



Australian Government  
Department of Education

# 2023–24 Corporate Plan



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ISSN 2653-5610 (Online)



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**Australian Government**  
**Department of Education**

# 2023–24

## Corporate Plan

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# 01

## Introduction

**This plan encompasses the significant work program of the Department of Education to support the Australian Government's vision and priorities for the national education system.**





# **Acknowledgement of Country**

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



## Introduction

Our 2023–24 Corporate Plan comes at a time when Australia’s education system is undergoing significant reform. We continue to provide national leadership of Australia’s education system, and support the Australian Government to achieve its vision for reform.

We have developed a new purpose statement that reaffirms our commitment to create a better future for all Australians through education. Our people are critical to achieving this purpose – applying their skills, experience and judgement in their day-to-day work and, importantly, when collaborating with each other and our external stakeholders.

The Corporate Plan is our primary planning document. It sets out our way forward and helps us allocate resources and make informed decisions. The plan describes how we will measure our performance over a horizon of 4 years, providing the Australian Parliament and the Australian community with a clear view of how the department is achieving its purpose.

We will deliver key Australian Government policies and programs over the coming year to make early childhood education and care more affordable; enhance engagement with young people; improve education outcomes, particularly for those most at risk of falling behind; address teacher shortages; and improve the quality, affordability and sustainability of the higher education sector. This includes a particular focus on supporting improved outcomes for First Nations peoples.

The way we approach our work is as important as what we do. We work collaboratively with our colleagues from across the Australian Public Service (APS) to deliver cross-cutting policies and programs in which education is a key element – for example, contributing to the development of the Employment White Paper and building Australia’s workforce skills and sovereign capability.

Implementing the public sector reform agenda remains a focus area for us and the Australian Government. We will continue our efforts to create a culture based on respect, integrity and inclusion, and to deliver a workplace environment where people want to work, with attractive flexible work options and employee wellbeing prioritised.

In 2023–24 we will continue to strengthen our existing capabilities so that we are ready to lead the implementation of outcomes from significant reform work underway across early childhood education, schools and higher education. These reforms aim to create a better, fairer, and more accessible education system for all Australians. We will also lead the work across the APS to better harmonise policies and programs that impact Australian youth.

I am pleased to present our Corporate Plan and I look forward to reporting progress in the Annual Performance Statements in our Annual Report.

### Statement of preparation

As the accountable authority of the Department of Education, I present the Department of Education Corporate Plan for the reporting period 2023–24, which covers the period 2023–24 to 2026–27, as required under section 35(1)(b) of the *Public Governance, Performance and Accountability Act 2013*.

**Tony Cook PSM**  
August 2023



## Our purpose

### Our purpose – why we are here

We create a better future for all Australians through education.

### Our role – what we do

We provide strategic direction and national leadership of Australia's education system – through early years, school, higher education and research.

We advise the Australian Government on education.

We steward the government's vision for reforming Australia's education system.

### Our impact – who benefits

We support Australians to access education and realise the benefits of lifelong learning through national policies and programs that:

- lift education outcomes for learners from all locations and backgrounds so they can achieve their ambitions and aspirations
- prepare children for school and help families, particularly women, to re-engage in work or learn during the early years
- support children through a positive school experience with equity and wellbeing outcomes for all learners
- provide skilled and adaptable workers with higher education qualifications and opportunities for lifelong learning that boost workforce productivity, sovereign capability and innovation, including skilled educators
- give young people a say on the issues, policies and programs that impact them
- empower First Nations peoples to have a voice in decisions about their education and the education system
- give international students an opportunity to gain a world-class education
- support university researchers to undertake training and deliver cutting-edge research that drives innovation and economic growth.

### Our approach – how we deliver

Our work is wide ranging and underpinned by research, evidence and data.

We provide expert advice to government, develop policy, deliver programs and administer legislation. Our detailed functions are outlined in the [Administrative Arrangements Order](#).

We work closely and in partnership with our stakeholders – ensuring our interactions are inclusive and underpinned by trust, transparency and integrity.

# 02

## Operating context

We will continue to monitor our operating environment and respond to the opportunities and challenges presented – enhancing our ability to achieve our purpose.



## Our operating environment

Our operating environment is influenced by a range of factors that affect how we will deliver on our purpose. Some of the factors are global in nature and are outside of our control. Our success is dependent on our ability to assess our changing social and economic landscape and to adapt and respond accordingly.

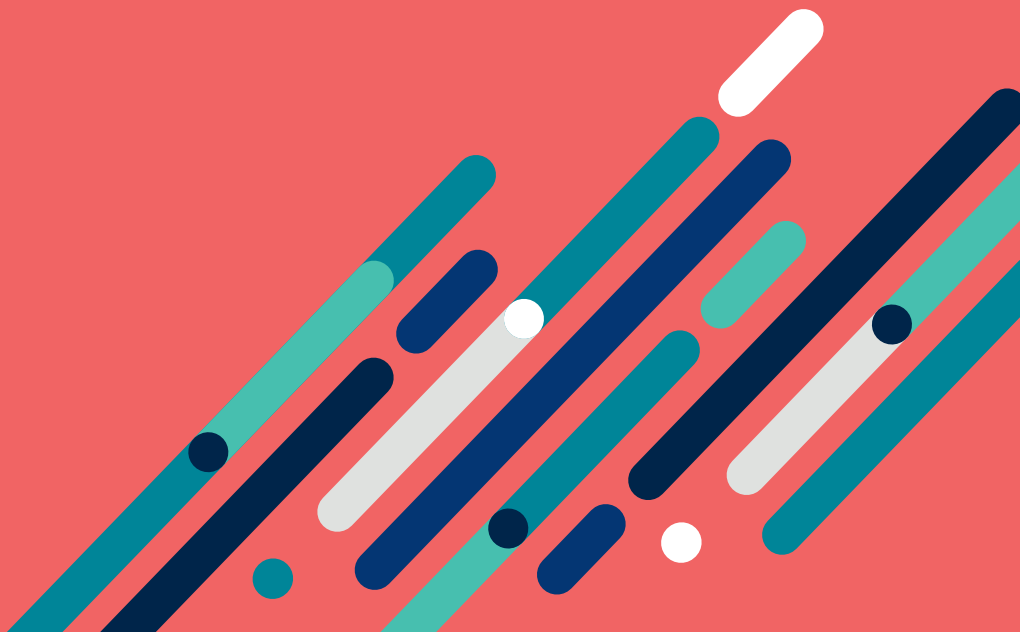
Factors that impact our operating environment include:

- The Australian Government **reform initiatives** across early childhood education, schools, and higher education will reshape the Australian education system.
- The **Alice Springs (Mparntwe) Education Declaration** sets out the national vision for a world-class education system for all students.
- **Workforce shortages are placing pressures** across the economy, including in the early childhood education and care and school sectors.
- **Education institutions have been through a period of significant change**, including the COVID-19 pandemic, and are continuing to experience financial and service delivery impacts from this period.
- The **increasing need for skills** to drive productivity is presenting challenges for our education system to meet demand.
- **Changing geopolitical environments** are affecting Australia's national interests, requiring us to focus on skills to underpin our sovereign capability and economic activity.
- The Australian Government is committed to working in **genuine partnership with First Nations peoples** to ensure their voices are heard and for better outcomes.
- The rapid evolution of **technology** is changing the way students and educators learn and interact.
- The **nature of work is changing**, accelerated by the COVID-19 pandemic, impacting the sectors we support and our workplace.
- The **Australian Public Service (APS) reform agenda** is improving capability and creating a culture that values integrity and builds community trust.

# 03

## Partnerships and cooperation

**We prioritise and value our relationships with our diverse range of stakeholders. Our cooperation with others enriches our advice, and ensures our policies and programs reflect the needs of our stakeholders and the Australian community.**



## Cooperation with others

We work with our partners to provide strategic direction for and national leadership of Australia's education system. We come together to share ideas, knowledge and experiences, allowing the department to challenge its thinking and develop informed and impactful advice, and effective policies and programs. These partnerships support us to achieve our purpose and are crucial to the delivery of outcomes in a shared and complex policy environment.

The department's collaborative culture supports our people to work together and build genuine partnerships with our stakeholders. We use contemporary ways of consulting and connecting with our stakeholders and the community, including the use of digital platforms to boost connection and engagement. We tailor how we engage with our stakeholders. The approach we take considers the needs of the stakeholder and the outcomes we aim to achieve from the engagement.

### Our portfolio entities

We work closely with others in the Education portfolio to support them in meeting their objectives, including with the:

- Australian Curriculum, Assessment and Reporting Authority on improving the learning of all young Australians through world-class curriculum, assessment and reporting
- Tertiary Education Quality and Standards Agency as the independent national quality assurance and regulatory agency for the higher education system
- Australian Institute for Teaching and School Leadership on a high-quality and nationally consistent approach to teaching and leadership in schools and education settings
- Australian Research Council on advising the government on research matters, funding the highest quality research, and assessing the quality, engagement and impact of research
- Australian National University to ensure it is meeting its governance and accountability obligations under the *Australian National University Act 1991* and the *Public Governance, Performance and Accountability Act 2013*.

## Other education bodies

We work closely with other education bodies and organisations to improve Australia's education system. For example:

- We support the Tuition Protection Service Director in fulfilling their role to assist eligible domestic and international students affected by providers unexpectedly closing or discontinuing courses.
- We work closely with Australia's Regional Education Commissioner to improve regional education from early childhood education to tertiary education, providing a national focus and direction for regional, rural and remote education.
- We work closely with the Australian Children's Education and Care Quality Authority, in partnership with state and territory governments, to support the early childhood education and care sector to improve outcomes for children.
- We work closely with Education Services Australia, a ministerial<sup>1</sup> not-for-profit company that works with all education systems and sectors to improve student outcomes, enhance teacher impact and strengthen school communities.
- We work closely with the Australian Education Research Organisation, a registered charity and provider of Australia's independent education evidence.
- We provide secretariat and policy support to the Higher Education Standards Panel, which provides advice on the standards for delivering higher education in Australia.
- We work closely with the Council for International Education, which oversees Australia's role in international education and training.

## Other government agencies

We engage across the APS and with state and territory education departments to deliver our current priorities, as well as the long-term reform of the education system. For example, we work with Services Australia on the shared delivery of the Child Care Subsidy for families; the Department of Social Services on the Early Years Strategy to support the education, wellbeing and development of children; and state and territory governments on national policy initiatives through the Preschool Reform Agreement and National School Reform Agreement (NSRA).

We work in partnership with the Department of Employment and Workplace Relations (DEWR) on aligning education policy with workforce needs and skills. DEWR is also our information and communications technology (ICT) service delivery partner, providing appropriate ICT business applications, tools and solutions to support our operations.

We work in collaboration with the National Indigenous Australians Agency (NIAA) to close the gap and improve education outcomes for First Nations peoples.

We work across government agencies to deliver joined-up policy advice across our organisations. For example, we work with 18 Australian Government agencies with policy or program responsibilities that affect young people to support whole-of-government youth engagement and harmonisation.

<sup>1</sup> Education Services Australia is owned by the state, territory and Australian Government education ministers.

## **Governments and education ministers**

We support the Australian Minister for Education as the Chair of the Education Ministers Meeting, which includes the Minister for Early Childhood Education, the Assistant Minister for Education, and state and territory education ministers. These regular meetings enable ongoing national cooperation and consistency on strategic issues related particularly to early childhood education and school education.

Supporting the Education Ministers Meeting is the Australian Education Senior Officials Committee, which is chaired by the Secretary of the Australian Government Department of Education and attended by the directors-general of the state and territory education departments.

Internationally, our offshore network posted in Australian missions across key regions is critical to building positive government-to-government education relationships with priority countries to help create new market opportunities and contribute to Australia's strategic priorities.

## **Education providers and research institutions**

We work with education providers and research organisations to improve the education and research sectors and make informed recommendations to government. For example, we work with:

- the Preschool Outcomes Measure Expert Advisory Group, established to provide advice and support to the Minister for Early Childhood Education on the development and implementation of options to measure preschool outcomes
- the Australian Council for Educational Research, a not-for-profit research organisation providing independent support and expertise to education policymakers and professional practitioners
- research institutions to deliver national research infrastructure – for example, the University of Sydney and Monash University.

## **First Nations peoples**

We are committed to improving early childhood and education outcomes for First Nations children and young people through our responsibilities under the National Agreement on Closing the Gap. To achieve this, we are focused on building genuine, productive and trusted partnerships with First Nations people – ensuring we listen, learn and incorporate their needs and our cultural learnings into our work.

We work closely with First Nations peak bodies, organisations and communities to implement priority reforms and drive progress against socioeconomic targets in the National Agreement, including through formal shared decision-making and partnership mechanisms. Our partnership with the NIAA helps facilitate this engagement.

## Peak bodies and representative bodies

Our interactions with these organisations inform the design and implementation of education programs nationally, ensuring education is accessible, is inclusive and produces adaptable and skilled learners to meet Australia's workforce needs. For example, we engage with:

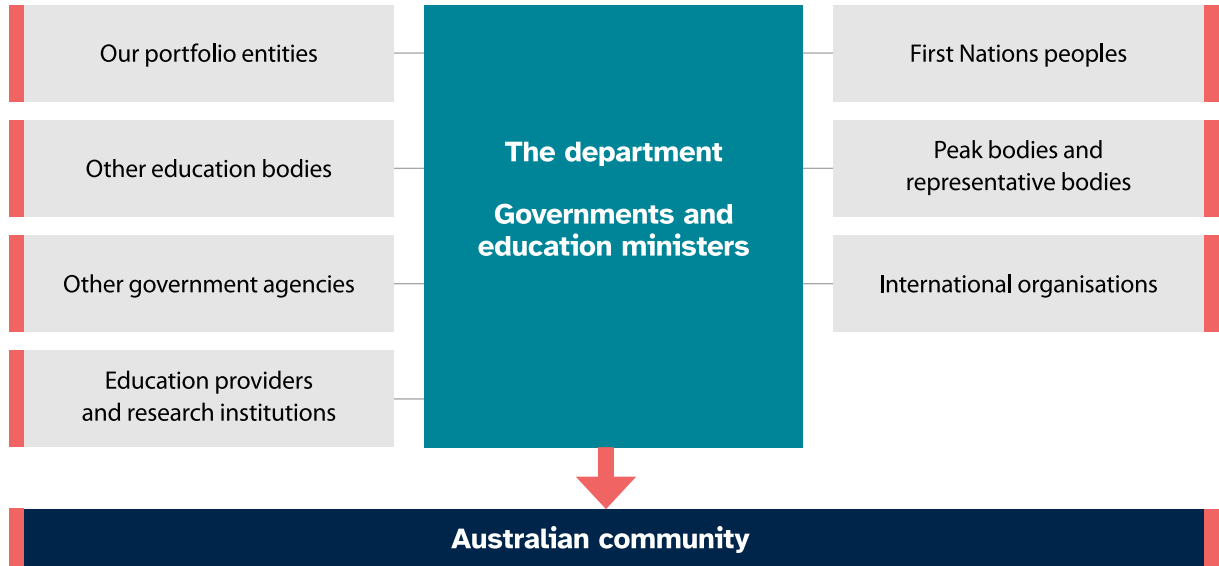
- the Early Childhood Education and Care Reference Group, which comprises a broad audience of peak body and sector representatives
- Independent Schools Australia, a peak body representing the interests of the independent school sector nationally
- the National Catholic Education Commission, a peak body for Catholic education in Australia, responsible for the national coordination and representation of Catholic schools and school authorities
- representative bodies of other key school education stakeholders, including families, school principals and the government school sector
- Independent Higher Education Australia, a peak body representing registered and accredited higher education providers
- Universities Australia, a peak body representing member universities, providing expert policy advice, analysis and statistical evidence, and media commentary on higher education
- the International Education Stakeholders Forum, which brings together peak bodies across all education sectors with responsibilities in international education
- unions representing teachers, early childhood educators, the academic and research workforce, and university students.

## International organisations

The department progresses Australian education interests through multilateral forums to maintain and enhance Australia's position as a leader in education and research globally, deepen international linkages, strengthen education collaboration and deliver best-practice domestic education policy.

For example, our participation in research forums through the Organisation for Economic Co-operation and Development (OECD) supports improvements in education policy. Further, Australia's contributions to the G20 strengthen key partnerships, influence the policy agenda in line with our education priorities, and increase market access opportunities for Australian education providers.

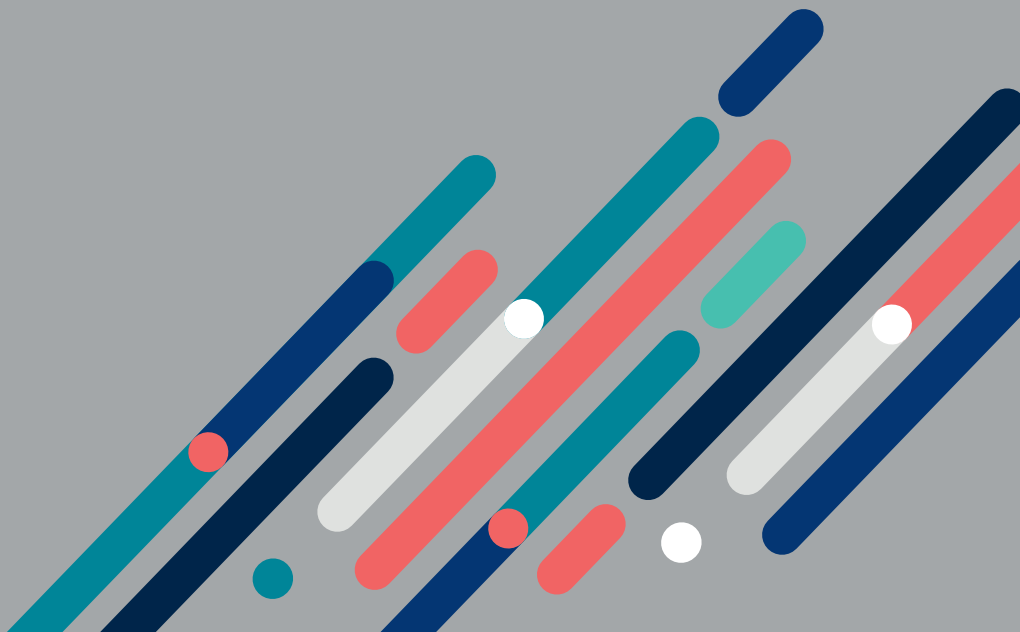


**Figure 1: Our key stakeholders and partners**

# 04

## Risk oversight and governance

**We empower our staff to proactively manage risk and make decisions in line with our Enterprise Risk Management Policy and Framework.**



# Enterprise risk management arrangements

A better future for all Australians through education cannot be delivered without engaging with risk. The department's Accountable Authority Instructions and Enterprise Risk Management Policy and Framework provide staff with tools and guidance to engage with and manage risk. Staff are supported to proactively identify and manage risks in line with our risk appetite and tolerance limits, governance, and accountability arrangements.

The Executive Board has overarching responsibility for overseeing the department's enterprise risk management arrangements, including setting our risk appetite and tolerance limits. Risk management is embedded in our planning, governance and performance arrangements. The Risk, Security and Governance Committee supports the Executive Board in ensuring that our risk management arrangements are effective. The People, Culture and Integrity Committee oversees a positive risk and pro-integrity culture, and the Project and Investment Committee oversees and assures projects of high strategic importance.

Our positive risk culture is underpinned by trust, transparency, and a no-blame approach to dealing with issues and emerging risks. Our risk appetite and tolerance limits define where our department will be bold and innovative in pursuit of its purpose and where it is committed to a high level of compliance and low tolerance for the risk of harm.

The Chief Risk Officer (CRO) plays an important role in championing enterprise risk management arrangements. The CRO promotes the department's established risk networks to support risk communication, build risk capability and encourage a positive risk culture.

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 for all staff every 12 months.

## Figure 2: Overview of our enterprise risk management arrangements

Who we are and why we are here

### Our Purpose

### Culture – Values and Behaviours

What guides our decision-making

### Governance and Assurance

### Enterprise-wide Risks

### Risk Appetite and Tolerance

How we manage risk

### Enterprise Risk Management Policy and Framework (ERMFP)

- Commonwealth Risk Management Policy
- Accountable Authority Instructions
- Enterprise risk management system (RiskNet2) and supporting tools
- Training and education

## Strategic risk environment

The department has robust mechanisms in place for managing emerging risks in its internal and external environment. The department regularly considers security, cyber security, service delivery, psychosocial factors, natural disasters and emergencies as part of the ongoing management of our enterprise risk arrangements, including risks shared with our service providers.

Our enterprise-wide risks (EWRs) consider the department's current operating environment, challenges and opportunities. The EWRs and mitigation strategies in line with our risk appetite and tolerance are outlined below.

**Figure 3: Enterprise-wide risks and mitigation strategies**

### Risk category – Policy

#### EWR

The department is unable to deliver high-quality evidence-based policy advice.

#### Mitigation strategies

The department will prioritise the delivery of high-quality and evidence-based policy advice. To ensure this, the department has invested in its internal research and analysis capabilities. The department also has strong collaborative partnerships with experts, institutions, and other departments, has enhanced communication channels, and provides continuous professional development opportunities for its staff.

The department will continue to recruit staff who have the capability to deliver on its vision, and will continue to invest in staff to build critical and creative thinking skills. This will further support the department to continue to deliver high-quality advice.

### Risk category – People

#### EWR

The department is challenged in its ability to attract and retain the right people with the right skills and capabilities to build an effective workforce.

#### Mitigation strategies

The department is prioritising a positive, inclusive and flexible work culture that fosters employee engagement and promotes work-life balance. The department is extending its flexible approach to the time and location of work.

The department will continue to pursue its objective of being a workplace that attracts top talent. This will include developing a strategic plan to manage its workforce, and investing in its current and future workforce through approaches such as structured career pathways, identifying talent, deliberate succession planning, and provision of career opportunities.

The department continues to focus on the attraction and retention of First Nations people through the use of affirmative measures in recruitment, and through participation in pathway programs including the Indigenous Apprenticeships Program and the Indigenous Development Employment Program.

## Risk category – Stakeholders

### EWR

The department does not effectively engage with key stakeholders.

### Mitigation strategies

The department will identify and prioritise key stakeholders based on their influence and engagement. We have undertaken thorough stakeholder analysis to understand their interests and concerns.

The department develops and embeds a consistent principles-based approach to establishing formal partnerships and shared decision-making mechanisms with First Nations stakeholders across the portfolio.

The department invests in developing staff capability to engage with stakeholders in genuine partnership and ensures there is sufficient resourcing and time for this.

The department maintains comprehensive communication plans ensuring transparency, regular updates and tailored information for each stakeholder group. The department also dedicates time to manage existing relationships and build new relationships.

The department plans to continue co-designing future projects and policies with key stakeholders.

The department will continue to invest in further developing forums for consultation with internal and external subject matter experts.

## Risk category – Delivery

### EWR

The department is not proactive or agile in its response to opportunities emerging from rapidly changing innovation that disrupts its ways of working and ability to deliver on its responsibilities.

### Mitigation strategies

The department has adopted a proactive approach to staying informed about emerging trends, research and best practices in education and related fields, both domestically and internationally.

The department fosters partnerships and collaborations with other government agencies, educational institutions and industry stakeholders to leverage collective knowledge and expertise.

The department has established robust processes for regular review and evaluation of policies, programs and initiatives to assess their effectiveness and identify areas for improvement.

The department plans to build on its internal environmental scanning and research capabilities to continue to identify, understand and invest in changes and innovation. A key element of this planning is to continue managing and investing in the department's relationships with its stakeholders.

We have established agreements for services with other agencies and monitor their effectiveness and delivery as they impact the department.

## Risk category – Systems

### EWR

The department has limited control and visibility over critical systems to deliver programs, projects and services.

### Mitigation strategies

The department has established a strong partnership with DEWR.

The department has actively sought to enhance its internal capabilities and expertise, investing in staff training and development to minimise reliance on external systems where possible.

The department will continue maturing its relationship with DEWR. The department will also work with the providers of key services to support the co-delivery of programs, projects and services.

## Risk category – Data and cyber security

### EWR

The department does not effectively manage data and cyber security.

### Mitigation strategies

The department has embedded information management into its business activities.

The department has sound arrangements in place to protect information in its Protective Security Policy Framework, Information Security Framework and Data Strategy.

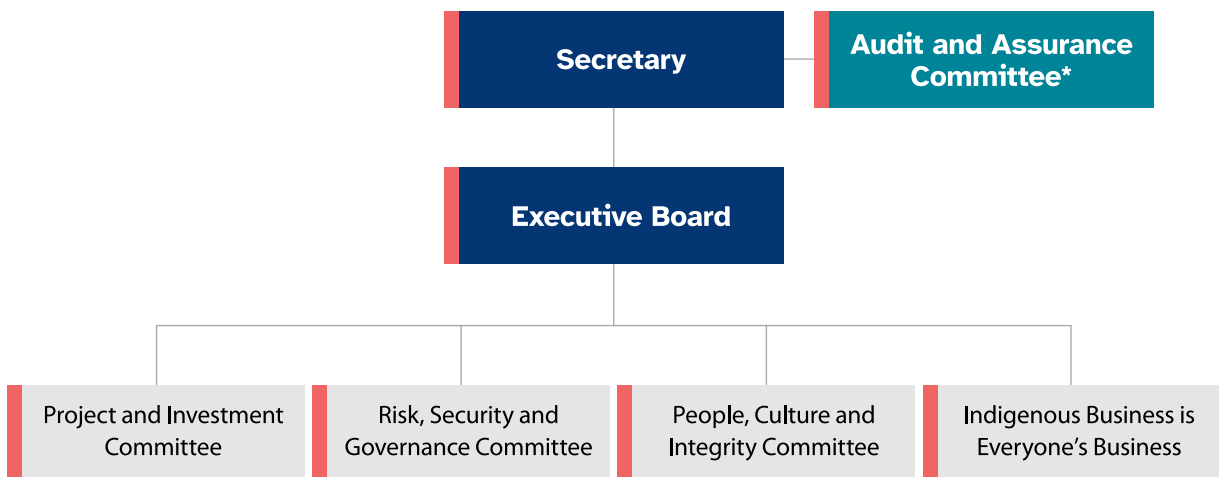
The department will effectively manage risks that could compromise the security of classified and sensitive data and information, including insider threats.

The department will continue monitoring the internal and external environments, in collaboration with DEWR, for any cyber threats.

## Governance

The department's governance committees (shown in Figure 4) support us to deliver 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 4: Overview of our governance structure**



\* The Audit and Assurance Committee provides independent advice on the appropriateness of financial and performance reporting, risk management, and internal control mechanisms.

# 05

## Enabling capabilities

Corporate and enabling services support our staff to deliver on the department's purpose by ensuring we have the right people in the right place and with the right tools to do their job. Over the 4-year period of this plan, we will continue to refresh our strategies and build capability to deliver our key activities and achieve our purpose.





# People

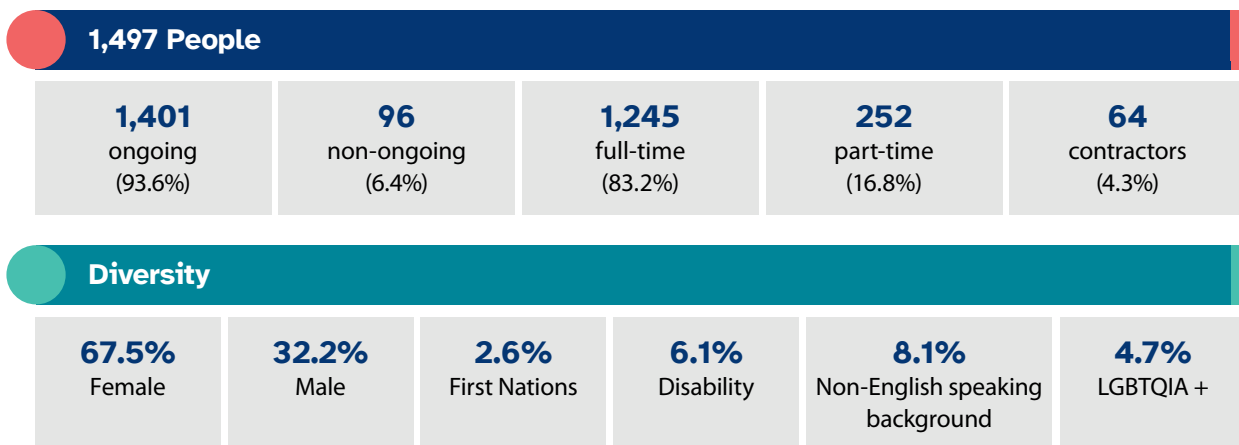
The 2023–2025 People Strategy sets the overarching direction and priorities for how we support and develop our people and deliver on our purpose. The strategy will help the department to create an employee experience to attract, engage and retain the right people in the right place. This approach will be an enduring component of how we will work into the future – focused on openness, collaboration, respect and innovation.

The strategy will support the department and our staff across 4 high-level themes:

- Nurturing health and wellbeing
- Mobilising and building capability
- Bringing our culture to life
- Promoting positive workplace behaviours through our leadership.

The department’s approach to our people and our enabling functions is aligned with and supports the APS reform agenda and associated priorities. Our initiatives will support the development of a stronger APS that delivers better outcomes for the community, is a model employer and contributes to a fairer and more inclusive Australia.

**Figure 5: Our workforce composition as at 30 June 2023**



## Workforce planning

We use high-quality data to support our workforce planning and identify our priority job roles within policy, program and project management, data and research, and organisational leadership. We will increase our workforce capacity through ongoing investment in entry-level programs, effective and streamlined recruitment processes, an engaging employee experience, and targeted recruitment which is demographically and regionally diverse. We will actively engage in whole-of-government people initiatives, including implementation of the APS reform agenda and APS service-wide bargaining for common terms and conditions.

## People capability

By investing in the development of our staff, we will enhance their skills, knowledge and expertise and empower them to perform at their best. We will use our knowledge of core and job-specific capabilities, along with the broader operating environment, to determine training needs and solutions that support our goals. Our learning and development investment priorities support current and future capability requirements and are aligned to the APS Learning and Development Strategy and the broader APS reform agenda. We will support our staff to develop core capabilities that support their expectations of the way we work, their affiliation with each other and the department, and our expectations for the delivery of our priorities.

## Diversity and inclusion

The department values and seeks diversity in its workforce and recognises the importance of having people who reflect the community we serve to help us achieve our purpose. We will actively pursue a range of strategies, policies and practices that support safety and promote diversity and inclusion, including our recruitment activities, staff training, and reasonable adjustment policies.

The department's Inclusion Strategy 2023–2025, due for release by September 2023, sets out our vision and shared commitment to inclusion, and a set of priority actions developed around 3 themes:

- Engagement and representation
- Capability and connection
- Alignment and reporting.

The department recognises that people are its greatest strength and is committed to creating an inclusive and diverse workplace for everyone. We have refreshed the Employee Support Officer Network, ensuring representation from a diverse range of backgrounds. We continue to support the 5 employee-led diversity networks and their Senior Executive Diversity Co-Champions:

- Aboriginal and Torres Strait Islander Network
- Ability and Carers Network
- Culturally and Linguistically Diverse Network
- Gender Equity Network
- Pride Network.

## Reconciliation

We are committed to reconciliation and creating opportunities for First Nations peoples. The department's Reconciliation Commitment, launched on 26 April 2023, reflects this.

Through all our work we will support the Closing the Gap priority reforms, and in particular those that improve the educational outcomes for First Nations peoples.

The department's Reconciliation Action Plan (RAP) is in the final stages of approval through Reconciliation Australia. Our RAP has been formed around the 4 pillars of reconciliation: relationships, respect, opportunities and governance. We will put into practice strategies and initiatives to advance reconciliation and create a pathway to embed reconciliation in how we work and what we do to achieve our vision for a reconciled Australia.

The department is committed to building an organisational culture of responsiveness and cultural safety through our responsibilities under the National Agreement on Closing the Gap. To achieve this, we are focused on building the cultural awareness and responsiveness of all employees. We provide and engage in a range of programs and initiatives, including the Jawun APS Secondment Program; the department's First Nations Staff Conference, held annually; and a series of Walking in Two Worlds workshops. The department has worked closely with its First Nations employees to hold its first Appreciative Inquiry Summit. Through collaboration we will identify our cultural competency strengths and co-create a vision that will foster a culturally safe and respectful workplace that will strengthen the department's cultural integrity.

## Safe, inclusive and respectful workplaces

The department is committed to fostering a culture where staff feel, and are, safe and supported. Our Working WELL program encompasses wellbeing initiatives including workstation assessments, mental health support and training, an employee assistance provider and a range of coaching programs.

We value and support flexible work arrangements and recognise the importance of staff having a connection with their team and its primary location, irrespective of any remote working arrangements.

Our systems and policies ensure everyone is aware of their responsibilities for the health, safety and wellbeing of our people and of how to appropriately manage workplace risks. This includes measures to mitigate physical and psychosocial hazards, and our adoption of the Respect@Work framework to effectively prevent and, if it does occur, respond to workplace sexual harassment.

## Integrity

Integrity is at the heart of what we do collectively and individually. We recognise that integrity is a cultural issue, and we have a pro-integrity culture. Our independent Integrity Adviser will work with us to support and embed that culture, and our People, Culture and Integrity Committee, informed by an integrity metrics dashboard, will oversee our efforts.

We will prepare for and respond to the establishment of the National Anti-Corruption Commission and build on our strengths through communication with staff, benchmarking our integrity maturity, and improving our business policies, processes and frameworks. These processes will extend to all our people and contractors and also to our service providers through contract provisions, conflict-of-interest provisions and clear expectations.

## Information and communications technology

The department receives its ICT services from DEWR through a shared services arrangement. Under this arrangement, DEWR provides:

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

The department is committed to the effective use of technology to support its programs and align to whole-of-government initiatives.

Underpinning the department's approach to the use of technology is our ICT Strategy 2023–2026, due for release in September 2023. The ICT Strategy outlines how we are transforming the way we work, including:

- 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. We continue to support investments in strengthening the security of our ICT network, systems and data holdings by implementing the Australian Cyber Security Centre's Essential Eight ('E8') mitigation strategies to protect against harmful cyber incidents.

## Financial management

Integrity is at the forefront of our financial management practices. Maintaining robust governance arrangements is key to supporting the department in achieving its priorities while ensuring resources are managed in an efficient, effective, economical and ethical manner.

The financial management landscape continues to change, and the department will continue to focus on its financial sustainability now and into the future.

Our Finance Strategy 2022–2024 outlines the key priorities and our approach to meeting the department’s requirements under Commonwealth finance law.

This includes:

- maintaining compliance
- 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
- being future focused and sustainable.



## Strategic policy and data

The department harnesses strategic insights and data to inform policy development across the education portfolio. This includes identifying linkages between various reviews and reforms as part of a broader education narrative or objective.

The department is committed to uplifting in-house capabilities such as high-quality policy development, decision-making and data proficiency. This includes using and drawing insights from data to inform policy and measure education outcomes – data supports us in our decision-making. We are strengthening our capabilities to consider longer term implications in policy development in line with the broader APS reform agenda.

Our 2023–2025 Data Strategy sets the strategic direction for the department’s data capability, analysis, sharing, release and development. It aligns with the Australian Data Strategy and the Australian Government reform agenda for the APS. The Data Strategy supports the use of data for better decision-making, while reflecting the need to maintain public trust in how we protect the privacy of individuals. The accompanying implementation plan outlines the initiatives we will undertake to progress the objectives of the Data Strategy, which are:

- building the capability of all staff to use and understand data
- recognising ourselves as data people
- emphasising the importance of leadership in our data culture
- improving the capture, management and quality of our data to ensure trust in our use of data is maintained
- enhancing our data analytics, data science and data visualisation capabilities
- ensuring our data is secure and access to tools and infrastructure is maintained
- maximising the release, sharing and use of our data in a safe, legal and ethical manner.

A strong data capability supported by the Data Strategy will enable the department to optimise the use of its data and evidence to support Australians to experience the wellbeing and economic benefits offered by quality education. We will do this by building on and increasing our data capability, ensuring our data is secure and well governed, and engaging with cutting-edge data infrastructure, tools and techniques.

## Project management

The department's project delivery approach is underpinned by established program, project and risk frameworks. The Project and Investment Committee provides oversight and assurance of the department's project portfolio, in particular those projects of high strategic importance.

The department's Project Office supports project teams through the life cycle of a project. The Project Office provides guidance and support to build consistent project management practices and strengthen capability across the portfolio. It supports our project teams by:

- improving project delivery through developing and embedding frameworks, supporting tools and resources
- building project management capability
- undertaking project assurance activities to increase confidence in delivery
- keeping our senior executives and our project management community informed of portfolio-wide trends, risks and issues to enable sound decision-making.

## Communication

The 2023–2024 Communication Strategy outlines how the department will inform, involve and inspire our people to deliver on our purpose, and will engage and inform audiences as we seek to create a better future for all Australians through education.

Our communication and engagement initiatives connect people with the work of the department. And we communicate with our staff to support a positive, engaging and inclusive workplace.

Our communication and media activities are targeted and engaging, prioritise digital channels to reach our audiences and stakeholders, and support the department to deliver education policies and programs that reflect the Australian Government's aims.

Taking an evidence-based approach to our choices about messaging, channels and methods of communication, we will create engaging and effective communication to inform Australians about the importance of education and connect them to services and programs – ensuring our communication is timely, factual, and relevant.

Our communication will support the significant reforms to create a better, fairer and more accessible education system for all Australians that will arise from the reviews of early childhood education and care, schools and tertiary education that are underway in 2023.

# 06

## Performance

**Our performance information provides transparency and accountability to the Australian Parliament and the Australian community on how we are delivering on our purpose. We will continue to mature the quality of our performance reporting over the period of this plan.**





## Our approach to performance

The Commonwealth Performance Framework, established under the *Public Governance, Performance and Accountability Act 2013*, involves a cycle of performance planning, monitoring and reporting. The Corporate Plan is our principal planning publication. Together with the Portfolio Budget Statements (PBS), it outlines how we will measure and assess our performance. Our Annual Report is our principal reporting publication and provides information on our actual performance.

The Department of Education Performance Framework, based on the Commonwealth Performance Framework, guides how we develop, monitor and report our performance information.

We are committed to meaningful, transparent and accurate performance measuring and reporting. We aim to do this through:

- regular reviews of our key activities and performance measures to ensure they reflect our purpose and how we will achieve our outcomes
- independent assurance on the design of new or significantly changed performance measures and independent verification of our performance results to ensure accuracy and compliance with the Commonwealth Performance Framework
- continuous improvement to our performance reporting tools and guidance to support high-quality data and documentation
- greater visibility of changed performance information in our key publications: the PBS, Corporate Plan and Annual Report.

### Measuring our performance in 2023–24

As outlined in Figure 6, we intend to achieve our purpose by delivering on our 2 outcomes:

#### Outcome 1

Improved early learning, schooling, student educational outcomes and transitions to and from school through access to quality early childhood education and 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 2023–24 PBS. For each outcome, we have identified:

- key activities we will undertake
- performance measures to assess our performance
- delivery strategies for our policies and programs.

In 2023–24 we will assess our performance through a mix of qualitative and quantitative measures of outputs, effectiveness and efficiency. The assessment and results for each performance measure will be reported in the 2023–24 Annual Performance Statements, in our 2023–24 Annual Report. The performance measure tables for each outcome outline changes we have made to our performance measures and/or targets since 2022–23.

**Figure 6: Overview of our approach to measuring and assessing our performance****Purpose**

We create a better future for all Australians through education

**Outcomes****Outcome 1**

Improved early learning, schooling, student educational outcomes and transitions to and from school through access to quality early childhood education and 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.

**Programs**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>1.1 Support for the Child Care System</li> <li>1.2 Child Care Subsidy</li> <li>1.3 Government Schools National Support</li> <li>1.4 Non-Government Schools National Support</li> <li>1.5 Early Learning and Schools Support</li> </ul> | <ul style="list-style-type: none"> <li>2.1 Commonwealth Grant Scheme</li> <li>2.2 Higher Education Superannuation Program</li> <li>2.3 Higher Education Support</li> <li>2.4 Higher Education Loan Program</li> <li>2.5 Investment in Higher Education Research</li> <li>2.6 Research Capacity</li> <li>2.7 International Education Support</li> <li>2.8 Nuclear Powered Submarine Program</li> </ul> |
|---|---|

**Key Activities**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>1. Provide targeted support to families, children and early childhood education and care centres who need it</li> <li>2. Support to families who rely on subsidised early childhood education and care to work, train, study or volunteer</li> <li>3. Provide consistent, transparent and needs-based funding to government schools</li> <li>4. Provide consistent, transparent and needs-based funding to non-government schools</li> <li>5. Support children to have access to quality early learning, particularly in the year before reaching school</li> <li>6. Provide support for a range of curriculum, assessment, teaching and wellbeing programs</li> <li>7. Provide national leadership and work with states on national policy reform</li> <li>8. Improve Australian Government engagement with young people on issues, programs and policies that impact them</li> </ul> | <ul style="list-style-type: none"> <li>9. Enhance the quality of the higher education system</li> <li>10. Support students' access to higher education and transition to employment</li> <li>11. Support eligible current and former university employees for certain superannuation expenses</li> <li>12. Support the university research sector through research training, research funding and national research infrastructure</li> <li>13. Support a high-quality and sustainable international education sector</li> <li>14. Support sovereign workforce development through broader access to education pipelines</li> </ul> |
|---|---|

**Performance Measures (PM)****Delivery Strategies (DS)**



# Outcomes

## 1 and 2

**In 2023–24 we will assess our performance through a mix of qualitative and quantitative measures of outputs, effectiveness and efficiency. The assessment and results for each performance measure will be reported in the 2023–24 Annual Performance Statements, in our 2023–24 Annual Report.**

# Outcome 1

## Key activities, performance measures and delivery strategies

### Key Activity 1:

**Provide targeted support to families, children and early childhood education and care centres who need it.**

#### Performance measures

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- The proportion of services supported by the Community Child Care Fund (CCCF) and Inclusion Support Program (ISP) in socio-economically vulnerable and disadvantaged communities. [PM054]

#### Delivery strategies

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- Provide support to vulnerable and disadvantaged families and communities through the Community Child Care Fund and Inclusion Support Program. [Program 1.1; DS01]



## Key Activity 2:

**Support to families who rely on subsidised early childhood education and care to work, train, study or volunteer.**

### Performance measures

- Proportion of accurate Child Care Subsidy payments to all services. [PM002]
- Average early childhood education and care hours attended by children that are supported by Additional Child Care Subsidy. [PM067]

### Delivery strategies

- Provide families with access to subsidised early childhood education and care to support parents to work, train, study or volunteer. [Program 1.2; DS02]
- Provide support to vulnerable and disadvantaged families and communities through the Child Care Safety Net and the Inclusion Support Program. [Program 1.2; DS01]
- Through our monitoring and compliance frameworks, ensure the accuracy and integrity of the Child Care Subsidy, transition and other program payments. [Program 1.2; DS03]
- Remove unnecessary barriers and ensure early childhood education and care sector regulation is appropriate and fit for purpose. [Program 1.2; DS04]
- Develop, maintain and improve early childhood education and care policy frameworks, with a focus on improving outcomes for vulnerable, disadvantaged and Indigenous children. [Program 1.2; DS05]

## Key Activity 3:

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

### Performance measures

- Lower the proportion of students in the Needs additional support level in NAPLAN for reading for Year 3 students. [PM055]
- Lower the proportion of students in the Needs additional support level in NAPLAN for numeracy for Year 3 students. [PM056]
- Increase the proportion of students attending school 90% or more of the time. [PM059]
- Recurrent funding payments to approved authorities for government schools under the *Australian Education Act 2013* are made in a timely manner. [PM070]

### Delivery strategies

- Administer recurrent funding entitlements under the *Australian Education Act 2013* based on the Schooling Resource Standard, which provides a base amount for every student and loadings to target students and schools experiencing disadvantage. [Program 1.3; DS06]
- Monitor the policy and financial assurance and compliance of approved authorities with requirements under the *Australian Education Act 2013* and ensure the accuracy and integrity of payments. [Program 1.3; DS07]

**Key Activity 4:****Provide consistent, transparent and needs-based funding to non-government schools.****Performance measures**

- Lower the proportion of students in the Needs additional support level in NAPLAN for reading for Year 3 students. [PM055]
- Lower the proportion of students in the Needs additional support level in NAPLAN for numeracy for Year 3 students. [PM056]
- Increase the proportion of students attending school 90% or more of the time. [PM059]
- Recurrent funding payments to approved authorities for non-government schools under the *Australian Education Act 2013* are made in a timely manner. [PM071]

**Delivery strategies**

- Administer recurrent funding entitlements under the *Australian Education Act 2013* based on the Schooling Resource Standard, which provides a base amount for every student and loadings to target students and schools experiencing disadvantage. [Program 1.4; DS06]
- Calculate and produce annual direct measure of income and capacity to contribute scores for the non-government school sector, including the quality assurance and data validation of annual scores; and separately, a review process for individual school scores as required. [Program 1.4; DS08]
- Monitor the policy and financial assurance and compliance of approved authorities with requirements under the *Australian Education Act 2013* and ensure the accuracy and integrity of payments. [Program 1.4; DS07]

**Key Activity 5:****Support children to have access to quality early learning, particularly in the year before reaching school.****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]

**Delivery strategies**

- Work with states, territories and stakeholders to support early learning in the year before full-time school (i.e. preschool); this includes implementing the Preschool Reform Agreement, focused on improving attendance and preschool outcomes. [Program 1.5; DS09]

## Key Activity 6:

### Provide support for a range of curriculum, assessment, teaching and wellbeing programs.

#### Performance measures

- Lower the proportion of students in the Needs additional support level in NAPLAN for reading for Year 3 students. [PM055]
- Lower the proportion of students in the Needs additional support level in NAPLAN for numeracy for Year 3 students. [PM056]
- Increase the proportion of students attending school 90% or more of the time. [PM059]
- Increase the proportion of people (age 20–24) attaining Year 12, or equivalent, or gaining a qualification at Certificate III or above. [PM072]
- The Australian Government will work to deliver a new National School Reform Agreement (NSRA) with states and territories, focusing on driving real improvements in learning and wellbeing outcomes for students, with a focus on students from disadvantaged backgrounds. The new NSRA will be operational from January 2025. [PM073]

#### Delivery strategies

- Contribute to ongoing support for implementation of the Australian Curriculum. [Program 1.5; DS10]
- Support teachers to have access to the best available evidence and resources about effective teaching and learning practices, and ensure that teachers are supported to incorporate evidence-based practices. [Program 1.5; DS11]
- Provide funding and support to implement national and international assessments, including the Programme for International Student Assessment (PISA), the Trends in International Mathematics and Science Study (TIMSS), the Progress in International Reading Literacy Study (PIRLS), and online delivery of the National Assessment Program – Literacy and Numeracy (NAPLAN), including the development of a NAPLAN Future Operating Model. [Program 1.5; DS12]
- Deliver programs that supplement the Australian Curriculum and support teachers to monitor student progress and respond to student learning needs, through access to resources and the delivery of literacy and numeracy initiatives; science, technology, engineering and maths (STEM) initiatives; civics and citizenship initiatives; language initiatives; and music and arts programs. [Program 1.5; DS13]
- Deliver programs and policies that support teaching supply, quality and practice; teacher and principal wellbeing; and alternative pathways into teaching. [Program 1.5; DS14]
- Deliver programs supporting student participation, family and community engagement, and student wellbeing, with focus areas including mental health, students with disability, school education for Australia's First Nations peoples, and regional, rural and remote initiatives. [Program 1.5; DS15]

## Key Activity 7:

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

#### Performance measures

- The Australian Government will work to deliver a new National School Reform Agreement (NSRA) with states and territories, focusing on driving real improvements in learning and wellbeing outcomes for students, with a focus on students from disadvantaged backgrounds. The new NSRA will be operational from January 2025. [PM073]
- Lower the proportion of students in the Needs additional support level in NAPLAN for reading for Year 3 students. [PM055]
- Lower the proportion of students in the Needs additional support level in NAPLAN for numeracy for Year 3 students. [PM056]
- Increase the proportion of students attending school 90% or more of the time. [PM059]
- Proportion of children enrolled in quality preschool programs in the year before full-time school who are enrolled for 600 hours per year. [PM069]
- Increase the proportion of people (age 20–24) attaining Year 12, or equivalent, or gaining a qualification at Certificate III or above. [PM072]

#### Delivery strategies

- Develop the next NSRA, to be informed by a review conducted by an expert panel who provide their final report to education ministers on 31 October 2023. [Program 1.5; DS16]
- Work in partnership with state and territory governments, non-government peak bodies, national education agencies and other key stakeholders to develop and implement national policy initiatives. [Program 1.5; DS17]
- Support the National School Resourcing Board in undertaking reviews of the operation of the Australian Government's school funding model under the *Australian Education Act 2013*, and implement the Australian Government's response to the board's reviews. [Program 1.5; DS18]
- Improve national data quality, consistency and collection to support the national evidence base and inform policy development. [Program 1.5; DS19]
- Use outputs of the Australian Education Research Organisation to encourage adoption and effective implementation of evidence in policy to improve learning outcomes. [Program 1.5; DS20]
- Work in partnership with state and territory governments to implement the National Teacher Workforce Action Plan. [Program 1.5; DS21]
- Engage the Australian Institute for Teaching and School Leadership to develop national standards and frameworks supporting the consistency and quality of teaching and leadership across jurisdictions. [Program 1.5; DS22]



## Key Activity 8:

**Improve Australian Government engagement with young people on issues, programs and policies that impact them.**

### Performance measures

A performance measure for this key activity will be developed and published in the 2023–24 Annual Performance Statements.

### Delivery strategies

- Develop and implement a national youth engagement strategy to support increased engagement of young people with the Australian Government. [Program 1.5; DS23]
- Engage with Australian Government agencies that have investments in youth to provide a whole-of-government overview and coordination of policies and programs that affect young people. [Program 1.5; DS24]



## Outcome 1

### Performance measures

Program number and performance measure	Target	Methodology	Reported in
<p><b>1.1</b> The proportion of services supported by the Community Child Care Fund (CCCF) and Inclusion Support Program (ISP) in socio-economically vulnerable and disadvantaged communities. [PM054]</p>	<p>Increase on previous year</p>	<p>Australian Bureau of Statistics (ABS) Socio-Economic Indexes for Areas (SEIFA) and Statistical Area Level 2 (SA2) data is applied to each service funded through CCCF and ISP during the financial year. Services located in areas with no assigned SEIFA decile are removed. The proportion of services in the lowest 2 SEIFA deciles (i.e. 20% most disadvantaged areas of Australia based on SA2 and SEIFA) is calculated.</p> <p>Data sources:</p> <ul style="list-style-type: none"> <li>– ABS, SEIFA, Table 2 SA2 Index of Relative Socio-economic Disadvantage, 2016</li> <li>– Department of Education, CCCF administrative data report</li> <li>– Department of Education, ISP administrative data report</li> <li>– Department of Education Child Care Subsidy Approved Services Report</li> </ul>	<ul style="list-style-type: none"> <li>• 2023–24</li> <li>• 2024–25</li> <li>• 2025–26</li> <li>• 2026–27</li> </ul>
<p><b>● Changes from previous year</b> The performance measure wording has been revised to improve clarity.</p>			

Program number and performance measure	Target	Methodology	Reported in
<b>1.2</b> Proportion of accurate Child Care Subsidy payments to all services. [PM002]	90% or higher	The Random Sample Parent Check (RSPC) process involves asking a stratified random sample of parents about the hours of early childhood education and care their child attended over the preceding week to ascertain the extent to which the early childhood education and care sessions reported by providers/services (and hence the CCS payments and Additional Child Care Subsidy (ACCS) payments) are correct/incorrect.  Data source: RSPC Checking Tool	<ul style="list-style-type: none"> <li>● 2023–24</li> <li>● 2024–25</li> <li>● 2025–26</li> <li>● 2026–27</li> </ul>
<b>1.2</b> Average early childhood education and care hours attended by children that are supported by Additional Child Care Subsidy. [PM067]	Equal to or higher than the average early childhood education and care hours attended by children that are supported by Child Care Subsidy.	Data is obtained for each of the ACCS and CCS groups and further broken down by service type (Centre Based Day Care, Family Day Care and Out of School Hours Care). The average weekly attended hours is calculated for each group by pooling all attended hours in the most recent 12-month period (of available data) and dividing this by the number of pooled weeks of care provided to children.  Data source: Services Australia, Child Care Subsidy System (CCSS)	<ul style="list-style-type: none"> <li>● 2023–24</li> <li>● 2024–25</li> <li>● 2025–26</li> <li>● 2026–27</li> </ul>

● **Changes from previous year**

The target wording has been amended since publication of the 2023–24 PBS to align with the performance measure.

Program number and performance measure	Target	Methodology	Reported in
<b>1.3</b> Recurrent funding payments to approved authorities for government schools under the <i>Australian Education Act 2013</i> are made in a timely manner. [PM070]	100%	<p>The date each payment was planned is compared with the date each payment was actually paid. If the date paid is in the same month as the planned date, the payment is considered to have been paid in a timely manner.</p> <p>Data source: Department of Education, School Education Management Information System (SEMIS)</p>	<ul style="list-style-type: none"> <li>• 2023–24</li> <li>• 2024–25</li> <li>• 2025–26</li> <li>• 2026–27</li> </ul>
<p><b>● Changes from previous year</b></p> <p>This performance measure has been added in 2023–24 as part of the continuous improvement of the department’s performance information.</p>			
<b>1.4</b> Recurrent funding payments to approved authorities for non-government schools under the <i>Australian Education Act 2013</i> are made in a timely manner. [PM071]	100%	<p>The date each payment was planned is compared with the date each payment was actually paid. If the date paid is in the same month as the planned date, the payment is considered to have been paid in a timely manner.</p> <p>Data source: Department of Education, SEMIS</p>	<ul style="list-style-type: none"> <li>• 2023–24</li> <li>• 2024–25</li> <li>• 2025–26</li> <li>• 2026–27</li> </ul>
<p><b>● Changes from previous year</b></p> <p>This performance measure has been added in 2023–24 as part of the continuous improvement of the department’s performance information.</p>			

Program number and performance measure	Target	Methodology	Reported in
<p><b>1.5</b> Proportion of children enrolled in quality preschool programs in the year before full-time school who are enrolled for 600 hours per year. [PM069]</p>	<p>(a) Overall: 95% or higher</p> <p>(b) Indigenous children: 95% or higher</p> <p>(c) Disadvantaged children: 95% or higher</p> <p>Note: Under the Preschool Reform Agreement, the Commonwealth is working with state and territory governments to establish new preschool attendance targets. These new targets are expected to be in place from 2025.</p>	<p>The number of 4- and 5-year-old children who are identified by the ABS as enrolled in an early childhood education program in the year before they start full-time school for 600 hours, divided by the number of 4- and 5-year-old children who are identified by the ABS as enrolled in an early childhood education program, from the Preschool Education, Australia publication, for all children, Aboriginal and Torres Strait Islander children, and disadvantaged children (ABS SEIFA Quintile 1).</p> <p>Data source: National Early Childhood Education and Care Collection, published by the ABS as Preschool Education, Australia 2023</p> <p>Note: The states and territories are able to provide supplementary data, which is assessed by the department and, if considered acceptable, is included in the performance result.</p>	<ul style="list-style-type: none"> <li>• 2023–24</li> <li>• 2024–25</li> <li>• 2025–26</li> <li>• 2026–27</li> </ul>

● **Changes from previous year**

The wording of targets (b) and (c) has been refined since publication of the 2023–24 PBS.

Program number and performance measure	Target	Methodology	Reported in
<p><b>1.5</b> Increase the proportion of people (age 20–24) attaining Year 12, or equivalent, or gaining a qualification at Certificate III or above. [PM072]</p>	<p>(a) 96% of all people in Australia by 2031<sup>2</sup></p> <p>(b) 96% of Aboriginal and Torres Strait Islander people by 2031<sup>3</sup></p>	<p>(a) Number of people aged 20–24 who have attained a school qualification of Year 12 or equivalent, or attained a non-school qualification at Certificate level III or above, divided by the total number of people aged 20–24 years.</p> <p>Data source: ABS, Survey of Education and Work</p> <p>(b) Number of Aboriginal and Torres Strait Islander people aged 20–24 who have attained a school qualification of Year 12, or equivalent, or attained a non-school qualification at Certificate level III or above divided by the total number of Aboriginal and Torres Strait Islander people aged 20–24 years.</p> <p>Data source: Productivity Commission, Closing the Gap Information Repository, Dashboard, with underlying data from ABS Census of Population and Housing</p>	<ul style="list-style-type: none"> <li>• 2023–24</li> <li>• 2024–25</li> <li>• 2025–26</li> <li>• 2026–27</li> </ul>

**● Changes from previous year**

This is a revised performance measure that combines former measures ‘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) and ‘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’ (PM009). The revised measure will be used to report on Program 1.5 only.

2 This target reflects the NSRA.

3 This target reflects Outcome 5 of the National Agreement on Closing the Gap and the NSRA.

Program number and performance measure	Target	Methodology	Reported in
<p><b>1.5</b> The Australian Government will work to deliver a new National School Reform Agreement (NSRA) with states and territories, focusing on driving real improvements in learning and wellbeing outcomes for students, with a focus on students from disadvantaged backgrounds. The new NSRA will be operational from January 2025. [PM073]</p>	<p>A new NSRA developed throughout the 2024 calendar year in consultation with states and territories, so that the new agreement is operational by January 2025</p> <p><b>Intermediate target for 2023–24:</b> The Expert Panel delivers the Final Report on the Review to Inform a Better and Fairer Education System to education ministers. The review will advise on which reforms should be attached to funding in the new NSRA.</p>	<p>Reporting against this measure will be based on the creation of a new NSRA that is operational by January 2025. To make payments to states and territories for Commonwealth funding for schools, states and territories are required under the <i>Australian Education Act 2013</i> to be party to a national agreement relating to school education reform. The new NSRA will be the primary mechanism for enabling the Australian Government’s schooling reform agenda. The reform agenda will be informed by negotiations with states and territories and the final report from an expert panel undertaking a review of the current NSRA.</p> <p><b>2023–24</b> Education ministers receive the final report and commence negotiation.</p> <p><b>2024–25</b> Signed agreement on the Federal Financial Relations website.</p>	<ul style="list-style-type: none"> <li>• 2023–24</li> <li>• 2024–25</li> </ul>

● **Changes from previous year**

This is a new performance measure for 2023–24. The performance measure and target have been refined since publication of the 2023–24 PBS.

Performance measures in the new NSRA will form a basis for future reporting.

Program number and performance measure	Target	Methodology	Reported in
<b>1.3</b> <b>1.4</b> <b>1.5</b> Lower the proportion of students in the Needs additional support level in NAPLAN for reading for Year 3 students. [PM055]	No target	The percentage of students identified as 'Needs additional support' in NAPLAN reading at Year 3 level.  Data source: NAPLAN	<ul style="list-style-type: none"> <li>• 2023–24</li> <li>• 2024–25</li> <li>• 2025–26</li> <li>• 2026–27</li> </ul>
<p><b>● Changes from previous year</b></p> <p>The performance measure has been revised for the 2023–24 reporting period due to changes to the NAPLAN assessment scale and timing for testing. Data from 2023–24 will be used to establish a baseline for future reporting.</p> <p>The department will no longer report on 'Increase the proportion of students in the top two bands in NAPLAN for reading for Year 3' (PM057).</p>			
<b>1.3</b> <b>1.4</b> <b>1.5</b> Lower the proportion of students in the Needs additional support level in NAPLAN for numeracy for Year 3 students. [PM056]	No target	The percentage of students identified as 'Needs additional support' in NAPLAN numeracy at Year 3 level.  Data source: NAPLAN	<ul style="list-style-type: none"> <li>• 2023–24</li> <li>• 2024–25</li> <li>• 2025–26</li> <li>• 2026–27</li> </ul>
<p><b>● Changes from previous year</b></p> <p>The performance measure has been revised for the 2023–24 reporting period due to changes to the NAPLAN assessment scale and timing for testing. Data from 2023–24 will be used to establish a baseline for future reporting.</p> <p>The department will no longer report on 'Increase the proportion of students in the top two bands in NAPLAN for numeracy for Year 3 students' (PM058).</p>			



Program number and performance measure	Target	Methodology	Reported in
<p><b>1.3</b> <b>1.4</b> <b>1.5</b></p> <p>Increase the proportion of students attending school 90% or more of the time. [PM059]</p>	<p>Increase on previous year</p>	<p>The proportion of full-time students in Years 1–10 whose attendance rate in semester 1 is equal to or greater than 90%. The attendance rate is 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: Australian Curriculum, Assessment and Reporting Authority, National Report on Schooling in Australia data portal</p>	<ul style="list-style-type: none"> <li>● 2023–24</li> <li>● 2025–24</li> <li>● 2025–26</li> <li>● 2026–27</li> </ul>

● **Changes from previous year**

A new attendance target is required for 2023–24 as the existing target ends in 2023. The new NSRA will inform future reporting on student attendance.



## Outcome 2

# Key activities, performance measures and delivery strategies

### Key Activity 9:

**Enhance the quality of the higher education system.**

#### 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 4 to 6 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]

#### Delivery strategies

- Monitor enrolment patterns and review the impact of funding incentives on choices by students and higher education providers. [Program 2.1; DS25]
- 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; DS26]
- Develop an equity strategy to support a whole-of-system approach to equity in higher education through the Universities Accord to drive greater focus on economic and social outcomes in the higher education sector. [Program 2.3; DS27]
- Implement the National Priorities and Industry Linkages Fund to support enhanced engagement between universities and industry to produce job-ready graduates. [Program 2.3; DS28]
- Publish nationally consistent provider performance data through the Quality Indicators for Learning and Teaching (QILT). [Program 2.3; DS29]
- Provide grants to support the high-quality teaching of mathematics and science; and fund research-based industry internships in STEM fields. [Program 2.3; DS30]

## Key Activity 10:

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

#### 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 4 to 6 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 on new debt. [PM018]

#### 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; DS31]
- Support student places in priority areas at non-university higher education providers. [Program 2.1; DS32]
- 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; DS33]
- Assist people with disability to access and participate in tertiary education and subsequent employment through the National Disability Coordination Officer Program. [Program 2.3; DS34]
- Support students in regional and remote Australia to access higher education through the implementation of identified regional and remote programs. [Program 2.3; DS35]
- Establish education facilities and programs that build links with local industry, address skills needs through innovative learning models and improve student employment outcomes through the National Priorities and Industry Linkage Fund, Women in STEM Cadships and Advanced Apprenticeships, and Advanced Apprenticeships (Industry 4.0) pilot. [Program 2.3; DS36]
- Provide financial assistance to students through income-contingent loans under the Higher Education Loan Program (HELP). [Program 2.4; DS37]

## Key Activity 11:

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

### Performance measures

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

### Delivery strategies

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- Administer in accordance with the *Higher Education Support Act 2003* and Higher Education Support (Other Grants) Guidelines 2022. [Program 2.2; DS38]

## Key Activity 12:

**Support the university research sector through research training, research funding and national research infrastructure.**

### Performance measures

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- The proportion of research publications in the world's top 10% most highly cited journals that are Australian research publications. [PM019]
- Proportion of research postgraduates who are employed within 4 to 6 months of completing their degree. [PM020]
- Indigenous higher degree by research (HDR) completions. [PM021]

### Delivery strategies

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- 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; DS39]
- Provide infrastructure project grants through the National Collaborative Research Infrastructure Strategy (NCRIS) to drive innovation and improve the quality of Australian research. [Program 2.6; DS40]

## Key Activity 13:

### Support a high-quality and sustainable international education sector.

#### 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]

#### Delivery strategies

- Support the recovery and diversification of the international education sector. [Program 2.7; DS41]
- Build market access by working with the sector to expand education offerings and innovate in delivery. [Program 2.7; DS42]
- 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. [Program 2.7; DS43]
- Build Australia's international strategy on education through bilateral and multilateral engagement with foreign governments and organisations. [Program 2.7; DS44]

## Key Activity 14:

### Support sovereign workforce development through broader access to education pipelines.

#### Performance measures

- Allocate additional Commonwealth Supported Places (CSP), focused on STEM disciplines. [PM074]

#### Delivery strategies

- Provide grants, through the Commonwealth Grant Scheme, to subsidise costs for students enrolled in STEM undergraduate courses at public universities. [Program 2.8; DS45]
- Support measures promoting educational offerings supporting sovereign workforce development. [Program 2.8; DS46]

## Outcome 2

### Performance measures

Program number and performance measure	Target	Methodology	Reported in
<b>2.1</b> The proportion of the 25- to 34-year-old population with a tertiary qualification. [PM009]	Increase from previous year	The proportion of the 25- to 34-year-old population with a tertiary qualification over the 25- to 34-year-old population is compared to the previous year.  Data source: ABS, Education and Work, Australia, Table 24	<ul style="list-style-type: none"> <li>• 2023–24</li> <li>• 2024–25</li> <li>• 2025–26</li> <li>• 2026–27</li> </ul>
<b>2.1</b> The rate of attrition for domestic bachelor students. [PM010]	Lower than 15%	Number of commencing domestic students in year (x) who neither complete in year (x) or year (x+1), nor 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 Statistics Collection, Table 15.1	<ul style="list-style-type: none"> <li>• 2023–24</li> <li>• 2024–25</li> <li>• 2025–26</li> <li>• 2026–27</li> </ul>
<b>2.1</b> Proportion of undergraduates who are employed within 4 to 6 months of completing a degree. [PM011]	85% or higher	Number of domestic undergraduates employed within 4 to 6 months of completing a degree over the total number of domestic undergraduates available for work in those 4 to 6 months.  Data source: QILT, Graduate Outcomes Survey	<ul style="list-style-type: none"> <li>• 2023–24</li> <li>• 2024–25</li> <li>• 2025–26</li> <li>• 2026–27</li> </ul>
<ul style="list-style-type: none"> <li>● <b>Changes from previous year</b></li> </ul> <p>The performance measure wording has been revised since publication of the 2023–24 PBS to reflect the time period used in the QILT survey.</p>			

Program number and performance measure	Target	Methodology	Reported in
<b>2.2</b> Proportion of eligible universities able to meet specified superannuation expenses. [PM012]	100%	Number of universities that can meet their expenses based on the funding provided by the Commonwealth over the number of universities eligible for funding, as per the Higher Education Support (Other Grants) Guidelines 2022.  Data sources: – Department of Education program documentation – Annual program claim forms or cashflow funding documents from NSW State Super	<ul style="list-style-type: none"> <li>• 2023–24</li> <li>• 2024–25</li> <li>• 2025–26</li> <li>• 2026–27</li> </ul>
<b>2.3</b> Proportion of domestic undergraduates who are from a low socio-economic background (based on Statistical Area level 1). [PM014]	16% or higher	Number of domestic undergraduates from a low socio-economic background over the total of domestic undergraduate students registered at the Statistical Area Level 1 (SA1) geographical area, as defined by the ABS.  Data source: Department of Education, Higher Education Statistics Collection, Table 11.2	<ul style="list-style-type: none"> <li>• 2023–24</li> <li>• 2024–25</li> <li>• 2025–26</li> <li>• 2026–27</li> </ul>
<b>2.3</b> Proportion of higher education students who are Indigenous. [PM015]	2% or higher	Number of domestic undergraduate students who identify as Indigenous in enrolment data over the total of domestic undergraduate students.  Data source: Department of Education, Higher Education Statistics Collection, Table 11.2	<ul style="list-style-type: none"> <li>• 2023–24</li> <li>• 2024–25</li> <li>• 2025–26</li> <li>• 2026–27</li> </ul>
<b>2.3</b> Proportion of undergraduate students who rate the teaching quality at their institution positively. [PM016]	80% or higher	Number of domestic students rating the teaching received as positive over the total number of domestic students with valid survey responses.  Data source: QILT, Student Experience Survey	<ul style="list-style-type: none"> <li>• 2023–24</li> <li>• 2024–25</li> <li>• 2025–26</li> <li>• 2026–27</li> </ul>
<b>2.3</b> Proportion of employers who are satisfied with the skills of graduates (overall across all skills). [PM017]	85% or higher	Number of supervisors of employed graduates satisfied with the skills of the graduate over the number of supervisors with valid survey responses.  Data source: QILT, Employer Satisfaction Survey	<ul style="list-style-type: none"> <li>• 2023–24</li> <li>• 2024–25</li> <li>• 2025–26</li> <li>• 2026–27</li> </ul>

Program number and performance measure	Target	Methodology	Reported in
<b>2.4</b> The proportion of HELP debt not expected to be repaid on new debt. [PM018]	Equal to or lower than previous year	The proportion of debt not expected to be repaid is modelled by the Australian Government Actuary using historical and projected repayment data in its longitudinal data on HELP debtors.  Data source: Australian Government Actuary	<ul style="list-style-type: none"> <li>• 2023–24</li> <li>• 2024–25</li> <li>• 2025–26</li> <li>• 2026–27</li> </ul>
<p>● <b>Changes from previous year</b></p> <p>The performance measure wording has been revised to clarify the scope of the measure.</p>			
<b>2.5</b> Proportion of research postgraduates who are employed within 4 to 6 months of completing their degree. [PM020]	90% or higher	Number of research postgraduates employed within 4 to 6 months of completing their degree over the total number available for work in those 4 to 6 months.  Data source: QILT, Graduate Outcomes Survey (GOS)	<ul style="list-style-type: none"> <li>• 2023–24</li> <li>• 2024–25</li> <li>• 2025–26</li> <li>• 2026–27</li> </ul>
<p>● <b>Changes from previous year</b></p> <p>The performance measure wording has been revised since publication of the 2023–24 PBS to reflect the time period used in the QILT survey.</p>			
<b>2.5</b> Indigenous higher degree by research (HDR) completions. [PM021]	Increase from previous year	Number of Indigenous HDR completions compared to the previous year.  Data source: Department of Education, Higher Education Statistics Collection, Table 14.14	<ul style="list-style-type: none"> <li>• 2023–24</li> <li>• 2024–25</li> <li>• 2025–26</li> <li>• 2026–27</li> </ul>
<b>2.5</b> <b>2.6</b> The proportion of research publications in the world's top 10% most highly cited journals that are Australian research publications. [PM019]	Above the OECD average	Number of Australian research publications in the world's top 10% most highly cited journals over the total number of publications in the world's top 10% most cited journals, compared to the average share of OECD countries.  Data source: SciVal	<ul style="list-style-type: none"> <li>• 2023–24</li> <li>• 2024–25</li> <li>• 2025–26</li> <li>• 2026–27</li> </ul>
<p>● <b>Changes from previous year</b></p> <p>The performance measure wording has been revised since publication of the 2023–24 PBS to align to the methodology.</p>			



Program number and performance measure	Target	Methodology	Reported in
<b>2.7</b> Proportion of international students employed or enrolled in further study after graduation. [PM026]	85% or higher	Number of international graduates employed or undertaking further study 4 to 6 months after completing a degree over the total number of international graduates.  Data source: QILT, GOS  Note: International students are identified by the citizenship indicator, which shows whether a student's citizenship or residence status is domestic or overseas.	<ul style="list-style-type: none"> <li>● 2023–24</li> <li>● 2024–25</li> <li>● 2025–26</li> <li>● 2026–27</li> </ul>
<b>2.7</b> Number of students enrolled in offshore and transnational education and training delivered by Australian providers. [PM027]	Increase from previous year	Number of students enrolled in higher education offshore and transnational education and training courses delivered by Australian providers compared to the previous year.  These students are identified as those who have reported a term residence outside Australia, as collected through the department's Tertiary Collection of Student Information system. Providers are defined under the <i>Higher Education Support Act 2003</i> .  Data source: Department of Education, Higher Education Statistics Collection, Table 7.5	<ul style="list-style-type: none"> <li>● 2023–24</li> <li>● 2024–25</li> <li>● 2025–26</li> <li>● 2026–27</li> </ul>
<p>● <b>Changes from previous year</b></p>			
<p>The target has been changed 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.</p>			
<b>2.8</b> Allocate additional Commonwealth Supported Places (CSP), focused on STEM disciplines. [PM074]	An additional 4,000 CSP are allocated over 4 years from 2024	Calculated based on the outcomes of a competitive assessment process in collaboration with the Department of Defence.	<ul style="list-style-type: none"> <li>● 2023–24</li> <li>● 2024–25</li> <li>● 2025–26</li> <li>● 2026–27</li> </ul>
<p>● <b>Changes from previous year</b></p>			
<p>This is a new performance measure for 2023–24 in response to the creation of Program 2.8 – Nuclear Powered Submarine Program in the 2023–24 Budget.</p>			

## Acronyms

Abbreviation	Description
ABS	Australian Bureau of Statistics
ACCS	Additional Child Care Subsidy
CCCF	Community Child Care Fund
CCS	Child Care Subsidy
CRO	Chief Risk Officer
CSP	Commonwealth Supported Places
DEWR	Department of Employment and Workplace Relations
DS	Delivery strategy
EWRs	Enterprise-wide risks
GOS	Graduate Outcomes Survey
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
NSRA	National School Reform Agreement
OECD	Organisation for Economic Co-operation and Development
PBS	Portfolio Budget Statements
PGPA Act	<i>Public Governance, Performance and Accountability Act 2013</i>
PGPA Rule	Public Governance, Performance and Accountability Rule 2014
PM	Performance measure
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

# Compliance

This corporate plan has been prepared in accordance with the requirements set out in section 35(2) of the PGPA Act. The table below details the matters included to comply with section 16E(2) of the PGPA Rule.

## PGPA Rule requirements

Source	Matters to be included	Page
<b>Introduction</b>		
PGPA Rule 16E(1)	The corporate plan for a Commonwealth entity must cover a period of at least 4 reporting periods for the entity.	6
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.	6
PGPA Rule 16E(2)1(b)	The corporate plan must specify the reporting period for which the plan is prepared.	6
PGPA Rule 16E(2)1(c)	The corporate plan must specify the reporting periods covered by the plan.	6
<b>Purpose</b>		
PGPA Rule 16E(2)2	The corporate plan must state the purposes of the entity.	7
<b>Key activities</b>		
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.	32
<b>Operating context</b>		
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.	9
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.	22–29
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.	16–21

Source	Matters to be included	Page
<i>Operating context continued</i>		
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.	10–15
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.	N/A
<b>Performance</b>		
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 purposes will be measured and assessed through specified performance measures of the entity that meet the requirements of section 16EA of the PGPA Rule.	Outcome 1 – pages 34–47 Outcome 2 – pages 48–55
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 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 34–47 Outcome 2 – pages 48–55
<b>Publication</b>		
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 2023).	This corporate plan was published as soon as practicable after the plan was prepared.
<b>Distribution</b>		
PGPA Rule 16E(5)	The corporate plan must be given to the responsible Ministers and the Finance Minister as soon as practicable after the plan is prepared, and before the plan is published on the entity's website.	This corporate plan was given to the responsible Ministers, and the Finance Minister prior to publication.

