

# National Plan for School Improvement

May 2013

Stronger. **Smarter.** Fairer.

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# A historic new investment in our schools

## Additional Commonwealth funding across Australia

The Budget provides an additional \$9.8 billion over six years from 2014-15 for new needs-based school funding arrangements. This funding will fundamentally change the way resources are provided — better linking funding to each student’s needs. On top of this historic investment will be additional funding to ensure the smooth implementation of the reforms.

Providing additional funding is essential — because educational outcomes should not be driven by wealth and because all students should have access to high quality education regardless of their background.

This new, fairer system will help ensure that children’s educational outcomes are not determined by how much their parents earn.

For all States and Territories who agree to partner with the Commonwealth in reform, the Commonwealth will provide 65 per cent of the additional funding required to bring schools up to the new Schooling Resource Standard.

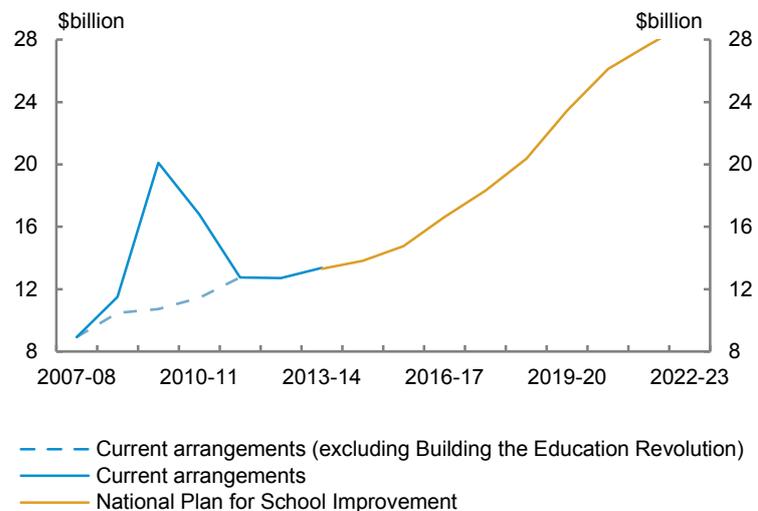
The Government has made room in the Budget through targeted savings to ensure these reforms are fully funded in the long term.

## In the Budget

The Government is providing \$9.8 billion over six years for the National Plan for School Improvement. In addition:

- \$64.7 million over five years to support implementation of the National Plan for School Improvement to agencies including the Australian Curriculum, Assessment and Reporting Authority, the Australian Institute for Teaching and School Leadership and Education Services Australia.
- \$114.4 million over four years to support students with a disability, including:
  - \$100 million in 2014 to extend the More Support for Students with Disabilities National Partnership to the end of 2014, until a new loading for disability commences from 1 January 2015; and
  - \$14.4 million over four years to implement a nationally consistent data collection model for students with a disability, to inform the new loading.
- The continuation of funding already provided in the forward estimates for existing capital grants to non-government schools.

## Total school funding over time — current and projected



# A partnership between governments

## Creating a fairer and more sustainable approach to school funding

All recurrent Commonwealth funding for schooling will be delivered through fair and transparent needs-based arrangements, providing new investment to support reforms that will help to improve each student's achievements at school.

The evidence-based reforms in the National Plan for School Improvement are focused on quality teaching, quality learning, transparency and accountability, meeting student need and empowering school leadership. This means more money for things like literacy coaches, teacher training and parental engagement.

## No student left behind

These reforms will deliver the support every student needs to succeed. Focusing on students struggling under the current arrangements, the new system will ensure that how well you do at school is not determined by where you live.

## An investment in the future

Education is an investment in our children's future wellbeing — and in the strength of our national economy. Improving the quality of our schooling will be vital for ensuring Australia succeeds in the Asian century.



## State and Territory commitment to reform

In return for additional funding, the Commonwealth has asked every State and Territory to sign up to new national education reforms and:

- become a signatory to the National Education Reform Agreement, including the National Plan for School Improvement and needs-based funding;
- stop education funding cuts and freezes, including maintaining current school spending and committing to three per cent growth on an ongoing basis; and
- provide their 35 per cent share of the additional funding required to move the schools in their State or Territory up towards the Schooling Resource Standard (SRS).



# A once in a generation opportunity for a better, fairer schooling system

## The Review of Funding for Schooling

Australia's outcomes in international testing have not kept pace over the last decade relative to other countries. One in twelve students is not meeting national minimum standards in reading, writing and numeracy.

There is also a persistent and significant gap between our highest and lowest performing students — and low performing students are disproportionately from disadvantaged backgrounds. The Government is determined to change this, providing additional resources to support these children.

This is why the Government has announced the biggest overhaul of school funding in almost 40 years, and is implementing the education reforms needed to improve results.

To compete in the Asian century Australia needs a highly skilled workforce — and this begins with a high performing school system. To achieve this Australia will now have a better and fairer way of funding our schools, together with new education reforms to lift student achievement.

## Key findings of the Review

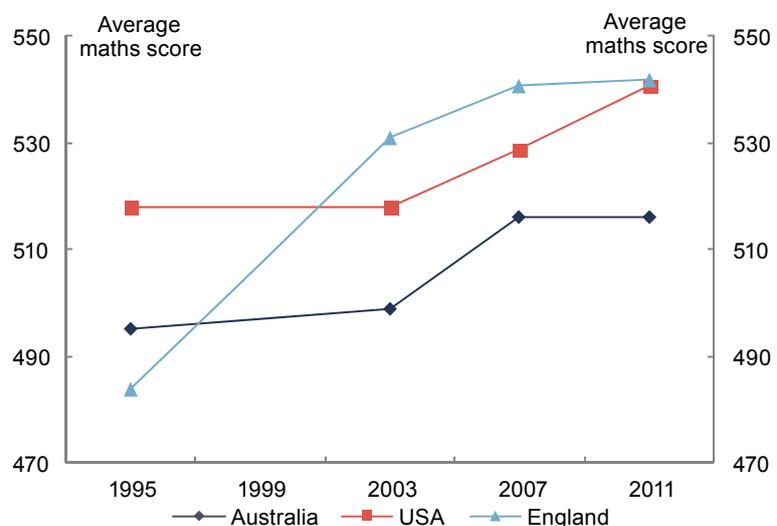
In December 2011, following extensive national consultations, a panel of eminent Australians, chaired by Mr David Gonski AC, delivered the first comprehensive report into national school funding arrangements since 1973.

The final report emphasised the importance of high quality schooling for individuals' wellbeing, as well as for the growth and robustness of the national economy.

The panel found that:

- New funding arrangements for schooling should aim to ensure that:
  - differences in educational outcomes are not the result of differences in wealth, income, power or possessions; and
  - all students have access to a high standard of education regardless of their background or circumstances.
- Australian schooling needs to lift the performance of students at all levels.
- Australia lacks a logical, consistent and transparent approach to funding schooling.
- There are complex interactions between factors of disadvantage, and students who experience multiple factors are at a higher risk of poor performance.

## Trends in International Mathematics and Science Study (TIMSS) year 4 mathematics mean score for Australia, USA and England over time



# Ambitious 2025 goals for Australian kids



## Equity and excellence across the board

The Government has committed to ambitious goals for Australian children, aimed at ensuring every Australian child receives an excellent education. These are:

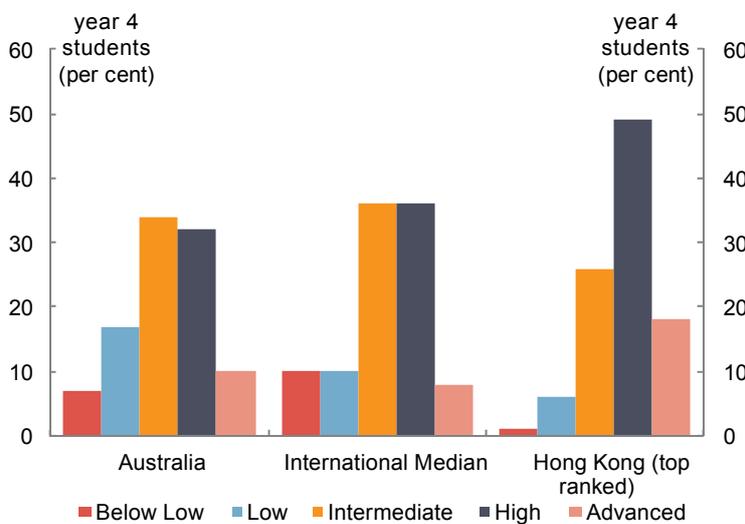
- Australia to be placed in the top five countries internationally in reading, mathematics and science by 2025; and
- Australia to be considered a high quality and high equity schooling system by international standards by 2025.

While Australian students perform well on average, we are slipping down the international rankings and too many of our disadvantaged students are being left behind.

Improving the quality of Australian schooling is vital for our country's future prosperity, productivity and wellbeing, and working towards these goals for 2025 will help ensure we can seize the opportunities on offer in the Asian century.

The National Plan for School Improvement and more equitable funding arrangements will be essential to ensuring all Australian kids have the opportunity to succeed.

Progress in International Reading Literacy Study (PIRLS)  
2011 Year 4 reading score



## National Education Reform Agreement Goals

As well as asking the States and Territories to agree to two new and ambitious national targets, the National Education Reform Agreement also includes the national targets previously agreed by the Commonwealth and the States under the National Education Agreement:

- lift the Year 12 (or equivalent) or Cert II attainment rate to 90 per cent by 2015;
- lift the Year 12 (or equivalent) or Cert III attainment rate to 90 per cent by 2020;
- at least halve the gap for Aboriginal and Torres Strait Islander students in Year 12 or equivalent attainment rates by 2020; and
- halve the gap for Aboriginal and Torres Strait Islander students in reading, writing and numeracy by 2018.



# A Schooling Resource Standard based on need

## New funding arrangements to support every student

The Government is investing an extra \$9.8 billion dollars over six years from 2014-15 through a new Schooling Resource Standard, designed to ensure every student in every school gets the support they need.

The system will deliver a per-student level of funding based on current funding levels for high-achieving, efficient schools. On top of this, additional funding will be provided to meet the costs of helping a child overcome disadvantage.

The Government has committed that no school will lose a dollar per student under these new arrangements — each year, every school will receive at least the per-student funding level it received the previous year, plus indexation to cover real increases in costs.

New funding will be phased in over six years, to ensure this new investment is sustainable and to allow schools and systems time to adjust and make long-term plans.

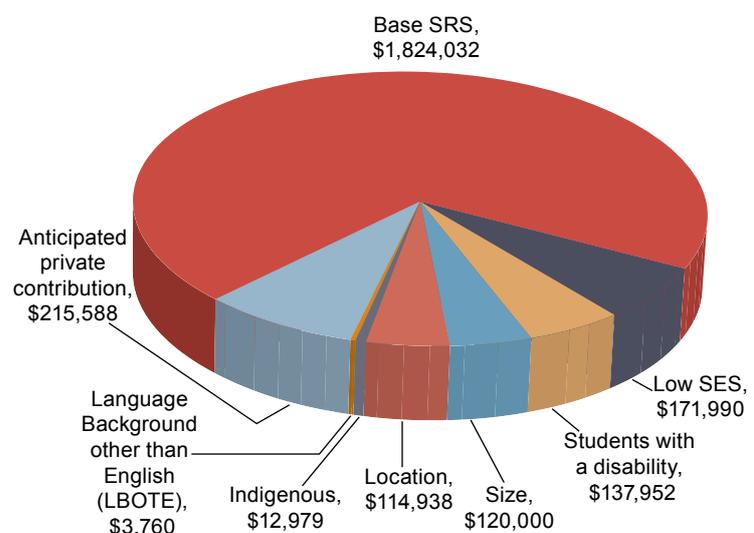
## Schooling Resource Standard

The new Schooling Resource Standard will provide a base funding amount per student (\$9,271 per primary student and \$12,193 per secondary student in 2014), with additional loadings for disadvantage:

- Low socioeconomic status: between 7.5 and 50 per cent extra per student.
- Indigenous students: between 20 and 120 per cent extra per student.
- English as a second language: schools will receive 10 per cent extra per eligible student.
- Students with a disability: schools will receive 186 per cent extra for each student with a disability in 2014, with further work to inform a more detailed loading from 2015.
- Size: schools will receive up to \$150,000 for primary and \$240,000 for secondary depending on the number of students.
- Location: extra funding will be provided to schools outside metropolitan areas.

For non-government schools, parents will continue to make a private contribution to the base per-student amount. The loadings for disadvantage will be fully publicly funded, no matter what school a child attends.

Example of needs-based funding for a rural independent primary school with 220 students of different needs and backgrounds



# Equitable and sustainable funding for every school

## A fair and consistent way to distribute government funding

These reforms represent a once in a generation chance to improve Australian school funding arrangements and to introduce a sustainable new evidence-based approach.

For the first time, government and non-government schools will be funded on a consistent basis, with the Commonwealth adopting the new Schooling Resource Standard for all recurrent funding to schools. The States and Territories will implement needs-based funding models consistent with the Schooling Resource Standard, but will be able to tailor their models to best address local needs.

Funding for disadvantage will now be fully publicly funded for both government and non-government schools. Families choosing non-government schools will still be required to contribute to the base cost of funding their school, consistent with current arrangements.

These reforms will simplify our current funding arrangements and deliver consistent and transparent funding allocations for all schools and sectors.

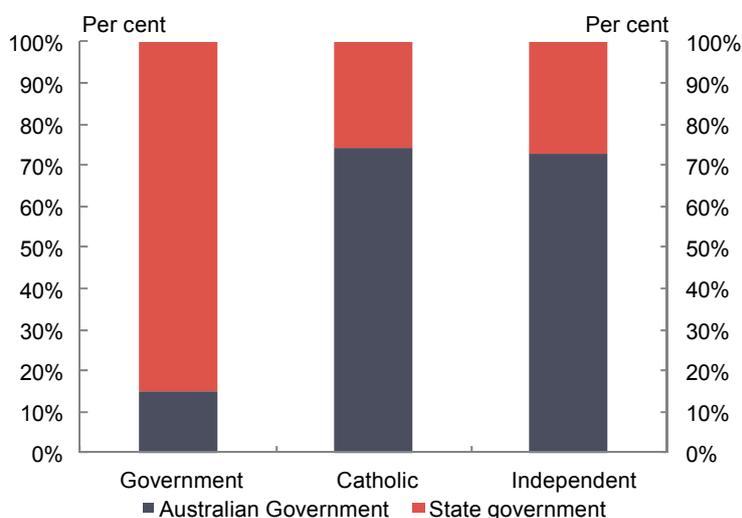


## Funding certainty into the future

These reforms deliver greater certainty for States, systems and schools by:

- replacing \$3 billion over six years from 2014-15 in time limited National Partnership funding with ongoing recurrent funding targeted where it is needed;
- guaranteeing Commonwealth indexation of 4.7 per cent and State indexation of 3 per cent to take all schools towards the Schooling Resource Standard, replacing the old indexation arrangements where Commonwealth funding is tied to State funding and automatically goes down when States reduce their education spending; and
- ending historical sector specific funding arrangements — so that all schools are given consistent funding according to the needs of their students, not whether they are government or non-government schools.

Australian Government and State Government net recurrent funding as a proportion of all government recurrent funding, 2009





# The National Plan for School Improvement

## Consistent national action

While most of the reforms will be tailored to individual States, systems and schools, some reforms require consistent national action to ensure that all students are given the same opportunities for a great education. This will include:

- higher entry standards and more support for new teachers through improved initial teacher education, registration and certification against the Australian Professional Standards for Teachers;
- a national assessment program aligned with the Australian Curriculum to better measure outcomes across Australia;
- national data collection, research, reporting and dissemination of evidence of successful strategies for school improvement; and
- acceleration of the national effort to close the gap in education outcomes for Aboriginal and Torres Strait Islander students.

## A Plan for our country's future

The National Plan for School Improvement is Australia's opportunity to lift the performance of all schools and make sure we do not leave any child behind. It establishes a new, fairer school funding approach linked to reforms to take Australian schools into the top five in the world.

The National Plan for School Improvement was developed in consultation with Education Ministers across the country, based on the best evidence available about what makes a difference to school performance and student outcomes.

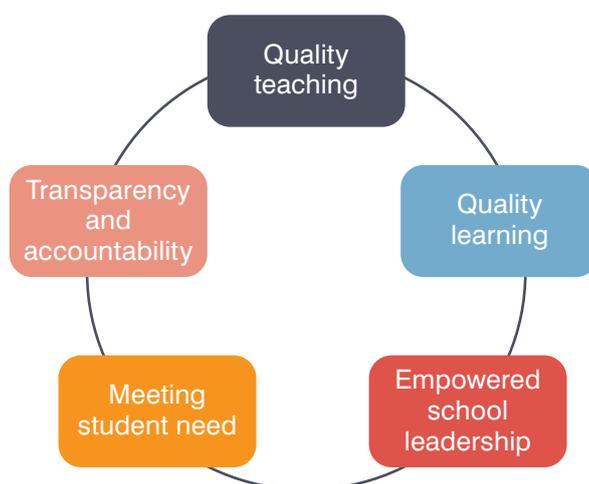
The National Plan for School Improvement will be a genuine partnership between the Commonwealth and the States, with non-government systems and schools working with the Commonwealth and their respective State or Territory government to implement the reforms.

## National reforms with local flexibility

No State, system or school is exactly the same. States and Territories will each agree with the Commonwealth an appropriate rollout of reforms for their jurisdiction, taking into account local context and need.

However, more flexibility will not mean less accountability. Each State, system and school will have its own plan for how it will implement the reforms, and they will report back on progress to the public and governments.

### The five areas of reform



# Quality teaching: the best teachers for every school

To have a top five schooling system Australia needs teachers who are among the best in the world. This will mean:

- encouraging our best and brightest to join the profession;
- equipping all teachers, particularly new teachers, with the skills they need to excel; and
- giving experienced teachers high quality professional development to maintain and enhance their skills.

## Higher entry standards and better pre-service training for new teachers

Greater use of enhanced admissions processes to initial teacher education courses will help ensure our graduate teachers have the personal attributes and passion needed for teaching. Initial teacher education programs will also be reviewed, in consultation with universities and teacher employers, to ensure they are world class and will produce the highest quality teaching graduates.

To ensure teaching graduates are ready for the classroom, they will need to successfully complete a literacy and numeracy assessment before graduation. A national approach to improve supervised teaching practice will be agreed, including a minimum of 80 hours in the classroom before graduation.

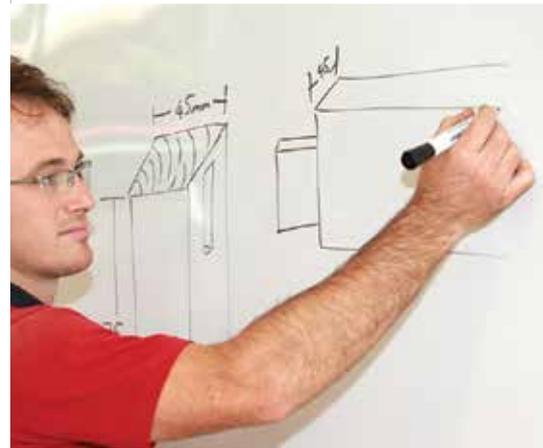
## More support in the early years of a teaching career

Graduate teachers will be better supported as they enter the profession through greater use of dedicated mentors and extra support for the first two years of teaching.

## Enhancing the performance and professional development of all teachers

Under the new Australian Professional Standards for Teachers, teachers will be able to be certified against the Highly Accomplished and Lead Teacher levels — providing formal recognition of their ability and skills.

Every teacher will be entitled to an annual performance review, ensuring teachers are appropriately recognised as their expertise and effectiveness develop over their career.



John is a first year university student studying to become a high school science teacher. The new accreditation standards for teaching programs will ensure that John's course is assessed against nationally agreed benchmarks.

A new national approach to practical experience for teaching students will set out the qualities and skills John must demonstrate at each stage of his course. His supervising teacher will be given access to new online resources to help her better support and assess John.

Before John graduates he will need to demonstrate that he is in the top 30 per cent for literacy and numeracy. Before he starts his first job he will be assessed against the graduate level of the Australian Professional Standards for Teachers.

As John begins his teaching career, he will be given extra time out of the classroom to plan his lessons, and receive mentoring from a more experienced teacher. John will have ongoing training throughout his career to ensure he is the best teacher he can be.



# Quality learning: a world class education for every child

The evidence suggests that Australian school students are failing to keep pace and in some cases falling behind the rest of the world in reading, maths and science.

To take Australia into the top five by 2025, we will need to raise our standards of learning and be able to better measure our progress along the way.

## **More focus on the early years of education**

The first few years of school are critical to every child's longer term learning outcomes. Literacy and numeracy support will be provided from Foundation to Year 3 including intensive reading intervention through the early years reading blitz. School readiness assessments when students commence school will help teachers to understand and meet the needs of each student in their first few years at school.

## **Fully implement the Australian Curriculum**

In agreeing to the reforms, governments are committing to implement the Australian Curriculum in full. The National Assessment Program will be expanded to include science, and new standards will be developed so that parents and schools can track progress against national benchmarks and compare with international results.

## **Prepare students for the jobs of the future**

The curriculum will be extended to provide students with significant exposure to studies of Asia, working towards continuous access to a priority Asian language.

Students taking vocational studies will also be better prepared for the jobs of the future as governments, schools and business work together to modernise the national framework for vocational education in schools.

Riya is in her first year at her local government primary school. Under the early years reading blitz Riya's school will develop a school reading plan to identify students falling behind and help them improve.

Enhancements to the national curriculum will ensure that students like Riya are exposed to studies of Asia and Asian languages. National testing will also be aligned with the curriculum to make sure testing remains relevant.

Through her school years, new national online assessments will benchmark students like Riya against the rest of the kids in her year across the country and internationally, to make sure we're not falling behind.

To help attract more students into science at university and more people into careers in the sciences, science will be nationally tested for the first time, and science will be promoted to students like Riya.

# Empowered school leadership: leading by example

Strong and engaged school leaders are essential for school improvement — a strong principal can make all the difference in turning a poorly performing school around.

Under the National Plan for School Improvement, governments will commit to giving our current and future school leaders more professional support and more autonomy. With greater autonomy will also be greater levels of accountability for school performance and community engagement.

## Strengthen school leadership

A new Principal Performance and Development Framework will support principals to better lead teaching and learning in their schools.

School principals will also be given greater authority to make decisions affecting their schools, including staffing decisions, introducing programs tailored to their school and managing school budgets.

Principals will also be responsible for building stronger partnerships with important partners from outside the school — parents, the community, and non-government organisations.

## Lead school improvement at the local level

All principals will lead the development of a plan for year by year school improvement based on the needs of their students and input from their school community. These School Improvement Plans will be available from the My School website and schools will report annually on progress.

## Create development opportunities for our school leaders of the future

Our most talented and experienced teachers will be supported to develop the skills required for school leadership, through a new framework and professional development modules.



Samantha is the principal of a public metropolitan primary school. She knows that strong leadership is a common factor in high performing schools.

Under the National Plan for School Improvement, Samantha will have more power to make the best decisions for her school including choosing staff, managing the budget, and purchasing resources which will best suit the students and characteristics of the school.

At Samantha's school, numeracy outcomes are a concern for a small group of students from disadvantaged backgrounds. Samantha will be able to use the school's additional resources to employ a specialist numeracy coach who will work with both students and staff to maintain a focus on those students who need it most.

Under the National Plan for School Improvement, Samantha will also receive extra leadership training and ongoing professional development to ensure her skills continue to develop.



# Meeting student need: delivering for the needs of each child

The Government is committed to ensuring that all students in all schools are entitled to an excellent education, regardless of location or school size. This entitlement will be enshrined in the Australian Education Act. The Schooling Resource Standard will ensure that funding goes where it is needed most, so that schools have the resources to give students the support they need to reach their full potential.

## **Provide inclusive education and identify those at risk**

Governments have acknowledged that students with a disability, students from Indigenous, low socioeconomic and limited English speaking backgrounds, and students attending schools that are smaller and in remote and regional areas, need more assistance.

In addition to adopting needs-based funding, governments have committed to develop a new Aboriginal and Torres Strait Islander Education Action Plan for 2015-2020. We will also develop and deliver a new loading and support for students with a disability commencing from 2015, based on new national definitions and data.

The additional funding being provided for disadvantaged students will enable individual learning plans to be developed for kids at risk of falling behind.

## **Encourage excellence**

Our nation's high performers will also be encouraged to strive to be the best in the world across the curriculum. Schools will have the resources they need to implement specialised programs to support high performing students, such as employing an additional teaching aide to run extension activities.

## **Strengthen parent and community engagement**

The evidence shows that learning continues well beyond the school gate. Governments have committed to working with schools to support and engage with parents and families, including providing advice on how best to contribute to their child's learning at home. In addition, partnerships between schools and other organisations in the community will be established, creating opportunities to extend learning beyond the classroom and connect the curriculum to real world situations.

Under the National Plan for School Improvement a remote school with a high proportion of disadvantaged students will be well resourced to implement local strategies to support the needs of its individual students, including specialist programs, like reading or maths recovery, and specialised equipment and teachers.

Using the additional funding it will receive, the school can implement a program that celebrates the culture of local Indigenous families, welcoming parents into the school who may have felt like outsiders. The program will provide support for students with a language background other than English and has the benefit of helping families with their own English skills at the same time as engaging them in their child's education.

Staff will no longer have to spend hours applying and reapplying for different targeted funding programs, and instead will be able to use this time on more important activities, such as professional development and face to face time with students.

# Transparency and accountability: more and better information for parents

My School transformed the public debate about the quality of school education when it was introduced by the Government in 2010. The new accountability and transparency reforms in the National Plan for School Improvement will build on My School to provide an unprecedented level of information to parents, schools and the broader community, allowing us all to track student outcomes and school performance.

## Evidence-based improvement

School improvement will be informed by national data collections, accountability, analysis and research capability. This will improve the dissemination of school improvement research, resulting in more informed policy development and enabling improvement in schools across the country.

## Charting progress against the 2025 targets and the National Plan for School Improvement

Every State and Territory will develop arrangements to chart growth against the 2025 targets and the National Plan for School Improvement to allow early action to be taken to improve performance if required. Progress will be reported in an annual State of Our Schools report to COAG.

## A National Research Plan for school education

Governments will work together to share and leverage off individual research efforts. This will ensure that performance data collected across Australia is analysed and that future policy is informed by a real understanding of what works in practice.

## Further enhancements to My School

There will be further enhancements to My School, including publication of school level data on needs-based funding.



Barry is a parent of two school aged children. Under the National Plan for School Improvement Barry will have more information about the performance of his children's school than ever before.

Barry will be able to access information on his children's school from My School including details about teachers' level of expertise, number of specialist teachers and staff attendance and turnover.

Barry will be able to consider the results of parent, teacher and student opinion surveys and Year 12 attainment rates, as well as the languages taught at the school. He will also have access to the school's School Improvement Plan.

An annual State of Our Schools report will enable Barry to consider the effectiveness and performance of schools across his state and the country. This report will give Barry and other parents across Australia valuable insight into the ways the National Plan for School Improvement is being implemented and is improving outcomes for all students, particularly those who face the most disadvantage.



# Building on strong foundations

## Past investments have laid the groundwork for further reform

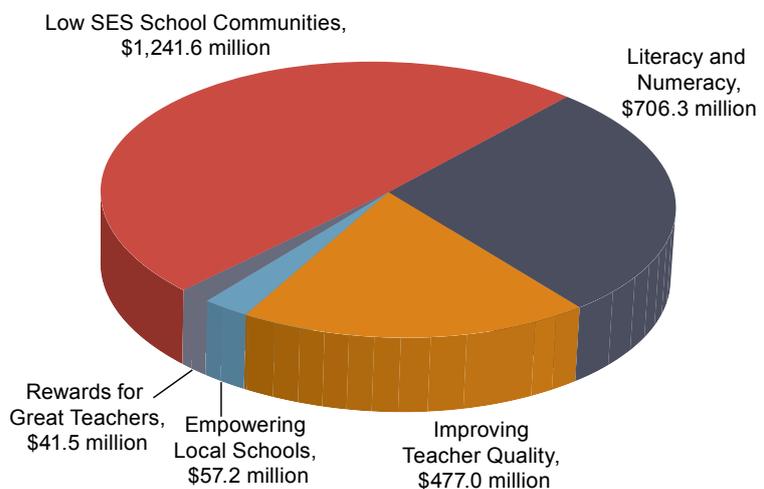
The Government has a strong record of investing in education. The targeted National Partnerships have worked to address student need and drive school improvement. My School gives parents and communities new insight into how well their schools are performing. As it reaches full implementation, the Australian Curriculum will deliver consistent, high quality learning experiences for all students.

Targeted National Partnerships have delivered direct benefits for the students and schools involved — but just as importantly, they have contributed to the evidence base on what works to improve education, and the resources needed to do so.

The National Plan for School Improvement builds on the Government's past investments in education, by incorporating this evidence base into five key reform directions with specific actions under each, aiming to make the lessons learned a part of everyday practice in schools across the country.

The new Schooling Resource Standard will provide the additional resources needed to make these changes permanent and ongoing, helping schools to make the right investments to support every child.

### National Partnerships — 2008-09 to 2013-14



## Investment in schooling

- The Government has introduced a SchoolKids Bonus providing eligible families with \$410 for each primary and \$820 for each secondary school child.
- The Building the Education Revolution program provided \$16 billion from 2007-08 to 2012-13 to improve learning facilities for thousands of Australian schools through new infrastructure projects and refurbishments.
- The Digital Education Revolution program provided \$2 billion from 2007-08 to 2012-13, delivering more than 967,000 computers and achieving a one computer per student ratio for students in Years 9 to 12.
- The Low SES School communities National Partnership has improved student engagement, educational outcomes and wellbeing in participating schools and made inroads into entrenched disadvantage.
- The Literacy and Numeracy National Partnership has driven improved reading scores for year 3 students in 70 per cent of participating schools. At the same time, year 5 maths scores have improved in 75 per cent of participating schools.

# Fully funded reform

## Locking in future funding

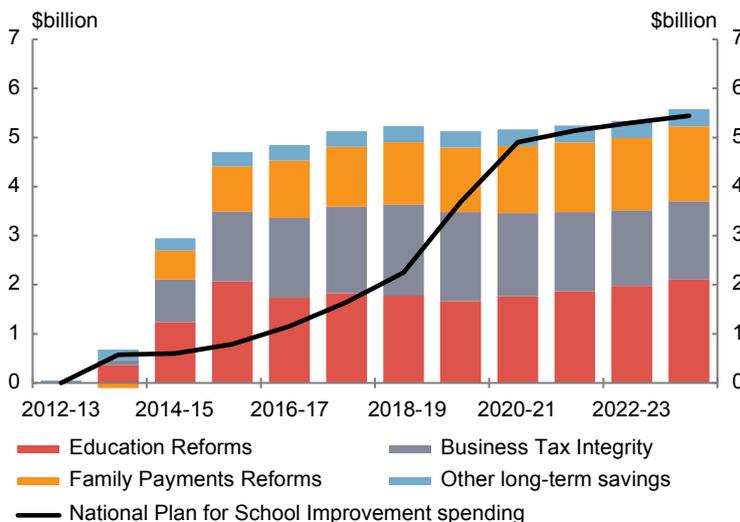
The new funding arrangements put in place a steady and generous funding stream, to safeguard the funding of Australian schools into the future.

## Robust funding stream

To ensure that the National Plan for School Improvement will be fully funded, the Government has needed to make tough decisions — redirecting savings from higher education, self-education tax deductions and business taxation; and better targeting family payments.

In addition, a range of national partnerships for education will be ceased (or not renewed) and funding will be redirected to the National Plan for School Improvement. As well as helping pay for this historic reform, these saving decisions will also help improve the position of the budget in the next few years.

## Enduring saves and school funding reform



## Responsible reforms

The Government will make a range of changes to the family payments system, including:

- replacing the Baby Bonus with an increase to FTB-A; and
- extending the pause on indexation of higher income test thresholds for family payments, the income limit for dependency tax offsets and FTB supplements.

The *Protecting the corporate tax base from erosion and loopholes* package has a range of measures, including:

- addressing aggressive tax structures that seek to shift profits by artificially loading debt in Australia; and
- better targeting resource sector concessions for depreciating assets to support genuine exploration.



# Sustainable education funding

## Funding for Higher Education

Over the five years from 2007-08 the Government has invested \$41 billion in higher education.

There are now an additional 148,965 Commonwealth supported university student places this year compared to 2007. This means that more Australians than ever are participating in tertiary education.

In recognition of substantial increases in undergraduate student numbers, the Government is expanding investment in student places by providing an additional \$97 million from 2014 to 2017 for additional sub bachelor and postgraduate courses.

To ensure that Australia's research capacity continues to grow, the Government is also providing \$135 million for 150 four year Future Fellowships and \$186 million for national collaborative research.

## Targeting spending to education

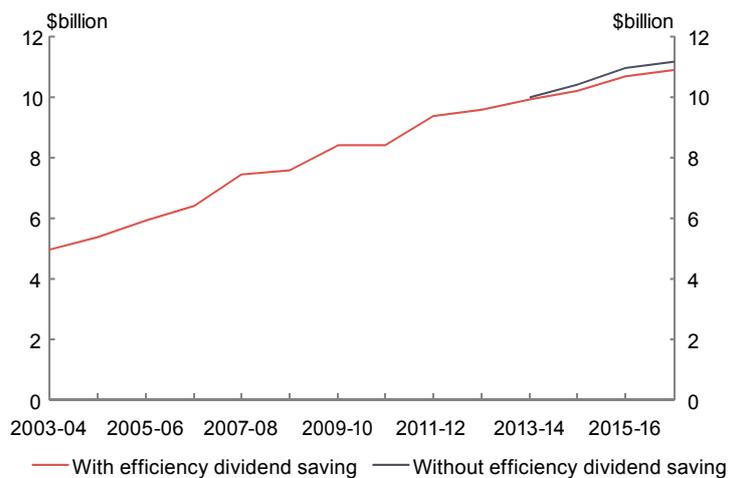
The Government has identified targeted, responsible savings to fund this landmark investment.

This includes \$2.37 billion over four years in savings from higher education by introducing an efficiency dividend for two years on most higher education grants programs; offering Student Start up Scholarships as income contingent loans to new higher education students; and abolishing upfront payment and voluntary repayment of Higher Education Loan Program (HELP) debts.

Higher Education funding has grown substantially, due to the implementation of the reforms recommended in the Review of Australian Higher Education (the Bradley Review). As a result, despite the savings in this Budget, the Government is still providing significant investments in higher education.

Commonwealth funding for university places has increased by 75 per cent between 2007 and 2013, from \$3.5 billion to \$6.1 billion. Investment in higher education funding is expected to be a total of \$51 billion over the next 5 years.

## Higher Education Funding



# Continued investment in skills and research

## Supporting a modern and dynamic VET system, improved workforce development practices and world class research

Higher levels of vocational education and training (VET) qualifications and workforce development are strongly linked to increased workforce participation and productivity, while a research friendly environment significantly boosts Australia's research and innovation capacity.

The Government's investment in skills and research is directed at these objectives, targeting skills shortages in priority sectors and areas of critical national importance. Programs such as the flagship National Workforce Development Fund and the new \$45 million Skills Connect Fund operate on a co-contribution basis, demonstrating the importance of working in partnership with industry.

To strengthen the VET system, the Government has set new benchmarks for improved quality and outcomes, working with the States and Territories under a five year \$1.75 billion National Partnership Agreement that builds on base funding of more than \$7 billion over the same period.

To support world class research, the Government will be providing \$135 million in this Budget for 150 four year Future Fellowships to attract and retain the best Australian and international mid career researchers, and \$186 million for operating and upgrading vital national collaborative research infrastructure in which it has invested \$1.3 billion since 2007.



## The Government is helping deliver a higher performing and more accessible VET system

Between 2007 and 2011, the number of students studying in the public VET system has increased by more than 12 per cent to 1.88 million.

Under the National Partnership Agreement on Skills Reform, the Government is working with States and Territories to deliver a VET system that is:

- more efficient, so that funding is better matched to areas of skills shortage;
- more transparent, so that employers and students are confident about the system;
- provides opportunity to all Australians, including those not in the labour force; and
- more responsive to the needs of industry.

Number of students participating in Vocational Education and Training, by highest level of qualification

