

Education Policy Outlook 2015: Making reforms happen

This OECD Report provides comparative analysis. It is combining the country quantitative and qualitative information available at the OECD with the international assessment programs like PISA (Programme for International Students Assessment), TALIS (Teaching and Learning International Survey), PIAAC (The Programme for the International Assessment of Adult Competencies), and with other OECD reports and studies.

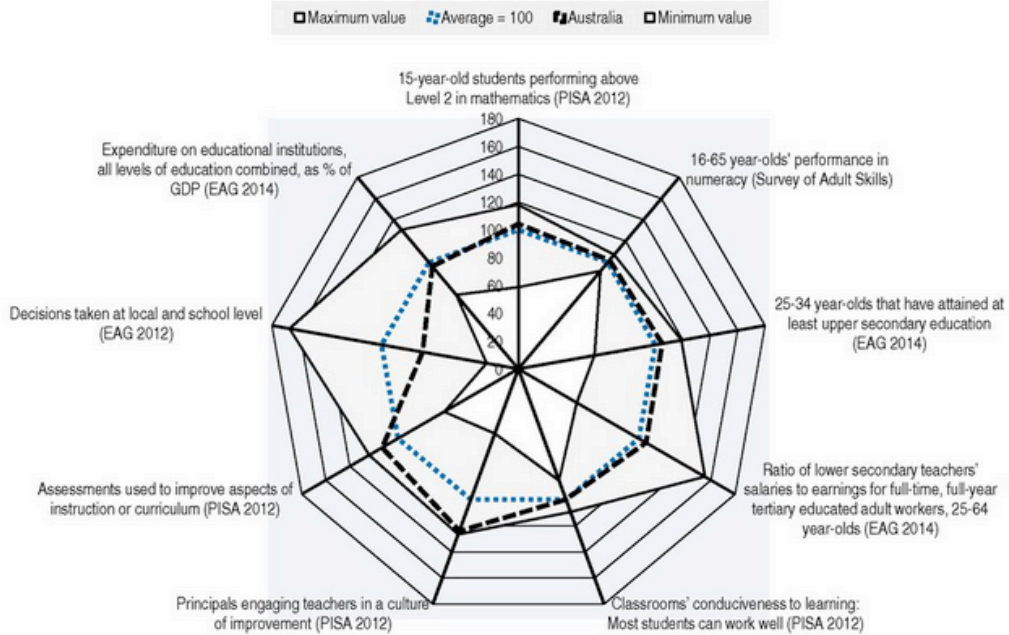
Five different trends are outlined and interesting key findings are put in evidence: Equity and quality in education; preparing students for the future; schools improvement; evaluation and assessment to improve students' outcomes; steering education systems.

The second part focuses on the reforms undertaken, organized in five policy areas: (i) Evaluation and assessment reforms in schooling; (ii) Growing and sustaining innovative learning environments; (iii) Implementing school improvement reforms; (iv) Education union partnership in policy reforms; (v) Ensuring constructive co-operation with employers.

To finalize the book, country snapshots, where education policy is visually presented accordingly to an array of indicators:

- ☒ 15-year-olds performing above Level 2 in Mathematics (PISA 2012);
- ☒ 16-65 year-olds' performance in numeracy (Survey of Adults Skills);
- ☒ 25-34 year-olds that have at least attained upper secondary education;
- ☒ Ratio of lower secondary teachers' salaries to earning full-time, full-year tertiary educated adult workers, 26-64 year-olds;
- ☒ Classrooms' conduciveness to learning: most students can work well (PISA 2012)
- ☒ Principals engaging teachers in a culture of improvement (PISA 2012)
- ☒ Assessment used to improve aspects of instruction or curriculum (PISA 2012)
- ☒ Decisions taken at local and school level;
- ☒ Expenditure on educational institutions, all levels of education combined, as % of GDP

Figure 12.1. Selected indicators compared with the average: Australia



Note: For each indicator, the absolute performance is standardised (normalised) using a normative score ranging from 0 to 180, where 100 was set at the average, taking into account all OECD countries with available data in each case. See www.oecd.org/edu/policyoutlook.htm for maximum and minimum value countries.

Source: The Australia Snapshot was produced combining information from Education Policy Outlook: Australia, (OECD, 2013) with OECD data and the country's response to the Education Policy Outlook Snapshot Survey (2013). More information on the spider chart and sources is available at www.oecd.org/edu/policyoutlook.htm.

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Wish you a fruitful reading!