Key Educational Accountability Requirements under the Australian Education Act 2013 and the Australian Education Regulation 2013

A review of the Australian Education Act is being undertaken as a result of the Coalition Government’s promise to reduce ‘command and control’ and any amendments to the Australian Education Act and related Regulation are yet to come. In the meantime, schools and school authorities should address the key educational accountability requirements outlined below.

Links are provided to key sections of the Guide to the Australian Education Act 2013 where further information is available. [http://aeaguide.education.gov.au/](http://aeaguide.education.gov.au/)

Financial reporting requirements are outlined at: [http://aeaguide.education.gov.au/content/a315-financial-reporting-requirements](http://aeaguide.education.gov.au/content/a315-financial-reporting-requirements)


Funding arrangements for the Catholic Education Commission NSW under the Australian Education Act 2013

CECNSW contact for further information: Rosalie Nott, Assistant Director Policy [rosalie.nott@cecnsw.catholic.edu.au](mailto:rosalie.nott@cecnsw.catholic.edu.au) / 9287 1560
<table>
<thead>
<tr>
<th>Act/Regulation</th>
<th>Requirement</th>
<th>Required Actions</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section 77(2)(a) / 41(a)</td>
<td>Enhancing principal and teacher performance and professional development</td>
<td>Implement the <em>Australian Teacher Performance and Development Framework</em> (refer to <a href="http://www.aitsl.edu.au">www.aitsl.edu.au</a>). Implementation of certain NSW Great Teaching, Inspired Learning reforms is aligned to this requirement.</td>
<td>New requirement</td>
</tr>
<tr>
<td>Section 77(2)(a) / 41(b)</td>
<td>Providing access to ongoing professional development</td>
<td>Provide access to ongoing professional development consistent with the <em>Australian Charter for the Professional Learning of Teachers and School Leaders</em> (refer to <a href="http://www.aitsl.edu.au">www.aitsl.edu.au</a>). Implementation of certain NSW Great Teaching, Inspired Learning reforms is aligned to this requirement.</td>
<td>New requirement</td>
</tr>
<tr>
<td>Section 77(2)(b) / 42</td>
<td>Implementing the Australian Curriculum in accordance with the Regulation, or a curriculum with comparable outcomes recognised by ACARA</td>
<td>NSW Catholic school authorities implement the NSW syllabuses developed by the BOSTES (<a href="http://www.boardofstudies.nsw.edu.au/">www.boardofstudies.nsw.edu.au</a>) including the NSW syllabuses for the Australian Curriculum as they are approved by the NSW Minister.</td>
<td>New requirement</td>
</tr>
<tr>
<td>Section 77(2)(c) / 43</td>
<td>Ensuring schools participate in the National Assessment Program and provide data collected from those assessments (<a href="http://www.nap.edu.au">www.nap.edu.au</a>)</td>
<td>Ensure schools participate in the national assessments such as annual literacy and numeracy testing (NAPLAN) and in any sample national or international assessments for which a school is selected.</td>
<td>Continuing requirement from <em>Schools Assistance Act 2008</em></td>
</tr>
</tbody>
</table>
| Section 77(2)(d) / 44 - 45 | Ensuring that the authority has a school improvement framework for the schools in its authority | Diocesan authorities need a framework which ensures improvement planning at school level:  
  o that the plan is developed in consultation with persons responsible for students at the school and others in the school community  
  o that the school’s progress against the plan is reviewed each year and, if necessary, the plan is updated  
  o that a report is prepared describing the school’s achievements in relation to, and progress against, the plan in the previous year.  

Diocesan authorities must ensure that the school improvement plan, and the report mentioned are published, available to the public. | New requirement |
| Section 77(2)(d) / 44 | Ensuring that each of its schools develops, implements, publishes and reviews a school improvement plan | The plan must include:  
- Contextual information about the school  
- Description of a process for conducting self-assessment  
- Description of process for reviewing the school improvement plan  
- Focus on strategic planning, including on areas of the school that may be improved.  
- Description of how the 5 national reform directions apply to the school: quality teaching, quality learning, empowered school leadership, transparency and accountability, and meeting student need.  
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<tbody>
<tr>
<td>Regulation 44(2b)</td>
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<tr>
<td>Section 77(2)(e)</td>
<td>Ensuring that the authority and each of its schools complies with the relevant disability discrimination laws of the Commonwealth and State</td>
<td>All education providers are required to comply with the Disability Discrimination Act and the Standards (<a href="https://education.gov.au/disability-standards-education">https://education.gov.au/disability-standards-education</a>)</td>
<td>Reinforces existing legal requirements</td>
</tr>
</tbody>
</table>
| Section 77(2)(f) / 44 – 60 | Providing information required by the Regulation related to:  
- A school’s census  
- A national program to collect data on schools and school education  
- Any implementation plan of the authority or school improvement plan (see above)  
- Student reports to parents or carers | **School’s census:** The Australian Government is responsible for the collection of schools census data for provision to the ABS on the first Friday in August.  
**National data collection:** Data is collected from schools and authorities for reporting on MySchool, the National Report on Schooling, Report on Government Services. Most is available through existing data collections.  
**Student reports:** see Regulation 59; in summary, for each student in Years 1 to 10, against available national standards, relative to the performance of the student’s peer group, reported on five-point scale (example A to E). | Continuing requirement from *Schools Assistance Act 2008* |
| Regulation 46-50 |  |  |  |
| Regulation 52-57 |  |  |  |
| Regulation 44 |  |  |  |
| Regulation 59 |  |  |  |
Appendix F: School information collection requirements for reporting on MySchool

http://aeaguide.education.gov.au/content/f8-school-information-collection-requirements

Appendix F outlines the school information collection requirements for submission to ACARA for reporting on MySchool. In many cases, the information is already being collected by ACARA.

There is a change (Regulation 55e) regarding the reporting of satisfaction, given the availability through ACARA of items in the National School Opinion Survey.

<table>
<thead>
<tr>
<th>Regulation</th>
<th>Information required</th>
<th>Collection details</th>
<th>Status</th>
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<tbody>
<tr>
<td>Regulation 55e</td>
<td>e) a statement about whether students, parents and teachers were satisfied with the school during the reporting period, including (if applicable) data collected using the National School Opinion Survey</td>
<td>Education ministers agreed to a national satisfaction survey on 17 April 2009. National parent and student items were agreed by education ministers in April 2012. Provision of information about satisfaction was also a requirement under the National Education Agreement and Schools Assistance Act 2008. This information is not currently published in any national reports. ACARA has developed national items that form the National School Opinion Survey. Schools can use these national items to meet their existing school satisfaction reporting requirements. A survey tool, School Survey, has been developed to collect National School Opinion Survey data, available for use by schools from August 2013.</td>
<td>New requirement</td>
</tr>
</tbody>
</table>
Dr Brian Croke  
Executive Director  
Catholic Education Commission of NSW  
PO Box A169  
SYDNEY SOUTH NSW 1235

Dear Dr Croke

I write to confirm 2014 funding arrangements for the Catholic Education Commission of NSW (the Commission) under the Australian Education Act 2013 (the Act).

The department recognises the Commission will maintain autonomy over funding distribution within its system in accordance with the requirements of the Act.

Section 5(2) of the Australian Education Regulation 2013 (the Regulation) allows the minister to enter into an approved system arrangement with an approved authority for more than one school if the minister is satisfied that the arrangement complies with requirements relating to needs-based funding arrangements and implementation plans as provided for in the Act.

I note the Commission and the department have previously discussed its documented needs-based funding arrangement and noted the method to be used would align with the requirements of the Act.

The Commission has received an implementation plan template and a further copy of the template is provided at Attachment A.

This letter, on your signature, will serve as an approved system arrangement in order for the Commission to be approved under the Act as an approved system authority from 1 January 2014 for the purpose of section 5(2) of the Regulation.

In recognition that the Commission will operate as an approved system authority, the Commonwealth has agreed to apply a student weighted average system socioeconomic status (SES) score for all schools within the system (not including Catholic systemic schools that are fully publicly funded). This student weighted average system SES score will be used for the purpose of calculating the 'capacity to contribute' percentage for each school in the system.

By signing below you will confirm the Commission’s understanding of its responsibilities as an approved system authority. I ask that you please sign where indicated and return the original of this letter to me by COB Friday 3 January 2014.
Please contact Michael Crowther, A/g Branch Manager, Schools Assurance Branch, on 02 6240 8639 if you have questions on this matter.

Yours sincerely

[Signature]

Martin Hehir

3 December 2013

By countersigning this letter, the following conditions are fulfilled:

- An approved system arrangement is in place and the Commission will be an approved system authority under the Act as provided for under section 5 (2) of the Regulation.
- Commonwealth recurrent funding will be redistributed by the Commission to its schools through a needs-based funding arrangement.
- The Commission has an implementation plan in place, for 2014, consistent with the template at Attachment A.

Signed on behalf of the Catholic Education Commission of NSW

Dr Brian Croke, Executive Director

Date:
<table>
<thead>
<tr>
<th>Object of Act</th>
<th>Implementation plan requirements</th>
</tr>
</thead>
</table>
| Quality teaching | Continue to implement reforms to improve quality of teaching as, and in the manner agreed, by the Standing Council. Work with the Australian Government in relation to implementation of its *Improved Teacher Quality and Support* initiatives, including:  
  - Better teacher standards  
  - Practical skills for new teachers  
  - Flexible pathways into teaching  
  - Enhanced professional development for school leaders.  
Further develop this implementation plan in relation to local delivered initiatives that support quality teaching. |
| Quality learning | Continue to implement reforms to improve quality of learning as, and in the manner agreed, by the Standing Council. Work with the Australian Government in relation to implementation of its *Robust National Curriculum* initiatives, including:  
  - Restoring the focus on science, technology, engineering and mathematics  
  - Flexible literacy learning for remote primary schools implemented from 2014  
  - Improve the take up of foreign languages to 40% within a decade  
  - Revisit the National Curriculum  
  - Fast NAPLAN turnaround - Date to move NAPLAN online agreed by SCSEEC.  
Further develop this implementation plan in relation to local delivered initiatives that support quality learning. |
| Empowered school leadership | Further develop this implementation plan in relation to local delivered initiatives that support empowered school leadership, and parental and community engagement in schools. |
| Transparency and accountability | Continue national and school-level reporting as, and in the manner agreed, by the Standing Council. Work with the Australian Government in relation to a review of the *My School* website. Work with the Australian Government to improve regulatory arrangements for non-government schools assurance. Further develop this implementation plan in relation to local delivered initiatives that support transparency and accountability. |
| Meeting student need | Implement (or continue) needs-based funding arrangements that provide a per capita grant for each student, supplemented by additional funding targeted at individual student need.  

Work with the Australian Government on the development of a national funding model for schooling, including:
- developing a fair and sustainable funding national model
- phased implementation over 2013-2015 of the nationally consistent collection of data on school students with a disability
- continued work to develop a funding loading formula for students with a disability so that future funding can be based on each student’s level of need for implementation for the 2015 school year.

Further develop this implementation plan in relation to local delivered initiatives that support meeting student need. |