



Schools Assistance Amendment Regulations 2009 (No. 2)¹

Select Legislative Instrument 2009 No. 324

I, QUENTIN BRYCE, Governor-General of the Commonwealth of Australia, acting with the advice of the Federal Executive Council, make the following Regulations under the *Schools Assistance Act 2008*.

Dated 25 November 2009

QUENTIN BRYCE
Governor-General

By Her Excellency's Command

JULIA GILLARD
Minister for Education

1 Name of Regulations

These Regulations are the *Schools Assistance Amendment Regulations 2009 (No. 2)*.

2 Commencement

These Regulations commence on the day after they are registered.

3 Amendment of *Schools Assistance Regulations 2009*

Schedule 1 amends the *Schools Assistance Regulations 2009*.

Schedule 1 Amendments

(regulation 3)

[1] Regulation 1.4, definition of *MCEETYA*

substitute

MCEECDYA means the Ministerial Council for Education, Early Childhood Development and Youth Affairs.

Note MCEECDYA was established on 1 July 2009 and takes over areas of responsibility from MCEETYA.

MCEETYA means the former Ministerial Council on Education, Employment, Training and Youth Affairs.

[2] Regulation 1.4, after definition of *NAPLAN*

insert

PIRLS means the Progress in International Reading Literacy Study.

Note PIRLS is an international assessment of students in year 4 in reading literacy conducted every 5 years by the International Association for the Evaluation of Educational Achievement.

[3] Subregulation 2.1 (1), note

omit

<http://www.mceetya.edu.au>

insert

<http://www.mceecdya.edu.au>

[4] Regulation 2.1, Table 2, after item 12

insert

13 PIRLS assessment

2010

[5] Subregulation 3.2 (2), note

omit

<http://www.mceetya.edu.au>

insert

<http://www.mceecdya.edu.au>

[6] Subregulation 3.3 (4), note

omit

<http://www.mceetya.edu.au>

insert

<http://www.mceecdya.edu.au>

[7] After Part 3

insert

**Part 4 Funding agreements —
individual school information**

4.1 Specified individual school information

For subsection 19 (1) of the Act, the information in this Part for an individual school is specified.

4.2 Contextual information

- (1) The information is the following information about the individual school:
 - (a) the school information statement;
 - (b) whether the school belongs to the Catholic school sector or the independent school sector;
 - (c) the school grades offered by the school;
 - (d) the street address of the school;
 - (e) total number of students enrolled at the school;
 - (f) total full-time equivalent student enrolments at the school;

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- (g) total student enrolments at the school disaggregated by sex;
 - (h) total student enrolments at the school disaggregated by school grade;
 - (i) the de-identified residential address of each student enrolled at the school;
 - (j) the number of Indigenous students enrolled at the school;
 - (k) the number of students of a language background other than English enrolled at the school;
 - (l) the number of students with a disability enrolled at the school.
- (2) For paragraph (1) (a), a *school information statement* is a short statement about the school that may include information about any of the following matters:
- (a) the school's mission;
 - (b) the school's values;
 - (c) the school's focus;
 - (d) achievements;
 - (e) specialist programs;
 - (f) student welfare programs;
 - (g) curriculum strengths and extra curricular activities;
 - (h) contextual information about the school's affiliations and philosophy;
 - (i) the address of the website for the school or school system.

4.3 Capacity information

- (1) The school income broken down by income type.
- (2) The following information about the teaching and non-teaching staff at the school:
 - (a) the number of teaching staff;
 - (b) the number of full-time equivalent teaching staff;
 - (c) the number of non-teaching staff;
 - (d) the number of full-time equivalent non-teaching staff;
 - (e) the number of teaching staff by level of expertise.

4.4 Outcomes information

- (1) The rate of student attendance at the school disaggregated by school grade, sex, and Indigenous status.

Note Performance information for student attendance is prescribed, for section 18 of the Act, in Part 3 of these Regulations.

- (2) NAPLAN outcomes.

- (3) The following information about secondary school outcomes for each student enrolled at the school:

- (a) the number of students participating in vocational education and training;
- (b) the number of students attaining qualifications in vocational education and training;
- (c) the number of students attaining year 12 or equivalent qualifications;
- (d) the number of students attaining qualifications, at the end of their schooling, other than year 12 or equivalent;
- (e) tertiary entrance results;
- (f) the destination of each student enrolled at the school after the end of the student's secondary education.

- (3A) Information about the satisfaction with the school of students, parents and teachers.

- (4) For subregulation (2), *NAPLAN outcomes* means:

- (a) de-identified individual student results from the NAPLAN assessments from 2008 onwards in reading, writing, language conventions and numeracy at each of years 3, 5, 7 and 9; and
- (b) for each NAPLAN assessment, the number of students:
 - (i) exempted from the assessment; and
 - (ii) absent from the assessment; and
 - (iii) withdrawn from the assessment.

Note NAPLAN assessments are prescribed, for section 17 of the Act, in Part 2 of these Regulations.

[8] Subregulation 5.1 (3), note

substitute

Note A relevant authority or school may have obligations under the *Privacy Act 1988* in providing information.

[9] Subregulation 6.1 (4), note

substitute

Note A relevant authority or school may have obligations under the *Privacy Act 1988* in providing information.

Note

1. All legislative instruments and compilations are registered on the Federal Register of Legislative Instruments kept under the *Legislative Instruments Act 2003*. See <http://www.frli.gov.au>.