



Review of the National School Reform Agreement

Call for submissions

The Commission has released this paper to assist individuals and organisations to prepare submissions. It contains and outlines:

- the scope of the review
- the Commission's procedures
- matters about which the Commission is seeking comment and information
- how to make a submission.

The Productivity Commission acknowledges the Traditional Owners of Country throughout Australia and their continuing connection to land, waters and community. We pay our respects to their Cultures, Country and Elders past and present.

The Productivity Commission

The Productivity Commission is the Australian Government's independent research and advisory body on a range of economic, social and environmental issues affecting the welfare of Australians. Its role, expressed most simply, is to help governments make better policies, in the long term interest of the Australian community.

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Call for submissions

The Commission has released this paper to assist individuals and organisations to prepare submissions to the study. It contains and outlines:

- the scope of the study
- the Commission's procedures
- matters about which the Commission is seeking comment and information
- how to make a submission (see attachment C).

Participants should not feel that they are restricted to comment only on matters raised in this paper. The Commission wishes to receive information and comment on issues which participants consider relevant to the study's terms of reference.

Key study dates

Receipt of terms of reference	7 April 2022
Due date for submissions	17 June 2022
Final report to Government	31 December 2022

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1. Background

Education supports young people to realise their potential by providing the knowledge and skills they need to participate in the economy and in society, and by contributing to their wellbeing (COAG 2019).

Although primary responsibility for school education lies with States and Territories — and each has its own local priorities, policies and regulatory frameworks — Australia has a longstanding practice of collaboration between all governments to deliver school education reform (COAG 2018).

The National School Reform Agreement (NSRA) — a joint agreement between the Commonwealth, States and Territories — sets out the focus for collaborative reform efforts. The NSRA's overarching objective is for Australian schooling to provide a high-quality and equitable education for all students and it sets out long-term national outcomes, along with targets and sub-outcomes to track progress (figure 1).

To achieve these outcomes, the NSRA outlines three reform directions, supported by eight National Policy Initiatives (NPIs) and bilateral agreements specific to each State and Territory. Parties to the NSRA selected the NPIs based on evidence from several reviews, including *Through Growth to Achievement: Report of the Review to Achieve Educational Excellence in Australian Schools* (Gonski et al. 2018).

Figure 1 – National School Reform Agreement objectives, targets and outcomes

Objective	Australian schooling provides a high quality and equitable education for all students		
Targets	Australia considered to be a high quality and high equity schooling system by international standards by 2025		
	By 2031, increase the proportion of people (age 20-24) attaining a Year 12 or equivalent qualification to 96 per cent ^a		
	By 2031, increase the proportion of Aboriginal and Torres Strait Islander people (age 20-24) attaining a Year 12 or equivalent qualification to 96 per cent ^a		
Outcomes	Academic achievement improves for all students, including priority equity cohorts ^b	All students are engaged in their schooling	Students gain the skills they need to transition to further study and/or work and life success
Sub-outcomes	5 indicators	1 indicator	1 indicator

a. Target was amended to reflect the adoption of the updated national target for school education endorsed by State and Territory First Ministers through the National Agreement on Closing the Gap. **b.** For the purposes of the NSRA, priority equity cohorts include Aboriginal and Torres Strait Islander students, students living in regional, rural and remote locations, students with a disability and students from educationally disadvantaged backgrounds.

Source: COAG (2018).

The NPIs are focussed in areas where all parties agree national collaboration is the best means to achieve desired outcomes. All parties agreed to implement the NPIs over the 5 years to December 2023.

Implementation of the NPIs is a condition of Commonwealth funding to States and Territories under the *Australian Education Act 2013* (Cwlth).¹

The NSRA was premised on common goals for schooling agreed by all governments and expressed in the *Melbourne Declaration on Educational Goals for Young Australians* (which was succeeded by the *Alice Springs (Mparntwe) Education Declaration* in December 2019). Like its predecessor, the *Alice Springs (Mparntwe) Education Declaration* articulates the goal that schooling in Australia promotes excellence and equity. A second agreed goal is that young Australians become confident individuals, successful learners, and informed members of the community (COAG 2008, p. 7, 2019, p. 4). The Declaration sets out in detail what these goals look like in practice and provides a useful reference for the Commission in undertaking this review.

The National Measurement Framework for Schooling in Australia (Measurement Framework), including the schedule of key performance measures, provides the basis for Australian Education Ministers to report to the community on the performance of schooling, in line with the Education Goals for Young Australians as expressed in the *Alice Springs (Mparntwe) Education Declaration* (ACARA 2020; COAG 2019). The Measurement Framework's key performance indicators correspond with some of the targets and sub-outcomes specified in the NSRA, but also include other indicators of school performance not in the NSRA (figure 2).

Figure 2 – National Measurement Framework for Schooling in Australia 2020

32 key performance measures in 4 areas of performance			
1. Participation (9 measures)	2. Achievement in National Assessment Program (21 measures)	3. Attainment (2 measures)	4. Equity (derived) ^a
<ul style="list-style-type: none"> • Enrolment • Attendance rate and level (2 measures) • Participation in NAPLAN • Retention • Participation in VET • Participation in post-school learning pathways and work (3 measures) 	<ul style="list-style-type: none"> • Literacy (10 measures and sub-measures) • Numeracy (6 measures and sub-measures) • Civics and citizenship (1 measure) • ICT literacy (1 measure) • Science literacy (3 measures) 	<ul style="list-style-type: none"> • School completion and attainment • Attainment in post-school learning pathways 	<ul style="list-style-type: none"> • Indigenous status • Sex • Language • Location • Socioeconomic background • Disability

a. Equity measures are not separately listed in the schedule of key performance measures but are derived, for reporting purposes, by disaggregating the measures for participation, achievement, and attainment where it is possible and appropriate to do so.

Source: ACARA (2020).

¹ Australian Education Act, section 22. The Act was amended on 23 June 2017 to give effect to the Quality Schools package.

What has the Commission been asked to do?

Under the NSRA, parties committed to an independent review of the NPIs, reporting by the end of 2022.² This review fulfils that commitment.

Consistent with the review provisions in the NSRA, the Australian Government has asked the Commission to assess:

- the effectiveness and appropriateness of the NPIs
- the appropriateness of the Measurement Framework in measuring progress towards achieving the outcomes of the NSRA.

It has also asked that the Commission make recommendations to inform the design of the next intergovernmental school reform agreement and to improve the Measurement Framework (attachment B).³

Our approach

The Commission will assess the NPIs against the objectives, outcomes, sub-outcomes (performance indicators) and targets set out in the NSRA. In doing so, the Commission will take into account other policies affecting school education, including other national reforms⁴ and state-specific reform initiatives, as well as external factors that materially affect student outcomes.

To promote the ongoing value of the NSRA and Measurement Framework, the Commission will consider how to align these documents with emerging policy issues, priorities and evidence relating to schools.

In undertaking the review, the Commission will consult widely, including with Australian, state and territory governments, government and non-government schools, and peak groups representing students (including priority equity cohorts) and teachers.

The Commission has been asked to report by 31 December 2022, to allow time for the review's findings to inform the development of the next national agreement. Consistent with its terms of reference, the Commission will present its findings to Education Ministers before publishing its final report. The Commission also intends to release an interim report setting out its interim analysis and findings. By registering your interest on the project website, you will receive updates when further information becomes available.

The Commission is concurrently undertaking an inquiry into Australia's productivity performance, with the aim of identifying reforms to enhance future productivity and standards of living. As a critical element in the formation of Australian human capital, schools form part of the Productivity Inquiry.

² NSRA, sections 29, 31.

³ The scope of the review explicitly excludes any assessment of States' and Territories' compliance with minimum funding contribution requirements set out in section 22A of the Australian Education Act.

⁴ Section 48 of the NSRA notes 'Existing initiatives will continue to progress through Education Council processes, but are not considered national policy initiatives for the purposes of section 22 of the Act. This includes, but is not limited to, the National STEM School Education Strategy, the National Career Education Strategy, the National Aboriginal and Torres Strait Islander Education Strategy 2015, the Nationally Consistent Collection of Data on School Students with Disability, work to combat bullying and cyberbullying and consideration of the recommendations of the Royal Commission into Institutional Responses to Child Sexual Abuse'.

The Productivity Inquiry consideration of schools will be complementary to the NSRA review, taking a broader, economy-wide focus on the role of schools in ensuring a productive future workforce. The terms of reference for the Productivity Inquiry are available at <https://www.pc.gov.au/inquiries/current/productivity>

To minimise duplication of effort, stakeholders may include information about school reform options that could increase productivity (but are not necessarily best pursued through the NSRA) as a supplement to their submission to this review and in lieu of a standalone submission to the Productivity Inquiry. This information will be considered by the Productivity Inquiry.

How you can contribute to this review

This paper sets out questions and points of interest raised by the review's terms of reference (attachment B). The Commission welcomes comments and evidence on issues relevant to this review.

Attachment C explains how to make a submission or brief comment. Submissions should be made by 17 June 2022.

Details of the Commission's review process can be found at www.pc.gov.au/inquiries/current/school-agreement

2. Drivers of student outcomes

The nationally agreed reforms set out in the NSRA were, in part, a response to evidence that simply providing more funding does not in itself improve student outcomes. The OECD has found that for high-income countries like Australia it matters more how money is spent, than how much is spent (DESE 2021h, p. 1).

As part of its assessment of the NPIs, the Commission is collecting and analysing data on different aspects of student performance, including (but not limited to) those outlined in the NSRA sub-outcomes relating to student achievement, engagement and skill acquisition (at the national level and for priority equity cohorts).

The Commission is particularly interested in stakeholder views and evidence on the key policy and external drivers of student outcomes relating to academic achievement, engagement, and skill acquisition over the past decade or more. The Commission is also interested in whether the NSRA is measuring the 'right' outcomes, using the 'right' metrics. Section 4 examines these latter issues in more detail.



Information request 1: Drivers of student outcomes

- a. What does the evidence suggest are the key drivers of student outcomes across the three key NSRA domains — academic achievement, engagement, and skill acquisition?
- b. Are there barriers that disproportionately impact outcomes for specific cohorts of students?
- c. Which of these drivers or barriers can governments change or influence?
- d. Have these drivers changed over the past decade or over the life of the NSRA?
- e. Looking forward, are there changes in the external environment or policy context that will affect these drivers?

3. Assessing the National Policy Initiatives

Two key tasks of this review are to assess the appropriateness and effectiveness of the NPIs and to make recommendations to inform the design of the next intergovernmental school reform agreement. Figure 3 summarises the NPIs and sets out progress as reported in the latest available updates.

Figure 3 – National School Reform Agreement National Policy Initiatives
Commitments and implementation progress as of 2021

Reform direction	National Policy Initiatives	What's been committed?	Reported progress as at last update
Supporting students, student learning and student achievement	Enhance the Australian Curriculum to support teacher assessment of student attainment and growth against clear descriptors ^a	The online resources, with associated professional learning, will be progressively rolled-out from 2022	Learning progressions have been developed and the online resources, with associated professional learning, will be progressively rolled out from 2022
	Assist teachers to monitor individual student progress and identify learning needs through opt-in and on demand student learning assessment tools ^a		
	Review senior secondary pathways into work, further education and training	Implement recommendations as appropriate	Education Ministers agreed with all 20 of the report's recommendations in-principle
Supporting teaching, school leadership and school improvement	Review teacher workforce needs of the future to attract and retain the best and brightest to the teaching profession and attract teachers to areas of need	Implement a National Workforce Strategy	A National Teacher Workforce Strategy was reported to Education Ministers in 2020
	Strengthen the initial teacher education accreditation system	Commence national quality assurance activities Requires pre-service teachers to complete a final year teaching performance assessment	Quality assurance activities have commenced. The performance assessment initiative has been implemented across a majority of higher education providers
Enhancing the national evidence base	Implement a national unique student identifier to support better understanding of student progression and improve the national evidence base	All students to have a unique student identifier by the end of the Agreement	In the design stage. Engaging expertise on privacy, legal and technical issues and service design
	Establish an independent national evidence institute to inform teacher practice, system improvement and policy development	The National Evidence Institute to commence operations from 2020	The Australian Education Research Organisation has been established, their first research agenda was released in 2021
	Improve national data quality, consistency and collection to improve the national evidence base and inform policy development	Agree equity and proficiency standards and consider strategic opportunities to enhance the evidence base	Education Council has approved the revised Measurement Framework for Schooling in Australia 2019 which included proficiency standards. A number of research projects are underway

a. The online formative assessment initiative combines two of the eight National Policy Initiatives and aims to support students, student learning and student achievement. **b.** The online resources have a dedicated website that provides some additional information on progress (<https://ofai.edu.au/>).

Source: COAG (2018); DESE (2021c, 2021a, 2021b, 2021d, 2021f, 2021g, 2021e); Education Council (2019, 2020).

Assessing appropriateness

Assessments of program appropriateness are typically forward looking. They can be relevant when deciding whether to introduce a new program or when deciding whether to continue with an existing program in its current form (if at all) in light of changes in the broader policy context (Australian Government Department of Finance 2021). One aspect of this review is determining whether the NPIs (in their current form) remain appropriate for addressing key needs and government priorities for schooling (as expressed in the reform directions and outcomes of the NSRA) considering new information or significant changes in the policy context from 2018.

Another closely related issue is identifying the types of new policy initiatives or actions that might be appropriate to include in the next national school reform agreement given that many of the NPIs have met, or are close to meeting, their final milestones.

The Commission proposes that its assessment of the appropriateness of existing and prospective NPIs be guided by three interrelated considerations:

- whether the initiative addresses a clearly defined need or government priority in schooling including the priorities embedded in the outcomes, targets and reform directions in the NSRA
- whether there are clear conceptual, evidence-based links between the priorities and initiatives
- whether the identified need or government priority is best pursued through national collaboration, and whether the NSRA provides the preferred vehicle for that collaboration. Areas often identified as suitable for national collaboration include those where there are shared responsibilities or the 'levers' to drive change sit across multiple levels of government, where there is an opportunity to minimise duplication, and where harmonising approaches across jurisdictions can benefit either the users of the system (students), employees (teachers) or employers (schools/governments).

The Commission will also consider the NPIs as a collective set. In particular it will consider whether, taken together, the actions are reflective of, and proportionate to, the ambition of the NSRA, having regard to the broader policy landscape.

The Commission is interested in a broad range of stakeholder views and evidence on the above matters, particularly the types of initiatives or actions that might be appropriate for the next national school reform agreement. Consistent with the reform directions in the NSRA, these may include initiatives that aim to support students, student learning and student achievement; support teaching, school leadership and school improvement; or enhance the national evidence base.



Information request 2: Assessing the appropriateness of the National Policy Initiatives

- a. The NSRA (s. 43) provides some guidance on the nature of national initiatives. Are there other principles that should be applied when identifying NPIs suitable for inclusion in a national agreement? What should these be?
- b. What policy areas are best suited to national collaboration and why? Of those, which are best pursued through the NSRA?
- c. Are there ways to maximise the benefits of national collaboration?
- d. Are the three reform directions — supporting students, student learning and student achievement; supporting teaching, school leadership and school improvement; and enhancing the national evidence base — still the best statement of priorities for reforming schools?
- e. Do the NPIs align well with the reform directions and are they the best opportunities for collaborative reform?
- f. Is there any unfinished business associated with implementing the NPIs that would justify including additional actions in the next national school reform agreement?
- g. Are there other initiatives that would better address key needs or government priorities for schooling?
- h. What policy initiatives (or actions) would be appropriate to include in the next national school reform agreement? Why?

Assessing effectiveness

Effectiveness measures the extent to which a program or activity achieves its stated objective or outcome (PC 2013, p. 6). Assessments of effectiveness are generally backward looking and occur once a program has been operating for sufficient time for its impacts to be evident. Assessments of effectiveness support accountability and help policymakers identify improvements to policy design and delivery.

The Commission proposes assessing the NPIs included in the NSRA against the outcomes, targets and sub-outcomes endorsed by governments in the agreement (figure 1). Many NPIs are in early stages of development, and their effects may not be evident for some time. With this in mind, the Commission will consider whether the NPIs have achieved expected 'intermediate outcomes' (such as States and Territories, schools or teachers using resources from the NPIs) as evidence of progress. However, evidence of impacts on even these intermediate outcomes might be limited and largely qualitative.

The Commission is interested in stakeholder views and evidence on the extent specific NPIs have achieved expected short- or medium-term outcomes (e.g. lifting outcomes for equity cohorts).

The Commission is also interested in any barriers to realising the full benefits of NPIs (including any barriers to implementing the agreed commitments in full). Attachment A outlines the Commission's proposed assessment framework in more detail.



Information request 3: Assessing the effectiveness of the National Policy Initiatives

- a. Is there evidence that the NPIs have achieved expected short- or medium-term outcomes (such as States and Territories, schools or teachers using resources produced by the NPIs)?
- b. Are there any major barriers to realising the benefits of the NPIs (including barriers to finalising implementation)? If so, how could governments address these?
- c. Are the NPIs (likely to be) equally effective for all student cohorts, including equity cohorts, or are more tailored measures required?
- d. Taken as a whole, are the reforms set out in the NSRA likely to improve student outcomes in the future?

4. Assessing the National Measurement Framework for Schooling

From 2008, many intergovernmental agreements addressing federal financial relations have had performance frameworks embedded within them as a means of driving reform and service delivery improvements.⁵ These performance frameworks typically specify agreed reform actions, outputs, outcomes and objectives, and associated arrangements for publicly reporting on performance or reform progress.

In this context, public performance reporting serves two main purposes:

- to support accountability to the community (including by tracking progress against targets)
- to provide evidence to support future policy design and implementation.

Assessing appropriateness

In addition to asking the Commission to assess the appropriateness of the Measurement Framework in measuring progress towards achieving the outcomes of the NSRA, the terms of reference also direct the Commission to consider the outcomes of current or planned national data projects and their application, utility and relevance to the NSRA outcomes.

There is a sizeable literature on the design of performance reporting frameworks that will be relevant to assessing the appropriateness of the Measurement Framework. This literature includes guidance specific to Federal Financial Agreements⁶, Commonwealth agencies⁷ and education policies both domestically⁸ and internationally.⁹

⁵ These intergovernmental agreements include previous national agreements on education.

⁶ For example, the COAG (2011) *Conceptual Framework for Performance Reporting*.

⁷ For example, the Australian National Audit Office (2020) *Performance Measurement and Monitoring — Developing Performance Measures and Tracking Progress*.

⁸ The Education Council (2009) *Principles and Protocols for Reporting on Schooling*.

⁹ OECD (2022) *Education Spotlights: How to Select Indicators that Support the Implementation of Education Policies?*

Performance indicators

The core of the Measurement Framework is the schedule of key performance measures.

The schedule of key performance measures in the Measurement Framework is partly aligned with the sub-outcomes in the NSRA. There is some variation around the definition of measures used to track student achievement outcomes. For example, the first NSRA sub-outcome considers the proportion of students in the bottom and top two NAPLAN bands, which differs slightly from the Measurement Framework, which considers students at or above the National Minimum Standard.

A 2021 report by the Australian National Audit Office (ANAO) highlighted areas where governments could better align the Measurement Framework with the NSRA and/or contemporary policy issues in schooling (box 1).

Drawing on the *Performance Measurement and Monitoring* guidance developed by the ANAO, the Commission intends to assess the appropriateness of the Measurement Framework indicators (in measuring progress towards achieving the outcomes of the NSRA) using three criteria:

- Relevant – the indicators address a significant aspect of the NSRA’s purpose, provide sufficient information to inform the reader about the agreement’s progress against objectives, and are clear and concise
- Reliable – indicators use and disclose information sources and methodologies that are fit-for-purpose (including as a basis or baseline for measurement or assessment) and are free from bias
- Complete – indicators provide a balanced examination of the overall performance story, and collectively address the NSRA’s objectives.

The Commission will also consider whether the benefits of developing and implementing more relevant, reliable, and complete indicators outweigh the costs.

The Commission is interested in stakeholders’ views on the extent the Measurement Framework provides a relevant, reliable and complete picture of student achievement, engagement and skills acquisition and progress against outcomes of the NSRA. It is also interested in views or information on current or planned national data projects that might be applicable to the NSRA outcomes. The Commission will draw on existing work, including that of the Australian Curriculum, Assessment and Reporting Authority (ACARA), to inform its analysis.

Box 1 – Previous commentary on the Measurement Framework

ANAO's Monitoring the Impact of Government School Funding – Follow up

In a 2021 follow up review on *Monitoring the Impact of Government School Funding*, the ANAO (2021, p. 51) found the framework for measuring achievement of the NSRA is largely effective. However, it noted the Measurement Framework does not include indicators against some of the NSRA reform directions, in particular those related to teaching and data quality.

The ANAO (2021, p. 55) recommended that:

4.14 The Department of Education, Skills and Employment: (a) ensure that, following the expiry of the National School Reform Agreement in December 2023, any future national agreement on schooling includes clearly defined measures to assess the success of policy initiatives and reform directions; and (b) work with the Australian Curriculum, Assessment and Reporting Authority and jurisdictions to ensure that performance measures to assess the effectiveness of the National School Reform Agreement's reform directions are included in the development of new performance measures for the Measurement Framework for Schooling in Australia

The Department of Education, Skills and Employment agreed in-principle, noting that the contents of such documents need to be agreed by all Australian governments.

The ANAO review noted ACARA had identified the need to develop new measures for the Measurement Framework and review existing ones.

Productivity Commission's *Mental Health inquiry*

In its 2020 Mental Health inquiry, the Commission recommended the NSRA be updated to include 'improvements in student wellbeing' as one of its outcomes along with the development of associated targets and measures (Action 5.3 — Wellbeing in the Education System) (PC 2020, p. 64).



Information request 4: Measurement Framework and performance indicators

- a. Does the performance reporting framework in the National School Reform Agreement (NSRA) embody the 'right' mix of objectives, outcomes, targets and sub-outcomes for inclusion in a future agreement?
- b. Do the objectives, outcomes, targets and sub-outcomes in the NSRA align with the aspirations set out in other key documents such as the *Alice Springs (Mparntwe) Education Declaration*?
- c. Does the Measurement Framework for Schooling in Australia provide a relevant, reliable and complete picture of progress towards achieving the outcomes of the NSRA?
- d. Are there performance indicators not included in the Measurement Framework that would help provide a more relevant, reliable and complete picture of student outcomes, both as identified within the NSRA and more broadly?
- e. Are there impediments to governments adopting these indicators (for example, data availability, cost)?
- f. What are some current or planned national data projects that might be relevant to measuring progress against the outcomes of the NSRA?

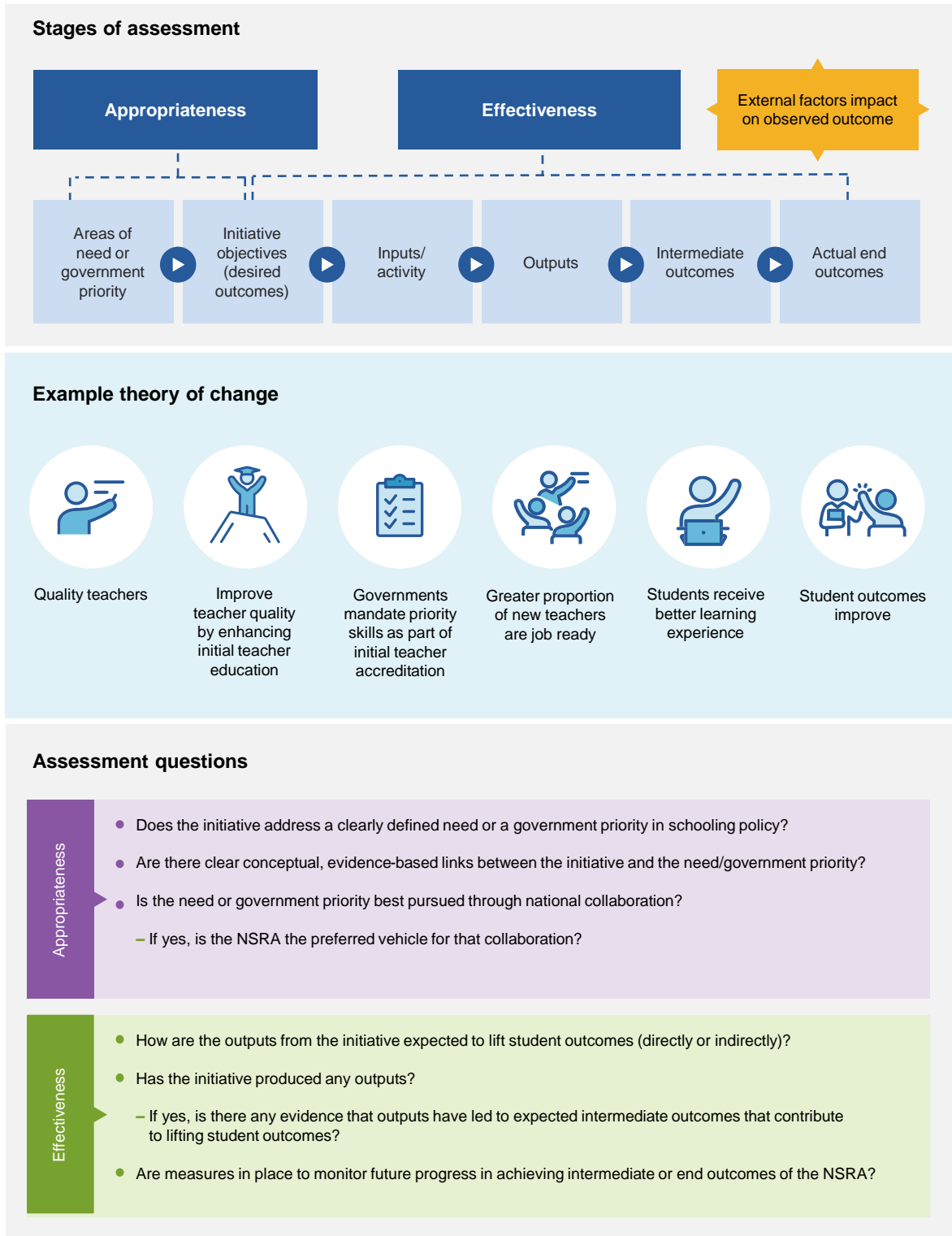
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A. Assessment framework

Figure 4 summarises the Commission’s approach to defining and assessing appropriateness and effectiveness of the NPIs. For both types of assessment, a clear articulation of how the activities undertaken as part of the NPIs will lead to the desired NSRA outcomes (sometimes referred to as the ‘theory of change’ or ‘program logic’) can be highly valuable. For example, it can promote a common understanding of the purpose of the NPIs and help identify relevant data sources and evidence. The example is highly stylised, simplified and illustrative. The rest of this attachment provides further details.

Figure 4 – Approach to defining and assessing appropriateness and effectiveness



Source: adapted from various guidelines, including Australian Government Department of Finance (2021).

B. Terms of reference

I, Josh Frydenberg, Treasurer, pursuant to Parts 2 and 4 of the *Productivity Commission Act 1998*, hereby request that the Productivity Commission undertake a review of the National School Reform Agreement.

Background

The National School Reform Agreement (NSRA) is a joint agreement between the Commonwealth, states and territories to lift student outcomes across Australian schools. The NSRA outlines a set of strategic reforms in areas where national collaboration will have the greatest impact, builds on current national reform efforts, complements state and territory leadership and supports local implementation. Ongoing implementation of these shared commitments remains a condition of funding under the *Australian Education Act 2013* (Cth) (Act).

The objective of the NSRA is that Australian schooling provides a high quality and equitable education for all students. The NSRA sets out long-term national outcomes for school education in Australia and national targets and sub-outcomes to track progress. To achieve these outcomes, the NSRA sets out three reform directions which are supported by eight national policy initiatives as well as bilateral agreements specific to each state and territory.

The Measurement Framework for Schooling in Australia, including the schedule of key performance measures, provides the basis for Australian education ministers to report to the community on the performance of schooling, in accordance with the Education Goals for Young Australians as expressed in the *Alice Springs (Mparntwe) Education Declaration*.

Scope of the review

In undertaking the review, the Commission should assess, as required under section 29 of the National School Reform Agreement:

1. the appropriateness of the National Measurement Framework for Schooling in Australia in measuring progress towards achieving the outcomes of the NSRA.
2. the effectiveness and appropriateness of the National Policy Initiatives outlined in Part 3 of the NSRA, recognising that national reform takes time to implement and mature, and for the effects of nationally coordinated reform efforts to materialise.

In the context of the National Measurement Framework for Schooling in Australia, consideration should be given to current and planned measures and data projects, and their application, utility and relevance to NSRA outcomes.

Section 30 of the NSRA expressly provides that the review will not include any assessment of compliance with section 22A of the Act.

Process

The Productivity Commission should consult broadly and extensively, including with all parties to the NSRA as well as the Catholic and independent school sectors, and key education entities such as the Australian Curriculum, Assessment and Reporting Authority, the Australian Institute for Teaching and School Leadership, the Australian Education Research Organisation and Education Services Australia.

As managers of the largest school systems, states and territories will have broad and deep insights into the impacts of the National Policy Initiatives and National Measurement Framework on students, schools and systems. In recognition of the role of states and territories, appropriate weight should be given to their feedback.

The Commission should provide a final report no later than 31 December 2022 to allow time for the review's findings to inform the development of the next national agreement. The Commission will present the findings of the review to Education Ministers prior to publication. Within the scope set out above and at Section 29 of the NSRA, the final report should include recommendations to inform the design of the next intergovernmental school reform agreement and improvements to the National Measurement Framework for Schooling in Australia.

The Hon Josh Frydenberg MP

Treasurer

[Received 7 April 2022]

C. How to make a submission

How to prepare a submission

Written submissions may range from a short comment outlining your views on a particular topic to a much more substantial document covering a range of issues. Where possible, you should provide evidence, such as relevant data and documentation, to support your views.

Publishing submissions

- Each submission, except for any attachment supplied in confidence, will be published on the Commission's website shortly after receipt, and will remain there indefinitely as a public document.
- The Commission reserves the right to not publish material on its website that is offensive, potentially defamatory, or clearly out of scope for the inquiry or study in question.

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- Do not send us material for which you are not the copyright owner – such as pictures, photos and newspaper articles – you should just reference or link to this material in your submission.

In confidence material

- This is a public review and all submissions should be provided as public documents that can be placed on the Commission's website for others to read and comment on. However, information which is of a confidential nature or which is submitted in confidence can be treated as such by the Commission, provided the cause for such treatment is shown.
- The Commission may also request a non-confidential summary of the confidential material it is given, or the reasons why a summary cannot be provided.
- Material supplied in confidence should be clearly marked 'IN CONFIDENCE' and be in a separate attachment to non-confidential material.
- You are encouraged to contact the Commission for further information and advice before submitting such material.

Privacy

- For privacy reasons, all **personal** details (e.g. home and email address, signatures and phone numbers) will be removed before they are published on the website.
- You may wish to remain anonymous or use a pseudonym. Please note that, if you choose to remain anonymous or use a pseudonym, the Commission may place less weight on your submission.

Technical tips

- The Commission prefers to receive submissions as Microsoft Word (.docx) files. PDF files are acceptable if produced from a Word document or similar text based software. You may wish to search the Internet on how to make your documents more accessible or for the more technical, follow advice from Web Content Accessibility Guidelines (WCAG) 2.0: <https://www.w3.org/TR/WCAG20/>
- Do not send password protected files.

- Track changes, editing marks, hidden text and internal links should be removed from submissions.
- To minimise linking problems, type the full web address (for example, <http://www.referred-website.com/folder/file-name.html>).

How to lodge a submission

Submissions should be lodged using the online form on the Commission's website. Submissions lodged by post should be accompanied by a submission cover sheet, available from the Commission's website.

Online* www.pc.gov.au/inquiries/current/school-agreement/make-submission#lodge

Post* National School Reform Agreement
Productivity Commission
Locked Bag 2, Collins St East
Melbourne Vic 8003

Phone Please contact the Administrative Officer on 03 9653 2253

* If you do not receive notification of receipt of your submission to the Commission, please contact the Administrative Officer.

Due date for submissions

Please send submissions to the Commission by **17 June 2022**.