Australian Government
Department of Education

24 25 Corporate Plan

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The document must be attributed as the Department of Education Corporate Plan 2024–25.

24 25 Corporate Plan

Contents

Acknowledgement of Country 4

01 **Introduction** **5**

Secretary's introduction 6
- Statement of preparation 7

Our purpose 8
- Our purpose – why we are here 8
- Our role – what we do 8
- Our impact – who benefits 8
- Our approach – how we deliver 8

02 **Operating context** **9**

Our operating environment 10

03 **Partnerships and cooperation** **11**

How we engage 12
- Our portfolio entities 12
- Statutory office holder operating within the Department of Education 13
- Education bodies, providers and research institutions 13
- Ministers 14
- First Nations 15
- Government agencies 15
- Peak and representative bodies 16

04 **Risk oversight and governance** 17

Enterprise risk management arrangements 18
Strategic risk environment 19
Governance 22

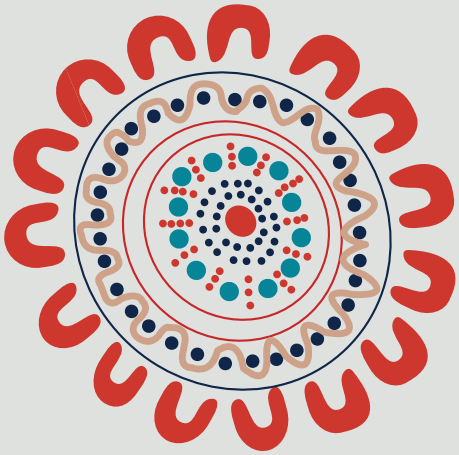
05 **Enabling capabilities** 23

People 24
Integrity 26
Strategic policy and data 27
Evaluation 28
Information and communications technology 28
Financial management 29
Project management 29
Communication 30

06 **Performance** 31

Our approach to performance 32
Outcome 1 36
Outcome 2 47

Acronyms 56
Compliance 58



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.

01

Introduction

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

Secretary's introduction

I am pleased to present the Department of Education's 2024–25 Corporate Plan.
It provides a clear outline of our department's purpose, priorities, operating context, governance and measurement frameworks for the 2024–2028 forward years.

Education is fundamental to every individual reaching their potential and adding to the lives of those in their families, communities and beyond. Education is the backbone of the Australia we want to be – socially, culturally and economically.

This year the department will focus on delivering on the Australian Government's reform initiatives to build a better and fairer education system for all Australians: a system based on the principles of access and equity, sustainability and excellence – from early childhood education and care settings and schools to higher education campuses, study hubs and online short courses.

In short, this will deliver an education system able to meet the challenges in our nation's future.

Our Corporate Plan acknowledges the key role that partnerships and cooperation play, including in working to enhance our collaborative culture within the department and across the Australian Public Service (APS), with stakeholders and with communities. Partnerships will be vital to our success.

The Corporate Plan also summarises the impacts of what we do and who benefits, helping us to directly connect our work to creating a better future for all Australians.

Importantly, our Corporate Plan also provides clarity and transparency for our agencies, our broad and diverse sectors and our stakeholders – nationally and internationally. It shows what we have planned and how we will achieve it.

Our Corporate Plan provides clear descriptions of the department's role and how we approach our work, including a focus on diversity and inclusion, capability building, professionalism and integrity.

We have a range of legislative frameworks that govern our work – the *Public Service Act 1999* and its supporting regulations, and other relevant laws such as those covering safety, privacy, workplace relations and anti-discrimination – and that we embed and deliver through our policies, guidance, risk management and mandatory training.

This year the department will participate in the Capability Review program which is part of the Government's enduring plan for APS Reform. The Capability Review will be led by a Senior Review Team of independent and senior APS reviewers, who will assess our department's ability to meet future objectives and challenges.

The review will support our commitment to and participation in APS-wide activities and reform designed to uplift our capability and embed a strong culture of high performance supported by the APS Values, Employment Principles and Code of Conduct and protocols for effectively working with the government of the day and our ministers.

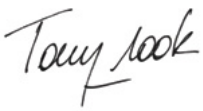
Working within these frameworks and striving for best practice reflects our commitment to integrity, which we see as the foundation upon which trust in the APS is built – encompassing honesty, transparency and accountability in all we do.

The Corporate Plan provides a synthesis of this operating context and makes the connections clear.

I commend our Corporate Plan to you in what will be a transformative year for Australia's education system and for the important leadership and stewardship role we play within it.

Statement of preparation

As the accountable authority of the Department of Education, I present the Department of Education Corporate Plan for the reporting period 2024–25, which covers the period 2024–25 to 2027–28, as required under section 35(1)(b) of the *Public Governance, Performance and Accountability Act 2013*.



Tony Cook PSM
Secretary, Australian Government Department of Education

15 July 2024

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 learning 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
- give young people a say on the issues, policies and programs that impact them
- empower First Nations peoples to be involved 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 determines how we deliver on our purpose. Factors that affect our operating environment include government decisions and the external social and economic landscape. Our success is dependent on our ability to assess, adapt to and respond to these factors.

The following key factors are expected to impact our operating environment:

- The department will be delivering on the **Australian Government's reform initiatives** across early childhood education, schools, and higher education to reshape the Australian education system and lift workforce participation.
- To deliver a better, fairer education system, the department will focus on **reducing difference in educational access and outcomes** across students, particularly students most at risk of falling behind and in need of more assistance.
- The goals set out in the **Alice Springs (Mparntwe) Education Declaration** will advance our world-class education system, encouraging and supporting every student to achieve their potential, no matter where they live or the learning challenges they face.
- We will continue to work in **genuine partnership with First Nations people and organisations** like the National Aboriginal and Torres Strait Islander Education Corporation (NATSIEC) and SNAICC – National Voice for our Children to ensure better outcomes for First Nations children and students.
- **Workforce shortages are placing pressures** across the economy, including in the early childhood education and care and school sectors.
- The **increasing need for skills** to drive productivity is presenting challenges for our education system to meet workforce demands.
- The **nature of work and education is changing**, particularly with the **rapid evolution of technology** and artificial intelligence (AI), presenting opportunities for the sectors we support and our workplace.
- **Changing geopolitical environments** that affect Australia's national interests require greater focus on skills to underpin our sovereign capability and economic activity.
- Continued support is needed for **education institutions responding to the financial and service delivery impacts** of a period of significant change following the COVID-19 pandemic.
- 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 ensures our policies and programs reflect evidence-based advice and meet the needs of our stakeholders and the Australian community.

How we engage

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 inclusion. Our meaningful and respectful relationships encourage shared ideas, knowledge and experiences. We tailor how we engage with our stakeholders, recognising their valuable contribution.

Collaboration is an important part of our role to steward the Australian Government's vision for the education system. Together, we provide strategic direction for and oversight of Australia's education system. We work with our stakeholders to 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 policy environment.

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*.

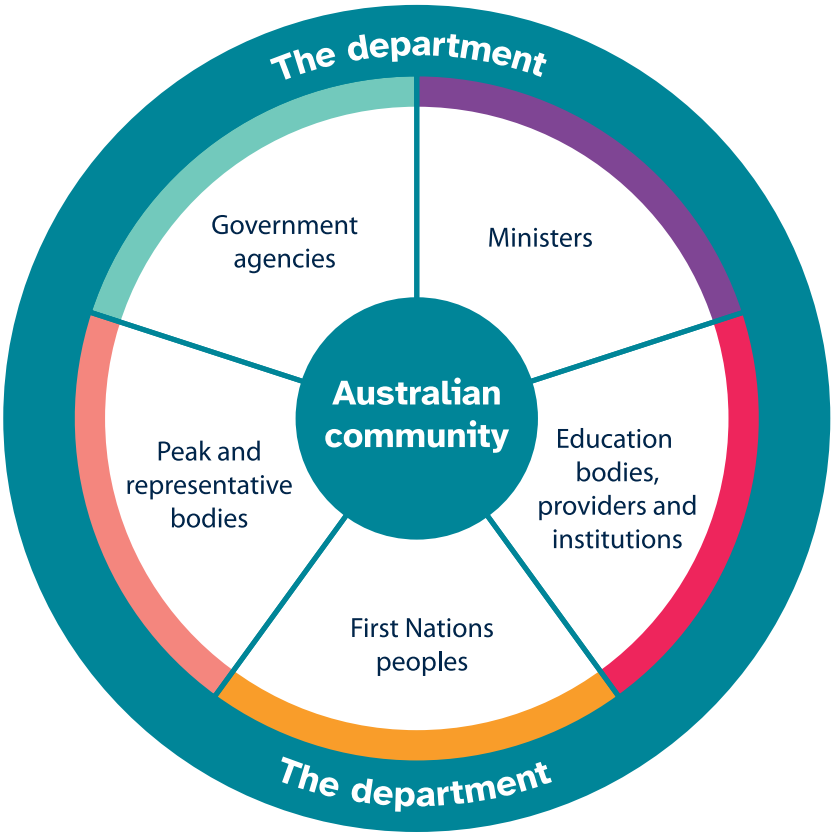
We work closely with education bodies, providers, research institutions and organisations to improve Australia's education and research sectors.

Statutory office holder operating within the Department of Education

The Tuition Protection Service Director operates with support from the department.

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

Figure 1. Our key stakeholders and partners



Education bodies, providers and research institutions

We work closely with education bodies, providers, research institutions and organisations to improve Australia's education and research sectors. Our partnerships allow us to make informed recommendations to government and enhance Australia's position as a leader in education and research globally.

Internationally, our offshore network posted in Australian missions across key regions is critical to building positive government-to-government education relationships. The overseas network aims to advance Australia's strategic priorities, diversify our international student markets and identify opportunities for Australian education providers to grow their provision of transnational education.

For example, we support:

- the Tuition Protection Service Director to assist eligible domestic and international students affected by providers unexpectedly closing or discontinuing courses
- the Preschool Outcomes Measure Expert Advisory Group to provide advice and support to the Minister for Early Childhood Education, and all governments via the Early Childhood Policy Group, on policy issues and deliverables for the development of the national Preschool Outcomes Measure
- the Australian Education Research Organisation, providing Australia's independent education evidence to promote better educational outcomes for Australian children and young people
- research institutions to deliver national research infrastructure
- research forums through the Organisation for Economic Co-operation and Development (OECD) that support improvements in education and research policy domestically and globally
- Australia's education and research contributions to the G20, which strengthen key partnerships, influence the policy agenda, and increase market access opportunities for Australian education providers
- Australia's Regional Education Commissioner to provide all Australians with access to high-quality education, including those in regional, rural and remote areas.

We collaborate with many education bodies, such as:

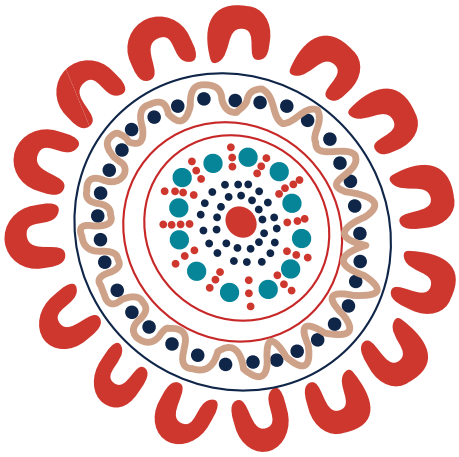
- the Australian Children's Education and Care Quality Authority, an independent statutory body owned by the Commonwealth and state and territory government, to support the early childhood education and care sector to improve outcomes for children
- Education Services Australia, a ministerial[1] not-for-profit company that works with all education systems and sectors to improve student outcomes, enhance teacher impact and strengthen school communities
- the Higher Education Standards Panel, which provides advice to the minister(s) responsible for delivering higher education and research in Australia
- the Council for International Education, which oversees Australia's role in international education and training.

Ministers

We support the Education Ministers Meetings, which are chaired by the Minister for Education and include the Minister for Early Childhood Education, the Assistant Minister for Education, and state and territory education ministers. Regular meetings enable ongoing national cooperation and consistency on strategic issues related particularly to early childhood education and school education.

Supporting the Education Ministers Meetings is the Australian Education Senior Officials Committee. This committee is chaired by the Secretary of the Australian Government Department of Education and attended by the directors-general and Secretaries of state and territory education departments.

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



First Nations

We are focused on building genuine, productive and trusted partnerships with First Nations people and organisations – ensuring we listen, learn, and incorporate First Nations needs and the department's cultural learnings into our work.

Embedding the priority reforms of the National Agreement on Closing the Gap and transforming the way the department works with First Nations people and communities continues to be a foundational priority in 2024–25. This includes improving early childhood and education outcomes of First Nations children and students.

The 2024–25 Budget included significant investments in core funding for NATSIEC and SNAICC community-controlled national peak bodies for First Nations education and to improve outcomes for First Nations children and families respectively. This funding will strengthen our partnership across the education life span to ensure First Nations people enjoy the full benefits of education – that children attend early childhood education, graduate high school and find a higher education pathway to set them up for great employment opportunities.

Our partnership will be supported through the Early Childhood Care and Development Policy Partnership and by entering into formal partnership arrangements with NATSIEC and SNAICC.

Government agencies

We engage across the APS and with state and territory education departments to deliver our current and long-term reform priorities for 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 National Disability Insurance Scheme (NDIS) reforms
- the Australian Bureau of Statistics, the Australian Taxation Office and Services Australia on data to understand Australia's education performance
- state and territory governments on national policy initiatives through the Preschool Reform Agreement and the National School Reform Agreement (NSRA) (to be replaced by the Better and Fairer Schools Agreement from 2025)
- the Department of Employment and Workplace Relations (DEWR) on aligning education policy with workforce needs and skills, and as our information and communications technology (ICT) service delivery partner supporting the department's digital operations
- the Department of the Prime Minister and Cabinet, the Department of Finance and the Treasury, as our central agencies, on policy coordination, program evaluations and budget considerations
- Australian Government agencies to deliver joined-up policy advice across our organisations – for example, the 18 agencies with policy or program responsibilities that affect young people. This work across agencies happens at all levels and includes our Secretary's participation in monthly Secretaries Board meetings
- the National Indigenous Australians Agency to support the department's contribution to the Commonwealth's shared commitment to the implementation of the National Agreement on Closing the Gap.

Peak and representative bodies

Our interactions with peak bodies inform the design and implementation of education policies and programs nationally, ensuring education is accessible, inclusive and current to meet Australia's workforce needs.

For example, we engage with:

- SNAICC - National Voice for our Children
- NATSIEC - National Aboriginal and Torres Strait Islander Education Corporation
- the Early Childhood Education and Care Reference Group, which comprises a broad audience of peak body and sector representatives
- 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
- Independent Schools Australia, a peak body representing the interests of the independent school sector nationally
- 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
- stakeholder groups representing parents and principals
- unions representing teachers, early childhood educators, the academic and research workforce, and university students.

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 resources to engage with and manage risk. Staff are supported to proactively identify and manage risks in line with our risk appetite and tolerance limits and our 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. We use the following committees to support risk management.

- The Audit and Risk Committee supports the Executive Board to ensure our risk management arrangements are effective.
- The People, Culture and Integrity Committee oversees a positive risk and pro-integrity culture.
- The Project and Investment Committee oversees and assures projects of high strategic importance.

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 and engagement, build risk capability and maintain a positive risk culture.

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 the 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.

All staff have a role in managing risks as part of their day-to-day activities. We build risk capability 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

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 align with our risk tolerance, which is outlined in Table 1.

Table 1. Enterprise-wide risks and mitigation strategies

Risk category	Enterprise-wide risks	Risk tolerance
Policy	**The department is unable to deliver high-quality evidence-based policy advice.**	

Mitigation strategies

- The department is prioritising 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 the department's 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	Enterprise-wide risks	Risk tolerance
People	**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 continuing to explore its flexible approach to time and location of work.
- The department will continue its objective of being a workplace that attracts top talent. This includes implementing our strategic plan to manage our workforce and investing in our 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 recruitment and through participation in pathway programs including the Indigenous Apprenticeships Program and the Indigenous Development Employment Program.
- The department's Enterprise Workforce Plan 2024–26 outlines the critical roles, capabilities, key focus areas and priority actions to support our people to deliver on our purpose now and into the future. This is supported by our focus on learning and development of staff.

Risk category	Enterprise-wide risks	Risk tolerance
Stakeholders	**The department does not effectively engage with key stakeholders.**	LOW HIGH

Mitigation strategies

- The department identifies and prioritises key stakeholders based on their influence and engagement. We have undertaken analysis to understand their interests and concerns.
- The department has developed and is embedding 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 prioritising digital communications and 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 will 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	Enterprise-wide risks	Risk tolerance
Delivery	**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.**	LOW HIGH

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 will 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 is to also continue managing and investing in relationships with our stakeholders.
- The department has established agreements for services with other agencies and monitors their effectiveness and delivery as they impact the department.

Risk category	Enterprise-wide risks	Risk tolerance
Systems	**The department has limited control and visibility over critical systems to deliver programs, projects and services.**	LOW HIGH

Mitigation strategies

- The department has established a strong partnership with DEWR as our ICT service delivery partner supporting the department's digital operations.
- 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 is maturing its governance structures, assurance activities and reporting protocols, including strengthening financial and delivery reporting between the department and DEWR.
- The department will also work with the providers of key services to support the co-delivery of programs, projects and services.

Risk category	Enterprise-wide risks	Risk tolerance
Data & Cyber Security	**The department has limited control and visibility over critical systems to deliver programs, projects and services.**	LOW HIGH

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 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 cyber threats.

Governance

The department's governance committees (Figure 3) support the department in delivering its purpose. These governance committees play a key role by overseeing and managing risk, monitoring performance, providing a forum for consultation and overseeing reporting. Each group has internal governance arrangements in place.

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

Figure 3. Overview of our governance structure

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. The strategy helps the department deliver on its purpose by creating an environment where people want to work and stay because of our positive and inclusive workplace culture.

The strategy focuses on 4 key themes:

- nurturing health and wellbeing
- mobilising and building capability
- bringing our culture to life
- promoting positive workplace behaviours through our leadership.

Our strategy and associated actions support the development of a stronger APS that delivers better outcomes for the community and contributes to a fairer and more inclusive Australia.

Figure 4. Our workforce composition as at 31 March 2024

1,707 People

1,599 Ongoing (93.7%)	**108** Non-ongoing (6.3%)	**1,418** Full-time (83.1%)	**289** Part-time (16.9%)	**57** Contractors (4.3%)

Diversity

67.8% Female	**31.8%** Male	**2.9%** First Nations	**6.3%** Disability	**7.9%** Non-English speaking background	**4.5%** LGBTQIA +

Workforce planning

The department's 2024–2026 Enterprise Workforce Plan identifies the critical roles, capabilities and priority actions required to support our people to deliver on current and future objectives. We will enhance and uplift capabilities through an ongoing focus on learning and development, strategic prioritisation, and streamlined recruitment processes aligned to the department's commitment to exploring new ways of working. The Enterprise Workforce Plan, in conjunction with APS Census action planning and staff surveys, will inform focused learning programs aimed at uplifting staff capability.

Staff pulse survey results have identified 3 skill categories that staff consider the highest priority to include in the department's Learning Catalogue for 2024: leadership and management, data, and strategic policy. The department will continue to consult staff, assess workforce trends and actively engage with key whole-of-government initiatives impacting our workforce, including the APS reform agenda.

The department will reduce outsourcing of core work consistent with the APS Strategic Commissioning Framework. We have defined 13 capabilities and functions as core work for the department, and confirmed that 8 of these functions are not currently outsourced. Our targets for 2024–25 focus on uplifting the capability of our current people, recruiting relevant expertise and reduced outsourcing of roles on the department's management committees, with an expected reduction of $30,000 in 2024–25 in outsourcing expenditure. The remaining 4 categories of core work will be a focus in future years.

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 encourage individual and team growth through learning programs, mobility programs and on-the-job training, ensuring the department has the capability required to deliver on its 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 continue to actively pursue strategies, policies and practices that promote diversity and inclusion and provide a safe working environment.

The department's Inclusion and Diversity Strategy 2024–25, launched in February 2024, encompasses the key actions identified across the various APS diversity and inclusion strategies, and sets out our vision for and shared commitment to inclusion. The strategy and its supporting action plan outline 3 focus areas:

- diverse workforce
- positive employee experience
- good governance.

The department recognises that we deliver results through people and they are its greatest strength. The department 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. The department has 5 employee-led diversity networks:

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

We continue to support these networks and their Senior Executive Diversity Champions.

Reconciliation

The department's Reconciliation Action Plan 2023–2025 (RAP) was launched in September 2023. Our RAP has been formed around 3 pillars of reconciliation – relationships, respect and opportunities – which are supported by governance and reporting. The RAP outlines the strategies and initiatives required to advance and 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 cultural capability and accountability to deliver priority reforms that improve educational outcomes for First Nations peoples. To build our cultural awareness, we provide a range of programs and initiatives, including the Jawun APS Secondment Program, the department's annual First Nations Staff Conference, and a series of cultural appreciation workshops.

The department is committed to creating a culturally safe and respectful workplace that strengthens our cultural integrity.

Safe, inclusive and respectful workplace

The department is committed to providing a safe, supportive and respectful workplace that prioritises physical, mental and psychosocial health, safety and wellbeing. Our Health, Safety and Wellbeing Strategy 2023–25 encompasses 3 primary goals and associated actions to support the health, safety and wellbeing of our people and set the foundation for a safe, healthy and productive workplace. Our Working WELL program is expansive, ranging from free flu vaccinations and workstation assessments to mental health training and coaching services. It operates alongside our dedicated employee assistance program.

Our approach to managing physical, mental and psychosocial risks is embedded in our systems and policies. Everyone is aware of their responsibilities for the health, safety and wellbeing of our people and of how to appropriately manage workplace risks and hazards. We are establishing this capability through a range of training and awareness activities. We have embraced the Respect@Work reforms to prevent workplace sexual harassment and provide a supportive, person-centred response should it occur.

We recognise flexible work as part of the way we work. We facilitate and support remote and hybrid forms of work that maintain people's connection with colleagues and the department irrespective of their location.

Integrity

Integrity is at the heart of what we do collectively and individually, making it the foundation of our pro-integrity culture. We recognise that integrity is a cultural issue and are committed to ensuring the department embeds a strong integrity culture.

During 2024–25 we will focus on developing a pro-integrity culture through implementing the APS reform agenda, which includes acting on the findings of the APS Integrity Taskforce and continuing to support the introduction of the National Anti-Corruption Commission.

The department continues to implement integrity measures including benchmarking our integrity maturity and improving our business policies, processes, training and guidance material. The integrity framework and processes will extend to all our people and to our contractors and service providers through contract provisions, conflict-of-interest provisions and clear expectations.

Fraud and corruption control

The department has an established fraud and corruption control framework and is implementing changes arising from new requirements in the *Public Governance, Performance and Accountability Act 2013*. The department does not tolerate fraud or corruption and takes all reasonable steps to prevent, detect and respond to fraud and corruption.

Strategic policy and data

The department harnesses strategic insights and data to inform policy development and program delivery across the Education portfolio. This includes analysing the impact of technological, societal and geopolitical shifts on the education system and identifying dependencies between emerging reforms, both within and outside the portfolio.

Our 2023–2025 Data Strategy sets the strategic direction for the department's data capability, analysis and visualisation, release, sharing and development. It aligns with the Data and Digital Government Strategy and the APS reform agenda. 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.

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

A strong data capability supported by the Data Strategy enables the department to optimise the use of data and evidence in policy development and program delivery. This will, in turn, support more Australians to experience the social and economic benefits of a high-quality education. We will build on and increase our data capability, ensure our data is secure and well governed, and engage with cutting-edge data infrastructure, tools and techniques. A new Data Strategy will be developed in 2025 for 2026–2028.

Evaluation

Evaluation is an integral part of the policy and program life cycle. It enables the department and stakeholders to measure the impact of policies and programs, and understand what is working well, how it is working and for whom.

The department is committed to evaluating the appropriateness, effectiveness, efficiency and social benefits of its work. Strong and credible evaluation provides clear insight into the impact of our policy and programs, against key objectives. It allows future policy development to be informed by evidence about how best to achieve target outcomes.

The department will uplift evaluation capabilities, foster a culture of evaluative thinking, and place evidence at the heart of policy design and decision-making. As part of our commitment to building trust and engagement with stakeholders, we will develop an evaluation strategy and share details of our evaluations.

The department's evaluation unit partners with policy and program teams to co-design and support their evaluation activities, and develop support and guidance materials. This will ensure that we ask the right questions, measure the right things in the right way, and undertake effective and credible evaluations of education policy and programs.

The department's forthcoming Evaluation Strategy 2024–2026 will set out our approach to evaluation in more detail, including a vision and commitment to:

- embed evaluative approaches in our policy and program design and delivery
- support transparency and accountability
- improve the robustness of our evidence base
- encourage a culture of continuous learning and improvement.

Information and communications technology

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

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

The department has governance structures in place to ensure oversight of ICT project investments and project delivery. Underpinning the department's approach to the use of technology is our ICT Strategy 2023–2026, which outlines 4 priorities for transforming the way we work:

- Get the basics right – provide contemporary, reliable and secure digital services that centre on the end-user experience and provide our staff and clients with the right tools.
- Set a clear direction – govern, develop and deliver ICT services for maximum business value from the portfolio level down.
- Strengthen partnering – work collaboratively across our business and ICT areas and with our service providers and our stakeholders to get the best value and outcomes.
- Accelerate innovation – enable the department's digital transformation, be ambitious and look for opportunities to leverage new capabilities and technologies.

Ensuring the security and protection of data entrusted to us is a critical priority. The department continues to implement the Australian Cyber Security Centre's Essential Eight (E8) mitigation strategies to protect against harmful cyber incidents. Our Cyber Security Strategy 2023–26 supports our continued investments in strengthening the security of our ICT network, systems and data holdings.

The department embraces innovation and will continue to trial new technologies and capabilities including AI in a safe and secure way as outlined in our *Guidelines for the use of AI*. The department is participating in the whole-of-government trial of Microsoft Co-Pilot 365 led by the Digital Transformation Agency.

Financial management

Effective financial management is central to the department's performance, stewardship and accountability.

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 meeting its financial compliance requirements and maintaining financial sustainability.

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.

Information regarding the department's budget estimates, average staffing levels and budgeted financial statements is set out in our 2024–25 Portfolio Budget Statements (PBS).

Project management

The department's project delivery approach is underpinned by established project and risk management frameworks. The Project and Investment Committee provides oversight and assurance of the department's project portfolio, particularly regarding 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 confidence in project delivery
- building project management capability among departmental staff
- keeping the senior executive and project management community informed
- serving as the department's authority on project management practices.

Communication

The department's communication and engagement initiatives are informed by our 2023–2024 Communication Strategy, which guides how we engage and connect people to the work of the department, and to our purpose. Through high-quality and trusted communication services, we support our ministers, the Secretary and the department to deliver outcomes; ensure the right communication of information at the right time; and maintain a reputation for keeping people informed, connected and engaged with the priorities of the department.

Internally we communicate with all staff to ensure they are engaged, informed and enabled to contribute to a positive, inclusive and respectful workplace environment.

Externally, our communication and media activities are targeted and engaging. We prioritise digital channels to reach our audiences and stakeholders in ways that support the department to deliver education policies and programs that reflect the Australian Government's vision for reforming the Australian education system.

We continue to partner across government and engage proactively with stakeholders such as First Nations peoples to inform our communication strategies and campaigns.

We take an evidence-based approach to informing our messaging, channels and methods of communication. We create engaging, effective and innovative communication to inform Australians about the importance of education and connect them to useful initiatives. Our communication is timely, factual and relevant, and our work to transform the education system is recognised.

Our communication will support the implementation of the Australian Government's reform initiatives to build a better and fairer education system for all Australians in response to the reviews of early childhood education and care, schools and tertiary education completed during 2023–24.

We continue to partner across government and engage proactively with stakeholders such as First Nations peoples to inform our communication strategies and campaigns.

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 PBS and Corporate Plan are our key forward planning publications and outline how we will measure and assess our performance. The Annual Report is our primary reporting publication and provides information on our actual performance.

The Department of Education Performance Reporting 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 will achieve 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 to readers of changes in performance information in our key performance publications – the PBS, Corporate Plan and Annual Report.

Our regulatory performance

The regulatory environment across Australia's education sectors is complex and involves a broad range of organisations and levels of government. The department has a role in regulating components of the early childhood education and care, school and higher education sectors. As part of this we work closely with state and territory governments, portfolio entities such as the Tertiary Education Quality and Standards Authority, and other education bodies such as the Tuition Protection Service and the Australian Children's Education and Care Quality Authority.

The department continues to examine its regulatory performance to ensure its approach is fit for purpose.

We are committed to meaningful, transparent and accurate performance measuring and reporting.

Our approach to fulfilling our regulatory responsibility is underpinned by the Australian Government's 3 best practice principles for regulation:

1. Continuous improvement and building trust: we adopt a whole-of-system perspective, continuously improving performance, capability and culture to build trust and confidence in Australia's regulatory settings.
2. Risk based and data driven: we manage risks proportionately, maintain essential safeguards while minimising regulatory burden, and leverage data and digital technology to support those we regulate to comply and grow.
3. Collaboration and engagement: we are transparent and responsive communicators, implementing regulations in a modern and collaborative way.

In 2024–25, the department will respond to the Minister's Statement of Expectation, which outlines our regulatory functions, by providing a Statement of Intent. Both statements will be published on the department's website. We will continue to consider and review performance reporting on our regulatory functions following publication of the statements.

Measuring our performance in 2024–25

As outlined in Figure 5, 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 2024–25 PBS. For each outcome, we have identified:

- key activities we will undertake
- performance measures to assess our performance
- delivery strategies for our policy, program and regulatory responsibilities.

In 2024–25, we will assess our performance through 28 performance measures. Our performance measures are 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 2024–25 Annual Performance Statements in our 2024–25 Annual Report.

Figure 5. 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

Outcome 1

1.1 Support for the Child Care System

1.2 Child Care Subsidy

1.3 Government Schools National Support

1.4 Non-Government Schools National Support

1.5 Early Learning and Schools Support.

Outcome 2

2.1 Commonwealth Grant Scheme

2.2 Higher Education Superannuation Program

2.3 Higher Education Support

2.4 Higher Education Loan Program

2.5 Investment in Higher Education Research

2.6 Research Capacity

2.7 International Education Support

2.8 Nuclear Powered Submarine Program.

Key activities

Outcome 1

1. Provide targeted support to families, children and early childhood education and care centres who need it
2. Support to families who rely on subsidised early childhood education and care to work, train, study or volunteer
3. Provide consistent, transparent and needs-based funding to government schools
4. Provide consistent, transparent and needs-based funding to non-government schools
5. Support children to have access to quality early learning, particularly in the year before reaching school
6. Provide support for a range of curriculum, assessment, teaching and wellbeing programs
7. Provide national leadership and work with states on national policy reform
8. Improve Australian Government engagement with young people on issues, programs and policies that impact them

Outcome 2

9. Enhance the quality of the higher education system
10. Support students' access to higher education and transition to employment
11. Support eligible current and former university employees for certain superannuation expenses
12. Support the university research sector through research training, research funding and national research infrastructure
13. Support a high-quality and sustainable international education sector
14. Support sovereign workforce development through broader access to education pipelines

Performance measures (PM)

Delivery strategies

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

- 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

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

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

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 proficiency level in NAPLAN for reading for Year 3 students (nationally). [PM055]
- Lower the proportion of students in the Needs additional support proficiency level in NAPLAN for numeracy for Year 3 students (nationally). [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]
- 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]

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 proficiency level in NAPLAN for reading for Year 3 students (nationally). [PM055]
- Lower the proportion of students in the Needs additional support proficiency level in NAPLAN for numeracy for Year 3 students (nationally). [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]
- 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]
- 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]

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]

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 proficiency level in NAPLAN for reading for Year 3 students (nationally). [PM055]
- Lower the proportion of students in the Needs additional support proficiency level in NAPLAN for numeracy for Year 3 students (nationally). [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 the Better and Fairer Schools Agreement (the Agreement) 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 Agreement will be operational from January 2025. [PM073]

Delivery strategies

- Contribute to ongoing support for implementation of the Australian Curriculum. [Program 1.5]
- 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]
- 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]
- Working with state education agencies around delivery 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]

- Deliver programs and policies that support teaching supply, quality and practice; teacher and principal wellbeing; and alternative pathways into teaching. [Program 1.5]
- Deliver programs and/or establish programs under the Better and Fairer Schools Agreement reforms that may include 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]

Key Activity 7:

Provide national leadership and work with states on national policy reform

Performance measures

- The Australian Government will work to deliver the Better and Fairer Schools Agreement (the Agreement) 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 Agreement will be operational from January 2025. [PM073]
- Lower the proportion of students in the Needs additional support proficiency level in NAPLAN for reading for Year 3 students (nationally). [PM055]
- Lower the proportion of students in the Needs additional support proficiency level in NAPLAN for numeracy for Year 3 students (nationally). [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 Better and Fairer Schools Agreement, to be informed by a review conducted by an expert panel who provided their final report to education ministers on 31 October 2023. [Program 1.5]
- 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]
- 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]
- Improve national data quality, consistency and collection to support the national evidence base and inform policy development. [Program 1.5]
- 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]
- Work in partnership with state and territory governments to implement the National Teacher Workforce Action Plan. [Program 1.5]
- 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]

Key Activity 8:

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

Performance measures

- Percentage of program participants who felt they directly influenced a government policy or program. [PM077]
- Percentage of Australian Government departments and agencies that worked with the Office for Youth and felt supported to engage with young people. [PM078]

Delivery strategies

- Implement the new national youth engagement strategy to support increased engagement of young people with the Australian Government. [Program 1.5]
- 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]

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

Outcome 1
Performance measures

Program number and performance measure	Target	Methodology	To be reported in
1.1 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]	Increase on previous year	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. Data sources: – ABS, SEIFA, Table 2 SA2 Index of Relative Socio-economic Disadvantage, 2021 – Department of Education, CCCF administrative data report – Department of Education, ISP administrative data report – Department of Education, Child Care Subsidy Approved Services Report	• 2024–25 • 2025–26 • 2026–27 • 2027–28
1.2 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 Child Care Subsidy payments and Additional Child Care Subsidy payments) are correct/incorrect. Data source: RSPC Checking Tool	• 2024–25 • 2025–26 • 2026–27 • 2027–28

Program number and performance measure	Target	Methodology	To be reported in
1.2 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 Additional Child Care Subsidy and Child Care Subsidy groups and 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)	• 2024–25 • 2025–26 • 2026–27 • 2027–28
1.3 Recurrent funding payments to approved authorities for government schools under the *Australian Education Act 2013* are made in a timely manner. [PM070]	100%	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. Data source: Department of Education, School Education Management Information System (SEMIS)	• 2024–25 • 2025–26 • 2026–27 • 2027–28
1.4 Recurrent funding payments to approved authorities for non-government schools under the *Australian Education Act 2013* are made in a timely manner. [PM071]	100%	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. Data source: Department of Education, SEMIS	• 2024–25 • 2025–26 • 2026–27 • 2027–28

Program number and performance measure	Target	Methodology	To be reported in
1.5 Proportion of children enrolled in quality preschool programs in the year before full-time school who are enrolled for 600 hours per year. [PM069]	(a) Overall: 95% or higher (b) First Nations children: 95% or higher (c) Disadvantaged children: 95% or higher	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). Data source: National Early Childhood Education and Care Collection, published by the ABS as Preschool Education, Australia 2024 Note: The states and territories can provide supplementary data, which is assessed by the department and, if considered acceptable, is included in the performance results.	• 2024–25 • 2025–26 • 2026–27 • 2027–28

Changes from previous year

The performance measure target wording has been revised to replace 'Indigenous' with 'First Nations' in accordance with the Australian Government Style Manual and the department's approach to the Higher Education Statistics Collection.

Program number and performance measure	Target	Methodology	To be reported in
1.5 Increase the proportion of people (age 20–24) attaining Year 12, or equivalent, or gaining a qualification at Certificate III or above. [PM072]	(a) 96% of all people in Australia by 2031[1] (b) 96% of Aboriginal and Torres Strait Islander people by 2031[2]	(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. Data source: ABS, Survey of Education and Work (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. Data source: Productivity Commission, Closing the Gap Information Repository, Dashboard, with underlying data from ABS Census of Population and Housing	• 2024–25 • 2025–26 • 2026–27 • 2027–28
1.5 The Australian Government will work to deliver the Better and Fairer Schools Agreement (the Agreement) 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 Agreement will be operational from January 2025. [PM073]	The Better and Fairer Schools Agreement will be developed throughout the 2024 calendar year in consultation with states and territories, so that the Agreement is operational by January 2025	Reporting against this measure will be based on the creation of the Agreement 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 *Australian Education Act 2013* to be party to a national agreement relating to school education reform. The Agreement 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 the Expert Panel Review to Inform a Better and Fairer Education System. Note: In 2024–25 the signed agreement will be on the Federal Financial Relations website.	• 2024–25

Changes from previous year

The performance measure has been revised to update the name of the Agreement to 'the Better and Fairer Schools Agreement', and the intermediate target of the delivery of the Final Report on the Review to Inform a Better and Fairer Education System to education ministers has been removed as this has been completed and the report was published in December 2023.

1 This target reflects the current National School Reform Agreement.

2 This target reflects Outcome 5 of the National Agreement on Closing the Gap and the current National School Reform Agreement.

Program number and performance measure	Target	Methodology	To be reported in
1.3 1.4 1.5 Lower the proportion of students in the Needs additional support proficiency level in NAPLAN for reading for Year 3 students (nationally). [PM055]	Decrease on previous year	Full cohort assessment of Year 3 reading (national level results) through the annual NAPLAN test. Data source: NAPLAN National Report	• 2024–25 • 2025–26 • 2026–27 • 2027–28
Changes from previous year The performance measure has been revised to account for the implementation of new NAPLAN proficiency levels at the national level. For the 2023–24 financial year this measure did not have a target since it was the first year of the new NAPLAN scale. The data from 2023–24 will establish a baseline for future reporting for NAPLAN performance measures. This is a new target for this performance measure for 2024–25 and onwards.			
1.3 1.4 1.5 Lower the proportion of students in the Needs additional support proficiency level in NAPLAN for numeracy for Year 3 students (nationally). [PM056]	Decrease on previous year	Full cohort assessment of Year 3 numeracy (national level results) through the annual NAPLAN test. Data source: NAPLAN National Report	• 2024–25 • 2025–26 • 2026–27 • 2027–28
Changes from previous year The performance measure has been revised to account for the implementation of new NAPLAN proficiency levels at the national level. For the 2023–24 financial year this measure did not have a target since it was the first year of the new NAPLAN scale. The data from 2023–24 will establish a baseline for future reporting for NAPLAN performance measures. This is a new target for this performance measure for 2024–25 and onwards.			
1.3 1.4 1.5 Increase the proportion of students attending school 90% or more of the time. [PM059]	Increase on previous year	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 as a percentage of the total number of possible student-days attended in Semester 1. Data source: Australian Curriculum, Assessment and Reporting Authority, National Report on Schooling in Australia	• 2024–25 • 2025–26 • 2026–27 • 2027–28

Program number and performance measure	Target	Methodology	To be reported in
1.5 Percentage of program participants who felt they directly influenced a government policy or program. [PM077]	No target	The program participants will be asked if they feel they were able to directly influence a government policy or program in the relevant evaluation survey. This will be recorded as a binary response. Data source: Evaluation Survey of Office for Youth Program Participants	• 2024–25 • 2025–26 • 2026–27 • 2027–28
• **Changes from previous year** This is a new performance measure for 2024–25. The data from 2024–25 will establish a baseline for future reporting and targets for the Office for Youth performance measures.			
1.5 Percentage of Australian Government departments and agencies that worked with the Office for Youth and felt supported to engage with young people. [PM078]	No target	The individual Australian Public Service employees who work with the Office for Youth will be asked how supported they felt to engage with young people through an evaluation survey. This will be recorded as a binary response. Data source: Evaluation Survey of Australian Public Service Employees Engaging with the Office for Youth	• 2024–25 • 2025–26 • 2026–27 • 2027–28
• **Changes from previous year** This is a new performance measure for 2024–25. The data from 2024–25 will establish a baseline for future reporting and targets for the Office for Youth performance measures.			

The performance measure 'Release a new youth engagement strategy by 30 June 2024' (PM075) was completed in 2023–24 and the department will no longer report on it.

Changes from previous year relate to changes to performance measures and/or targets.

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 First Nations. [PM015]
- Proportion of domestic 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 on choices by students, including on a cohort basis, and higher education providers. [Program 2.1; Program 2.3]
- Implement measures from the 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 2.1; Program 2.3]
- Evaluate the pilot phase of the National Priorities and Industry Linkages Fund (2020–2024) to develop a greater understanding of the program's impacts on enhancing engagement between universities and industry to promote job-ready graduates. [Program 2.3]
- Implement the National Priorities and Industry Linkages Fund to support enhanced engagement between universities and industry to produce job-ready graduates. [Program 2.3]
- Publish nationally consistent provider performance data through the Quality Indicators for Learning and Teaching (QILT). [Program 2.3]
- Provide grants to support the high-quality teaching of mathematics and science; and fund research-based industry cadetships in STEM fields. [Program 2.3]

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 First Nations. [PM015]
- Proportion of domestic 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]
- Support student places in priority areas at university and non-university higher education providers. [Program 2.1]
- Work with the higher education sector and First Nations Australians towards a reformed approach to increasing the participation and outcomes of under-represented groups in higher education, including through the extension of the Higher Education Continuity Guarantee for 2024 and 2025. [Program 2.3]
- Support students in regional and remote Australia to access higher education through the implementation of identified regional and remote programs. [Program 2.3]
- Provide funding to eligible universities to attract and support people with disability to participate in tertiary education through the Disability Support Program. [Program 2.3]
- 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 Women in STEM Cadetships and Advanced Apprenticeships Program. [Program 2.3]
- Provide financial assistance to students through income-contingent loans under the Higher Education Loan Program (HELP). [Program 2.4]

Support student places in priority areas at university and non-university higher education providers.

Key Activity 11:

Support eligible current and former university employees for certain superannuation expenses

Performance measures

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

Delivery strategies

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

Key Activity 12:

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

Performance measures

- 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]
- First Nations higher degree by research (HDR) completions. [PM021]

Delivery strategies

- Provide Research Block Grants to eligible universities to incentivise providers to attract research income and to support the successful completion of postgraduate research degrees by their students. [Program 2.5]
- Provide infrastructure project grants through the National Collaborative Research Infrastructure Strategy (NCRIS) to drive innovation and improve the quality of Australian research. [Program 2.6]
- Provide funding through the Trailblazers Program to support 6 universities to work with industry to build new research capabilities, research translation opportunities, and commercialisation outcomes. [Program 2.6]
- Provide Increase Workforce Mobility Grants through the National Industry PhD Program for projects co-designed by eligible higher education providers and industry (the Industry Linked PhD stream) or projects undertaken by industry professionals who are supported by their employer to undertake a PhD project in partnership with a university (the Industry Researcher PhD stream). [Program 2.6]
- Provide Australia's Economic Accelerator (AEA) grants to support research in areas of national priority that will progress the development of technologies and services to a state of commercial investor readiness. [Program 2.6]

Key Activity 13:

Support a high-quality and sustainable international education sector

Performance measures

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

Delivery strategies

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

Key Activity 14:

Support sovereign workforce development through broader access to education pipelines

Performance measures

- Accurate and timely allocation of Commonwealth Supported Places (CSP) funding, as set out within university Commonwealth funding agreements. [PM076]

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]
- Support measures promoting educational offerings supporting sovereign workforce development. [Program 2.8]

Outcome 2
Performance measures

Program number and performance measure	Target	Methodology	To be reported in
2.1 The proportion of the 25- to 34-year-old population with a tertiary qualification. [PM009]	Increase from previous year	The number of Australian residents aged 25 to 34 years old with a tertiary (non-school) qualification over the total number of 25- to 34-year-old residents in Australia is compared to the previous year. Data source: ABS, Education and Work, Australia, Table 24	• 2024–25 • 2025–26 • 2026–27 • 2027–28
2.1 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	• 2024–25 • 2025–26 • 2026–27 • 2027–28
2.1 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: Quality Indicators for Learning and Teaching (QILT), Graduate Outcomes Survey	• 2024–25 • 2025–26 • 2026–27 • 2027–28
2.2 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	• 2024–25 • 2025–26 • 2026–27 • 2027–28

Program number and performance measure	Target	Methodology	To be reported in
2.3 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 undergraduate enrolments with a permanent home residence in a low socio-economic area (based on Statistical Area 1 and latest SEIFA) over the total domestic undergraduate student enrolments. Scope: Domestic undergraduate student enrolments with a current permanent home residence in Australia as collected through the department's Tertiary Collection of Student Information system at the Statistical Area 1 level. This relates to domestic undergraduate students at providers registered under the *Higher Education Support Act 2003*. Data source: Department of Education, Higher Education Statistics Collection, Table 11.2	• 2024–25 • 2025–26 • 2026–27 • 2027–28
2.3 Proportion of higher education students who are First Nations. [PM015]	2% or higher	Number of domestic undergraduate students who identify as First Nations over the total of domestic undergraduate students. Data source: Department of Education, Higher Education Statistics Collection, Table 11.2	• 2024–25 • 2025–26 • 2026–27 • 2027–28

Changes from previous year

The performance measure wording has been revised to replace 'Indigenous' with 'First Nations' in accordance with the Australian Government Style Manual and the department's approach to the Higher Education Statistics Collection.

Program number and performance measure	Target	Methodology	To be reported in
2.3 Proportion of domestic undergraduate students who rate the teaching quality at their institution positively. [PM016]	80% or higher	Number of students who rated the teaching they received positively as measured by the 'Teaching Quality Scale' of the Student Experience Survey over the total number of students with a valid response to the 'Teaching Quality Scale' of the Student Experience Survey. Scope: Domestic undergraduate-level commencing and later-year students at higher education institutions as listed under the *Higher Education Support Act 2003*. Data source: QILT, Student Experience Survey	• 2024–25 • 2025–26 • 2026–27 • 2027–28
• **Changes from previous year** The performance measure wording has been revised to add 'domestic' to align with methodology wording reported in the 2022–23 Annual Report and 2023–24 Corporate Plan.			
2.3 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	• 2024–25 • 2025–26 • 2026–27 • 2027–28
2.4 The proportion of HELP debt not expected to be repaid on new debt. [PM018]	Equal to or lower than the previous year	The proportion of debt not expected to be repaid on new debt 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	• 2024–25 • 2025–26 • 2026–27 • 2027–28
2.5 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	• 2024–25 • 2025–26 • 2026–27 • 2027–28

Program number and performance measure	Target	Methodology	To be reported in
2.5 First Nations higher degree by research (HDR) completions. [PM021]	Increase from previous year	Number of First Nations HDR completions compared to the previous year. Data source: Department of Education, Higher Education Statistics Collection, Table 14.14	• 2024–25 • 2025–26 • 2026–27 • 2027–28
	Changes from previous year The performance measure wording has been revised to replace 'Indigenous' with 'First Nations' in accordance with the Australian Government Style Manual and the department's approach to the Higher Education Statistics Collection.		
2.5 **2.6** 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	• 2024–25 • 2025–26 • 2026–27 • 2027–28
2.7 Proportion of international students employed after graduation. [PM026]	70% or higher	Number of international graduates employed 4 to 6 months after completing a degree over the total number of international graduates available to work, excluding those international graduates who enrol in further study. Data source: QILT, Graduate Outcomes Survey Note: International students are identified by a citizenship indicator, which shows whether a student's citizenship or residence status is domestic or overseas.	• 2024–25 • 2025–26 • 2026–27 • 2027–28
	Changes from previous year The performance measure wording has been revised to remove the cohort of international graduates enrolled in further study, in line with the primary objective to ensure successful employment outcomes for international students. This necessitated a need to re-baseline the target. This change allows the department to track the progress of international graduate employment outcomes only, and better aligns with the focus of the department's activities and with current Australian Government policy direction.		

Program number and performance measure	Target	Methodology	To be reported in
2.7 Number of students enrolled in offshore education and training delivered by Australian providers. [PM027]	Increase from previous year	Number of students enrolled in offshore education and training courses delivered by Australian providers compared to the previous year. Data source: Department of Education, Higher Education Statistics Collection, Table 7.5 Note: These students are identified as those who have reported a term of residence outside Australia, collected through the department's Tertiary Collection of Student Information system. Providers are defined under the *Higher Education Support Act 2003*.	• 2024–25 • 2025–26 • 2026–27 • 2027–28
	Changes from previous year The performance measure wording has been revised to remove 'transnational' to draw a clearer link to the dataset, which counts the number of offshore enrolments only.		
2.8 Accurate and timely allocation of Commonwealth Supported Places (CSP) funding, as set out within university Commonwealth funding agreements. [PM076]	Allocations under the Nuclear Powered Submarine Program are accurately reflected in providers' Commonwealth funding agreements, and at least 90% of payments which are included in the broader Commonwealth Grant Scheme Higher Education Course Advance payments through the UniPay system are made on time	Reporting against this measure will be based on data regarding the allocation outcomes which is entered into the UniPay system each program year, and payments which are made on a monthly basis in line with a published payment schedule. Data source: Assessment Tracker – NPS Places Note: Commonwealth funding agreements as published on the department's website are updated regularly to accurately reflect funding amounts and to provide transparency and accessibility to the Australian public.	• 2024–25 • 2025–26 • 2026–27 • 2027–28
	Changes from previous year This is a new performance measure for 2024–25.		

The performance measure 'Allocate additional Commonwealth Supported Places (CSP), focused on STEM disciplines' (PM074) was completed in 2023–24 and the department will no longer report on it.

Changes from previous year relate to changes to performance measures and/or targets.

Acronyms

Abbreviation	Description
ABS	Australian Bureau of Statistics
ACCS	Additional Child Care Subsidy
AEA	Australia's Economic Accelerator
AI	Artificial intelligence
APSC	Australian Public Service Commission
APS	Australian Public Service
CCCF	Community Child Care Fund
CCS	Child Care Subsidy
CCSS	Child Care Subsidy System
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
NATSIEC	National Aboriginal and Torres Strait Islander Education Corporation
NCRIS	National Collaborative Research Infrastructure Strategy
NDIS	NDIS National Disability Insurance Scheme
NPS	Nuclear Powered Submarine

Abbreviation	Description
NSRA	National School Reform Agreement
OECD	Organisation for Economic Co-operation and Development
PBS	Portfolio Budget Statements
PIRLS	Progress in International Reading Literacy Study
PISA	Programme for International Student Assessment
PGPA Act	*Public Governance, Performance and Accountability Act 2013*
PGPA Rule	Public Governance, Performance and Accountability Rule 2014
PM	Performance measure
QILT	Quality Indicators for Learning and Teaching
RAP	Reconciliation Action Plan
RSPC	Random Sample Parent Check
SA1/SA2	Statistical Area level 1 / Statistical Area level 2
SEIFA	Socio-Economic Indexes for Areas
SEMIS	School Education Management Information System
SNAICC	National Voice for our Children
STEM	Science, technology, engineering and maths
TIMSS	Trends in International Mathematics and Science Study

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
Introduction		
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.	7
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
Purpose		
PGPA Rule 16E(2)2	The corporate plan must state the purposes of the entity.	8
Key activities		
PGPA Rule 16E(2)3	For the entire period covered by the plan, the corporate plan must outline the key activities that the entity will undertake in order to achieve its purposes.	35
Operating context		
PGPA Rule 16E(2)4(a)	For the entire period covered by the plan, the corporate plan must state the environment in which the entity will operate.	9–10
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.	23–30
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.	17–22

Source	Matters to be included	Page
Operating context continued		
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.	11–16
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
Performance		
PGPA Rule 16E(2)5(a)	For each reporting period covered by the plan, the corporate plan must include details of how the entity's performance in achieving the 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 36–46 Outcome 2 – pages 47–55
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 36–46 Outcome 2 – pages 47–55
Publication		
PGPA Rule 16E(3)	The corporate plan must be published on the entity's website by the last day of the second month of the reporting period for which the plan is prepared (i.e. 31 August 2023).	This corporate plan was published as soon as practicable after the plan was prepared.
Distribution		
PGPA Rule 16E(5)	The corporate plan must be given to the responsible Ministers and the Finance Minister as soon a 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.

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