



Australian Government

Department of Education and Training

# National Data Strategy

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# What we are trying to achieve?

The **2008 Melbourne Declaration on Educational Goals for Young Australians** has two goals for schooling:

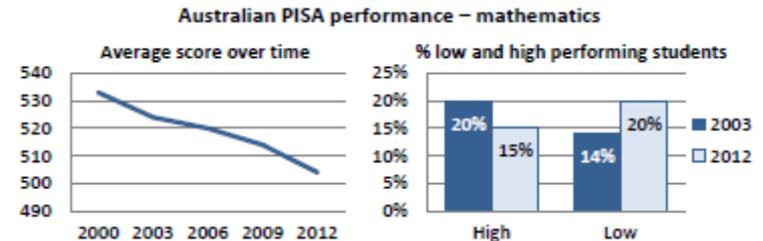
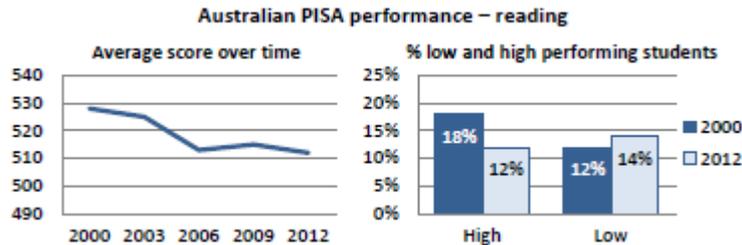
- Australian schooling promotes equity and excellence;
- young Australians become successful learners, confident and creative individuals, and active and informed citizens.

To understand how this is being achieved governments agreed on a range of reporting arrangements that flow out of the Measurement Framework for Australian Schooling.

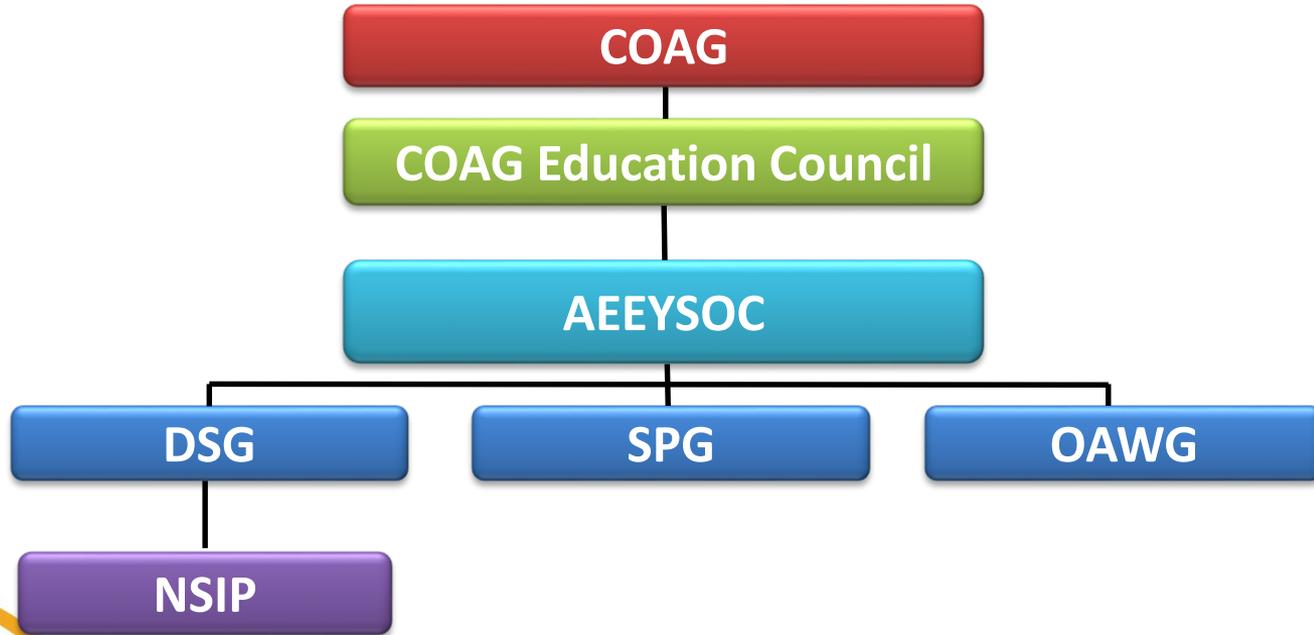


# Current Situation

Investment in school education has increased in Australia but outcomes are declining. This is evidenced by both an absolute and relative decline from 2000 to 2012 in outcomes across the PISA domains of reading, mathematics and science. We know there is a decline, the question is why – data and evidence are crucial to understanding this.



# School Governance Framework



# Reporting Framework

## Priorities/Commitments

Teacher quality

School autonomy

Parental engagement

Improved transparency  
and accountability

Strengthening the  
curriculum

## Policy Context

Melbourne  
Declaration

Measurement  
Framework

Australian  
Education Act  
and other  
related  
legislation

## Key reports

National Report  
on Schooling

RoGS

*My School*

Related reports

# Nationally Collaborative work

Key focus areas for national collaboration in 2015 and into 2016 are to:

- increase the quality and use of early childhood data
- support strategies to improve data, for example – NCCD SWD, attendance, improvements to national reporting, *My School* and related enhancements, improving the National Report on Schooling
- improving our understanding of what data is collected and what data we need
  - eg, development of national teacher workforce dataset and reports, stocktake
- Privacy – development of national information agreements.



# Emerging areas

Continuing the positive results of collaboration across jurisdictions and sectors to build national evidence and capability using the learnings from those schools and systems that are improving student outcomes.

This will continue work to:

- streamline reporting and the collections that underpin this reporting (eg, teacher workforce and its quality)
- improve the data quality and the capacity to integrate and share more data across systems and sectors, including administrative data.

Take account of the context for data and its increasing availability to inform policy and programme outcomes and follow up actions for improving services provided by all governments.

“to be more innovative, more technologically advanced, more enterprising, more competitive, and more productive, that much is absolutely clear. There is no room for complacency.”

Improving the data and evidence base will be central to this for school education.

