



Australian Government
Department of Education

CORPORATE PLAN 22|23



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Corporate plans are a requirement under section 35 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 2022–23.

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

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The document must be attributed as the Department of Education Corporate Plan 2022–23.

Contents

| | |
|---|-----------|
| 1 Introduction | 2 |
| Secretary's introduction | 3 |
| Our purpose | 4 |
| Our purpose – why we are here | 4 |
| Our approach – how we deliver | 4 |
| Our focus – who we enable | 4 |
| 2 Operating context | 5 |
| Our environment | 6 |
| Our role | 6 |
| 3 Key priorities | 7 |
| Early childhood and Youth | 8 |
| Schooling | 8 |
| Higher education | 8 |
| All education sectors | 8 |
| 4 Partnerships and cooperation | 9 |
| Stakeholders | 10 |
| Portfolio entities | 10 |
| Statutory office holders operating with the Department of Education | 10 |
| 5 Performance | 11 |
| Commonwealth Performance Framework | 12 |
| Department of Education Performance Framework | 12 |
| Performance measures | 12 |
| Outcome 1 | 19 |
| Outcome 2 | 22 |
| 6 Risk oversight and governance | 28 |
| Enterprise risk management arrangements | 29 |
| Strategic risk environment | 29 |
| Table 1: Enterprise-wide risks and mitigation strategies | 30 |
| Operating risk environment | 31 |
| Figure 1: Overview of our enterprise risk management arrangements | 31 |
| Governance | 32 |
| 7 Enabling capabilities | 33 |
| People | 34 |
| Information and communications technology | 35 |
| Financial management | 36 |
| Data and analytics | 37 |
| Project management | 38 |
| Communication | 38 |
| Acronyms | 39 |
| Compliance | 40 |

1

Introduction

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

Secretary's introduction

I am pleased to present the Department of Education's 2022–23 Corporate Plan. The Department of Education was formed on 1 July 2022 following the machinery of government change that split the functions of the former Department of Education, Skills and Employment.

This plan sets out how the Department of Education will deliver on behalf of the Australian Government, supporting Australians to achieve their potential through education. The plan details the priorities of the department over the coming year, how we will measure our performance, and the strategies we will employ to achieve these priorities.

A major focus will be to ensure we have the right culture and capabilities to succeed as a newly formed Department of Education for a Government with new policy priorities and directions across the education portfolio. Among these directions are renewed emphases on equity and student wellbeing.

Collaboration and cooperation with our APS colleagues, state and territory counterparts, communities and sectors – domestic and international – will underpin our work. This will be especially so as we design and deliver innovative responses to new and changed policy directions, and in our ongoing responses to any population-wide health challenges or major natural disasters.

Our commitment to diversity, inclusion and reconciliation, together with our professional accountability, transparency, behaviours and strong governance, will help ensure that our policy and programs deliver for all Australians.

Additionally, our leadership role in national education policy will see us shape an education system designed for current and future workforce needs and our nation's social and cultural life – a system that supports participation and helps all Australians reach their potential and actively contribute to our communities.

I look forward to working with our Ministers and their staff, our portfolio agencies, and our key stakeholders to ensure our department is a responsive and high-achieving organisation that puts education for Australians – no matter their background or where they live – and the opportunities it provides, at the very centre of all we do.

Statement of preparation

As the accountable authority of the Department of Education, I present the Department of Education Corporate Plan for the reporting period 2022–23, which covers the period 2022–23 to 2025–26, as required under section 35(1)(b) of the *Public Governance, Performance and Accountability Act 2013*.

Dr Michele Bruniges AM

Secretary

31 August 2022

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 through access to quality education.

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, state and territory governments, and other Australian Government agencies.

Our focus – who we enable

Early childhood

We prepare children for school:

- Quality early learning and child care supports and prepares children for their future.
- Access to subsidised child care supports parents and carers 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.

Higher education

We support participation in work and society:

- Higher education maximises employment opportunities and participation in the workforce, community and society.

Operating context

We play a key role in supporting Australia's economic prosperity and social wellbeing, both now and in the future.

Our environment

In recent years, Australians have shown their resilience and their ability to adapt to changing environments in the face of substantial uncertainty. These changing circumstances have highlighted the critical role that the Department of Education plays in supporting the Australian people to access high-quality education so they are not left behind.

The department's remit presents an opportunity to influence the next generation to achieve their goals in life and contribute to a fair and prosperous nation. Access to high-quality early childhood education and schooling provides Australian children with more than the skills to get a job. The right education helps children adapt to change, improves lifelong health and wellbeing outcomes, prepares them for further study or for work, and plays a significant role in social cohesion and inclusion.

As the nation's economy adjusts to rapid global change, cost of living pressure has become more of a focus for households and government. A key government strategy to address this challenge being to increase the affordability of child care. Ensuring that Australians have access to high-quality child care and education and the knowledge to adapt and innovate, will help prepare Australia for future challenges. We strive to support all Australians, no matter where they live, to gain access to the social and economic opportunities that education provides. We will continue to work to ensure that all Australians can participate in education. We will work to remove barriers for those who experience disadvantage, as we understand that access to high-quality education is critical in improving the social and economic outcomes of individuals.

Our role

The Department of Education supports its Ministers by providing robust, evidence-based policy advice and by delivering policies and programs on behalf of the Australian Government for the Australian people. The department administers legislation and is accountable to Ministers, the Parliament and the Australian people. The work of the department plays a significant role in supporting the lives of Australians, from early learning years through to higher education.

We lead implementation on national policy and programs that help to build a strong future by supporting the early childhood and care and schooling systems, developing strong frameworks for Australia's young people, and enabling access to higher education, so that Australians can maximise personal, social and economic outcomes.

Building on Australia's role as a provider of international education remains a policy priority, as we understand the value to Australia of the reputation of our higher education systems, our quality institutions and our record as a producer of world-class research. This sector makes a significant contribution to improving the lives of Australians and increasing the nation's economic and social prosperity.

The department continues to strengthen its connections with stakeholders, seeking out opportunities for continual improvement. We work closely with our colleagues across the Australian Public Service, the states and territories and our key stakeholders, with a whole of government and community approach to our policy design and implementation. We will have a key role in supporting the next stage of Australia's economic recovery and future prosperity through our work to improve the lives of all Australians through education.

Key priorities

The department will focus on the following key priorities in 2022–23.

Early childhood and Youth

- Implement key changes to the Child Care Subsidy and broader reforms to improve the child care system, to support affordability of and access to child care. Additionally, focusing on vulnerable and disadvantaged children to ensure they benefit from these reforms.
- Collaborate as a key supporting agency with the Department of Social Services to create a new integrated, holistic, whole-of-government approach to early childhood care and education through the development of an Early Years Strategy.
- Establish a framework to ensure that government is communicating effectively with young people.

Schooling

- Work with states and territories to put every school on a path to its full and fair level of funding.
- Implement policies to address teacher shortages and to attract the best and brightest to teaching, noting the importance of teaching to achieving strong student outcomes.
- Improve school facilities to help keep students and school staff safe and ensure education is back on track after COVID-19 related disruptions.
- Conduct a rapid review of the impact of COVID-19 on students with disability.
- Support states and territories to continue to develop high quality, age-appropriate consent and respectful relationships education.
- Deliver a Student Wellbeing Boost to address student mental health and wellbeing.
- Continue to support initiatives that contribute to improved access to high quality teaching and learning for all Australian students.

Higher education

- Establish a new Australian Universities Accord to deliver sustainability and certainty for the higher education sector.
- Continue to support access to higher education through funding increases in national priority courses.
- Continue to enhance university research policy and programs to drive quality, increase impact and encourage translation and innovation that supports our national sovereign capability by broadening and diversifying Australia's economy.
- Enable Australia's international education sector to drive prosperity and enhance our regional engagement.

All education sectors

- Implement Australia's Disability Strategy 2021–2031, with a focus on implementing the recommendations of the 2020 Review of the Disability Standards for Education 2005, to support people with disability to participate in education.
- Continue our commitment to Closing the Gap, by focusing on the 5 socio-economic targets for which the department has full or shared responsibility.
- Support Australia's ability to respond to significant environmental events and the ongoing impacts of the COVID-19 pandemic.

Partnerships and cooperation

Partnerships, cooperation
and collaboration are the
foundation of our work.

Stakeholders

We work closely with other Australian Government agencies, international organisations, regulators, states and territories, business, education institutions, peak bodies, providers, industry and the community.

These partnerships are crucial as the delivery of our outcomes is a shared responsibility in a complex policy environment. We prioritise fostering strong engagement and working relationships with our stakeholders and the broader community. This ensures that our work in policy development, services and evaluation is grounded in, and reflects the needs and expectations of, our sectors, stakeholders and the Australian public.

Our relationship with state and territory governments remains a priority. A close partnership enhances policy development, drives positive responses to the differing needs and priorities across Australia, and provides transparency through national partnership agreements.

Portfolio entities

Agencies and statutory bodies within the department's portfolio are essential partners in meeting our policy, program and regulation responsibilities and delivering better outcomes for the Government, the public, and Australian education. Alongside our stakeholders, they are key partners in supporting the department to deliver holistic portfolio policies and programs.

Our portfolio entities assist us to achieve the Government's goals through their roles and purposes:

- Australian Curriculum Assessment and Reporting Authority: *Provides advice on, and delivery of, national curriculum, assessment and reporting for all Australian education ministers.*
- Australian Institute for Teaching and School Leadership: *Provides leadership on a high quality and nationally consistent approach to teaching and leadership in schools and education settings.*
- Australian Research Council: *Aims to grow knowledge and innovation for the benefit of the Australian community by funding the highest quality research, assessing the quality, engagement and impact of research, and providing advice on research matters.*
- Tertiary Education Quality and Standards Agency: *Is Australia's independent national quality assurance and regulatory agency for higher education.*

Portfolio entities produce their own planning and reporting documents.

Statutory office holders operating with the Department of Education

Statutory office holders operate with support from the department. We have one statutory office holder: the Tuition Protection Service Director.

The Annual Report of the Tuition Protection Service Director can be found within the Department of Education Annual Report.

Performance

The department measures its performance each year against the Commonwealth Performance Framework and the departmental performance framework.

Commonwealth Performance Framework

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

The Portfolio Budget Statements and the Corporate Plan are the key forward planning publications. The Annual Performance Statement, which forms part of 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 Commonwealth Performance Framework is 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.

Department of Education Performance Framework

The Department of Education Performance Framework is based on the Commonwealth Performance Framework. It guides our work in delivering on our purpose, by setting annual performance targets and reporting on the extent to which we have achieved them.

The performance information published in this Corporate Plan is underpinned by the department's performance framework.

Performance measures

The department intends to achieve its purpose by delivering the following outcomes.

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.

Outcome 2. Promote growth in economic productivity and social wellbeing through access to quality higher education, international education, and international quality research.

These outcomes are linked to the programs set out in our Portfolio Budget Statements.

For each outcome, we have identified:

- key activities we will undertake
- delivery strategies to achieve our outcomes
- performance measures to track our progress.

Outcome 1

Key activities, delivery strategies and performance measures

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

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. [Program 1.1]

Performance measures

- The proportion of Community Child Care Fund (CCCF) and Inclusion Support Program (ISP) support granted to socio-economically vulnerable and disadvantaged communities. [PM054]

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. [Program 1.2]
- Provide support to vulnerable and disadvantaged families and communities through the Child Care Safety Net. [Program 1.2]
- Through our monitoring and compliance frameworks, ensure the accuracy and integrity of the Child Care Subsidy (CCS), transition and other program payments. [Program 1.2]
- Remove unnecessary barriers and ensure early childhood education and care sector regulation is appropriate and fit for purpose. [Program 1.2]
- Develop, maintain and improve early learning and child care policy frameworks, with a focus on improving outcomes for vulnerable, disadvantaged and Indigenous children. [Program 1.2]

Performance measures

- Proportion of accurate child care payments to all services. [PM002]
- Average child care hours attended by children that are supported by Additional Child Care Subsidy (ACCS). [PM067]

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, which provides a base amount for every student and loadings to target disadvantage. [Program 1.3]
- 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. [Program 1.3]
- Monitor the compliance of approved authorities with requirements under the Act and ensure the accuracy and integrity of payments. [Program 1.3]

Performance measures

- Lower the proportion of students in the bottom two bands in NAPLAN for reading for Year 3 students. [PM055]
- Lower the proportion of students in the bottom two bands in NAPLAN for numeracy for Year 3 students. [PM056]
- Increase the proportion of students in the top two bands in NAPLAN for reading for Year 3 students. [PM057]
- Increase the proportion of students in the top two bands in NAPLAN for numeracy for Year 3 students. [PM058]
- Increase the proportion of students attending school 90% or more of the time. [PM059]
- 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. [PM060]
- 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. [PM008]

Key activity:

Provide consistent, transparent and needs-based funding to non-government schools.

Delivery strategies

- Administer recurrent funding entitlements under the *Australian Education Act 2013* (the Act) based on the Schooling Resource Standard, which provides a base amount for every student and loadings to target disadvantage. [Program 1.4]
- 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 and students impacted by special circumstances or in priority areas such as rural, regional and remote locations and areas affected by drought or other natural disasters. [Program 1.4]
- Provide funding for capital infrastructure for non-government schools to improve capital infrastructure where they otherwise may not have access to sufficient capital resources, particularly the most disadvantaged. [Program 1.4]
- Complete the transition to the direct measure of capacity to contribute in 2022, including a process of continuous improvement of the measure and a review process for individual school scores as required. [Program 1.4]
- 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. [Program 1.4]
- Monitor the compliance of approved authorities with requirements under the Act and ensure the accuracy and integrity of payments. [Program 1.4]

Performance measures

- Lower the proportion of students in the bottom two bands in NAPLAN for reading for Year 3 students. [PM055]
- Lower the proportion of students in the bottom two bands in NAPLAN for numeracy for Year 3 students. [PM056]
- Increase the proportion of students in the top two bands in NAPLAN for reading for Year 3 students. [PM057]
- Increase the proportion of students in the top two bands in NAPLAN for numeracy for Year 3 students. [PM058]
- Increase the proportion of students attending school 90% or more of the time. [PM059]
- 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. [PM060]
- 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. [PM008]

Key activity:

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

Delivery strategies

- 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. [Program 1.5]

Performance measures

- Proportion of children enrolled in quality preschool programs in the year before full-time school who are enrolled for 600 hours per year. [PM069]

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. [Program 1.5]
- Contribute to enhancing the Australian Curriculum to support teacher assessment of student attainment and growth. [Program 1.5]
- 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. [Program 1.5]
- Provide funding and support to implement national and international assessments, including the Programme for International Student Assessment (PISA) and the transition to online delivery of the National Assessment Program – Literacy and Numeracy (NAPLAN). [Program 1.5]
- 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. [Program 1.5]
- Deliver programs that are centred on teaching practice and teacher and principal wellbeing and that support alternative pathways into teaching. [Program 1.5]
- Deliver programs supporting student participation, parent and community engagement and student wellbeing, with focus areas including mental health, students with disability, school education for Indigenous Australians, and regional, rural and remote initiatives. [Program 1.5]

Performance measures

- Lower the proportion of students in the bottom two bands in NAPLAN for reading for Year 3 students. [PM055]
- Lower the proportion of students in the bottom two bands in NAPLAN for numeracy for Year 3 students. [PM056]
- Increase the proportion of students in the top two bands in NAPLAN for reading for Year 3 students. [PM057]
- Increase the proportion of students in the top two bands in NAPLAN for numeracy for Year 3 students. [PM058]
- Increase the proportion of students attending school 90% or more of the time. [PM059]
- 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. [PM060]
- 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. [PM008]

Key activity:

Provide national leadership and work with states on national policy reform.

Delivery strategies

- 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. [Program 1.5]

Performance measures

- Proportion of children enrolled in quality preschool programs in the year before full-time school who are enrolled for 600 hours per year. [PM069]
- Lower the proportion of students in the bottom two bands in NAPLAN for reading for Year 3 students. [PM055]
- Lower the proportion of students in the bottom two bands in NAPLAN for numeracy for Year 3 students. [PM056]
- Increase the proportion of students in the top two bands in NAPLAN for reading for Year 3 students. [PM057]
- Increase the proportion of students in the top two bands in NAPLAN for numeracy for Year 3 students. [PM058]
- Increase the proportion of students attending school 90% or more of the time. [PM059]
- 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. [PM060]
- 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. [PM008]

Outcome 1 Performance measures

| Program reference and performance measure | Target | Methodology | Reported on in |
|--|---|---|--|
| 1.1 The proportion of Community Child Care Fund (CCCF) and Inclusion Support Program (ISP) support granted to socio-economically vulnerable and disadvantaged communities. [PM054] | Increase on previous year ⁱ | <p>The number of services that have received CCCF or ISP support that are located in vulnerable and disadvantaged Statistical Area Level 2 (SA2s) (as defined by the SA2s in the lowest 20% Socio-Economic Indexes for Areas (SEIFA) category), divided by the total number of services that have received CCCF or ISP support in all areas.</p> <p>The measurement only includes services that received financial support within the given financial year (12-month period).</p> <p>Note: CCCF services include CCCF open and CCCF restricted supported services only.</p> <p>Data source:</p> <ul style="list-style-type: none"> (i) Australian Bureau of Statistics (ABS) SEIFA, Table 2 SA2 Index of Relative Socio-economic Disadvantage, 2016 (ii) Department of Education, CCCF – administrative data report (iii) Department of Education, ISP – administrative data report (iv) Department of Education, Child Care Subsidy Eligible Services Report | <ul style="list-style-type: none"> ■ 2022–23 ■ 2023–24 ■ 2024–25 ■ 2025–26 |
| 1.2 Proportion of accurate child care payments to all services. [PM002] | 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: Accuracy estimates subject to independent actuarial assessmentⁱⁱ</p> | <ul style="list-style-type: none"> ■ 2022–23 ■ 2023–24 ■ 2024–25 ■ 2025–26 |
| 1.2 Average child care hours attended by children that are supported by Additional Child Care Subsidy. [PM067] | Equal to or higher than the average child care hours attended by children that are supported by Child Care Subsidy. | <p>Average number of hours of child care attended by children that are supported by the ACCS compared to the average number of hours of child care for all children that are supported by the CCS.</p> <p>Data Source: Services Australia – Child Care Subsidy System, program administrative data</p> | <ul style="list-style-type: none"> ■ 2022–23 ■ 2023–24 ■ 2024–25 ■ 2025–26 |

| Program reference and performance measure | Target | Methodology | Reported on in |
|---|--|---|--|
| 1.5 Proportion of children enrolled in quality preschool programs in the year before full-time school who are enrolled for 600 hours per year. [PM069] ⁱⁱⁱ | (a) Overall: 95% or higher (b) Indigenous: 95% or higher (c) Vulnerable and disadvantaged: 95% or higher ^{iv v} | The result is calculated using data from the ABS Preschool Education, Australia publication. Table 32 from the Summary Release provides the data on the number of 4 and 5 year-old children, number of 4 and 5 year-old Aboriginal and Torres Strait Islander children, and number of 4 and 5 year-old disadvantaged ^{vi} children enrolled and enrolled for 600 hours in preschool programs. ^{vii} Data source: ABS, Preschool Education, Australia 2022 plus additional information approved by the Australian Government Department of Education when supplied by states and territories ^{viii} | ■ 2022–23 ■ 2023–24 ■ 2024–25 ■ 2025–26 |
| 1.3, 1.4, 1.5 Lower the proportion of students in the bottom two bands in NAPLAN for reading for Year 3 students. [PM055] | Lower than 2018 (8.6%) by the end of 2023 ^{ix} | Total percentage of students at or below the national minimum standard (bands 1 and 2), compared to all students. Data source: First stage summary information of ACARA NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy National Reports ^x | ■ 2022–23 ■ 2023–24 ■ 2024–25 ■ 2025–26 |
| 1.3, 1.4, 1.5 Lower the proportion of students in the bottom two bands in NAPLAN for numeracy for Year 3 students. [PM056] | Lower than 2018 (11.5%) by the end of 2023 ^{vii} | Total percentage of students at or below the national minimum standard (bands 1 and 2), compared to all students. Data source: First stage summary information of ACARA NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy National Reports ^{viii} | ■ 2022–23 ■ 2023–24 ■ 2024–25 ■ 2025–26 |
| 1.3, 1.4, 1.5 Increase the proportion of students in the top two bands in NAPLAN for reading for Year 3 students. [PM057] | Higher than 2018 (53.2%) by the end of 2023 ^{vii} | Total percentage of students in the top two bands (bands 5 and 6), compared to all students. Data source: First stage summary information of ACARA NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy National Reports ^{viii} | ■ 2022–23 ■ 2023–24 ■ 2024–25 ■ 2025–26 |
| 1.3, 1.4, 1.5 Increase the proportion of students in the top two bands in NAPLAN for numeracy for Year 3 students. [PM058] | Higher than 2018 (39.2%) by the end of 2023 ^{vii} | Total percentage of students in the top two bands (bands 5 and 6), compared to all students. Data source: First stage summary information of ACARA NAPLAN Achievement in Reading, Writing, Language Conventions and Numeracy National Reports ^{viii} | ■ 2022–23 ■ 2023–24 ■ 2024–25 ■ 2025–26 |

| Program reference and performance measure | Target | Methodology | Reported on in |
|---|--|--|--|
| 1.3, 1.4, 1.5 Increase the proportion of students attending school 90% or more of the time. [PM059] | Higher than 2018 (75.2%) by the end of 2023 ^{vii} | 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. Data source: ACARA National Student Attendance Data Collection, accessible through the National Report on Schooling in Australia Data Portal | <ul style="list-style-type: none"> ■ 2022–23 ■ 2023–24 ■ 2024–25 ■ 2025–26 |
| 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. [PM060] | Increase to 96% by 2031 (from 89.4% in 2020) ^{xi} | 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 | <ul style="list-style-type: none"> ■ 2022–23 ■ 2023–24 ■ 2024–25 ■ 2025–26 |
| 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. [PM008] | Increase to 96% by 2031 (from 63.2% in 2016) ^{ix} | 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: ABS Census of Population and Housing ^{xii} Note: Data is 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 | <ul style="list-style-type: none"> ■ 2022–23 ■ 2023–24 ■ 2024–25 ■ 2025–26 |

Outcome 2

Key activities, delivery strategies and performance measures

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

Key activity:

Enhance the quality of the higher education system.

Delivery strategies

- Monitor enrolment patterns and review the impact of funding incentives on choices by students and higher education providers. [Program 2.1]
- Develop a new Australian Universities Accord, in partnership with universities, staff, unions, business, and students, to deliver accessibility, affordability, quality, certainty, sustainability and prosperity to the higher education sector. [Program 2.3]
- Implement agreed reforms through the National Priorities and Industry Linkages Fund and develop an Equity Strategy to support a whole-of-system approach to equity in higher education through the University Accord to drive greater focus on economic and social outcomes in the higher education sector. [Program 2.3]
- Publish nationally consistent provider performance data through the Quality Indicators for Learning and Teaching (QILT). [Program 2.3]
- Provide grants to support the quality teaching of mathematics and science; and fund research-based industry internships in STEM fields. [Program 2.3]

Performance measures

- The proportion of the 25 to 34 year-old population with a tertiary qualification. [PM009]
- The rate of attrition for domestic bachelor students. [PM010]
- Proportion of undergraduates who are employed within four months of completing a degree. [PM011]
- Proportion of domestic undergraduates who are from a low socio-economic background (based on Statistical Area level 1). [PM014]
- Proportion of higher education students who are Indigenous. [PM015]
- Proportion of undergraduate students who rate the teaching quality at their institution positively. [PM016]
- Proportion of employers who are satisfied with the skills of graduates (overall across all skills). [PM017]

Key activity:

Support students' access to higher education and transition to employment.

Delivery strategies

- Provide grants, through the Commonwealth Grant Scheme, to subsidise costs for students enrolled in undergraduate and postgraduate courses at public universities. [Program 2.1]
- Support student places in priority areas and short courses at non-university higher education providers. [Program 2.1]
- Work with the higher education sector and Indigenous Australians towards a reformed approach to increasing the participation and outcomes of under-represented groups in higher education. [Program 2.3]
- Assist people with disability to access and participate in tertiary education and subsequent employment through the National Disability Coordination Officer Program. [Program 2.3]
- Support students in regional and remote Australia to access higher education through the implementation of identified regional and remote programs. [Program 2.3]
- 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. [Program 2.3]
- Provide financial assistance to students through income-contingent loans under the Higher Education Loan Program (HELP). [Program 2.4]

Performance measures

- The proportion of the 25 to 34 year-old population with a tertiary qualification. [PM009]
- The rate of attrition for domestic bachelor students. [PM010]
- Proportion of undergraduates who are employed within four months of completing a degree. [PM011]
- Proportion of domestic undergraduates who are from a low socio-economic background (based on Statistical Area level 1). [PM014]
- Proportion of higher education students who are Indigenous. [PM015]
- Proportion of undergraduate students who rate the teaching quality at their institution positively. [PM016]
- Proportion of employers who are satisfied with the skills of graduates (overall across all skills). [PM017]
- The proportion of HELP debt not expected to be repaid. [PM018]

Key activity:

Support eligible current and former university employees for certain superannuation expenses.

Delivery strategies

- Administer in accordance with the *Higher Education Support Act 2003* and Higher Education Support (Other Grants) Guidelines 2022. [Program 2.2]

Performance measures

- Proportion of eligible universities able to meet specified superannuation expenses. [PM012]

Key activity:

Support the research sector, research training and national research infrastructure.

Delivery strategies

- 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. [Program 2.5]
- 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. [Program 2.6]

Performance measures

- The proportion of research publications in Australia that are among the world's top 10% most highly-cited journals. [PM019]
- Proportion of research postgraduates who are employed within four months of completing their degree. [PM020]
- Indigenous Higher Degree by Research (HDR) completions. [PM021]
- Proportion of researchers who report that access to NCRIS facilities and projects improved their research quality and outputs. [PM023]

Key activity:

Support a high-quality and sustainable international education sector.

Delivery strategies

- Support the recovery and diversification of the international education sector.
- Build market access by working with the sector to expand education offerings and innovate and delivery.
- Strengthen the integrity of Australia's education and research efforts by working with the sector to implement the Guidelines to counter foreign interference in the Australian university sector.
- Build Australia's international strategy on education through bilateral and multilateral engagement with foreign governments and organisations.

Performance measures

- Proportion of international students employed or enrolled in further study after graduation. [PM026]
- Number of students enrolled in offshore and transnational education and training delivered by Australian providers. [PM027]

Outcome 2 Performance measures

| Program reference and performance measure | Target | Methodology | Reported on in |
|--|-----------------------------|--|--|
| 2.1 The proportion of the 25 to 34 year-old population with a tertiary qualification. [PM009] | 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 | ■ 2022–23 ■ 2023–24 ■ 2024–25 ■ 2025–26 |
| 2.1 The rate of attrition for domestic bachelor students. [PM010] | 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: Department of Education, Higher Education Student Statistics | ■ 2022–23 ■ 2023–24 ■ 2024–25 ■ 2025–26 |
| 2.1 Proportion of undergraduates who are employed within four months of completing a degree. [PM011] | 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 ^{xiii} | ■ 2022–23 ■ 2023–24 ■ 2024–25 ■ 2025–26 |
| 2.2 Proportion of eligible universities able to meet specified superannuation expenses. [PM012] | 100% | Number of eligible universities able to meet specific superannuation expenses over the total eligible universities. Data source: Department of Education, program administrative data | ■ 2022–23 ■ 2023–24 ■ 2024–25 ■ 2025–26 |
| 2.3 Proportion of domestic undergraduates who are from a low socio-economic background (based on SA1). [PM014] | 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 SA1, as defined by the ABS. Data source: Department of Education, Higher Education Student Statistics | ■ 2022–23 ■ 2023–24 ■ 2024–25 ■ 2025–26 |
| 2.3 Proportion of higher education students who are Indigenous. [PM015] | 2% or higher | Number of students who identify as Indigenous in enrolment data over the total of domestic undergraduate students registered. Data source: Department of Education, Higher Education Student Statistics | ■ 2022–23 ■ 2023–24 ■ 2024–25 ■ 2025–26 |

| Program reference and performance measure | Target | Methodology | Reported on in |
|---|---|---|--|
| 2.3 Proportion of undergraduate students who rate the teaching quality at their institution positively. [PM016] | 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 ^{xi} | ■ 2022–23 ■ 2023–24 ■ 2024–25 ■ 2025–26 |
| 2.3 Proportion of employers who are satisfied with the skills of graduates (overall across all skills). [PM017] | 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 ^{xi} | ■ 2022–23 ■ 2023–24 ■ 2024–25 ■ 2025–26 |
| 2.4 The proportion of HELP debt not expected to be repaid. [PM018] | Equal to or lower than previous year | 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 | ■ 2022–23 ■ 2023–24 ■ 2024–25 ■ 2025–26 |
| 2.5 The proportion of research publications in Australia that are among the world's top 10% most highly-cited journals. [PM019] | Above the Organisation for Economic Co-operation and Development (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 OECD countries. Data source: SciVal/Scopus (bibliometric database) ^{xiv} | ■ 2022–23 ■ 2023–24 ■ 2024–25 ■ 2025–26 |
| 2.5 Proportion of research postgraduates who are employed within four months of completing their degree. [PM020] | 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 ^{xi} | ■ 2022–23 ■ 2023–24 ■ 2024–25 ■ 2025–26 |
| 2.5 Indigenous HDR completions. [PM021] | Increase from previous year | A comparison of the number of Indigenous higher education research completions to the previous year. Data source: Department of Education, Higher Education Student Statistics | ■ 2022–23 ■ 2023–24 ■ 2024–25 ■ 2025–26 |

| Program reference and performance measure | Target | Methodology | Reported on in |
|--|------------------------------------|--|--|
| 2.6 Proportion of researchers who report that access to NCRIS facilities and projects improved their research quality and outputs. [PM023] | 90% or higher | Number of respondents who report NCRIS has improved research quality and outcome over total number of survey respondents. Data source: Department of Education, NCRIS User Satisfaction Survey ^{xv} | ■ 2022–23 ■ 2023–24 ■ 2024–25 ■ 2025–26 |
| 2.7 Proportion of international students employed or enrolled in further study after graduation. [PM026] | 85% or higher | Number of international undergraduates employed or undertaking further study four months after completing a degree over the total number of international graduates. ^{xvi} Data source: QILT, Graduate Outcomes Survey ^{xi} | ■ 2022–23 ■ 2023–24 ■ 2024–25 ■ 2025–26 |
| 2.7 Number of students enrolled in offshore and transnational education and training delivered by Australian providers. [PM027] | Numbers stabilised ^{xvii} | Number of overseas students studying Australian higher education offshore courses compared to previous year. Data source: Department of Education, Higher Education Statistics Collection | ■ 2022–23 ■ 2023–24 ■ 2024–25 ■ 2025–26 |

6

Risk oversight and governance

Our risk culture promotes a positive environment for staff to balance managing risks with opportunity, in accordance with the *Commonwealth Risk Management Policy* and our departmental *Enterprise Risk Management Policy and Framework*.

Enterprise risk management arrangements

The department's Accountable Authority Instructions and *Enterprise Risk Management Policy and Framework* provide structure and guidance enabling staff to proactively engage with identifying, managing and sharing risks in line with our risk appetite, tolerance, governance, and accountability arrangements.

The Executive Board has overarching responsibility for overseeing the department's enterprise risk management arrangements. It is supported by governance committees.

The Risk, Security and Governance Committee is responsible for ensuring that our risk management arrangements, including internal systems of control, are effective and that regular reporting is provided to our Executive Board.

Our Deputy Secretaries steward the departments enterprise-wide risks, and our senior executive staff contribute to defining our risk appetite and tolerance. This approach embeds risk decision-making into business operations.

The Chief Risk Officer (CRO) plays an important role in championing enterprise risk management arrangements. The CRO actively promotes the department's established risk networks to support risk communication and building risk capability.

All staff have a role in managing risks, as part of their day-to-day activities. Building risk capability is achieved through a range of training and awareness activities, including mandatory risk training every 12 months.








Strategic risk environment

The department has robust mechanisms in place for managing emerging risks from its internal and external environment. Consideration of natural disasters, emergencies and pandemic risks is part of the regular and ongoing management of our enterprise risk arrangements.

Our enterprise-wide risk management is supported by strong risk governance and oversight. Our ability to adapt and direct the capabilities and skills of staff to mitigate these risks is in line with our risk appetite.

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

Table 1: Enterprise-wide risks and mitigation strategies

| Risk category | Enterprise-wide risks (EWRs) | Mitigation strategies |
|---|--|--|
|  Policy | EWR 1 The department does not deliver timely and influential evidence-based policy advice. | The department has frameworks, policies, instructions, and guidance to support the timely development, and implementation, of joined-up, evidence-based policy advice. Oversight and monitoring are streamlined and occur through our governance arrangements including reflecting on lessons learned. |
|  Delivery | EWR 2 The department's key programs, projects and services are not delivered on time, on budget, or do not meet intended objectives. | The department has frameworks, policies, instructions, guidance, evaluation and governance arrangements to support the delivery and implementation of programs, projects and services in line with the proper use of public resources. |
|  Payments | EWR 3 Payments are not managed effectively, leading to ineligible or incorrect payments, noncompliance, and potential fraud. | The department has policies and guidance in place to support appropriate financial management, compliance, and oversight of payments, this includes those who make payments on our behalf, such as the Service Delivery Office. |
|  People | EWR 4 The department does not have effective strategies to ensure a safe working environment, and the right people with the right skills and capabilities, including strong leadership, in times of constrained resourcing, to deliver on key Government priorities. | The department has robust and fit-for-purpose frameworks and strategies that set the direction and priorities for how we will support and develop our people. They cover preventing risks that may cause harm, while 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, leadership development and training. |
|  Stakeholders | EWR 5 Ineffective engagement with our external stakeholders constrains collaboration, innovation, and achievement of intended objectives. | The department is committed to building and maintaining strong and collaborative relationships with all of our stakeholders through regular engagement and discussions at all levels to deliver shared outcomes. |
|  Technology | EWR 6 The department's Information Technology and Digital Services do not adequately support the delivery of our programs, projects, and services, or provide the required assurance to stakeholders. | IT is embedded in our day-to-day processes to transform the way we deliver improved education outcomes. Our Information and Communications Technology (ICT) Strategy ensures our priorities and partnerships meet our business. Our ICT services are largely provided by third-parties including Department of Employment and Workplace Relations (DEWR) and Services Australia. We actively manage the shared risks that could compromise the delivery of our outcomes. |
|  Information | EWR 7 The department's and its third-party providers' governance and oversight of information does not effectively protect data and assets. | Information management is embedded into all of our business activities. The department and its providers have strong relationships with our partners to effectively manage risks that could compromise the security of classified and sensitive data and information. |

Operating risk environment

Figure 1 provides an overview of the elements of our risk management arrangements and linkages between our purpose and our *Enterprise Risk Management Policy and Framework*, appetite and tolerance limits, strategic risks and governance arrangements.

Figure 1: Overview of our enterprise risk management arrangements



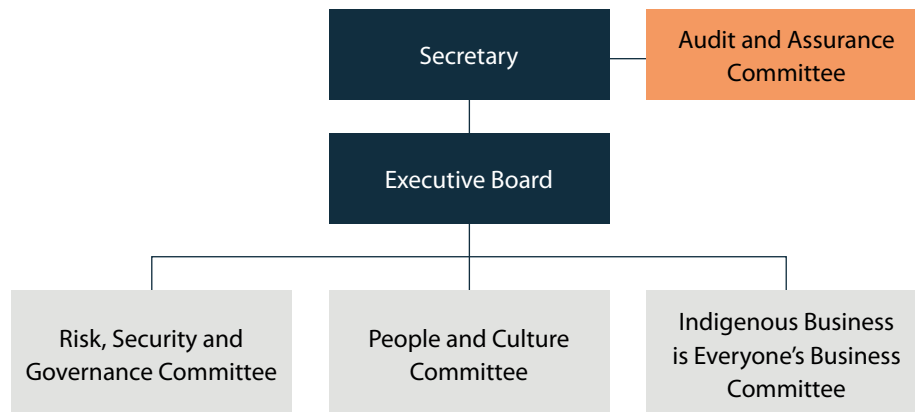
The department has a consistent risk assessment approach to support compliance and consider key risks such as privacy, child safety, workplace health and safety, and climate extremes. Risk assessments provide flexibility to support operations and deliver on our outcomes by considering the unique context of our programs, projects and services. We engage and work with our internal and external stakeholders to manage shared risks in a way that shares delivery outcomes.

We will continue to embed our enterprise risk management arrangements and assist all business areas to make risk-based decisions to best support the delivery of their outcomes.

Governance

The department has governance committee arrangements in place (shown in Figure 2) to support the delivery of its 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.

Figure 2: Overview of our governance structure



Enabling capabilities

Through our people, structures, processes and technology we ensure we have the capability to undertake our functions and deliver on our purpose.

Following Machinery of Government arrangements, from 1 July 2022, the department entered an arrangement with the Department of Employment and Workplace Relations to supply shared services to the Department of Education.

The department's strategies for people, ICT, financial management, and data and analytics outline how we intend to undertake our corporate functions over the 4 years from 2022–23. These strategies may be routinely reviewed and updated during the 4-year period of the Corporate Plan to ensure ongoing suitability. This reflects the department's flexibility in responding to changes in our working environment.

People

The 2021–2023 People Strategy sets the overarching direction and priorities for how the department will support and develop our people to deliver our purpose. We will continue to deliver the priority actions of the strategy across 3 high-level themes:

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

In 2022–23 we will begin work on developing a 2024–2026 Department of Education People Strategy. The new strategy will consider how we further embed contemporary and more effective ways of working, informed by the lessons learned from the past 2 years. This will help us to achieve continued high performance and ensure we remain an employer of choice.

Our agile, data-driven approach to enterprise workforce planning supports the People 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 ongoing investment in entry-level programs, more effective and streamlined recruitment processes, a compelling employee value proposition, and targeted and demographically and regionally diverse recruitment. We will actively engage in whole of Australian Government people initiatives, including implementation of the Australian Public Service reform agenda and research on the future of work.

We will use our knowledge of core and job-specific capabilities, along with existing and emerging priorities, the broader operating environment, and development requirements targeted to organisational outcomes to determine training needs and solutions. Our Capability Strategy sets the department's learning and development investment priorities to support current and future capability requirements and is implemented through the Capability Framework.

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

The table below sets out the timeframes for the People Strategy as current in the reporting period. The department may seek to update its strategies to reflect changes that arise, such as those following the Administrative Arrangements Order (AAO) that took effect from 1 July 2022.

Table 2: Looking forward – people

| | 2022–23 | 2023–24 | 2024–25 | 2025–26 |
|----------------------------------|---------|---------|---------|---------|
| 2021–2023 People Strategy | X | X | | |
| 2024–2026 People Strategy | | | X | X |

Information and communications technology

The department, through a shared services arrangement, receives its ICT from the Department of Employment and Workplace Relations. Under this arrangement the following is provided:

- ICT infrastructure
- application development and hosting
- cyber security.

Underpinning the department's approach to how it utilises technology is the department's ICT Strategy 2020-23. The ICT Strategy outlines how we are transforming the way we work including:

- equipping our staff with the skills and tools they need to deliver improved education outcomes for all Australians
- delivering the workplace of the future
- achieving excellence in service delivery
- transforming our applications to deliver simple, modern, joined-up and personalised services
- improving the resilience and security of our applications
- partnering to enable data-driven policy and operations.

Ensuring the security and protection of data entrusted to us is a critical priority. The department continues to support investments in strengthening the security of our ICT network, systems and data holdings by implementing the Australian Cyber Security Centre's 8 essential mitigation strategies to prevent harmful cyber incidents.

The table below sets out the timeframes for the ICT Strategy as current in the reporting period. The department may seek to update its strategies to reflect changes that arise, such as those following the AAO that took effect from 1 July 2022.

Table 3: Looking forward – ICT

| | 2022–23 | 2023–24 | 2024–25 | 2025–26 |
|-------------------------------|---------|---------|---------|---------|
| 2022–2024 ICT Strategy | X | X | | |
| 2024–2027 ICT Strategy | | | X | X |

Financial management

A core responsibility of the department is ensuring resources are managed in an efficient, effective, economical and ethical manner. Our Finance Strategy 2021–2024 sets out the department's approach to meeting its requirements under the Finance Law.

This includes:

- regular oversight by the department's governance committees in relation to the allocation and reporting of budgets
- working closely with our service delivery partners
- maintaining and developing effective financial systems
- building financial literacy in our workforce
- focusing on developing efficient and effective internal business processes.

The table below sets out the timeframes for the Finance Strategy as current in the reporting period. The department may seek to update its strategies to reflect changes that arise, such as those following the AAO that took effect from 1 July 2022.

Table 4: Looking forward – financial management

| | 2022–23 | 2023–24 | 2024–25 | 2025–26 |
|-----------------------------------|---------|---------|---------|---------|
| 2021–2024 Finance Strategy | X | X | X | |
| 2025–2028 Finance Strategy | | | | X |

Data and analytics

The 2022–2024 Data Strategy sets the strategic direction for continuing to build our data maturity and capability, helping all our staff be data people, and using our data effectively to support our policies and programs through analysis, sharing and release. The strategy aligns with and contributes to the broader whole-of-government data agenda and is underpinned by a range of policies and frameworks. The accompanying implementation plan outlines the initiatives we will undertake to progress the objectives of the Data Strategy. These initiatives include:

- promoting effective use of data to inform all our policy, program management and service delivery
- growing our staff capability to use, manage, interpret and analyse data to provide timely advice and make decisions
- ensuring our data and information is well governed to maximise its value while assuring its quality and applying privacy and ethics principles to its use
- delivering a program to develop our data-driven analytical capabilities to support education policy development
- sharing our data internally and externally for public benefit
- adopting an integrated approach to the department’s technology and infrastructure to facilitate better access to and use of data.

A strong data capability supported by our Data Strategy will enable the department to create and harness data for better policy development, program management and service delivery, while ensuring our data is managed safely and securely.

The table below sets out the timeframes for the Data Strategy as current in the reporting period. The department may seek to update its strategies to reflect changes that arise, such as those following the AAO that took effect from 1 July 2022.

Table 5: Looking forward – data

| | 2022–23 | 2023–24 | 2024–25 | 2025–26 |
|--------------------------------|---------|---------|---------|---------|
| 2022–2024 Data Strategy | X | X | X | |
| 2025–2026 Data Strategy | | | | X |

Project management

The department has established program, project and risk frameworks that underpin our delivery approach. Our project management is based on proven methodologies that are practical and scalable and ensure appropriate governance is in place to support delivery.

To support project teams, the department has established a Portfolio Project Office. The Portfolio Project Office provides guidance and support to strengthen capability and enhance the department's ability to deliver on outcomes. It supports project teams by:

- improving confidence in program and project delivery through development and embedding of frameworks and supporting tools and resources
- building program and project management capability among departmental staff
- keeping the senior executive and project management community informed of portfolio-wide trends, risks and issues to enable sound decision-making.

Communication

Effective communication and engagement are integral to supporting the implementation of the Government's policies and programs.

Our communication and media services support the department and our Ministers to deliver targeted, engaging and effective communication to Australians about the opportunities and programs in child care and early childhood education, school years, higher education, research, international, and youth-focused initiatives. We do this through a range of communication channels and activities and 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 as they allow us to produce timely information and innovative engagement that has greater reach. We will continue to streamline our digital channels and content, ensuring they are fit for purpose and meet audience needs.

Acronyms

| | |
|-----------|---|
| ABS | Australian Bureau of Statistics |
| ACARA | Australian Curriculum, Assessment and Reporting Authority |
| ACCS | Additional Child Care Subsidy |
| AAO | Administrative Arrangements Order |
| AQF | Australian Qualifications Framework |
| CCCF | Community Child Care Fund |
| CCS | Child Care Subsidy |
| CRO | Chief Risk Officer |
| EWRs | Enterprise-wide risks |
| DEWR | Department of Employment and Workplace Relations |
| HDR | Higher Degree by Research |
| HELP | Higher Education Loan Program |
| ICT | Information and Communications Technology |
| ISP | Inclusion Support Program |
| NAPLAN | National Assessment Program – Literacy and Numeracy |
| NCRIS | National Collaborative Research Infrastructure Strategy |
| OECD | Organisation for Economic Co-operation and Development |
| PGPA Act | <i>Public Governance, Performance and Accountability Act 2013</i> |
| PGPA Rule | Public Governance, Performance and Accountability Rule 2014 |
| PISA | Programme for International Student Assessment |
| PRA | Preschool Reform Agreement |
| QILT | Quality Indicators for Learning and Teaching |
| SA1/SA2 | Statistical Area level 1 / Statistical Area level 2 |
| SEIFA | Socio-Economic Indexes for Areas |
| STEM | Science, technology, engineering and maths |
| TEQSA | Tertiary Education Quality and Standards Agency |

Compliance

This corporate plan has been prepared in accordance with the requirements of:

- subsection 35(1) of the PGPA Act; and
- subsection 16E(2) of the PGPA Rule.

The following table details the requirements met by the Department of Education's corporate plan and the page references for each requirement.

Table 6: PGPA Rule requirements

| Source | Matters to be included | Page |
|--------------------------|---|--|
| Introduction | | |
| PGPA Rule 16E(1) | The corporate plan for a Commonwealth entity must cover a period of at least four reporting periods for the entity. | Page 3 |
| 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 PGPA Act. | Page 3 |
| PGPA Rule 16E(2)1(b) | The corporate plan must specify the reporting period for which the plan is prepared. | Page 3 |
| PGPA Rule 16E(2)1(c) | The corporate plan must specify the reporting periods covered by the plan. | Page 3 |
| Purposes | | |
| PGPA Rule 16E(2)2 | The corporate plan must state the purposes of the entity. | Page 4 |
| Key activities | | |
| PGPA Rule 16E(2)3 | For the entire period covered by the plan, the corporate plan must outline the key activities that the entity will undertake in order to achieve its purposes. | Outcome 1, pages 13-18 Outcome 2, pages 22-24 |
| Operating context | | |
| PGPA Rule 16E(2)4(a) | For the entire period covered by the plan, the corporate plan must state the environment in which the entity will operate. | Page 6 |
| PGPA Rule 16E(2)4(b) | For the entire period covered by the plan, 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 33-38 |
| PGPA Rule 16E(2)4(c) | For the entire period covered by the plan, 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 28-32 |

| Source | Matters to be included | Page |
|-------------------------------------|--|---|
| PGPA Rule 16E(2)4(d) | For the entire period covered by the plan, 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. | Pages 9-10 |
| PGPA Rule 16E(2)4(e) | For the entire period covered by the plan, the corporate plan must include 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 period covered by the plan, the corporate plan must include details of how the entity's performance in achieving the entity's purposes will be measured and assessed through specified performance measures for the entity that meet the requirements of section 16EA of the PGPA Rule. | Outcome 1, pages 19-21 Outcome 2, pages 25-27 |
| PGPA Rule 16E(2)5(b) | For each reporting period covered by the plan, the corporate plan must include details of how the entity's performance in achieving the entity's purposes will be measured and assessed through specified targets for each of those performance measures for which it is reasonably practicable to set a target. | Outcome 1, pages 19-21 Outcome 2, pages 25-27 |
| Publication and distribution | | |
| 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 2022). | This publication is available via education.gov.au |
| 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. |

Endnotes

- i The target for this measure for the forward estimates 2023–26 will be ‘equal to or higher than 2022–23’.
- ii This measure is assessed on 11 months of data.
- iii The Commonwealth, and State and Territory governments have agreed to the new Preschool Reform Agreement that will provide additional attendance targets and reporting by 2024. Future performance measure targets to be updated.
- iv Targets for the measure beyond 2022–23 are still subject to finalisation.
- v Targets for streams (b) and (c) of the measure are the former measures PM003 and PM004 for 2021–22.
- vi Disadvantage is measured by the ABS’s SEIFA index, which looks at relative advantage and disadvantage according to geographic location, based on the most recent Census data. In this context, children are counted as disadvantaged if they reside in an area for which the SEIFA score is in the bottom quintile (i.e. bottom 20% of scores across Australia). This does not reflect the actual socio-economic status, vulnerability and disadvantage of individual children and their families. Depending on state contexts, other measures of vulnerability may provide a better representation of disadvantage. For example, due to its small population size and a mixture of socio-economic status within all suburbs, the ABS’s SEIFA measure is not appropriate for measuring vulnerability and disadvantage in the ACT. Accordingly the ACT provides supplementary data, which is allowed under the Preschool Reform Agreement (PRA).
- vii Additional information can be provided by the states and territories to supplement the figures sourced from the ABS publication. This is in acknowledgement that the ABS Preschool Education data may not capture all children undertaking an early education program in their preschool year or may overstate the relevant population of children. The department assesses this data for its suitability. Additional numbers of children, including numbers for Indigenous or disadvantaged children, are then added into the numerator and/or denominator, and the result for Australia recalculated. This process is documented in the PRA, which is where this performance measure originates.
- viii The ABS provides the data for this measure from its Preschool Education, Australia publication. It is engaged by the department specifically to collect this data to inform the assessment of the performance of states and territories under the PRA, which replaced the Universal Access National Partnership (UANP) in 2022. In collecting and processing the data, the ABS employs robust and stringent quality control processes to ensure the reliability and validity of the data. The states and territories are able to provide supplementary data as part of their performance assessments, which are evaluated by the department. The department assesses this additional data, verifies it and includes it if it is acceptable under the conditions of the PRA.
- ix Annual targets for the years leading up to 2023 have not been included, as this is a medium-term measure. The target has been agreed with all states and territories as part of the National Schools Reform Agreement. The analysis, results and statuses published against this target until the end of 2023 will examine progress and activities towards meeting the target.
- x The timing of the NAPLAN assessment has changed from May to March.
- xi Annual targets for the years leading up to 2031 have not been included, as this is a long-term measure. The target has been agreed by the Commonwealth, State and Territory governments in the National Schools Reform Agreement (NSRA). The analysis, results and statuses published against this target until the end of 2031 will examine progress and activities towards meeting the target.
- xii The Census of Population and Housing is a survey of the Australian population conducted by the ABS every 5 years.
- xiii The QILT is conducted by the Social Research Centre (SRC), which is owned by the Australian National University.
- xiv The data is sourced from <https://scival.com>, which is an online tool that provides access to research performance worldwide using bibliometrics (statistical methods to analyse books, articles and other publications). The underlying data used by SciVal is Scopus, which is the largest abstract and citation database of peer-reviewed literature: scientific journals, books and conference proceedings.
- xv User satisfaction surveys are conducted within each NCRIS facility and are aggregated to inform user satisfaction with the NCRIS network as a whole.
- xvi International students are identified by the citizenship indicator, which shows whether a student’s citizenship or residence status is domestic or overseas.
- xvii From 2023–24 the target will be changed to ‘increase from previous year’ to track and inform the sector’s progress in expanding education offerings offshore as part of the sector’s recovery from the impacts of the COVID-19 pandemic.

