

Better and Fairer Schools Agreements 2025-2034

Full and fair funding for all schools

All public schools are now on a pathway to full and fair funding. The Australian Government is investing an estimated \$16.5 billion in additional funding to all public schools in Australia from 2025-26 to 2034-35 through the *Better and Fairer Schools Agreement 2025-2034 and Better and Fairer Schools Agreement – Full and Fair Funding 2025-2034* (collectively referred to as the BFSA). State and territory governments are also investing significant additional funding for public schools.

This additional funding will bring the public school sector up to 100% of the Schooling Resource

Standard (SRS) in all the states and territories by 2034, the same as the Catholic and independent school sectors. This additional funding will build a better and fairer education system for all students and support teachers and educators to continue delivering a world-class education.

The BFSA has 3 key priorities:

- equity and excellence – underpinned by evidence-based teaching
- wellbeing for learning and engagement
- a strong and sustainable workforce.

What are the reforms that will be implemented in schools?

The BFSA establishes an ambitious multi-year program of reforms to ensure every student can access a quality education, no matter where they live or their background.

Each state and territory and the non-government school sector will put in place initiatives to improve student outcomes and support teachers, as detailed in bilateral agreements. These initiatives are grouped into **10 National Reform Directions** under the 3 key priority areas. Reforms are informed by evidence and adapted to meet the needs of students, schools and communities.



Equity and excellence	Wellbeing for learning and engagement	A strong and sustainable workforce
<ul style="list-style-type: none">• Evidence-based learning approaches to identify student learning needs early and provide learning support, such as small-group tutoring.• A Year 1 phonics check and an early years of schooling numeracy check to support early identification of student learning needs.• Initiatives to encourage students to take up high-quality science, technology, engineering and mathematics (STEM) education opportunities.	<ul style="list-style-type: none">• Strengthening links between schools and non-school services, such as health services.• Improving student access to in-school wellbeing coordinators, school counsellors, psychologists, mental health workers and/or youth health nurses.• Initiatives to support student engagement in learning, for example through greater student participation, attendance, inclusion and/or enhanced school-family engagement.	<ul style="list-style-type: none">• Initiatives to develop, recognise, reward and/or deploy highly expert teachers.• Improving access to high-quality, evidence-based professional learning and quality-assured curriculum resources for teachers and schools.• Initiatives to strengthen teacher and school leader wellbeing, such as strengthening cultural safety, and reducing teacher and school leader workload.• Initiatives to attract more people into a teaching career, retain more teachers and increase workforce diversity.

What collaborative work will happen to improve the education system?

Governments and the non-government sector have agreed to important national initiatives over the life of the BFSA, which cut across all schools in all states and territories.

Initiatives will be informed by consultation with key education stakeholders and include:

Implementing an early years of schooling numeracy check to support teachers to assess their students' numeracy skills and identify and respond to students who need tailored support.

Working together to better understand how attendance and socio-economic diversity impact on student learning, including evidence-based approaches for addressing non-attendance, school refusal and concentrations of disadvantage in schools.

Implementing the Unique Student Identifier for all primary and secondary school students, which can travel with them throughout their school years and into VET and higher education.

Conducting a review of the methodology for funding schools.

Reviewing how governments measure and report nationally on student achievement, including consideration of better measures for student engagement and learning gain and outcomes for students with disability.

How will outcomes be measured?

In the BFSA, governments have set targets to lift the attendance rates of students, the results that students receive in NAPLAN and the number of students who finish high school. These targets will help to ensure that students catch up, keep up and finish school.



Equity and excellence

Year 12 certification (or equivalent)

Increasing the proportion of students leaving school with a Year 12 certificate (or equivalent) by 7.5 percentage points (nationally) by 2030 (from 2022 level) and trend upwards for specific priority equity cohorts.

Pathways for success

Increasing the proportion of all people (age 20–24) attaining a Year 12 (or equivalent) qualification to 96 per cent by 2031.

Learning equity

By 2030, for NAPLAN reading and numeracy:

- reduce the proportion of students in the ‘Needs Additional Support’ proficiency level by 10 per cent
- increase the proportion of students in the ‘Strong’ and ‘Exceeding’ proficiency levels by 10 per cent and trend upwards for priority equity cohorts in the ‘Strong’ and ‘Exceeding’ proficiency levels.



Wellbeing for learning and engagement

Student attendance:

Increasing the national Student Attendance Rate to 91.4 per cent and a return to 2019 national levels for priority equity cohorts by 2030.

Increasing the student attendance rate for priority equity cohorts to the same level as the overall population by 2035.



A strong and sustainable workforce

Building the workforce

Increasing the engagement rate (completed or still enrolled) of initial teacher education students by 10 percentage points by 2035.

Strengthening the Aboriginal and Torres Strait Islander workforce

Increasing the engagement rate (completed or still enrolled) of First Nations initial teacher education students by 10 percentage points by 2035.

How will progress be reported?

Consistent and understandable public information is important for parents, communities and education stakeholders to understand how the BFSA is implemented by governments and the non-government school sector.

The BFSA includes several reporting and accountability measures to provide transparency and accountability for delivering on reforms and build understanding of outcomes for students, including:

- annual reports from state and territory governments and the non-government school sector on the implementation of reforms
- increased transparency of school systems’ need-based funding models
- the development of an education reporting dashboard to highlight progress
- an annual funding report from state and territory governments
- two independent reviews of the BFSA, a mid-term review in 2028 and a final report to Education Ministers in 2033 to inform the next agreement.

In addition, the Minister for Education will present an annual statement to the Australian Parliament on progress under the BFSA.



WA Department of Education

How can I get more information?

The Department of Education’s website has more information on the BFSA and links to the Agreements available at: www.education.gov.au/recurrent-funding-schools/national-school-reform-agreement/better-and-fairer-schools-agreement-20252034.