the access to and use of information on schooling and how this is reported to students, parents and the community, in line with the MCEETYA-agreed *Principles for reporting information on schooling*⁹
- develop nationally comparable data collections for all schools to support school evaluation, accountability and resourcing decisions
- provide opportunities for sharing and learning to identify successful practices in school improvement and accountability processes.
- implement fair, public, comparable national reporting on individual school performance, including comparing individual school performance against schools with similar characteristics
- review the MCEETYA Key Performance Measurement Framework in light of the new *Melbourne Declaration on Educational Goals for Young Australians* and COAG agreed measures
- where appropriate, develop value-added measures for schools' performance and analysing student results over time

⁸ This section and the Commitment to Action are drawn directly from the Melbourne Declaration.

⁹ *These principles will be made available at www.mceetya.edu.au.*

-
- establish a unique student identifier to track student performance and encourage life-long learning and skill acquisition from the first year of compulsory schooling to post-school education and training
 - review their engagement with government and non-government schools and systems to ensure that school regulation supports the achievement of agreed outcomes and that all schools participate in and comply with national reporting requirements.

MCEETYA role

States and Territories commit to increasing the provision of transparent information about schools and their performance within their jurisdictions.

MCEETYA, via AESOC and its sub-committees, will be leading work on:

- a Schools Reporting and Performance Project to support nationally comparable school reporting
- a project to establish a unique student identifier to track student outcomes from the first year of compulsory schooling to post-secondary education and training
- development of regular progress measures to ensure appropriate improvement of educational outcomes towards COAG targets.