

NATIONAL PARTNERSHIP AGREEMENT ON YOUTH ATTAINMENT AND TRANSITIONS

Council of
Australian
Governments

An agreement between

- the **Commonwealth of Australia** and
- the **States and Territories**, being:
 - ◆ The State of New South Wales;
 - ◆ The State of Victoria;
 - ◆ The State of Queensland;
 - ◆ The State of Western Australia;
 - ◆ The State of South Australia;
 - ◆ The State of Tasmania;
 - ◆ The Australian Capital Territory; and
 - ◆ The Northern Territory of Australia.

National Partnership Agreement on Youth Attainment and Transitions

PRELIMINARIES

1. This Agreement is created subject to the provisions of the Intergovernmental Agreement on Federal Financial Relations and should be read in conjunction with that Agreement and subsidiary schedules. In particular, the schedules include direction in respect of performance reporting and payment arrangements.
2. The Parties are committed to addressing the issue of social inclusion, including responding to Indigenous disadvantage. That commitment is embodied in the objectives and outcomes of this Agreement. However, the Parties have also agreed other objectives and outcomes - for example, in the National Indigenous Reform Agreement - which the Parties will pursue through the broadest possible spectrum of government action. Consequently, this Agreement will be implemented consistently with the objectives and outcomes of all National Agreements and National Partnerships entered into by the Parties.
3. Specifically, this Agreement will contribute to meeting the objectives and outcomes identified in the National Education Agreement and the National Agreement for Skills and Workforce Development.
4. The Parties to this Agreement recognise that immediate, concerted action supported by broader long-term reform is required to increase educational attainment and the engagement of young people aged 15-24 with education, training and employment.
5. This Agreement sets out objectives, outcomes and outputs; the roles and responsibilities of each party; performance benchmarks and reporting arrangements; and financial and governance arrangements.

PART 1 – FORMALITIES

Parties to this Agreement

6. In entering this Agreement, the Commonwealth and the States and Territories recognise that they have a mutual interest in improving outcomes in educational attainment; engagement of young people aged 15-24 with education, training and employment; and transitions of young people from school to further education, training or employment; and need to work together to achieve those outcomes.

7. The Commonwealth, States and Territories will work together to ensure the non-government school, training and community sectors are included in the reforms under this National Partnership.

Term of the Agreement

8. This Agreement will commence as soon as the Commonwealth and at least one other Party have signed the Agreement. The Agreement will expire on 31 December 2013, or earlier, as agreed in writing by all Parties.

Purpose of the Agreement

9. This Agreement has been established to achieve a national Year 12 or equivalent attainment rate of 90 per cent by 2015, provide an education or training entitlement to young people aged 15-24; better engage young people in education and training; assist young people aged 15-24 to make a successful transition from schooling into further education, training or employment; and better align Commonwealth, State and Territory programs and services related to youth, careers and transitions.

Delegations

10. The Commonwealth Minister for Education and Training is authorised to agree the implementation plans on behalf of the Commonwealth.
11. State and Territory Ministers for Education and Training are authorised to agree the implementation plans on behalf of their State or Territory.
12. Commonwealth project payments will be authorised by the Commonwealth Treasurer on advice from the Commonwealth Minister for Education and Training that States and Territories have satisfied conditions under this Agreement for receipt of project payments.
13. Subject to the provision of the Intergovernmental Agreement on Federal Financial Relations, and the independent assessment of the COAG Reform Council, the relevant Commonwealth Minister will certify that reward payments may be made to the States and Territories on the achievement of performance benchmarks specified in this Agreement.

Interpretation

14. Unless otherwise specified, the following terms and definitions are used throughout this Agreement:
 - a. *Attainment of Year 12 or equivalent*: having been awarded or completed the requirements for being awarded:
 - i. a Year 12 Certificate (Senior Secondary Certificate) by a Board of Studies; or
 - ii. an equivalent qualification such as the Certificate of General Education for Adults (at Certificate II level of above), the International Baccalaureate or other higher education pre-entry course; or
 - iii. an Australian Qualification Framework (AQF) Certificate II or higher qualification issued by a Registered Training Organisation or by a higher education institution.

- b. *Commonwealth Own Purpose Expense*: expense for the use of goods and services and associated transfer payments by the Commonwealth Government in the conduct of its own general government activities.

PART 2 – OBJECTIVES, OUTCOMES AND OUTPUTS

Objectives

15. Through this Agreement, Parties commit to:
- work towards achieving improvements in high level outcomes for schooling agreed by COAG in the National Education Agreement and in the 2008 National Declaration on Educational Goals for Young Australians;
 - work towards increasing the qualifications and skill level of the Australian population as agreed by COAG in the National Agreement for Skills and Workforce Development;
 - achieve improvements in the numbers of young Australians making successful transitions from schooling into further education, training or employment;
 - work collaboratively with the non-government school, training, business and community sectors to improve the support provided to young Australians to increase educational outcomes, attainment and improve transitions to further education, training or employment, with particular focus on 15 to 24 year olds and young people at risk; and
 - develop a skilled and work ready Indigenous workforce by increasing the educational attainment and engagement of young Indigenous Australians.

Outcomes

16. This Agreement will contribute to the following outcomes:

Table 1: Outcomes and Performance Indicators

Outcomes	Performance Indicators*
Increased participation of young people in education and training	Enrolment of full-time equivalent students in Years 11 and 12
Young people make a successful transition from school to further education, training or full-time employment	15-19 year olds without a Year 12 certificate and not enrolled in school who are enrolled in a vocational education and training (VET) course at Certificate II level or higher The proportion of young people aged 15-24 participating in post-school education, training or employment six months after leaving school The proportion of young people aged 20-24 who have attained Year 12 or equivalent
Increased attainment of young people aged 15-24, including Indigenous youth	The proportion of young Indigenous people aged 20-24 who have attained Year 12 or equivalent

*The methodology for measuring these performance indicators is defined at Table 3, paragraph 59.

Outputs and Strategies

17. To support the objectives and outcomes of this Agreement, Parties commit to improve access to, delivery of, and quality of education, training and employment programs for young people aged 15-24.

18. The Parties to this Agreement commit to implement a package of new measures that support the engagement of young people aged 15 to 24 in education and training in order to increase their life prosperity and wellbeing and to support their productive participation in the Australian labour market. The Parties agree that this is needed particularly during the economic downturn, so that young people do not become disengaged from education, training and the labour market. These measures are designed to support youth attainment to build Australian skills and the transition of young people from school to further education, training or employment.
19. The package of related measures is focused on (i) strengthening participation requirements; (ii) lifting qualification levels; (iii) supporting successful transition from school, especially for at risk young people; and (iv) communicating the importance of education and training for young people.

Strengthened Participation Requirements

20. The Parties agree to strengthen regulations to require young people aged 15 to 20 to be engaged in education or training as a first priority. States and Territories will require young people to engage in education, training or work or a combination of these activities, to at least age 17, and the Commonwealth will require 15 to 20 year olds to engage in education or training as a condition of receipt of income support. These measures are outlined below.

National Youth Participation Requirement

21. All States and Territories will implement the National Youth Participation Requirement.
22. The National Youth Participation Requirement includes:
 - a. a mandatory requirement for all young people to participate in schooling (meaning in school or an approved equivalent) until they complete Year 10; and
 - b. a mandatory requirement for all young people that have completed Year 10, to participate full-time (defined as at least 25 hours per week) in education, training or employment, or a combination of these activities, until age 17.
23. For the purpose of the National Youth Participation Requirement, education or training will be considered full-time if the provider considers the course to be full-time or if it includes 25 hours per week of formal course requirements.
24. Exemptions from the National Youth Participation Requirements will continue in line with existing State and Territory practice.
25. The National Youth Participation Requirement will commence from 1 January 2010.

Changes to Youth Allowance (Other) and Family Tax Benefit Part A

26. To support the education or training entitlement and the National Youth Participation Requirement, the Commonwealth will introduce new participation requirements for young people aged 15 to 20 who have not attained a Year 12 or equivalent qualification and who are in receipt of Youth Allowance (Other) or who are considered as an eligible child for receipt of Family Tax Benefit Part A.
27. The new participation requirements will come into effect from:
 - a. 1 July 2009 for new Youth Allowance (Other) claimants; and

- b. 1 January 2010 for existing Youth Allowance (Other) recipients and all Family Tax Benefit Part A recipients.

Youth Allowance (Other)

28. Under the new participation requirements, young people without Year 12 or equivalent will be required to undertake full-time (25 hours or more per week) education or training in order to be eligible for income support. Those in part-time education or training will be required to undertake additional activities to meet 25 hours per week participation (e.g. voluntary work, paid employment) to meet their participation requirements for receipt of Youth Allowance (Other).
29. Exemptions will apply for disadvantaged young people who are unable to meet the participation requirements due to their personal circumstances.
30. Young people with Year 12 or an equivalent qualification and not undertaking full-time study remain eligible for Youth Allowance (Other) and are required to undertake regular job search or other approved activities as part of their activity agreement.

Family Tax Benefit Part A

31. Similar arrangements will be introduced for 16 to 20 year olds, without Year 12 or equivalent, which will require them to participate in full-time education or training in order to be considered an eligible child for Family Tax Benefit Part A. Those who have not completed Year 12 or equivalent and who are not studying full-time will be assisted back into study or directed towards a Commonwealth labour market program, i.e. Jobs Services Australia or Disability Employment Services.
32. There is already a requirement for young people aged 21 to 24 to be in full-time study in order to be an eligible child for Family Tax Benefit Part A.

Lifting qualifications

33. The Parties agree that, especially during the downturn, young people should be supported to attain qualifications in order to be competitive in the labour market both now and when the economy recovers. Year 12 or equivalent attainment targets will be accelerated and an entitlement to an education or training place will be offered, as outlined below.

90 per cent Year 12 or equivalent attainment rate by 2015

34. The Parties agree to accelerate the achievement of a 90 per cent national Year 12 or equivalent attainment rate target to 2015.
35. The Parties agree the accelerated target will be met by differential target rates across jurisdictions which include recognition of current achievement and increase over current baseline Year 12 or equivalent attainment rates (see table 9 at paragraph 88).

Education or Training Entitlement

36. Commonwealth, States and Territories will deliver an education or training entitlement for young people aged 15-24 including:
 - a. that young people aged 15-19 years will have an entitlement to an education or training place for any government-subsidised qualification, subject to admission requirements and course availability; and

- b. that young people aged 20-24 will have an entitlement to an education or training place for any government-subsidised qualification which would result in the individual attaining a higher qualification, subject to admission requirements and course availability.
- 37. Education or training places can be delivered through schools, registered training organisations or higher education providers.
- 38. The education or training entitlement will be fully implemented by 1 July 2009 for 15 to 19 year olds and by 1 January 2010 for 20 to 24 year olds.
- 39. The education or training entitlement will be offered until 31 December 2011.
- 40. The education or training entitlement will be reviewed in April 2011 by COAG Senior Officials who will report to COAG on the effectiveness of the entitlement and make recommendations to COAG on whether the entitlement should be extended past 31 December 2011, taking into account economic conditions.

Supporting Successful Transitions

- 41. The Parties agree to cooperate in providing efficient and effective career and transition services to young people.
- 42. The Parties agree that States and Territories will progressively assume primary responsibility for the provision of youth career and transitions programs in a way which engages all school sectors and that the Commonwealth will retain responsibility for national career development. The details of the reformed Commonwealth programs and details of the transition of responsibility and funding to States and Territories are detailed below.

Youth Careers and Transitions Services

- 43. The current suite of Commonwealth youth, career and transition arrangements are being consolidated and streamlined into four new elements to be put in place under this Agreement. The Commonwealth undertakes to transfer responsibility for youth careers and transitions programs to States and Territories. The Commonwealth will work collaboratively with the States and Territories to design and implement each of the elements in a way which allows flexibility of delivery in schooling and training sectors, removes duplication and overlap, complements and adds value to current State and Territory based policies and programs, and makes it easier for young people aged to get the assistance they need, when they need it.
- 44. Subject to negotiation of transfer of responsibilities to States and Territories through implementation plans, the Commonwealth will ensure continued delivery of youth careers and transitions services from 1 January 2010 through the following arrangements:
 - a. Maximising Engagement, Attainment and Successful Transitions
 - i. Project payments to States and Territories to assist with the implementation of strategies to address the following reform areas:
 - 1. multiple learning pathways;
 - 2. career development; and

3. mentoring.
 - ii. Strategies in these reform areas will be agreed through each State and Territory implementation plan.
- b. School Business Community Partnership Brokers (Community and Education Engagement)
 - i. A program will be put in place under this Agreement in collaboration with the States and Territories. School Business Community Partnership Brokers will improve community and business engagement with schools and registered training organisation to extend learning beyond the classroom, increase student engagement, deepen learning experiences, lift attainment and improve educational outcomes.
- c. Youth Connections
 - i. A program will be put in place under this Agreement in collaboration with the States and Territories. Youth Connections will provide an improved safety net for youth at risk through the provision of tailored case management and support to help young people to re-connect with education and training and build resilience, skills and attributes that promote positive choices and wellbeing.
- d. National Career Development
 - i. The Commonwealth will maintain responsibility for National Career Development, providing funding for a range of national projects and resources for the benefit of all States and Territories, such as The Job Guide, through a Commonwealth Own Purpose Expense.

Supporting Measures

45. The Parties agree that, to ensure effective implementation of the above outputs and strategies, additional supporting measures are required. These measures are outlined below.

Communication Strategy

46. The Commonwealth, States and Territories will undertake communications to support the reforms in this Agreement.
47. A consistent set of messages, target audiences and principles for delivery for the communications strategy are at Schedule A.

Improved Data and Reporting

48. The COAG Productivity Agenda Working Group Data Subgroup will investigate options for improvements in data for young people aged 15-24, including survey and administrative data, and reporting on educational outcomes, including transitions and student destinations.

PART 3 – REFORM AREAS, INDICATIVE ACTIONS AND OUTCOMES

49. Project funding for Maximising Engagement, Attainment and Successful Transitions will be made available to the States and Territories from 1 January 2010 for the reform areas

of multiple learning pathways, career development and mentoring. The reform areas and indicative actions should be seen as a menu which States and Territories will be able to select from. The implementation plans will outline the actions to be undertaken in the selected reform areas.

50. The two program elements, School Business Community Partnership Brokers (Community and Education Engagement) and Youth Connections, will be funded as a Commonwealth Own Purpose Expense in the first instance and jointly established to remove duplication and overlap and to complement jurisdictional programs and services.
51. The funding for these two programs will be transferred to States and Territories following demonstrated achievement of outcomes. Table 2 lists indicative outcomes. The outcomes for each State and Territory will be negotiated as part of the implementation plan and will reflect the reform areas being targeted by each State and Territory.
52. Once funding for the programs has been transferred to States and Territories, it will become a project payment and cease to be a Commonwealth Own Purpose Expense and there will be no requirement on States and Territories to continue the specific programs. If the specific programs cease, the project funding will continue, but the States and Territories commit that the project funding will be used for additional careers and transition support services in the reform areas described in table 2; and that existing State and Territory funding effort will be maintained. This will be included in annual reporting under this Agreement (see paragraph 71).

Table 2: Indicative Outcomes to be Demonstrated for Provision of Project Funding

REFORM AREA	INDICATIVE ACTIONS	INDICATIVE OUTCOMES
Multiple learning pathways	<ul style="list-style-type: none"> ▪ Improving access to a broader range of more flexible, relevant and engaging learning options ▪ Creating opportunities to extend learning beyond the classroom ▪ Providing comprehensive program and subject choice, flexible timetabling and instruction methods ▪ Increasing engagement by Indigenous young people and young people with a disability ▪ Improving student progression and credit transfer to higher skill and qualification levels ▪ Improving access to structured workplace learning 	<p><u>Participation</u></p> <ul style="list-style-type: none"> ▪ Increased participation and engagement of young people aged 15-24 in education and training ▪ Improved access to a broad range of flexible and relevant learning options <p><u>Engagement</u></p> <ul style="list-style-type: none"> ▪ Improved student engagement in their learning
Career development	<ul style="list-style-type: none"> ▪ Offering universal high quality individualised career development and pathways planning ▪ Involving business and industry and parents/families, in young people's career development ▪ Improving the industry relevance of career advice and tailoring it appropriately 	<ul style="list-style-type: none"> ▪ Improved access to quality career development and pathways planning ▪ Improved access to quality mentoring programs ▪ Improved early identification and support for young people disengaged or at risk of disengaging from education
Mentoring	<ul style="list-style-type: none"> ▪ Increasing the provision of a variety of meaningful quality mentoring opportunities ▪ Improving mentor training programs and increasing the numbers of trained mentors ▪ Increasing the use of mentoring to support young people to develop resilience and provide direct assistance at important transition points in their lives ▪ Adopting national benchmarks relating to the design and implementation of mentoring programs 	<ul style="list-style-type: none"> ▪ Improvements in personal skills and wellbeing for young people at risk ▪ Well established, sustainable partnerships exist between the education sectors, between jurisdictions and with schools, industry, families and the community
School, Business and Community Partnerships	<ul style="list-style-type: none"> ▪ Aligning policies, programs and services to complement the new School Business Community Partnership brokers and remove duplication or overlap ▪ Working with the Commonwealth to maximise outcomes from the School Business Community Partnership which will be jointly established to improve partnerships between schools, the community and business 	<p><u>Attainment</u></p> <ul style="list-style-type: none"> ▪ Increased attainment of core foundation and employability skills ▪ Increased qualification attainment of young people aged 15-24, including Indigenous youth
Individualised, Personalised Support for Young People at Risk	<ul style="list-style-type: none"> ▪ Aligning policies, programs and services to complement the new Youth Connections Program and remove duplication or overlap ▪ Working with the Commonwealth to maximise outcomes from the Youth Connections Program which will be jointly established to provide and improve the early identification of young people at risk of disengaging and improve support available for at risk and disengaged young people 	<p><u>Transitions</u></p> <ul style="list-style-type: none"> ▪ Increased numbers of young people make smooth and efficient transitions from school to further education, training and employment.

53. States and Territories will consult with the non-government sectors in their jurisdiction about how this project funding will support government and non-government schools, Registered Training Organisations and community transition service providers to ensure

all young people will have access to these programs and services and this will be detailed in implementation plans.

PART 4 – ROLES AND RESPONSIBILITIES OF EACH PARTY

54. The roles and responsibilities of the Commonwealth and States and Territories for education and training are outlined in the National Education Agreement and the National Agreement for Skills and Workforce Development.
55. To realise the additional objectives and commitments in this Agreement, each Party has specific roles and responsibilities, as outlined below.

Role of the Commonwealth

56. The Commonwealth will have responsibility for:
 - a. monitoring the effectiveness of complementary Commonwealth labour market programs and interventions that support this Agreement;
 - b. assessing States and Territories' achievement of the outcomes specified in implementation plans to be demonstrated for transfer of School Business Community Partnership Brokers (Community and Education Engagement) and Youth Connections funding;
 - c. ensuring efficient payment of agreed Commonwealth project and reward payments, under the terms and conditions set out in the Intergovernmental Agreement on Federal Financial Relations and this Agreement;
 - d. funding and delivery of youth labour market programs and prevocational training for young people aged 15-24 to support the education and training entitlement;
 - e. introducing participation requirements for young people aged 15 to 20 who have not attained a Year 12 or equivalent qualification and who are in receipt of Youth Allowance (Other) or who are considered as an eligible child for receipt of Family Tax Benefit Part A;
 - f. ensuring Job Services Australia supports increased participation of young people aged 15-24 in education and training, including increasing referrals of young people aged 15-24 to education and training programs and prevocational training and through use of the Employment Pathways Fund to support participation in these activities as a priority;
 - g. expanding eligibility for young people aged 15 to 19 to the Productivity Places Program for the duration of the education and training entitlement;
 - h. funding and delivery of the National Career Development Initiatives;
 - i. higher education policy, including access by young people aged 15-24, including implementing transitional arrangements in 2010 and 2011 for a demand driven system for undergraduate places to be fully implemented by 2012; and
 - j. payment of income support to eligible 15 to 24 year olds.

Role of the States and Territories

57. The States and Territories will have responsibility for:

- a. ensuring that all young people aged 15-19 are given the opportunity and support to participate, engage and attain in education and training;
- b. the provision of education and training places for young people aged 15-24 years to support the delivery of the education and training entitlement;
- c. implementing strategies and demonstrating outcomes to support assumption of responsibility and funding for the provision of youth careers and transitions services, in a way which engages all schools and training sectors, the community and business;
- d. implementing the National Youth Participation Requirement, as outlined in paragraphs 21 to 25, as a minimum standard, including implementing or amending enabling legislation where necessary; and
- e. providing regular reporting on this Agreement, as specified at paragraphs 64 to 72.

Shared Responsibilities

58. Within the COAG framework, the Commonwealth, the States and Territories will:
- a. assess the impacts associated with any changed national policy settings;
 - b. develop an information exchange protocol between Centrelink and education and training authorities to assist with monitoring and implementation of the National Youth Participation Requirement to be progressed through the Ministerial Council for Education, Early Childhood Development and Youth Affairs – and as necessary the Ministerial Council for Tertiary Education and Employment, in partnership with the Commonwealth Department of Education, Employment and Workplace Relations and the Department Housing, Community Services and Indigenous Affairs;
 - c. engage the non-government school sector, public and private VET providers and the community sector to support the objectives of this Agreement;
 - d. implement the education and training entitlement for young people aged 15-24 in line with current policy and market settings for fee schedules, provider eligibility for government training places and prioritisation for the allocation of places across industry areas in each jurisdiction, noting that policy settings may change from time to time;
 - e. deliver a communications strategy using the consistent set of messages as outlined at Schedule A within existing communication strategies or through a new strategy;
 - f. engage employers who have a significant youth employee cohort to encourage these employees to take up their education and training entitlement through existing or new programs;
 - g. implement national school reporting arrangements to encourage improved attainment, engagement and youth transitions;
 - h. pursue additional reforms to improve attainment, engagement and youth transitions as required; and
 - i. develop and implement a formative evaluation of the initiatives covered by this Agreement to support further policy development and continuous improvement.

PART 5 – PERFORMANCE BENCHMARKS AND REPORTING

Performance Benchmarks and Indicators

59. The Commonwealth, the States and Territories agree to meet the following performance benchmarks:

Table 3: Performance Indicators and Benchmarks

Performance Indicator	Measurement/Data Source	Benchmark
Enrolment of full-time equivalent students in Years 11 and 12	Total enrolments of full-time equivalent students in Years 11 and 12 as measured through annual school census	As per table 8 Participation Rate Targets in 2010 at paragraph 85
15-19 year olds without a Year 12 certificate and not enrolled in school who are enrolled in a VET course at Certificate II level or higher	Total numbers of 15-19 year olds without a Year 12 certificate and not enrolled in school who are enrolled in a VET course at Certificate II level or higher as measured by Australian Vocational Education and Training Management Information Statistical Standard collection	As per table 8 Participation Rate Targets in 2010 at paragraph 85
The proportion of young people aged 20-24 who have attained Year 12 or a Certificate II or above	The proportion of young people aged 20-24 who have attained a Year 12 certificate or Certificate II or above, as measured by the Australian Bureau of Statistics Survey of Education and Work	As per table 9 Attainment Targets in 2012 at paragraph 88
The proportion of young Indigenous people aged 20-24 who have attained Year 12 or a Certificate II or above	The proportion of Indigenous young people aged 20-24 who have attained a Year 12 certificate or Certificate II level or above, as measured by the Australian Bureau of Statistics 2006 Census of Population and Housing and administrative data from States and Territories on award of Year 12 and VET certificates	As per Indigenous Attainment Progress Measures in 2015 at Schedule B
The proportion of young people aged 15-24 participating in post-school education, training or employment six months after leaving school	The total number of young people aged 15-24 who are school leavers and enrolled at a non-school education institution, plus young people aged 15-24 who are in employment over the total number of young people aged 15-24 who are school leavers as measured by the Australian Bureau of Statistics Survey of Education and Work	Annual data from the Australian Bureau of Statistics Survey of Education and Work with 2008 as the baseline

60. States and Territories will report annually against these performance benchmarks as specified at paragraph 69.

61. Achievement against the following performance benchmarks will be assessed for each State and Territory by the COAG Reform Council and be subject to reward payments (see paragraphs 81 to 93):
 - a. enrolment of full-time equivalent students in Years 11 and 12, and 15-19 year olds without a Year 12 certificate and not enrolled in school who are enrolled in a VET course at Certificate II level or higher; and
 - b. the proportion of young people in the 20-24 year old age group who have attained Year 12 or a Certificate II or above.

Implementation Plan

62. States and Territories entering into this Agreement will be required to develop an implementation plan which demonstrates how they will manage and implement the Agreement.
63. The final implementation plan is to be agreed and signed by each State and Territory and the Commonwealth by 30 November 2009 or earlier.

Reporting

64. Reporting requirements under this Agreement should be read in conjunction with the provisions in Schedule C to the Intergovernmental Agreement on Federal Financial Relations.
65. Parties to this Agreement note that current reporting is already provided towards the achievement of the *National Goals for Schooling in the Twenty-First Century* through the requirements of the Ministerial Council on Education, Early Childhood and Youth Affairs KPM Framework under the National Education Agreement.
66. Parties to this Agreement note the reporting already provided under the National Agreement for Skills and Workforce Development, including for the Annual National Report (of the Australian Vocational Education and Training system).
67. States and Territories will provide an initial report on 10 July 2009 to certify that the training entitlement for 15 to 19 year olds has been implemented; and a second report on 10 January 2010 to certify that the training entitlement for 20 to 24 year olds and the National Youth Participation Requirement have been implemented.
68. The Commonwealth will also provide a report to States and Territories on 10 July 2009 on the implementation of the strengthened participation requirement for Youth Allowance (Other) and Family Tax Benefit-Part A.
69. Thereafter, States and Territories will provide annual reports to the Commonwealth against the outcomes, performance benchmarks and performance indicators specified in this Agreement as outlined in table 1 at paragraph 16 and in table 3 at paragraph 59.
70. To meet a shared commitment to reporting on efforts to close the gap for Indigenous people, States and Territories also commit to including in their annual reports progress towards halving the gap in Indigenous Year 12 or equivalent attainment by 2020. Progress measures towards halving the gap in Indigenous Year 12 or equivalent attainment are at Schedule B.
71. Reporting will include detail of funding provided to the non-government sector and maintenance of any existing State and Territory funding for careers and transitions support services (see paragraph 52 and 53).

72. The first annual report, for the period 1 July 2009 to 31 December 2010 is due by 31 May 2011. Subsequent annual reports for each calendar year of the Agreement are due by 31 May of the following year. The final report, for the 2013 calendar year, is due by 31 May 2014.

PART 6 – FINANCIAL ARRANGEMENTS

Funding

73. The total funding envelope for this Agreement is up to \$723 million.
74. Funding will be in two parts, project and reward.

PROJECT COMPONENT

75. Over the life of this Agreement, up to \$623 million will be allocated to drive reform delivering youth careers, transitions and support.
76. The funding will be indicatively allocated across the outputs as follows:

Table 4: Funding Across Outputs

Output	2009-10 (\$'000)	2010-2011 (\$'000)	2011-2012 (\$'000)	2012-2013 (\$'000)	2013-14 (\$'000)	Total (\$'000)
Maximising Engagement, Attainment and Successful Transitions	13,300	26,600	26,600	26,600	13,300	106,400
School Business Community Partnership Brokers	22,860	45,720	45,720	45,720	22,860	182,880
Youth Connections	35,800	71,700	71,700	71,700	35,800	286,700
National Career Development	4,700	9,442	11,763	14,156	7,078	47,139
TOTAL Admin expenditure	76,660	153,462	155,783	158,176	79,038	623,119

77. The actual amounts of funding allocated across the outputs will be agreed in implementation plans.
78. The notional allocation of project funding for Maximising Engagement, Attainment and Successful Transitions available to each State and Territory has been determined by each State and Territory's share of the ABS projected 2009 12-18 year old cohort, with a 1.45% weighting applied for the remote student population.

Table 5: State and Territory Notional Allocation of Maximising Engagement, Attainment and Successful Transitions Facilitation Funding

	2009-10	2010-11	2011-12	2012-13	2013-14	4 year total
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	(\$'000)	%	(\$'000)	%	(\$'000)	%	(\$'000)	%	(\$'000)	%	(\$'000)
NSW	4,246	31.9	8,492	31.9	8,492	31.9	8,492	31.9	4,246	31.9	33,970
VIC	3,182	23.9	6,364	23.9	6,364	23.9	6,364	23.9	3,182	23.9	25,456
QLD	2,797	21.0	5,595	21.0	5,595	21.0	5,595	21.0	2,797	21.0	22,380
WA	1,406	10.6	2,811	10.6	2,811	10.6	2,811	10.6	1,406	10.6	11,245
SA	968	7.3	1,937	7.3	1,937	7.3	1,937	7.3	968	7.3	7,747
TAS	315	2.4	630	2.4	630	2.4	630	2.4	315	2.4	2,520
ACT	206	1.6	412	1.6	412	1.6	412	1.6	206	1.6	1,650
NT	179	1.3	358	1.3	358	1.3	358	1.3	179	1.3	1,431
Total	13,300	100.0	26,600	100.0	26,600	100.0	26,600	100.0	13,300	100.0	106,400

79. The notional allocation of project funding for School Business Community Partnerships Brokers (Community and Education Engagement) available to each State and Territory has been determined by each State and Territory's share of full time equivalent primary and secondary students, with a 1.45% weighting applied for the remote student population. For each full financial year \$1.5 million of the total funding has not been allocated (\$0.75 million half year effect). \$400,000 will be used for program evaluation, change management and network activities, while the remaining \$1.1 million has been allocated to the Northern Territory. Note that percentage share is of the funding amount available to be allocated to the States and Territories.

Table 6: State and Territory Notional Allocation of School Business Community Partnership brokers Facilitation Funding

	2009-10		2010-11		2011-12		2012-13		2013-14		4 year total
	(\$'000)	%	(\$'000)	%	(\$'000)	%	(\$'000)	%	(\$'000)	%	(\$'000)
NSW	7,066	32.0	14,133	32.0	14,133	32.0	14,133	32.0	7,066	32.0	56,530
VIC	5,338	24.1	10,676	24.1	10,676	24.1	10,676	24.1	5,338	24.1	42,704
QLD	4,559	20.6	9,118	20.6	9,118	20.6	9,118	20.6	4,559	20.6	36,470
WA	2,298	10.4	4,595	10.4	4,595	10.4	4,595	10.4	2,298	10.4	18,380
SA	1,645	7.4	3,291	7.4	3,291	7.4	3,291	7.4	1,645	7.4	13,163
TAS	527	2.4	1,054	2.4	1,054	2.4	1,054	2.4	527	2.4	4,215
ACT	377	1.7	753	1.7	753	1.7	753	1.7	377	1.7	3,012
NT	301	1.4	601	1.4	601	1.4	601	1.4	301	1.4	2,405
Sub-Total	22,110	100.0	44,220	100.0	44,220	100.0	44,220	100.0	22,110	100.0	176,880
NT Top-up	550		1,100		1,100		1,100		550		4,400
National	200		400		400		400		200		1,600*
Total	22,860		45,720		45,720		45,720		22,860		182,880

*When the National Partnership is reviewed in 2013, a decision will be made about the continuation or distribution of this funding.

80. The notional allocation of project funding for Youth Connections available to each State and Territory has been determined by each State and Territory's share of the ABS projected 2009 12-18 year old cohort, with a 1.45% weighting applied for the remote student population. For each full financial year \$1.5 million of the total funding has not been allocated (\$0.75 million half year effect). \$400,000 of this will be used for program

evaluation, change management and network activities, while the remaining \$1.1 million has been allocated to the Northern Territory. Note that each State and Territory's percentage share is of funding amount available to be allocated to the States and Territories.

Table 7: State and Territory Notional Allocation of Youth Connections Facilitation Funding

	2009-10		2010-11		2011-12		2012-13		2013-14		4 year total
	(\$'000)	%	(\$'000)	%	(\$'000)	%	(\$'000)	%	(\$'000)	%	(\$'000)
NSW	11,206	31.9	22,412	31.9	22,412	31.9	22,412	31.9	11,206	31.9	89,648
VIC	8,398	23.9	16,796	23.9	16,796	23.9	16,796	23.9	8,398	23.9	67,184
QLD	7,383	21.0	14,766	21.0	14,766	21.0	14,766	21.0	7,383	21.0	59,064
WA	3,710	10.6	7,419	10.6	7,419	10.6	7,419	10.6	3,710	10.6	29,677
SA	2,556	7.3	5,112	7.3	5,112	7.3	5,112	7.3	2,556	7.3	20,448
TAS	831	2.4	1,663	2.4	1,663	2.4	1,663	2.4	831	2.4	6,651
ACT	544	1.6	1,088	1.6	1,088	1.6	1,088	1.6	544	1.6	4,352
NT	472	1.3	944	1.3	944	1.3	944	1.3	472	1.3	3,776
Sub-Total	35,100	100.0	70,200	100.0	70,200	100.0	70,200	100.0	35,100	100.0	280,800
NT Top-up	550		1,100		1,100		1,100		550		4,400
National	200		400		400		400		200		1,600*
Total	35,850		71,700		71,700		71,700		35,850		286,800

*When the National Partnership is reviewed in 2013, a decision will be made about the continuation or distribution of this funding

REWARD COMPONENT

81. Reward funding of up to \$100 million will be made available based on achievement of the participation and attainment targets, as assessed by the COAG Reform Council.
82. In order to achieve the objectives of the National Education Agreement and to sustain the significant national reforms under the National Partnerships, States and Territories that receive reward funding will use this funding for education or training purposes.
83. In 2011, up to \$50 million of reward payments will be made available based on achievement against improved participation of young people as measured by the total enrolment of full-time equivalent students in Years 11 and 12 and 15-19 year olds without a Year 12 certificate and not enrolled in school who are enrolled in a VET course (full or part time) at Certificate II level or higher in 2010.
84. The 2008 baseline for the participation targets are derived from 2008 baseline data from the National Schools Statistics Collection August 2008, published in the Australian Bureau of Statistics Schools (Cat. 4221.0) in March 2009 and the VET enrolments from the National Centre for Vocational Education Research *Australian Vocational Education and Training Management Information Statistical Standard* collection for the calendar year 2007.
85. The 2010 total student targets have been derived by (i) projecting forward school student numbers in 2008 by the most recent progression rates, adjusted for expected increases in school retention from the Global Recession (based on modelling from the Commonwealth Department of Treasury); (ii) incorporating VET enrolments (which are assumed to remain at 2007 levels); and (iii) adding in a stretch component. The stretch

component, which applies to the total number of students in school or VET, was set to be equivalent to increasing the school retention rate by $1\frac{1}{3}$ percentage points.

Table 8: Participation Rate Targets in 2010

	2010 Target	Increase on 2008
NSW	170,078	8,776
Vic.	148,003	8,343
Qld.	121,505	7,713
SA	44,085	1,987
WA	64,407	4,468
Tas.	14,649	623
NT	5,350	253
ACT	10,336	216
Australia	578,413	32,379

(The 2008 data will be adjusted for all jurisdictions once final 2008 Australian Vocational Education and Training Management Information Statistical Standard data is available.)

86. Achievement of the 2010 targets will be measured by the National Schools Statistics Collection August 2010, published in Australian Bureau of Statistics Schools (Cat. 4221.0) in March 2011 and the National Centre for Vocational Education Research *Australian Vocational Education and Training Management Information Statistical Standard* collection for the calendar year 2010, available July 2011.
87. In 2013, \$50 million in reward payments will be made available based on achievement against the 2012 Year 12 or equivalent attainment rate targets in table 9. The targets have been established to include recognition of current achievement and increase over current baseline Year 12 or equivalent attainment rates.
88. The baseline for calculating attainment targets is derived from the 2007 Australian Bureau of Statistics Survey of Education and Work. In 2007, the national attainment rate was 83.5 per cent \pm 1.1 percentage points, with 1.1 being the 95 per cent confidence interval. To ensure a high degree of confidence the achievement of the 90 per cent target at the national level by 2015, the national attainment rate needs to improve by 6.5 percentage points by that time and by half that amount by 2012. This level of improvement is required from each State and Territory (except the ACT). Table 9 provides attainment rates for each state and territory in 2012 and 2015, calculated by adding the required improvement to the 2007 attainment rates from the 2007 Survey of Education and Work. These 2007 rates are subject to a degree of uncertainty and the confidence intervals are shown in Schedule C.

Table 9: 2012 Attainment Targets

	2009*	2012 target	2015 target#
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State or Territory		Target rate	Number increase from 2009 to 2012	% increase from 2009 to 2012	Target rate	Number increase from 2012 to 2015	% increase from 2012 to 2015
NSW	82.7	85.95	15,100	3.93%	89.2	15,100	3.78%
Vic.	86.1	89.35	11,937	3.77%	92.6	11,937	3.64%
Qld.	86	89.25	9,451	3.78%	92.5	9,451	3.64%
SA	78.2	81.45	3,432	4.16%	84.7	3,432	3.99%
WA	79.7	82.95	4,758	4.08%	86.2	4,758	3.92%
Tas.	75.1	78.35	1,030	4.33%	81.6	1,030	4.15%
NT	65.1	68.35	293	4.99%	71.6	293	4.75%
ACT^	93.1	94.30	332	1.29%	95.0	194	0.74%
Australia	83.5	86.73	46,333	3.87%	89.93	46,194	3.69%

*The Survey of Education and Work data is subject to error margins. Error margins are at Schedule C.

#The 2015 targets are not subject to reward payments under this Agreement but are included as an illustration of the accelerated targets agreed by COAG on 30 April 2009.

^See Schedule C for further details on treatment of the ACT target.

89. Reward payment for 2012 progress towards the 2015 target will be based on the COAG Reform Council's assessment of the improvement achieved by each State and Territory, against the requirements specified in paragraph 88, taking into account the level of confidence that the COAG Reform Council attached to that improvement (see also Schedule C).
90. Should a State or Territory only achieve part of the increase required by their target, reward payments will be paid on a pro rata basis for the percentage of their target met, down to 50 per cent. Achievement of less than 50 per cent of a target will result in no reward payment.
91. Should a State or Territory achieve their participation target before 2010 or their attainment target before 2012, they may access their reward funding early.
92. Any unallocated funds due to the non-achievement of participation targets in 2010 will roll over into the allocated reward funds for that State or Territory for achievement against their 2012 target.
93. The notional reward funding for each State and Territory in table 10 is calculated on their share of the Australian population.

Table 10: Notional Reward Funding

State	Population (n)	Population Share (%)	2010 Participation Target (paid in 2011)	2012 Attainment Target (paid in 2013)	Total
NSW	7,017,100	32.58	\$16,288,457	\$16,288,457	\$32,576,915
Vic	5,340,300	24.79	\$12,396,182	\$12,396,182	\$24,792,364
QLD	4,320,100	20.06	\$10,028,041	\$10,028,041	\$20,056,081
SA	1,607,700	7.46	\$3,731,877	\$3,731,877	\$7,463,754
WA	2,188,500	10.16	\$5,080,060	\$5,080,060	\$10,160,120
Tas	498,900	2.32	\$1,158,073	\$1,158,073	\$2,316,145
NT	221,100	1.03	\$513,229	\$513,229	\$1,026,458
ACT	346,400	1.61	\$804,082	\$804,082	\$1,608,163
Australia	21,540,100	100.00	\$50,000,000	\$50,000,000	\$100,000,000

*Source: Australian Bureau of Statistics, Australian Demographic Statistics, Sep 2008, (Cat. 3101.0). Note: does not include Other Territories comprising Jervis Bay Territory, Christmas Island and the Cocos (Keeling).

Payment schedule

94. Project payments will be made by the Commonwealth Treasurer on the advice of the relevant Commonwealth Portfolio Minister that participating States and Territories have met the conditions as agreed in the implementation plans.
95. The first project payment, for Maximising Engagement, Attainment and Successful Transitions, will be paid on the first possible payment date after 1 January 2010.
96. Project payments for the School Business Community Partnership Brokers (Community and Education Engagement) and Youth Connections programs will commence for each State and Territory on the first possible payment date after the relevant Commonwealth Portfolio Minister's determination, as set out on the Intergovernmental Agreement on Federal Financial Relations.
97. Reward payments will be authorised by the relevant Commonwealth Minister after receiving advice from the COAG Reform Council that participating States and Territories have met previously agreed targets.
98. Reward payments for achievement of the 2010 participation target and 2012 attainment target will be paid on the first possible payment date after the Minister's determination, as set out in the Intergovernmental Agreement on Federal Financial Relations, and subject to data availability.

PART 7 – GOVERNANCE ARRANGEMENTS

Dispute Resolution

99. Any Party may give notice to other Parties of a dispute under this Agreement.
100. The relevant delegates will attempt to resolve any dispute in the first instance.
101. If a dispute cannot be resolved between the relevant delegates, it may be referred to the relevant Ministerial Council or other relevant COAG Working Group for consideration.
102. If a dispute cannot be resolved by the relevant Ministerial Council or other relevant COAG Working Group, it may be referred by a Party to COAG for consideration.

Review of the Agreement

103. This Agreement will be reviewed prior to the expiry of this Agreement with regard to progress made by the Parties in respect of achieving the agreed outcomes, and any issues regarding this Agreement, the implementation plans and their performance monitoring. This review will consider options for the future of this National Partnership, including extension of its life or rolling some or all of the project funding under this Agreement into the National Education Agreement and/or the National Agreement for Skills and Workforce Development.

Variation of the Agreement

104. The agreement may be amended at any time by agreement in writing by all the Parties and under terms and conditions as agreed by all the Parties.
105. A Party to the Agreement may terminate their participation in the Agreement at any time by notifying all the other Parties in writing.

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

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

The Honourable Kevin Rudd MP
Prime Minister of the Commonwealth of Australia
2 July 2009

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

The Honourable Nathan Rees MP
Premier of the State of New South Wales
2 July 2009

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

The Honourable John Brumby MP
Premier of the State of Victoria
2 July 2009

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

The Honourable Anna Bligh MP
Premier of the State of Queensland
2 July 2009

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

The Honourable Colin Barnett MP
Premier of the State of Western Australia
2 July 2009

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

The Honourable Mike Rann MP
Premier of the State of South Australia
2 July 2009

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

The Honourable David Bartlett MP
Premier of the State of Tasmania
2 July 2009

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

Jon Stanhope MLA
Chief Minister of the Australian Capital Territory
2 July 2009

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

The Honourable Paul Henderson MLA
Chief Minister of the Northern Territory of Australia
2 July 2009

Communications Strategy

NATIONAL PARTNERSHIP AGREEMENT ON YOUTH ATTAINMENT AND TRANSITIONS

All Parties to this Agreement commit to the delivery of a communications strategy to support implementation of this National Partnership.

Target Audience for Communications

The communications strategy will have multiple target audiences:

- young people aged 15-24;
- parents and guardians of young people aged 15-24;
- education and training providers; and
- employers and potential employers of young people aged 15-24.

The Commonwealth, States and Territories may identify additional target audiences for delivery of the communications within their jurisdiction.

Principles for Delivery of Communications

The Commonwealth will have responsibility for communications relating to the implementation of:

- changes to Youth Allowance (Other) and Family Tax Benefit Part A;
- youth labour market initiatives, including prevocational programs to support the education or training entitlement;
- reforms to Commonwealth youth careers and transitions programs;
- expanded eligibility for young people aged 15 to 19 to the Productivity Program Places for the duration of the education and training entitlement; and
- transition towards a demand driven system in higher education.

The States and Territories will have responsibility for communications specific to their jurisdiction regarding the importance of increasing attainment and engagement of young people aged 15-24 in education, training and employment.

The States and Territories will also have responsibility for communications relating to the implementation of:

- the National Youth Participation Requirement; and
- the education or training entitlement.

Key Messages for Communications

Delivery of communications by the Commonwealth, State and Territory will be consistent with the following key messages:

Generic:

- Young people aged 15-24 should be engaged full-time in education, training or employment.

- Young people aged 15-20 without a Year 12 or equivalent qualification should be engaged full-time in education or training.
- Education and training pays off – people with higher qualifications tend to earn more over their lifetime.
- Completing Year 12 or an equivalent qualification gives young people the best possible foundation for success in the future.
- Young people without qualifications are at the greatest risk of long-term disadvantage, particularly in periods of economic downturn.

For young people aged 15-24:

- Your career options are endless – education and training will get you there.
- There is no better time than now to get qualified.

For parents:

- Finishing Year 12 or further study will provide the best opportunities for your children and there is assistance to help.

For employers:

- More young people are going to be qualified and have the skills you need.
- Provide training now for the workforce you will need for tomorrow.

The Commonwealth, States and Territories can undertake their own research and market-testing to determine how these key messages should be delivered within their jurisdiction.

Delivery of the communications could be through existing communication strategies or through new communication strategies.

Indigenous Reporting

NATIONAL PARTNERSHIP AGREEMENT ON YOUTH ATTAINMENT AND TRANSITIONS

COAG has agreed to the target of halving the gap in Indigenous Year 12 or equivalent attainment by 2020.

Parties to this Agreement commit to working towards the following 2015 progress measure towards this target and annual reporting on progress.

States and Territories will monitor and report on Indigenous participation annually, noting that this will not be taken into account for reward payments but as a progress measure toward achieving the halving the gap target.

Annual monitoring and reporting of participation of Indigenous students will be the total enrolment of full-time students in Years 11 and 12, and 15-19 year olds without a Year 12 Certificate and not enrolled in school who are enrolled in a VET course (full-time or part time) at Certificate II level or higher.

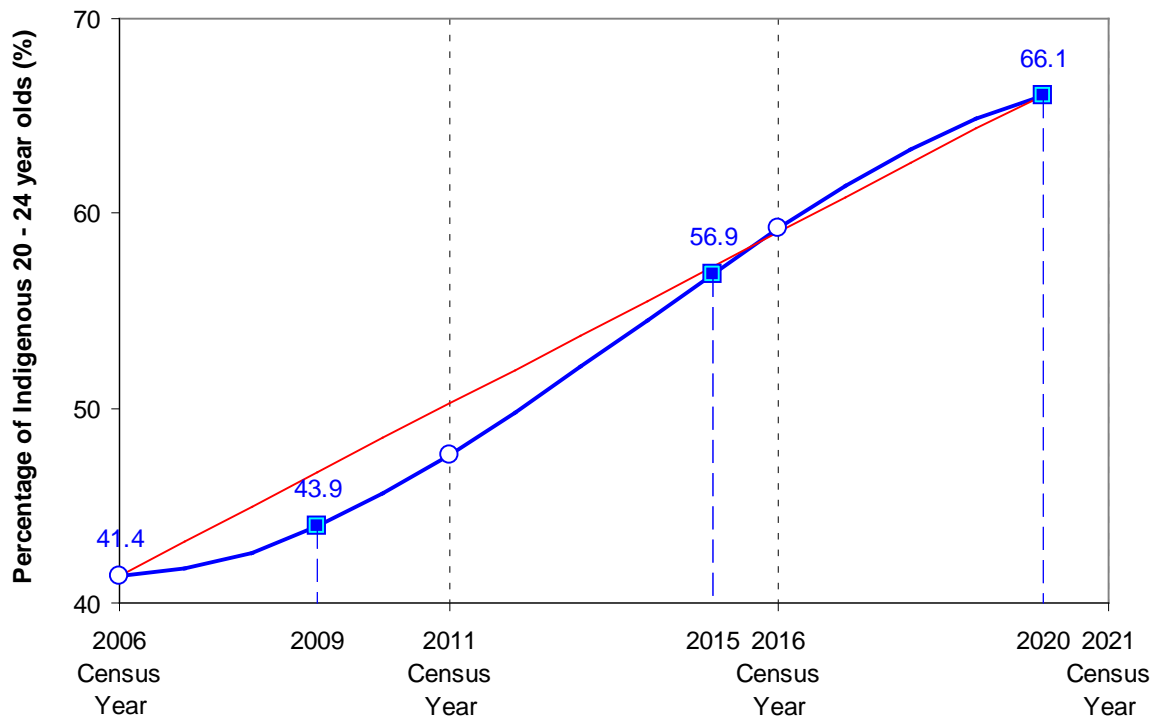
Annual monitoring and reporting of Indigenous students will also include a separate category of the total enrolment of full-time students in Years 9 and 10, and 15-19 year olds without a Year 12 Certificate and not enrolled in school who are enrolled in a VET course (full-time or part time) at Certificate I level.

States and Territories will monitor and report annually on a range of leading indicators in addition to participation, such as attendance, retention and trends in administrative data. This information will also be used to determine the 20-24 year old Indigenous attainment rate in non-Census years, including 2015 and 2020.

States and Territories will also monitor and report on: school level strategies; leading indicators (participation, attendance and retention); and Year 12 attainment; initially for schools with 30 or more Indigenous students where this equates to 10 per cent or more of total enrolments, to be expanded over time as agreed through State and Territory implementation plans, to schools with 10 per cent or more Indigenous enrolments or more than 30 Indigenous students.

Halving the Gap in Indigenous Year 12 or Equivalent Attainment Progress Measure

The gap is defined as that between the estimated 2006 Census of Population and Housing Indigenous Year 12 or equivalent attainment rate and the projected non-Indigenous rate in 2020. The 2006 Census estimate did not make adjustments for non-reporting of Indigenous status or qualifications. A trajectory for increasing Indigenous attainment to halve the gap is described below.



A national 'S' curve trajectory allows some time for newly-developed capacity to improve attainment to flow through to 20-24 year olds. Greater improvements are expected in the middle period of the target range, reflecting the greater ease of lifting attainment at lower rates. The middle section of the curve also covers the period of maximum benefit from the effects of the global economic crisis on education and training participation, and avoids leaving a large part of the task to the end of the target period. While the final section tapers off somewhat in recognition of the increased difficulty of lifting higher attainment rates, the trajectory implies strong growth in the Indigenous attainment rate beyond 2020.

The trajectory distributes effort to halve the gap over this period as follows:

- 22 per cent between 2009 and 2012;
- 45 per cent between 2012 and 2016; and
- 33 per cent between 2016 and 2020.

The national 'S' curve trajectory will result in 56.9 per cent Indigenous attainment by 2015 and 66.1 per cent in 2020. These estimates assume that the Census will be the primary source of data for monitoring the achievement of the Indigenous target. To take into account data quality issues in the use of Census data for Indigenous attainment (and possible variation in the quality over time), there will be an error adjustment of 3 percentage points so that outcomes in a band of 53.9 per cent to 59.9 per cent in 2015 and 63.1 per cent to 69.1 per cent in 2020 count as achieving the target.

Jurisdiction trajectories

Individual jurisdictional trajectories will be based on the national 'S' curve trajectory shape. Jurisdictional trajectories will be agreed by December 2009 and these must be reflected in implementation plans.

Survey of Education and Work Error Margins

NATIONAL PARTNERSHIP AGREEMENT ON YOUTH ATTAINMENT AND TRANSITIONS

The 2007 Australian Bureau of Statistics Survey of Education and Work data, used for the Year 12 or equivalent attainment targets, was subject to the following error margins:

	95% confidence interval (%pts)
NSW	1.9
Vic.	2.2
Qld.	2.6
SA	4.2
WA	4.0
Tas.	6.9
NT	15.8
ACT	3.6
Australia	1.1

This means that there is a 95% chance that the actual value, in the case of NSW as an example, is between 80.8% (82.7-1.9) and 84.6% (82.7+1.9).

Assessment of target achievement for reward payments

The COAG Reform Council may, for example, assess with a high degree of confidence that a state has achieved an improvement of at least 2 percentage points by 2012 but that it has low confidence that the improvement was of the order of 3 $\frac{1}{4}$ percentage points. Reward payments will then be made accordingly.

The Survey of Education and Work will be a major source of information that will be taken into consideration by the Council in making its assessments, with the 2012 estimates due for release in March 2013. Given the error margins associated with those data, the Council may take into account other administrative, census and survey data if necessary in reaching its assessment.

Determination of attainment targets in 2012 and 2015

States and territories, with the exception of the ACT, are required to improve their own attainment rate by the percentage point amount required nationally as indicated by the ABS Survey of Education and Work by 2015. This increase is spread equally across the period 2009-2015 (i.e. half in 2009-2012, and half 2012-2015). Because the ACT attainment rate is already over 90%, the ACT is required to improve its attainment rate to 95% or by 1.2 percentage points by 2012, and another 0.7 percentage points by 2015.

Source: ABS 62270DO001_2007305 Education and Work, Australia, May 2007 (Additional Datacube3)