



Australian Government

**Department of Education,
Skills and Employment**

21



22

CORPORATE PLAN

Corporate plans are a requirement under paragraph 35(1)(b) of the *Public Governance, Performance and Accountability Act 2013*. The corporate plan is prepared in accordance with the Public Governance, Performance and Accountability Rule 2014 and will be acquitted in the annual performance statements published in the Annual Report 2021–22.

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ISSN 2653-097X (Online)

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The document must be attributed as the Department of Education, Skills and Employment Corporate Plan 2021–22.

Acknowledgement of Country

The Department of Education, Skills and Employment acknowledges the Traditional Owners and Custodians of Country throughout Australia and acknowledges their continuing connection to land, water and community. We pay our respects to them, their cultures and Elders past, present and emerging.

The Department of Education, Skills and Employment acknowledges diversity and respectfully uses both the terms 'Indigenous' and 'Aboriginal and Torres Strait Islander peoples' interchangeably throughout this document.

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Introduction

This plan sets out the significant agenda we are delivering on behalf of the Australian Government, to support Australians to achieve their potential from learning through to employment.

Secretary's introduction



I am pleased to present the Department of Education, Skills and Employment's 2021–22 Corporate Plan.

This plan sets out the significant agenda we are delivering on behalf of the Australian Government, to support Australians to achieve their potential from learning through to employment. It outlines how we plan to deliver this work, how we will measure our performance and the culture and capability we need to achieve success.

A major focus of our work in 2021–22 continues to be in response to the COVID-19 pandemic, moving to a longer-term view of economic recovery and ensuring Australians have the capabilities to support the workforce needs of the future. We continue to play a role in delivering policies and programs that support opportunities for all Australians to improve their social and economic wellbeing. Supporting these opportunities is at the core of our work across the entire portfolio, from early childhood education and care, schooling and higher education, skills and training, to employment services and workforce policy.

We will continue to support our Ministers and maintain our commitment to ongoing accountability and transparency for the programs we deliver. Our culture of proactive collaboration and community engagement helps shape the development and delivery of our policies to meet the expectations of the Government and the public. These behaviours underpin how we will work together and in partnership with our Australian Public Service colleagues, state and territory counterparts, and across sectors to deliver outcomes that are fit for purpose, evidence based and regularly reviewed for potential improvements.

Our continued commitment to Indigenous business being everyone's business, along with our ongoing commitment to diversity and inclusion, support us to develop stronger collaborative policy development and program delivery.

We continue to work collectively in our efforts to support education, skills and employment outcomes to secure Australia's economic recovery and future prosperity.

Statement of preparation

As the accountable authority of the Department of Education, Skills and Employment, I present the Department of Education, Skills and Employment Corporate Plan for the reporting period 2021–22, which covers the period 2021–22 to 2024–25 as required under section 35(1)(b) of the *Public Governance, Performance and Accountability Act 2013*.

Dr Michele Bruniges AM

Secretary

24 August 2021

Creating opportunities

By providing trusted, evidence-based advice to our Ministers and effectively implementing Government policies and programs, we create opportunities and drive better outcomes for people through education, skills and employment pathways.

Our purpose

Our purpose – why we are here

We contribute to Australia's economic prosperity and social wellbeing by creating opportunities and driving better outcomes for people, through education, skills and employment pathways.

Our approach – how we deliver

We provide advice to our Ministers and effectively implement Government policies and programs. In doing this, we draw on the best available research, evidence and data and we work collaboratively with industry, stakeholders and state and territory governments.

Our focus – who we enable

Early childhood

We prepare children for school

- Quality early learning and child care supports and prepares children for school.
- For parents and carers, access to subsidised child care supports them to work, study or volunteer.

Schooling

We prepare children and young people for further study or work

- Access to quality schooling provides the knowledge, skills and values for every child to achieve their potential.

Skills, training, and higher education

We support participation in work and society

- Skills, training and higher education maximises employment opportunities and participation in the workforce, community and society.

Workforce participation

We encourage fulfilling careers and lives

- Ensuring people have the opportunity to upskill and reskill to find or advance their career.

Operating context

We have a key role in supporting Australia's economic recovery and future prosperity by working to improve the lives of all Australians through education, skills and employment pathways.

Our environment

Australians have remained committed, determined and resilient as the environment in which we learn and work has changed significantly during the COVID-19 pandemic.

Our changed circumstances have resulted in the work of the Department of Education, Skills and Employment (DESE) becoming more connected and integrated, to best serve Australian citizens. An educated society and workforce with the ability to learn new skills, innovate and create new knowledge improves the economic outlook of the nation and increases national productivity and prosperity.

To contribute to a thriving Australian economy, more skilled workers are needed in key areas. Increasing workforce participation remains a priority, and this includes addressing barriers to participation for many Australians, particularly those facing disadvantage, and in turn reduces levels of inequality.

Over the course of this plan, the department will continue to work closely with all our stakeholders and sectors, building stronger networks, and expanding partnerships and approaches for successful program delivery. We will have a key role in supporting the next stage of Australia's economic recovery and future prosperity by working to improve the lives of all Australians through education, training, and employment pathways.

An educated society and workforce with the ability to learn new skills, innovate and create new knowledge improves the economic outlook of the nation and increases national productivity and prosperity.

Our role

The department helps to create an inclusive and prosperous Australia by maximising opportunity through national leadership on education, skills and employment policy development.

DESE works to ensure Australians realise the benefits that education, training and employment provide by actively supporting our Ministers to deliver Australian Government policies and priorities. The work of the department impacts Australians from early learning years and throughout their lives, as well as being a driving force behind the economic and social wellbeing of the nation. We lead implementation on national policy and programs that will help build a stronger future, including supporting the early childhood education and care and schooling systems and enabling students to access the higher education and skills they need to maximise employment opportunities.

We will continue to play a vital role in preparing and supporting a skilled workforce and responding to emerging skills needs and national priority areas. We also assist Australians to find jobs through a range of targeted employment services programs, and we help employers to find the trained people they need. In addition, we coordinate the whole-of-government approach to youth affairs, including youth transitions from schooling to further education, training or employment.

Together these policies and programs help enable all Australians to positively participate in their community and contribute to social and economic life.

We aim to maximise the benefit of our state, regional and international presence, including by using our state and international counsellor networks – and the distribution of DESE staff across cities and towns throughout Australia – to support local relationships, contribute local knowledge and deliver services nationally and internationally.

Key priorities

Our environment, and the context we work in, continues to be shaped by the economic and social effects of the COVID-19 pandemic. Many of the core activities of the department contribute to supporting the economic recovery of the nation.

In line with our purpose, the department's work over the course of this plan will focus on contributing to the economic recovery and social resilience of communities we serve. Key Government priorities include:

- working across government and industry, to support the development of a workforce with highly skilled and qualified workers, including in regional areas, to take advantage of new opportunities and meet the needs of business and our economy
- continuing to support regional Australia through mainstream and targeted programs to increase access and equity of services
- continuing our commitment to Closing the Gap, focusing on the Priority Reforms at the centre of the National Agreement and the six socio-economic targets for which the department has responsibility
- working to implement the recommendations of the 2020 Review of the *Disability Standards for Education 2005* to ensure students with disability can access and participate in education on the same basis as students without disability
- implementing key changes to the Child Care Subsidy to support affordability and access to child care
- implementing a new preschool reform agreement with the states and territories to support early learning in the year before full-time school, improving participation and better preparing children for school
- delivering on commitments under the National School Reform Agreement's national policy initiatives to improve student outcomes across the country
- supporting the Quality Initial Teacher Education Review to consider how best to attract and select high-quality candidates into the teaching profession and prepare them to be effective teachers

- finalising the National Youth Policy Framework to reflect the priorities and concerns of young Australians and connect them to Government policies and programs
- creating strong links between higher education institutions and businesses by encouraging more translation of research through to commercial outcomes
- supporting the international education sector to build resilience and diversity with an innovation fund that will offer grants for providers to grow offshore and online delivery
- working with states and territories to provide additional free or low-fee training places to support Australians to gain skills, reskill or upskill in areas of identified skills need through the JobTrainer Fund
- negotiating a new National Skills Agreement with the states and territories to strengthen the quality and relevance of training and deliver a more consistent and fairer skills system
- collaborating across governments to work towards a nationally consistent approach to apprenticeships and traineeships, and supporting employers to take on new apprentices and trainees
- implementing a new employment services model to deliver an effective, efficient digital service for job-ready job seekers, and provide enhanced servicing for those job seekers who need it.

In addition, we will focus on the ways our people, information and communications technology, financial and budget management, data and analytics, project management and communication support the department's policy leadership, delivery and performance.

Together we will work on delivering on our purpose, supporting our Ministers, and delivering tangible outcomes that improve the lives of all Australians.

Partnerships and cooperation

Cooperation, collaboration and partnerships underpin and strengthen all we do.

We work closely with other Government agencies, state and territory governments, international organisations, regulators, business, education institutions, peak bodies, providers, industry and the community. This is crucial as the delivery of education, skills and employment outcomes is a shared responsibility in a complex policy environment. Engagement and strong working relationships with our stakeholders and the broader community ensures that our work in policy development, program delivery, services and evaluation is grounded in, and reflects the needs of, our sectors, stakeholders and the Australian public.

The department has a number of agencies and statutory bodies within our portfolio that are essential partners in meeting our policy, program and regulation responsibilities and delivering improved outcomes for Australian education, the public and the Government. Along with our stakeholders, these agencies and bodies are key partners in supporting the department to deliver holistic portfolio policies and programs.

Portfolio entities

- Australian Curriculum Assessment and Reporting Authority
- Australian Institute for Teaching and School Leadership
- Tertiary Education Quality and Standards Agency
- Australian Research Council
- Australian Skills Quality Authority

Statutory office holders operating with DESE

- National Skills Commissioner
- Tuition Protection Service Director
- Student Identifiers Registrar

Portfolio entities and bodies produce their own planning documents. The statutory office holders operate with support from the department, and their annual reports can be found within the DESE Annual Report.

We work closely with other Government agencies, state and territory governments, international organisations, regulators, business, education institutions, peak bodies, providers, industry and the community. This is crucial as the delivery of education, skills and employment outcomes is a shared responsibility in a complex policy environment.

Performance

The department is dedicated to clearly communicating our strategies and the results of our work, and how it impacts and supports the Australian community. The performance measures in this plan seek to illustrate the benefits we provide to individuals and groups within the community through pursuing our outcomes, as set in the 2021–22 Education, Skills and Employment Portfolio Budget Statements.

Performance Framework

Commonwealth Performance Framework

The Commonwealth Performance Framework involves a cycle of performance planning, monitoring, reporting and evaluating.

The Portfolio Budget Statements and Corporate Plan are the key forward planning publications, while the Annual Performance Statement within the Annual Report is the key reporting publication. These publications provide high-level information on the department's performance and the extent to which its purpose is being met.

The department's performance framework is based on the Commonwealth Performance Framework, established under the *Public Governance, Performance and Accountability Act 2013* (PGPA Act). As part of our responsibilities under the PGPA Act, the department must report on how our performance will be measured and assessed.

DESE Performance Framework

In 2020–21 the department established a new DESE Performance Framework to guide our work in delivering on our purpose, through setting and reporting on performance targets and achievements.

The performance information published in this Corporate Plan is underpinned by this new framework and reflects the department's ongoing commitment to continuous review and improvement.



Performance

The performance measures in this plan seek to illustrate the benefits we provide to individuals and groups within the community through pursuing our outcomes, as set in the 2021–22 Education, Skills and Employment Portfolio Budget Statements.

The department is dedicated to clearly communicating our strategies and the results of our work, and how it impacts and supports the Australian community. We recognise that achieving our outcomes is a shared task, and we work with states and territories, other government agencies, industry, and private and not-for-profit stakeholders to deliver outcomes.

The key activities and delivery strategies in this plan articulate the department's role in contributing to achieving our outcomes. In the following sections, we outline how each of our activities, strategies and measures are linked to our programs, expressing both how we aim to achieve these outcomes and what success looks like.

As part of our performance framework, our performance measures were originally published in the 2021–22 Education, Skills and Employment Portfolio Budget Statements, and the results and assessments of our performance in working to achieve our purpose and outcomes will be reported in the 2021–22 Annual Performance Statement (included in our Annual Report).

We continually review our performance measures and framework and, as a result, some performance measures that are published in this Corporate Plan and in the 2021–22 Portfolio Budget Statements have been updated from previous years. Overall, there has been a reduction in the number of measures, with a more even balance across outcomes.

The key activities and delivery strategies in this plan articulate the department's role in contributing to achieving our outcomes. In the following sections, we outline *how* each of our activities, strategies and measures are linked to our programs, expressing both how we aim to achieve these outcomes and *what success looks like*.

Our outcomes

Our purpose

The purpose of the Department of Education, Skills and Employment is to contribute to Australia's economic prosperity and social wellbeing by creating opportunities and driving better outcomes for people through education, skills and employment pathways.

The department achieves its purpose through the delivery of the following outcomes.

Outcomes

1

Improved early learning, schooling, student educational outcomes and transitions to and from school through access to quality child care, support, parent engagement, quality teaching and learning environments.

2

Promote growth in economic productivity and social wellbeing through access to quality higher education, international education, and international quality research.

3

Promote growth in economic productivity and social wellbeing through access to quality skills and training.

4

Foster a productive and competitive labour market through policies and programs that assist job seekers into work and meet employer needs.

Enablers

Risk oversight ■ Governance ■ People ■ Technology ■ Financial management ■ Data and analytics
Project management ■ Communication

Performance

Management ■ Monitoring ■ Reporting

1

Outcome 1

Improved early learning, schooling, student educational outcomes and transitions to and from school through access to quality child care, support, parent engagement, quality teaching and learning environments.

Program 1.1 Support for the Child Care System

Program 1.2 Child Care Subsidy

Program 1.3 Government Schools National Support

Program 1.4 Non-Government Schools National Support

Program 1.5 Early Learning and Schools Support

Outcome 1 key activities and delivery strategies

The department undertakes the following key activities and delivery strategies to deliver on the programs under Outcome 1.

1.1 Support for the Child Care System

Key activity: Provide targeted support to families, children and child care centres who need it

Delivery strategies

- Provide support to vulnerable and disadvantaged families and communities through the Community Child Care Fund and Inclusion Support Programs.
- Continue to work with states, territories and stakeholders to maintain and improve the quality and safety of early learning and care, through the National Quality Framework, the Australian Children's Education and Care Quality Authority, Australian Early Development Census, and development of a national workforce strategy.

Performance measure

- The proportion of Community Child Care Fund (CCCF) and Inclusion Support Program (ISP) support granted to socio-economically vulnerable and disadvantaged communities.

1.2 Child Care Subsidy

Key activity: Support to families who rely on subsidised child care to work, train, study or volunteer

Delivery strategies

- Provide families with access to subsidised child care to support parents to work, train, study or volunteer.
- Provide support to vulnerable and disadvantaged families and communities through the Child Care Safety Net.
- Through our monitoring and compliance frameworks, ensure the accuracy and integrity of the Child Care Subsidy (CCS), transition and other program payments.
- Remove unnecessary barriers and ensure Early Childhood Education and Care sector regulation is appropriate and fit for purpose.
- Develop, maintain and improve early learning and child care policy frameworks, with a focus on improving outcomes for vulnerable, disadvantaged and Indigenous children.

Performance measure

- Proportion of accurate child care payments to all services.

1.3 Government Schools National Support

Key activity: Provide consistent, transparent and needs-based funding to government schools

Delivery strategies

- Administer recurrent funding entitlements under the *Australian Education Act 2013* (the Act) based on the Schooling Resource Standard that provides a base amount for every student and loadings to target disadvantage.
- Support the National School Resourcing Board in undertaking reviews of the Australian Government's school funding model under the Act and implement the Australian Government's response to the board's reviews of the loading for students with disability, reporting of section 22A obligations and the review of needs-based funding requirements.
- Monitor the compliance of approved authorities with requirements under the Act and ensure the accuracy and integrity of payments.¹

Performance measures

- Lower the proportion of students in the bottom two bands in the National Assessment Program – Literacy and Numeracy (NAPLAN) for reading for Year 3 students.
- Lower the proportion of students in the bottom two bands in NAPLAN for numeracy for Year 3 students.
- Increase the proportion of students in the top two bands in NAPLAN for reading for Year 3 students.
- Increase the proportion of students in the top two bands in NAPLAN for numeracy for Year 3 students.
- Increase the proportion of students attending school 90% or more of the time.
- Increase the proportion of people (age 20–24) who have completed Year 12 or equivalent or gaining a qualification at Australian Qualifications Framework Certificate III or above.
- Increase the proportion of Aboriginal and Torres Strait Islander people (age 20–24) attaining Year 12 or equivalent or gaining a qualification at Australian Qualifications Framework Certificate III or above.

¹ This delivery strategy has been added since the publication of the 2021–22 Portfolio Budget Statements.

1.4 Non-Government Schools National Support

Key activity: Provide consistent, transparent and needs-based funding to non-government schools

Delivery strategies

- Provide funding under the Choice and Affordability Fund for non-government representative bodies as a flexible means of driving government priorities including supporting parental choice and affordability of schools and assisting schools in regional, remote and drought-affected areas.
- Provide funding for capital infrastructure for non-government schools, particularly for the most disadvantaged.
- Administer recurrent funding entitlements under the *Australian Education Act 2013* (the Act) based on the Schooling Resource Standard that provides a base amount for every student and loadings to target disadvantage.
- Continue to implement the new direct measure of capacity to contribute, including a process to review individual school scores and a program of further refinement work.
- Support the National School Resourcing Board in undertaking reviews of the Australian Government's school funding model under the Act and implement the Australian Government's response to the board's reviews of the loading for students with disability, reporting of section 22A obligations and the review of needs-based funding requirements.
- Monitor the compliance of approved authorities with requirements under the Act and ensure the accuracy and integrity of payments.²

Performance measures

- Lower the proportion of students in the bottom two bands in NAPLAN for reading for Year 3 students.
- Lower the proportion of students in the bottom two bands in NAPLAN for numeracy for Year 3 students.
- Increase the proportion of students in the top two bands in NAPLAN for reading for Year 3 students.
- Increase the proportion of students in the top two bands in NAPLAN for numeracy for Year 3 students.
- Increase the proportion of students attending school 90% or more of the time.
- Increase the proportion of people (age 20–24) who have completed Year 12 or equivalent or gaining a qualification at Australian Qualifications Framework Certificate III or above.
- Increase the proportion of Aboriginal and Torres Strait Islander people (age 20–24) attaining Year 12 or equivalent or gaining a qualification at Australian Qualifications Framework Certificate III or above.

2. This delivery strategy has been added since the publication of the 2021–22 Portfolio Budget Statements.

1.5 Early Learning and Schools Support

Key activity: Support children to have access to quality early learning, particularly in the year before reaching school

Delivery strategy

- Work with states, territories and stakeholders to support early learning in the year before full-time school (i.e. preschool), including implementing the new Preschool Reform Funding Agreement focused on improving attendance and school readiness outcomes.

Performance measures

- Proportion of Indigenous children enrolled in early childhood education in the year before full-time school who are enrolled for 600 hours per year.
- Proportion of vulnerable and disadvantaged children enrolled in the year before full-time school who are enrolled for 600 hours per year.

1.5 Early Learning and Schools Support

Key activity: Provide support for a range of curriculum, assessment, teaching and wellbeing programs

Delivery strategies

- Improve national data quality, consistency and collection to support the national evidence base and inform policy development.
- Contribute to enhancing the Australian Curriculum to support teacher assessment of student attainment and growth.
- Assist states and territories to support teachers to monitor individual student progress and identify student learning needs through use of technologies and expanding online access to resources.
- Provide funding and support to implement national and international assessments including the Programme for International Student Assessment and the transition to online delivery of the National Assessment Program – Literacy and Numeracy.
- Deliver programs that supplement the Australian Curriculum and support teachers and school leaders to improve student learning, through the delivery of literacy and numeracy initiatives, science, technology, engineering and maths (STEM) initiatives, civics and citizenship and music and arts programs.
- Deliver programs centred on teaching practice, teacher and principal wellbeing and that support alternative pathways into teaching.
- Deliver programs supporting student participation, parent and community engagement and student wellbeing with focus areas that include mental health, students with disability, school education for Indigenous Australians, and regional, rural and remote initiatives.

Performance measures

- Lower the proportion of students in the bottom two bands in NAPLAN for reading for Year 3 students.
- Lower the proportion of students in the bottom two bands in NAPLAN for numeracy for Year 3 students.
- Increase the proportion of students in the top two bands in NAPLAN for reading for Year 3 students.
- Increase the proportion of students in the top two bands in NAPLAN for numeracy for Year 3 students.
- Increase the proportion of students attending school 90% or more of the time.
- Increase the proportion of people (age 20–24) who have completed Year 12 or equivalent or gaining a qualification at Australian Qualifications Framework Certificate III or above.
- Increase the proportion of Aboriginal and Torres Strait Islander people (age 20–24) attaining Year 12 or equivalent or gaining a qualification at Australian Qualifications Framework Certificate III or above.

1.5 Early Learning and Schools Support

Key activity: Provide national leadership and work with states on national policy reform

















Delivery strategy

- Work in partnership with state and territory governments, non-government education authorities, national education agencies and other key stakeholders to develop and implement national policy initiatives.













Performance measures

- Lower the proportion of students in the bottom two bands in NAPLAN for reading for Year 3 students.
- Lower the proportion of students in the bottom two bands in NAPLAN for numeracy for Year 3 students.
- Increase the proportion of students in the top two bands in NAPLAN for reading for Year 3 students.
- Increase the proportion of students in the top two bands in NAPLAN for numeracy for Year 3 students.
- Increase the proportion of students attending school 90% or more of the time.
- Increase the proportion of people (age 20–24) who have completed Year 12 or equivalent or gaining a qualification at Australian Qualifications Framework Certificate III or above.
- Increase the proportion of Aboriginal and Torres Strait Islander people (age 20–24) attaining Year 12 or equivalent or gaining a qualification at Australian Qualifications Framework Certificate III or above.

Outcome 1 performance measures

Program reference and performance measure		Targets	Methodology	Reported on in:			
				2021-22	2022-23	2023-24	2024-25
1.1	The proportion of Community Child Care Fund (CCCF) and Inclusion Support Program (ISP) support granted to socio-economically vulnerable and disadvantaged communities	Increase on previous year	<p>Establish the proportion of vulnerable and disadvantaged Statistical Area (SA) 2s (as defined by the SA2s in the lowest 20% SEIFA category). Overlay the administrative data set to check that at least one child care centre receiving CCCF or ISP funding is established in those SA2s. Identify the proportion of SA2s (vulnerable and disadvantaged areas) that have accessed CCCF and/or ISP funding.</p> <p>Data source: DESE, program administrative data</p>				
1.2	Proportion of accurate child care payments to all services	90% or higher	<p>Number of accurate sampled CCS payments over the total participants in the random sample parent check interviews.</p> <p>Data source: Independent actuarial assessment</p>				
1.3, 1.4, 1.5	Lower the proportion of students in the bottom two bands in NAPLAN for reading for Year 3 students	Lower than 2018 (8.6%) by the end of 2023	<p>Total percentage of students at or below the national minimum standard (bands 1 and 2), compared to all students.</p> <p>Data source: First stage summary information of ACARA National Assessment Program – Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report</p>				
1.3, 1.4, 1.5	Lower the proportion of students in the bottom two bands in NAPLAN for numeracy for Year 3 students	Lower than 2018 (11.5%) by the end of 2023	<p>Total percentage of students at or below the national minimum standard (bands 1 and 2), compared to all students.</p> <p>Data source: First stage summary information of ACARA National Assessment Program – Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report</p>				

Program reference and performance measure		Targets	Methodology	Reported on in:			
				2021-22	2022-23	2023-24	2024-25
1.3, 1.4, 1.5	Increase the proportion of students in the top two bands in NAPLAN for reading for Year 3 students	Higher than 2018 (53.2%) by the end of 2023	<p>Total percentage of students in the top two bands (bands 5 and 6), compared to all students.</p> <p>Data source: First stage summary information of ACARA National Assessment Program – Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report</p>	■	■	■	■
1.3, 1.4, 1.5	Increase the proportion of students in the top two bands in NAPLAN for numeracy for Year 3 students	Higher than 2018 (39.2%) by the end of 2023	<p>Total percentage of students in the top two bands (bands 5 and 6), compared to all students.</p> <p>Data source: First stage summary information of ACARA National Assessment Program – Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report</p>	■	■	■	■
1.3, 1.4, 1.5	Increase the proportion of students attending school 90% or more of the time	Higher than 2018 (75.2%) by the end of 2023	<p>Total proportion of students whose attendance rate is equal to or greater than 90%. Attendance rate is calculated as the number of actual full-time equivalent student-days attended by full-time students in Years 1–10 in Semester 1 as a percentage of the total number of possible student-days attended in Semester 1.</p> <p>Data source: ACARA National Student Attendance Data Collection, accessible through the National Report on Schooling in Australia Data Portal</p>	■	■	■	■

Program reference and performance measure	Targets	Methodology	Reported on in:			
			2021-22	2022-23	2023-24	2024-25
1.3, 1.4, 1.5 Increase the proportion of people (age 20–24) who have completed Year 12 or equivalent or gaining a qualification at Australian Qualifications Framework Certificate III or above	Increase to 96% by 2031 (from 89.4% in 2020)	Total proportion of the 20 to 24 year-old population that has attained at least Year 12 or equivalent or AQF Certificate III or above. Data source: ABS, Survey of Education and Work				
1.3, 1.4, 1.5 Increase the proportion of Aboriginal and Torres Strait Islander people (age 20–24) attaining Year 12 or equivalent or gaining a qualification at Australian Qualifications Framework Certificate III or above	Increase to 96% by 2031 (from 63.2% in 2016)	Total proportion of the 20 to 24 year-old Indigenous population that has attained at least Year 12 or equivalent or AQF Certificate III or above over the total Indigenous population aged 20 to 24 years. Data source: Census of Population and Housing Note: Data also available from ABS Aboriginal and Torres Strait Islander Social Survey. This data can be used as a supplementary data source to monitor progress, particularly in intercensal years.				
1.5 Proportion of Indigenous children enrolled in early childhood education in the year before full time school are enrolled for 600 hours per year*	95% or higher	Number of Indigenous children enrolled for 600 hours a year in preschool over the total population of all Indigenous children enrolled in preschool. Data source: ABS, Preschool Education, Australia (cat. no. 4240.0) with input from states and territories				
1.5 Proportion of vulnerable and disadvantaged children enrolled in the year before full-time school who are enrolled for 600 hours per year*	95% or higher	Number of vulnerable and disadvantaged children enrolled for 600 hours a year in preschool over the total population of all Indigenous children enrolled in preschool. Data source: ABS, Preschool Education, Australia (cat. no. 4240.0) with input from states and territories				

* With the offer of a new national partnership announced in the 2021–22 Budget, the measures for years beyond 2022–23 are still subject to finalisation.

2

Outcome 2

Promote growth in economic productivity and social wellbeing through access to quality higher education, international education, and international quality research.

Program 2.1 Commonwealth Grant Scheme

Program 2.2 Higher Education Superannuation Program

Program 2.3 Higher Education Support

Program 2.4 Higher Education Loan Program

Program 2.5 Investment in Higher Education Research

Program 2.6 Research Capacity

Program 2.7 International Education Support

Outcome 2 key activities and delivery strategies

The department undertakes the following key activities and delivery strategies to deliver on the programs under Outcome 2.

2.1 Commonwealth Grant Scheme

2.3 Higher Education Support

2.4 Higher Education Loan Program

Key activity: Support students' access to higher education and transition to employment

Delivery strategies | Program 2.1

- Provide grants, through the Commonwealth Grant Scheme, to subsidise costs for students enrolled in undergraduate and postgraduate courses at public universities.
- Support student places in priority areas and short courses at non-university higher education providers.

Performance measure | Program 2.1

- The proportion of the 25 to 34 year old population with a tertiary qualification.

Delivery strategies | Program 2.3

- Work with the higher education sector to combine the Higher Education Participation and Partnerships Program, the National Priorities Pool, the Regional Partnerships Project Pool, Regional Loading and Enabling Loading, and relevant elements of the National Institutes Grant, into the Indigenous, Regional and Low SES Attainment Fund (IRLSAF) funding model for implementation in 2024.
- Assist people with disability to access and participate in tertiary education and subsequent employment through the National Disability Coordination Officer Program.
- Support students in regional and remote Australia to access higher education through the Rural and Regional Enterprise Scholarships Program as well as other regional and remote programs under the Job-ready Graduates package, including Regional University Centres, the Tertiary Access Payment and establishing a Regional Education Commissioner.
- Establish education facilities and programs that build links with local industry, address skills needs and improve student employment outcomes through the National Priorities and Industry Linkage Fund, Women in STEM Cadetships and Advanced Apprenticeships and Industry 4.0 Advanced Apprenticeship Pilot.

Performance measures | Program 2.3

- Proportion of domestic undergraduates who are from a low socio-economic background (based on Statistical Area level 1).
- Proportion of higher education students who are Indigenous.

Delivery strategy | Program 2.4

- Provide financial assistance to students through income-contingent loans under the Higher Education Loan Program.

Performance measure | Program 2.4

- The proportion of HELP debt not expected to be repaid.

2.1 Commonwealth Grant Scheme**2.3 Higher Education Support****Key activity: Enhance the quality of the higher education system****Delivery strategies | Program 2.1**

- Implement performance and funding reforms through the National Priorities and Industry Linkages Fund and Indigenous, Regional, Low SES Attainment Fund to drive greater focus on economic and social outcomes in the higher education sector.
- Monitor enrolment patterns following the implementation of the Job-ready Graduates reform package and review impact of new funding incentives on choices by students and higher education providers.
- Monitor if funding has incentivised students and universities to focus on work-relevant qualifications and alignment with the national interest.
- Support universities to embed a Model Code upholding freedom of speech and academic freedom in their institutional regulations or policies.

Performance measures | Program 2.1

- The rate of attrition for domestic Bachelor students.
- Proportion of undergraduates who are employed within four months of completing a degree.

Delivery strategies | Program 2.3

- Publish nationally consistent provider performance data through the Quality Indicators for Learning and Teaching.
- Provide grants to support the quality teaching of mathematics and science; and fund research-based industry internships in STEM fields.

Performance measures | Program 2.3

- Proportion of undergraduate students who rate the teaching quality at their institution positively.
- Proportion of employers who are satisfied with the skills of graduates (overall across all skills).

2.2 Higher Education Superannuation Program

Key activity: Support eligible current and former university employees for certain superannuation expenses

Delivery strategy

- Administer in accordance with the *Higher Education Support Act 2003* and Other Grants Guidelines (Education) 2012.

Performance measure

- Proportion of eligible universities able to meet specified superannuation expenses.

2.5 Investment in Higher Education Research

2.6 Research Capacity

Key activity: Support the research sector, research training and national research infrastructure

Delivery strategy | Program 2.5

- Provide Research Block Grants to eligible universities to incentivise providers to attract research income and to support the successful completion of postgraduate research degrees by their students.

Performance measures | Program 2.5

- The proportion of research publications in Australia that are among the world's top 10% most highly-cited journals.
- Proportion of research postgraduates who are employed within four months of completing their degree.
- Indigenous Higher Degree by Research (HDR) completions.

Delivery strategy | Program 2.6

- Provide infrastructure project grants through the National Collaborative Research Infrastructure Strategy (NCRIS) to support quality research to drive innovation in the Australian research sector and the economy more broadly.

Performance measure | Program 2.6

- Proportion of researchers who report that access to NCRIS facilities and projects improved their research quality and outputs.

2.7 International Education Support

Key activity: Support a high-quality and sustainable international education sector

Delivery strategies

- Continue to build bilateral and multilateral partnerships through engagement with foreign governments to advance Australia's education sector and reputation.
- Implement Government programs and priorities, including a refresh of the National Strategy for International Education to be undertaken in 2021, to achieve a high-quality, sustainable sector.

Performance measures

- Proportion of international students employed or enrolled in further study after graduation.
- Number of students enrolled in offshore and transnational education and training delivered by Australian providers.

Outcome 2 performance measures

Program reference and performance measure	Targets	Methodology	Reported on in:			
			2021-22	2022-23	2023-24	2024-25
2.1 The proportion of the 25 to 34 year-old population with a tertiary qualification	Increase from previous year	Number of the 25 to 34 year-old population with a tertiary qualification over the total 25 to 34 year-old population compared to previous year. Data source: ABS, Education and Work, Australia (cat. no. 6227.0), Table 9	■	■	■	■
2.1 The rate of attrition for domestic Bachelor students	Lower than 15%	Number of commencing domestic students who do not complete or who do not return to study in year (x+1) over the total number of commencing domestic students enrolled in year (x). Data source: DESE, Higher Education Student Statistics	■	■	■	■
2.1 Proportion of undergraduates who are employed within four months of completing a degree	85% or higher	Number of undergraduates employed within four months of completing a degree over the total number of graduates available for work in that four months. Data source: QILT, Graduate Outcomes Survey	■	■	■	■
2.2 Proportion of eligible universities able to meet specified superannuation expenses	100%	Number of eligible universities able to meet specific superannuation expenses over the total eligible universities. Data source: DESE, program administrative data	■	■	■	■
2.3 Proportion of domestic undergraduates who are from a low socio-economic background (based on Statistical Area level 1)	16% or higher	Number of undergraduates from a low socio-economic background over the total of domestic undergraduate students registered at the disaggregated survey level of Statistical Area Level 1, as defined by the ABS. Data source: DESE, Higher Education Student Statistics	■	■	■	■

				Reported on in:			
Program reference and performance measure	Targets	Methodology		2021-22	2022-23	2023-24	2024-25
2.3 Proportion of higher education students who are Indigenous	2% or higher	Number of students who identify as Indigenous in enrolment data over the total of domestic undergraduate students registered. Data source: DESE, Higher Education Student Statistics		■	■	■	■
2.3 Proportion of undergraduate students who rate the teaching quality at their institution positively	80% or higher	Number of students rating the teaching received as positive over the total number of students with valid survey responses. Data source: QILT, Student Experience Survey		■	■	■	■
2.3 Proportion of employers who are satisfied with the skills of graduates (overall across all skills)	85% or higher	Number of employers of graduates satisfied with the skills of the graduate over the number of employers who responded to the survey question. Data source: QILT, Employer Satisfaction Survey		■	■	■	■
2.4 The proportion of HELP debt not expected to be repaid	Equal to or lower than 2019-20 (14.69%)	Estimated HELP 'debt not expected to be repaid' over the total HELP debt. The actuarial determined 'debt not expected to be repaid' and total HELP debt is based on modelling of longitudinal data including loan recipient age, repayment and default history. Data source: Australian Taxation Office, Annual HELP Data Report		■	■	■	■
2.5 The proportion of research publications in Australia that are among the world's top 10% most highly-cited journals	Above the OECD average	Number of Australian research publications in the top 10% most highly-cited over the total number of publications in the top 10% most highly-cited, compared to the average share of Organisation for Economic Co-operation and Development (OECD) countries. Data source: SciVal/Scopus (bibliometric database)		■	■	■	■

Program reference and performance measure		Targets	Methodology	Reported on in:			
				2021-22	2022-23	2023-24	2024-25
2.5	Proportion of research postgraduates who are employed within four months of completing their degree	90% or higher	Number of research postgraduates employed within four months of completing their degree over the total number available for work in that four months. Data source: QILT, Graduate Outcomes Survey	■	■	■	■
2.5	Indigenous Higher Degree by Research (HDR) completions	Increase from previous year	A comparison of the number of Indigenous higher education research completions to the previous year. Data source: DESE, Higher Education Student Statistics	■	■	■	■
2.6	Proportion of researchers who report that access to NCRIS facilities and projects improved their research quality and outputs	90% or higher	Number of respondents that report NCRIS has improved research quality and outcome over total number of survey respondents. Data source: DESE, NCRIS Census Survey	■	■	■	■
2.7	Proportion of international students employed or enrolled in further study after graduation	85% or higher	Number of international students employed or enrolled in further study after graduation over the total number of international students in Australia that graduated in the previous decade. Data source: DESE, Graduate Outcomes Survey	■	■	■	■
2.7	Number of students enrolled in offshore and transnational education and training delivered by Australian providers	Numbers stabilised	Number of overseas students studying Australian higher education offshore courses compared to previous year. Data source: DESE, Higher Education Statistics Collection	■	■	■	■

3

Outcome 3

Promote growth in economic productivity and social wellbeing through access to quality skills and training.

Program 3.1 Building Skills and Capability

Program 3.2 VET Student Loans

Outcome 3 key activities and delivery strategies

The department undertakes the following key activities and delivery strategies to deliver on the programs under Outcome 3.

3.1 Building Skills and Capability

Key activity: Enhance the quality of vocational education and training

Delivery strategies

- Help ensure the pricing of vocational education and training (VET) qualifications reflects quality training, utilising the efficient prices for VET qualifications developed by the National Skills Commission.
- Work with states and territories and the Australian Skills Quality Authority (ASQA) to move the system of regulation to focus on excellence in training.
- Transform current VET activity data collection processes by building a national cloud-based ICT system that is scalable, flexible, efficient and stable.
- Work with states and territories to streamline and simplify existing national qualifications and support the Australian Industry Skills Committee and its network to design industry-relevant training products.

Performance measures

- Proportion of graduates who are satisfied with the overall quality of the training.
- Proportion of VET graduates who are employed or enrolled in further study after training.

3.1 Building Skills and Capability

Key activity: Respond to national future skills needs through access to VET graduates with the required skills

Delivery strategies

- Negotiate a new skills agreement with the states and territories to replace the National Agreement on Skills and Workforce Development.
- Utilise in the development of policies and programs the work and advice of the NSC that assesses the economy's current, emerging and future workforce skills needs.
- Through the National Careers Institute (NCI), assist people at all career stages to navigate the changing labour market and connect with training and work pathways.
- Establish new Industry Clusters to drive collaboration across sectors by breaking down silos, addressing strategic workforce challenges and improving the speed to market of qualifications to meet evolving industry needs.
- Manage the Australian Apprenticeships Incentives Program to encourage the continued training and development of a highly skilled Australian workforce.

Performance measures

- Maintain the number of apprenticeship commencements.
- Proportion of employers that report use of the VET system.

3.1 Building Skills and Capability

3.2 VET Student Loans

Key activity: Reduce barriers to undertaking quality vocational education and training

Delivery strategies | Program 3.1

- Support eligible carers and mature-aged workers to stay connected to, or to re-enter, employment through the provision of highly customised upskilling and training advice.
- Provide additional free or low-fee training places to support Australians to gain skills, reskill or upskill in areas of identified skills need and/or employment growth through the JobTrainer Fund.
- Support unemployed people and employed workers to gain foundation skills through the Skills for Education and Employment and Foundation Skills for Your Future programs.
- Continue and expand the Boosting Apprenticeship Commencements wage subsidy to support apprentices and trainees, helping to build a pipeline of skilled workers and supporting sustained economic recovery.
- Deliver the Apprenticeships Data Management System (ADMS), a critical part of the department's post-COVID-19 recovery, enabling smooth new policy implementation, ease of use for employers and apprentices and ensuring payments continue without interruption.

Performance measure | Program 3.1

- Proportion of participants assessed in targeted programs that increase one or more levels on the Australian Core Skills Framework (ACSF) or the Digital Literacy Skills Framework (DLSF).

Delivery strategy | Program 3.2

- Increase access to quality vocational education and training through the VET Student Loans program.

Performance measures | Program 3.2

- Proportion of VET student loans students who are satisfied with the quality of their training provider.
- Proportion of VET student loans students who complete units of study.

Outcome 3 performance measures

Program reference and performance measure		Targets	Methodology	Reported on in:			
				2021–22	2022–23	2023–24	2024–25
3.1	Proportion of graduates who are satisfied with the overall quality of the training	85% or higher	Number of VET graduates who were satisfied or very satisfied with the overall quality of their training, over the total number of VET graduates. Data source: NCVER: National Student Outcomes Survey	■	■	■	■
3.1	Proportion of VET graduates who are employed or enrolled in further study after training	80% or higher	Number of VET graduates who had a labour force status of 'employed' or were enrolled in further study at the time of the survey, over the total number of VET graduates. Data source: NCVER, National Student Outcomes Survey	■	■	■	■
3.1	Maintain the number of apprenticeship commencements	Maintain numbers from 2019–20	Number of apprenticeship commencements in the current financial year compared to the number of commencements for the reference year. Data source: NCVER, National Apprentice and Trainee Collection	■	■	■	■
3.1	Proportion of employers that report use of the VET system*	50% or higher	Number of businesses with employees that, in the previous 12 months, have used nationally recognised training, have apprentices/trainees, or have jobs that require a vocational qualification, over the total number of businesses with employees. Data source: National Centre for Vocational Education Research (NCVER) statistics: Employers' Use and Views of the VET System	■		■	

* The survey used to report on this measure is run every two years. As such, this measure is only reported on in years where survey data is available.

Program reference and performance measure	Targets	Methodology	Reported on in:			
			2021-22	2022-23	2023-24	2024-25
3.1 Proportion of participants assessed in targeted programs that increase one or more levels on the Australian Core Skills Framework (ACSF) or the Digital Literacy Skills Framework (DLSF)	80% or higher	Number of clients assessed as achieving an increase in one or more indicators after completing 200 hours or more of training, over the total number of assessed program participants. Data source: ACSF/DLSF assessments completed by service providers	■	■	■	■
3.2 Proportion of VET student loans students who are satisfied with the quality of their training provider	80% or higher	Number of VET Student Loans students who responded to the electronic Commonwealth assistance form (e-CAF) survey and who provided an average rating of 'satisfied' or 'very satisfied', over the total number of VET Student Loans students who responded to the e-CAF survey. Data source: Student electronic Commonwealth Assistance Form (e-CAF) survey results	■	■	■	■
3.2 Proportion of VET student loans students who complete units of study	70% or higher	Number of reported Equivalent Full Time Study Load (EFTSL) units of study completed, over the total number of EFTSL units of study. Data source: DESE, program administrative data	■	■	■	■

4

Outcome 4

Foster a productive and competitive labour market through policies and programs that assist job seekers into work and meet employer needs.

Program 4.1 Employment Services

Outcome 4 key activities and delivery strategies

The department undertakes the following key activities and delivery strategies to deliver on the programs under Outcome 4.

4.1 Employment Services

Key activity: Help job seekers find and keep a job

Delivery strategies

- Deliver the tools and support to assist the most job ready to self-manage using online employment services.
- Provide tools, supports and frameworks to assist job seekers enter into individual job plans and report on their mutual obligation requirements.
- Provide a Targeted Compliance Framework that focuses penalties on the small number of job seekers who persistently do not comply with their requirements, while ensuring that requirements take into account each individual's circumstances.
- Provide payments to providers that incentivise the achievement of sustainable outcomes, particularly for the most disadvantaged job seekers.
- Work closely with the National Indigenous Australians Agency (responsible for the Community Development Program, which operates in remote areas of Australia) and the Department of Social Services (responsible for Disability Employment Services) to ensure Government employment services across Australia are complementary.

Performance measures

- Proportion of job placements sustained to 26 weeks.
- Proportion of job seekers employed three months following participation in employment services.
- Proportion of Work for the Dole participants who report increased motivation to find a job.
- Proportion of job seekers (with mutual obligation requirements) who are actively looking for work.

4.1 Employment Services

Key activity: Deliver high-quality and efficient services

Delivery strategies

- Use the provider performance framework to emphasise the achievement of sustainable outcomes for job seekers.
- Monitor delivery of services, including service delivery commitments, by providers.
- Monitor the sustainability of job placements to ensure job seekers are placed in appropriate roles and employer needs are met.
- Fund providers to connect job seekers to employment, including providing tools (such as wage subsidies and the Employment Fund), providing access to complementary programs and offering a range of services and support to employers.
- Provide program settings that are flexible and responsive and allow providers to tailor servicing to individual needs.
- Monitor program and provider performance and efficiency (including achievement of education and employment outcomes) and make changes to program settings as required.

Performance measures

- Proportion of jobactive organisations that meet their service delivery commitments.
- Cost per employment outcome.

4.1 Employment Services

Key activity: Support target groups to improve their work readiness and find employment

Delivery strategies

- Provide funding to New Business Assistance with the New Enterprise Incentive Scheme (NEIS) providers to help people create their own job through self-employment.
- Provide funding to Transition to Work providers to improve the work readiness of young people and help them into work, training or education.
- Provide funding to ParentsNext providers to deliver personalised assistance to help parents at risk of long-term welfare dependency identify and achieve their education goals and pre-employment goals.

Performance measures

- Proportion of ParentsNext participants who increase their work readiness.
- Number of participants who improve their education (completion of an education course higher than the participant's previous education level) or find employment.
- Transition to Work – Proportion of placements that are converted to sustainability outcomes.

Outcome 4 performance measures

Contracts for jobactive and Transition to Work will expire at the end of 2021–22, and from 2022–23 a new employment services model will replace jobactive.

As a result, the department will develop new or amended performance measures for Outcome 4 as required, for the 2022–23 Portfolio Budget Statements and Corporate Plan.

Program reference and performance measure		Targets	Methodology	Reported on in:			
				2021–22	2022–23	2023–24	2024–25
4.1	Proportion of job placements sustained to 26 weeks	30% or higher	<p>Number of job placements that sustained to a 26-week employment outcome over the total number of job placements that can achieve a 26-week outcome, in a 12-month period.</p> <p>Data source: DESE, program administrative data</p>				
4.1	Proportion of job seekers employed three months following participation in employment services	45% or higher	<p>Estimated number, of a representative sample, of job seekers employed three months following participation in jobactive over the total number of job seekers who participated in jobactive during the reference period (a rolling 12-month period).</p> <p>Data source: DESE, program administrative data and post-program monitoring survey</p>				
4.1	Proportion of Work for the Dole participants who report increased motivation to find a job	75% or higher	<p>Number, of a representative sample, of job seekers surveyed six weeks after participating in Work for the Dole who reported participation in the activity improved their desire to find a job, over the total number of job seekers who responded to the survey following participation in Work for the Dole.</p> <p>Data source: DESE, program administrative data and post-program monitoring survey</p>				

Program reference and performance measure		Targets	Methodology	Reported on in:			
				2021-22	2022-23	2023-24	2024-25
4.1	Proportion of job seekers (with mutual obligation requirements) who are actively looking for work	90% or higher	<p>Number of active job seekers meeting their job search requirement or with no job search requirement, over the total number of job seekers who may be required to undertake job search as part of their mutual obligation requirements.</p> <p>Data source: DESE, program administrative data</p>	■			
4.1	Proportion of jobactive organisations that meet their service delivery commitments	80% or higher	<p>Number of jobactive providers that meet at least 80% of their assessed service delivery commitments, over all jobactive providers.</p> <p>In each six-month period, department account managers review 25% of each provider's service delivery commitments, with all commitments reviewed over two years.</p> <p>Data source: DESE, program administrative data</p>	■			
4.1	Cost per employment outcome	\$2,500	<p>Total expenditure on jobactive job seekers within the relevant reference period, over the estimated number of job seekers who are employed three months after participating in jobactive.</p> <p>Data source: DESE, program administrative data and DESE post-program monitoring survey</p>	■			
4.1	Proportion of ParentsNext participants who increase their work readiness	75% or higher	<p>Number of parents who increase their work readiness based on their results in the Work Star assessment tool, over the total number of parents who have had more than one work readiness assessment using the tool.</p> <p>Data source: Work Star Online Service User Report</p>	■			

Program reference and performance measure	Targets	Methodology	Reported on in:			
			2021-22	2022-23	2023-24	2024-25
4.1 Number of participants who improve their education (completion of an education course higher than the participant's previous education level) or find employment	5,000 or higher	Number of parents who improved their education or found employment within the performance period. Data source: DESE, program administrative data	■			
4.1 Transition to Work – Proportion of placements that are converted to sustainability outcomes	40% or higher	Number of job placements converted to a 26-week sustainability outcome over all job placements that can achieve a 26-week sustainability outcome over a 12-month period. Data source: DESE, program administrative data	■			

Risk oversight and governance

Our risk culture helps staff to manage risks in accordance with the *Commonwealth Risk Management Policy* and our *Enterprise Risk Management Policy and Framework*.

Enterprise risk management arrangements

Our risk governance arrangements align with departmental business planning and provide systems to manage strategic, operational and shared risks over the four years of this plan.

The Accountable Authority Instructions for Risk Management and the department's Enterprise Risk Management Policy and Framework set out how we identify, manage, and communicate risks in line with our risk appetite, tolerance, governance, and accountability arrangements.

Everyone in the department has a role in risk management.

Our Executive Board members have overarching responsibility for the oversight of the enterprise risk management arrangements. In addition, through their governance committees, they oversee how the risks that relate to their particular committee functions are managed. In particular, the Risk, Security and Governance Committee and the Audit and Assurance Committee are responsible for providing oversight of the effectiveness and appropriateness of the risk management arrangements, including systems of internal controls. The committees meet regularly and provide ongoing reports to the Executive Board.

Our deputy secretaries contribute to defining our risk appetite and tolerance, as well as having stewardship of individual enterprise-wide risks and their associated mitigation strategies.

The Chief Risk Officer has responsibility for embedding the department's enterprise risk management arrangements and fostering a positive risk culture. They are supported by a dedicated enterprise risk section.

All staff are required to complete mandatory risk training and to manage risks within their responsibility. Senior officers are required to proactively discuss shared and cross-portfolio risks and report to key governance committees.

These arrangements ensure that the department conforms to legislative and other Government requirements.

Operating risk environment

The department's operating environment experienced rapid change during the COVID-19 pandemic. We adjusted the way in which we delivered programs and services to the Australian community. We understood the need to embrace risk in a more innovative and agile way to rapidly deliver the Government's response measures.

The department is using lessons learnt from managing risk through the COVID-19 pandemic to adjust its risk appetite and tolerance for the coming year to better support the nation's economic recovery. Our focus will be on collaborating with stakeholders to manage our shared risks and mitigation approaches in more innovative ways.

Over the next 12 months of this plan, we will continue to embed our enterprise risk management arrangements to support the department's purpose and to help business areas make risk-based decisions in the delivery of outcomes.

Enterprise-wide risks

The department has faced rapid change to its external environment over the last 12 months due to the global COVID-19 pandemic. This has increased the risk exposure across all of its enterprise-wide risks.

In response, we have bolstered our risk governance and oversight, and implemented measures across the department to further adapt the way we engage with risk. This ensures we continue to deliver the essential programs and services to the Australian community, and support the country's economic recovery within the context of the global COVID-19 pandemic.

The department's enterprise-wide risks and mitigation strategies in line with our risk appetite and tolerance are outlined in Table 1.

Table 1: Enterprise-wide risks and mitigation strategies

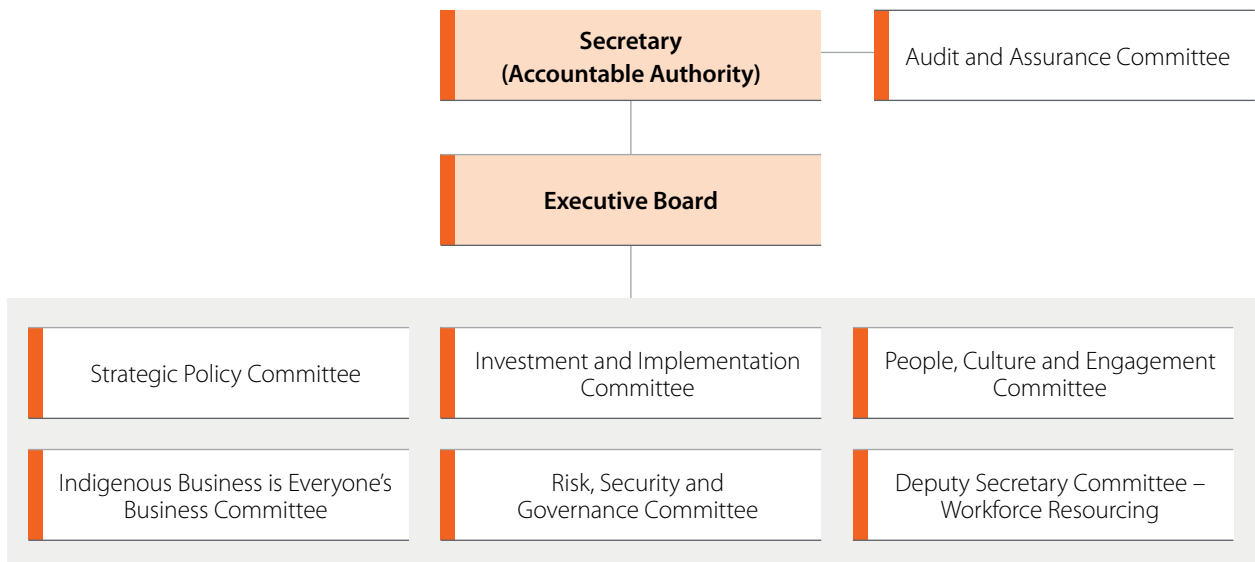
Enterprise-wide risks		Mitigation strategies	Categories
Enterprise Risk 1	The department does not deliver timely and influential evidence-based policy advice.	The department has detailed data and a framework of policies, instructions and guidance to support the timely development, and implementation, of joined-up evidence-based policy advice. Capability development of staff is prioritised. Oversight and monitoring are streamlined and occur through established governance arrangements.	Policy
Enterprise Risk 2	The department's key programs, projects and services are not delivered on time, on budget, or do not meet policy intent.	The department has a framework of policies, instructions, guidance and governance arrangements to support the delivery and implementation of programs, projects and services in line with the proper use of public resources.	Delivery
Enterprise Risk 3	Payments are not managed effectively, leading to ineligible or incorrect payments, non-compliance and potential fraud.	The department has policies and guidance in place to support appropriate financial management, compliance, and oversight of payments.	Payments
Enterprise Risk 4	The department does not have effective strategies in place to ensure the safety of people is not compromised, and the right people with the right skills and capabilities to deliver on key Government priorities.	The department has frameworks and strategies that set the direction and priorities for how we will support and develop our people. It covers preventing risks that may cause harm, whilst promoting physical and mental wellbeing, and diversity initiatives. We continue to promote excellence by focusing on building capability through recruitment activities, staff mobility, succession planning, and training.	People
Enterprise Risk 5	Ineffective engagement with our external stakeholders constrains collaboration, innovation and achievement of the policy intent.	The department is committed to building and maintaining strong and collaborative relationships with our Ministers, our sectors, the broader APS and states and territories.	Stakeholders
Enterprise Risk 6	The department's Information Technology (IT) and Digital Services including capability and processes do not adequately support effective delivery of our programs, projects and services.	IT is embedded in all of our day-to-day processes. We manage risks that could compromise the delivery of our programs, projects and services. Our IT strategic and IT implementation plans ensure suitable IT and digital services are ready and available to deliver our business.	Information technology
Enterprise Risk 7	The department's governance and management of its information does not effectively protect data and assets.	Information management is embedded into all of our business activities. The department has sound arrangements in place to protect information in our Protective Security Framework, Information Management Framework, and Data Management Strategy. We effectively manage risks that could compromise the security of classified and sensitive data and information.	Information management

Governance

The department has governance committee arrangements in place to support the delivery of our purpose. These governance committees play an important role by overseeing and managing risk, monitoring our performance, providing a forum for consultation and overseeing reporting.

In addition, each group has internal governance arrangements in place.

The department's governance structure



Enabling capabilities

The department has in place the people, structures, processes and technology to ensure we have the capability to undertake our functions and deliver on our purpose.

We look for opportunities for continuous improvement to enhance our existing capabilities. Building our capability allows us to improve the quality of our policy advice and the performance of our programs, while maintaining strength and flexibility when responding to changes in the working environment.

People

Our 2021–2023 People Strategy sets the overarching direction and priorities for how the department will support and develop its people over the next three years to deliver our purpose. The strategy focuses on three key people themes:

- fostering health and wellbeing
- mobilising and building capability
- living our culture.

Our agile approach to enterprise workforce planning supports the strategy by identifying our priority job roles within strategic policy, project and program management, research, and organisational leadership. We will increase capacity in these areas through greater investment in entry-level programs and more effective, targeted and demographically and regionally diverse recruitment.

We will use our knowledge of core and job-specific capabilities, along with identified development requirements, to determine training needs and solutions. Our Capability Strategy will set the department's learning and development investment priorities and will be implemented through the Capability Framework.

We maintain a safe, positive and inclusive workplace culture that encourages staff to be productive, engaged and innovative. This is supported by our maturing mental health and psychosocial risk programs and implementation of our Diversity and Inclusion Strategy, and Reconciliation Action Plan.

Information and communications technology

Delivering quality ICT business applications, tools, solutions and services for the department and to our stakeholders will help us deliver improved educational, skills and employment outcomes. We will use emerging whole-of-government digital platforms to progress program outcomes.

The department's ICT Strategy 2020–2023 details how we will achieve our key priorities, which are:

- achieving excellence in service delivery
- delivering the workplace of the future
- transforming our applications to deliver simple, modern, joined-up and personalised services
- investing in a flexible and capable ICT workforce
- evolving our platforms to improve security, adaptability and resilience
- partnering to enable data-driven policy and operations.

To further protect our clients and the data entrusted to us, we continue to invest in and strengthen the security of our ICT network, systems and data holdings by implementing the Australian Cyber Security Centre's eight essential mitigation strategies to prevent harmful cyber incidents.

The department operates ICT infrastructure across on-premises data centres and public cloud networks in accordance with the Australian Government Secure Cloud Strategy. In 2021–22 we will continue modernising our business application hosting environment by delivering the new external data centre to support externally facing business systems including the new employment services model, Apprenticeships Data Management System, and other ICT applications.

Financial management

Our sound financial governance is enabled by a skilled workforce that uses budget management processes and reports, combined with regular oversight by governance committees, to oversee, allocate and manage funds.

Key to our strategy for finance is effective budget management that supports both delivery and financial sustainability, and strategically using our financial resources to deliver our outcomes.

Our program of continuous improvement will continue our focus on developing efficient internal business practices to ensure they remain relevant and in step with the Finance Law.

Our activities will support effective financial decision-making and continue to build financial literacy in our workforce.

Data and analytics

The department's Data Strategy 2021–2022 sets the strategic direction for our data capability. The strategy is underpinned by an implementation plan that sets out a range of initiatives to improve and build our data analysis and management capabilities. These include:

- growing staff capability to use, manage, interpret and analyse data to make decisions
- delivering a program of data-driven analytical research to support education, skills and employment policy development
- connecting data to better understand education and employment transitions and lifelong learning through the Skills, Education and Employment integration platform
- sharing our data internally and externally for public benefit
- delivering innovative projects such as the new employment services model, which includes designing and implementing new data platforms, data management and governance processes and upskilling staff to use new data tools.

A strong data capability supported by our data strategy will ensure our data is safe and secure.

Project management

To guide effective delivery, the department has embedded a Project Management Framework that outlines our approach to managing departmental projects and change initiatives. This is a practical guide to project management setting out flexible and scalable methods for successful project delivery and ensuring that a project's benefits remain a critical element through its life cycle.

Our project management key priorities are:

- ensuring the framework is fit for purpose and applied consistently
- promoting better practice in project management
- continuing to build staff capability
- improving the delivery of future initiatives by leveraging the lessons learned from projects
- providing a portfolio view of project performance to enable sound decision-making.

Communication

Our communication and media services support the department and our Ministers to effectively communicate education, skills and employment programs and policies to the community. We do this through a range of communication channels that are guided by research to inform our approach and strategies.

Our digital communication channels—websites and social media – will continue to be an area of focus in the first year of this plan. Digital channels remain one of our key methods of promoting programs and policies directly to the community, allowing us to produce timely, innovative and engaging content that has greater reach.

Acronyms

ABS	Australian Bureau of Statistics
ACARA	Australian Curriculum, Assessment and Reporting Authority
ACSF	Australian Core Skills Framework
AITSL	Australian Institute for Teaching and School Leadership
ARC	Australian Research Council
ASQA	Australian Skills Quality Authority
CCCF	Community Child Care Fund
CCS	Child Care Subsidy
DESE	Department of Education, Skills and Employment
DLSF	Digital Literacy Skills Framework
e-CAF	Electronic Commonwealth Assistance Form
EFTSL	Equivalent Full Time Study Load
HDR	Higher Degree by Research
ISP	Inclusion Support Program
NAPLAN	National Assessment Program – Literacy and Numeracy
NCRIS	National Collaborative Research Infrastructure Strategy
NCVER	National Centre for Vocational Education Research
NEIS	New Enterprise Incentive Scheme
NSC	National Skills Commission
OECD	Organisation for Economic Co-operation and Development
QILT	Quality Indicators for Learning and Teaching
SA1/SA2	Statistical Area level 1 / Statistical Area level 2
SES	Socio-economic status
STEM	Science, technology, engineering and maths
TEQSA	Tertiary Education Quality and Standards Agency
VET	Vocational education and training

Compliance

This Corporate Plan has been prepared and published in accordance with the requirements of section 35 of the PGPA Act. The following table sets out matters included in compliance with section 16E of the PGPA Rule.

PGPA Rule requirements

Source	Matters to be included	Page
Introduction		
PGPA Rule 16E (1)	The corporate plan must cover a period of at least 4 reporting periods for the entity.	Page 5
PGPA Rule 16E (2) 1 (a)	The corporate plan must include a statement that the plan is prepared for paragraph 35(1)(b) of the Act.	
PGPA Rule 16E (2) 1 (b)	The corporate plan must specify the reporting period for which the plan is prepared.	
PGPA Rule 16E (2) 1 (c)	The corporate plan must specify the reporting periods covered in the plan.	
Purpose		
PGPA Rule 16E (2) 2	The corporate plan must state the purposes of the entity.	Pages 7 and 15
Key Activities		
PGPA Rule 16E (2) 3	The corporate plan must state the key activities that the entity will undertake in order to achieve its purposes.	Outcome 1, pages 16–22 Outcome 2, pages 26–30 Outcome 3, pages 34–37 Outcome 4, pages 40–42
Operating context		
PGPA Rule 16E (2) 4 (a)	The corporate plan must state the environment in which the entity will operate.	Page 9
PGPA Rule 16E (2) 4 (b)	The corporate plan must include the strategies and plans the entity will implement to have the capability it needs to undertake its key activities and achieve its purposes.	Pages 50–52
PGPA Rule 16E (2) 4 (c)	The corporate plan must include a summary of the risk oversight and management systems of the entity, and the key risks that the entity will manage and how those risks will be managed.	Pages 47–49
PGPA Rule 16E (2) 4 (d)	The corporate plan must include details of any organisation or body that will make a significant contribution towards achieving the entity's purposes through cooperation with the entity, including how that cooperation will help achieve those purposes.	Page 11

Source	Matters to be included	Page
Subsidiaries		
PGPA Rule 16E (2) 4 (e)	How any subsidiary of the entity will contribute to achieving the entity's purposes.	Not applicable
Performance		
PGPA Rule 16E (2) 5 (a)	For each reporting year, the corporate plan must include details of how the entity's performance in achieving the purposes will be measured and assessed through specified performance measures of the entity that meet the requirements of section 16EA	Outcome 1, pages 23–25 Outcome 2, pages 31–33 Outcome 3, pages 38–39 Outcome 4, pages 43–45
PGPA Rule 16E (2) 5 (b)	For each reporting year, the corporate plan must include details of how the entity's performance in achieving the purposes will be measured and assessed through specified performance targets for those performance measures for which it is reasonably practicable to set a target.	
Publication		
PGPA Rule 16E (3)	The corporate plan must be published on the entity's website by the last day of the second month of the reporting period for which the plan is prepared. (i.e. 31 August 2021).	This publication is available via dese.gov.au
Distribution		
PGPA Rule 16E (5)	The corporate plan must be given to the responsible Ministers and the Finance Minister.	This corporate plan was given to the responsible Ministers, and the Finance Minister, prior to publication

