

Hot Topic Briefs

Child Care

EC1

- 1 SB22-000319 Child care access and affordability
- 2 SB22-000320 Early Childhood Education and Care Election Commitments

Early Learning Programs and Youth

EC2

- 1 SB22-000321 Early Childhood Education and Care Workforce, pay and conditions
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- 3 SB22-000323 Youth

Issue: Child care access and affordability
PBS Pg No.
PAES Pg No.
MYEFO Pg No.
Contact: **Brenton Philp**
 Ph: s 22
 Deputy Secretary, Early Childhood and Youth Group

Key Points

- ∑ The total estimated expenditure on Child Care Subsidy (CCS) (including Additional Child Care Subsidy) for the September 2021 quarter was **\$2.63 billion**.
- ∑ **\$10.6 billion** is expected to be spent on CCS in the 2022–23 financial year (as at October 2022–23 Budget).

Fees and out of pocket costs

- ∑ CCS is designed to target support for families who need it most.
 - September quarter 2021 data shows around **89 per cent of families** using approved child care were entitled to a **CCS rate of between 50 and 85 per cent** (family incomes from \$0 to \$254,305).
 - In the September quarter 2021 there were **816,070 children** in Centre Based Day Care (CBDC).
 - For 170,520 (**20.9 per cent**) children, parents' **out of pocket costs were less than \$2 an hour per child**.
 - For 534,410 (**65.5 per cent**) children, parents' **out of pocket costs were less than \$5 an hour per child**.
- ∑ The average out of pocket child care cost for Australian families using approved care in September quarter 2021 was \$4.10 for all care types (excluding In Home Care).
 - The average out of pocket cost of CBDC was \$4.31 per hour.
 - For Outside School Hours Care (OSHC), average out of pockets were \$3.11 per hour.

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Table 1 – Average out of pocket costs per hour—CBDC

Period	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	Australia
Jun qtr. 2018	\$5.41	\$5.26	\$3.73	\$4.18	\$4.94	\$3.62	\$5.18	\$7.39	\$4.87
Sep qtr. 2018	\$4.53	\$4.39	\$3.46	\$3.73	\$4.27	\$3.29	\$4.06	\$5.43	\$4.17
Dec qtr. 2018	\$4.24	\$4.01	\$3.11	\$3.38	\$3.95	\$3.06	\$3.80	\$5.14	\$3.84
Mar qtr. 2019	\$4.29	\$4.01	\$3.15	\$3.40	\$3.92	\$3.07	\$3.80	\$5.18	\$3.87
Jun qtr. 2019	\$4.38	\$4.12	\$3.24	\$3.45	\$4.03	\$3.14	\$3.86	\$5.56	\$3.97
Sep qtr. 2019	\$4.32	\$4.09	\$3.25	\$3.48	\$4.03	\$3.20	\$3.79	\$5.38	\$3.94
Dec qtr. 2019	\$4.32	\$4.08	\$3.25	\$3.47	\$4.03	\$3.20	\$3.81	\$5.39	\$3.94
Mar qtr. 2020	\$4.39	\$4.12	\$3.31	\$3.50	\$4.04	\$3.21	\$3.87	\$5.46	\$4.00
Jun qtr. 2020 #	-	-	-	-	-	-	-	-	-
Sep qtr. 2020	\$4.28	\$4.17	\$3.27	\$3.50	\$4.02	\$3.29	\$3.83	\$5.49	\$3.95
Dec qtr. 2020	\$4.31	\$4.05	\$3.28	\$3.47	\$4.02	\$3.28	\$3.87	\$5.46	\$3.93
Mar qtr. 2021	\$4.39	\$4.05	\$3.37	\$3.54	\$4.07	\$3.32	\$3.98	\$5.56	\$4.00
Jun qtr. 2021	\$4.65	\$4.33	\$3.59	\$3.71	\$4.34	\$3.47	\$4.21	\$6.02	\$4.26
Sep qtr. 2021	\$4.68	\$4.42	\$3.65	\$3.79	\$4.43	\$3.57	\$4.17	\$6.00	\$4.31

Source: Department of Education administrative data

June quarter 2020 CCS administrative data is not available due to the ECEC COVID-19 Relief Package.

- The Child Care Consumer Price Index (CPI), which is based on out of pocket costs of child care borne by households, increased by 1.2 per cent in the September quarter 2022 and decreased by 5.4 per cent over the 12 months to September quarter 2022.
 - Child Care CPI has resumed a growth trajectory after not changing in March quarter 2022 and dropping by 7.3 per cent in June quarter 2022, primarily due to the introduction of the higher CCS for families with multiple children.
- In the September quarter 2021, the **average hourly child care fee per child, for all service types** (excluding In Home Care) was

\$10.55—an annual increase of 3.6 per cent and an increase since June quarter 2021 of 1.4 per cent. The 10-year average fee growth is **4.9 per cent** per annum.

- The **average hourly fee in CBDC** was **\$11.00** in September quarter 2021—an annual increase of 4.8 per cent and a quarterly increase of 1.9 per cent. The 10-year average fee growth for CBDC is **5.1 per cent** per annum.
- The **average hourly fee in OSHC** was **\$7.50** in September quarter 2021—an annual decrease of 2.3 per cent and a quarterly decrease of 4.2 per cent.

Table 2 – Average hourly fees—CBDC

State / territory	Sep qtr 2020	Jun qtr 2021	Sep qtr 2021
NSW	\$10.75	\$11.05	\$11.20
Vic.	\$10.90	\$11.05	\$11.30
Qld	\$9.70	\$10.10	\$10.35
SA	\$10.35	\$10.60	\$10.80
WA	\$10.70	\$11.00	\$11.20
Tas.	\$9.70	\$9.90	\$10.10
NT	\$9.45	\$9.75	\$9.90
ACT	\$11.90	\$12.10	\$12.30
Australia	\$10.50	\$10.80	\$11.00

Source: Department of Education administrative data

Table 3 – Hourly rate caps over time

Service type	CCS Year				
	2018-19	2019-20	2020-21	2021-22	2022-23
CBDC	\$11.77	\$11.98	\$12.20	\$12.31	\$12.74
FDC	\$10.90	\$11.10	\$11.30	\$11.40	\$11.80
OSHC	\$10.29	\$10.48	\$10.67	\$10.77	\$11.15
IHC	\$32.00	\$32.58	\$33.17	\$33.47	\$34.64

Source: Department of Education administrative data

- During the September quarter 2021, 84.3 per cent of CBDC services, and 87.9 per cent of OSHC services, were charging at or below the hourly rate cap.
- Fee setting practices are commercial decisions for child care providers. Family Assistance Law does not permit regulation of fees, however, there are other policy levers available to Government to put downward pressure on fees, such as CCS hourly rate caps which encourage transparency and consumer choice.

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- During the September quarter 2021 the average charged hours per child per week in CBDC was 31.4. This is 2.1 per cent higher than the 30.7 hours in September quarter 2020.

Access

Table 4 – Number of children, families, services and hours in child care by service type, September quarter 2021

Service Type	CBDC	FDC	OSHC	Total [†]
Children	816,070 (60.7%)	90,450 (6.7%)	472,290 (35.1%)	1,346,140
Families	670,060 (70.0%)	64,390 (6.7%)	346,340 (36.2%)	957,990
Services	8,669 (63.0%)	422 (3.1%)	4,672 (33.9%)	13,805
Hours per week	31.4	24.7	13.6	26.8

Source: Department of Education administrative data

Note: Children are able to attend more than one service type (for example, Centre Based Day Care and Family Day Care) in any particular quarter. This means the components will not add to the total and proportions may add up to more than 100%.

[†]Totals include In-Home Care except Hours per week.

Table 5 – Number of children, families, services and hours in child care by region, September quarter 2021

	Major cities*	Inner regional*	Outer regional*	Remote & Very remote*	Australia ¹
Children	1,039,100 (77.3%)	218,630 (16.3%)	81,930 (6.1%)	12,340 (0.9%)	1,346,140
Families	743,620 (77.7%)	154,150 (16.1%)	58,050 (6.1%)	8,900 (0.9%)	957,990
Services	10,316 (75.0%)	2,278 (16.6%)	914 (6.6%)	255 (1.9%)	13,805
Hours per week	27.2	25.0	25.8	27.0	26.8

Source: Department of Education administrative data

Note: As children may use services in more than one location, and due to rounding, the sum of the components may not equal the total and proportions may add up to more than 100%.

¹ Totals include In-Home Care except Hours per week.

*Excludes In-Home Care.

Report on Government Services (RoGS) 2022

- Σ The Early Childhood, Education and Care chapter of the Productivity Commission's RoGS was released on 3 February 2022, with child care data used to produce the report primarily from March quarter 2021.
- Σ The key findings were as follows.
 - In the March quarter 2021, 1,315,428 children aged 0–12 years attended Australian Government approved child care services, with 13,589 Australian Government CCS approved service providers.
 - There was a slight decrease in children from 2020, due to a decrease in attendance of children aged 6–12 years reflecting, at least in part, reduced access to OSHC due to COVID-19 related school closures.
 - Attendance of children aged 0–5 increased and there was also an increase in attendance at Centre Based Day Care.
 - There was an increase in the median weekly cost for 50 hours of care in the March 2021 quarter compared March quarter 2020.
 - The median weekly cost was:
 - \$530 for Family Day Care (up by \$8 in real terms from March quarter 2020)
 - \$543 for Centre Based Day Care (up by \$10 in real terms from March quarter 2020).
 - Based on cameos in RoGS (one child in 30 hours of care in CBDC), out of pocket costs as a proportion of disposable income, is 3.0 percentage points lower in 2021 for a family on \$55,000 than it was in 2017 (4.1 per cent compared with 7.1 per cent). For a family on \$135,000, it is 2.9 percentage points lower than 2017 (6.9 per cent compared with 4.0 per cent).
 - Child care 2020–21 expenditure by the Government was 16.7 per cent higher in real terms compared with 2019–20 (\$10.1 billion compared to \$8.7 billion).
 - In comparison, Victoria's spending increased by 27.3 per cent in real terms (from \$562 million to \$716 million), NSW by 14.1 per cent (from \$491 million to \$560 million), Tasmania by 12.0 per cent (from \$43 million to \$48 million) and the ACT by 9.0 per cent (from \$51 million to \$56 million). Spending by state/territory

governments on child care services in Queensland, WA, and NT decreased compared to 2019–20.

Table 6 – Proportion of children attending care from vulnerable groups

Cohort	0-5 years		6-12 years	
	% of all children in community	% of all children attending child care	% of all children in community	% of all children attending child care
NESB	21.2	22.3	17.4	19.5
Disability	4.5	3.4	9.6	3.2
Indigenous	6.3	4.3	5.8	3.0
Regional	24.6	23.2	26.4	19.8
Remote	2.3	1.1	2.2	0.6

Source: RoGS 2022. Caveats and methodology are for all percentages are given in table 3A.11 of the RoGS publication.

Changes to the Child Care Subsidy

- The Australian Government delivers a range of supports for families to help them access the early childhood education and care (ECEC) services they need.
- The primary support provided is through the CCS which helps families with the cost of ECEC.
- The Government has committed to lifting the maximum CCS percentage to 90 per cent for families earning under \$80,000 and increasing subsidy rates for families earning less than \$530,000 (**SB22-000230** refers).
- The changes will benefit around 1.26 million families.
- The Bill giving effect to these changes was introduced into the House of Representatives 27 September 2022.
- Work is underway between the Department of Education (the Department) and Services Australia to design and build the ICT changes required to implement the changes from 1 July 2023, with the first payment in the CCS fortnight of the 2023–24 year commencing 10 July 2023.

The Community Child Care Fund

- Additional support is provided by the Community Child Care Fund (CCCF) which supports ECEC services to address barriers to

participation in ECEC in disadvantaged, regional and remote communities.

- ∑ The CCCF provides support to approved early childhood services through:
 - Community Child Care Fund Competitive grants
 - Community Child Care Fund Restricted grants
 - The Connected Beginnings Program, and
 - Community Child Care Fund Special Circumstances grants.
- ∑ The CCCF funds around 900 services across Australia to ensure families have access to quality care where the market might not otherwise support service provision.

ACCC Price Inquiry

- ∑ The Government is undertaking several initiatives to better understand and improve accessibility and affordability of ECEC, including tasking the Australian Competition and Consumer Commission (ACCC) with conducting a Price Inquiry into child care. Findings from the ACCC's Inquiry will feed in to a broader Productivity Commission review of the ECEC sector.
- ∑ The ACCC Price Inquiry is a key step in the Government's plan for cheaper child care, which will involve an examination of the drivers of child care prices.
- ∑ The Government announced this Budget measure on Wednesday 21 September 2022 and \$10.8 million has been set aside for this inquiry.
- ∑ The inquiry will examine the drivers of rising child care prices, such as rent, property and labour costs, as well as geographical differences in prices, and provide recommendations to the Government on possible ways to ease pressure on families.
- ∑ The ACCC Price Inquiry will commence January 2023.

Productivity Commission review

- ∑ The Government has committed to the Productivity Commission (PC) conducting a comprehensive review of the child sector, with the aim of implementing a universal 90 per cent subsidy for all families.
- ∑ The PC review is expected to commence in the first half of 2023, with a final report in 2024.

- Σ The Government is developing the Terms of Reference for the review. As the Productivity Commission is within the Treasury portfolio, the Terms of Reference will be issued by the Treasurer.

Starting Blocks Website

- Σ Families can access the information they need to make choices about their children's needs through the Starting Blocks website.
- Σ Starting Blocks allows families to search for information on vacancies, service fees, inclusions and quality ratings on the one website.
- Σ Further changes to the website are underway so families will be able to search for average year-on-year fee increases, as well as revenue, profit and leasing information for large providers.
- Σ This is a big step in the Government's commitment to improving transparency in the child care sector.

The ECEC Market Strategy and Market Monitoring Framework

- Σ The Department is developing an ECEC Market Strategy (the Strategy) which focusses on the role of the Australian Government in ECEC markets and strengthening the Department's understanding of the ECEC market.
 - The Strategy is expected to identify options to promote beneficial market conditions in the ECEC sector, to help ensure that Government's increased investment in ECEC pays dividends for Australian families.
- Σ Delivery of the final Strategy is expected November 2022.
- Σ The Department is also developing a Market Monitoring Framework (the Framework) tailored to the ECEC sector, which will complement the Strategy.
 - The Framework involves the design and implementation of a data collection and analysis framework to measure the performance, adequacy and sustainability of child care markets.
 - The Framework will provide Government with greater transparency in the ECEC markets while enabling the Government to better understand the areas of need.
- Σ Final delivery of the framework is expected April 2023.

Research

'Deserts and Oases: How accessible is childcare?'

- Σ The Mitchell Institute's 'Deserts and Oases: How accessible is childcare?' report found that around 9 million Australians (35.2 per cent of the total population) live in 'childcare deserts'.
 - The Mitchell Institute report defines a 'childcare desert' as a populated area where there are less than 0.333 childcare places per child, or more than three children per one child care place.
 - The Mitchell Institute report found that 568,700 children aged 0 to 4 years, or 36.5 per of children in this age group, live in neighbourhoods which they classified as 'childcare deserts'.
- Σ The Mitchell Institute reports presents an incomplete picture of child care in Australia due to flaws in the datasets and methodology used.

Ref: P Hurley, H Matthews & S Pennicuik, 'Deserts and oases: How accessible is childcare?' Mitchell Institute: Victoria University, 2022.

Media

- Σ **NIL**

Last Cleared By	Tristan Reed
Date Last Cleared	26 October 2022

BACKGROUND

The Department's criticism of the Mitchell Institute's 'Deserts and Oases' report

- Σ The Mitchell Institute Report is a study that compares supply and potential demand for Centre Based Day Care services across Australia.
- Σ The report assumes that all children aged 0-4 require child care. The Government appreciates that there are a range of reasons that children may not access child care, such as parental choice and cultural preferences, in addition to limited access to care.
- Σ The report considers only those places available through Centre Based Day Care services whereas children attend other types of care not covered.
 - The Australian child care market includes a range of different services, including Family Day Care, which frequently provides care in locations where Centre Based Day Care is not viable.
 - Family Day Care, Outside School Hours Care, and In Home Care account for 37 per cent of the early child education and care sector.
 - About half of Australia's preschool children (typically four-year-olds) will be attending a standalone or state-run preschool, funded through the Preschool Reform Agreement.
- Σ The report does not consider that a single place at a service can provide care to more than 1 child per week. The average usage is around 3 days, so 1 place can provide care for 2 children in a week.
- Σ The report assumes all care is required near the child's home and does not allow for the fact that many families choose care near their places of work instead.
- Σ The maps produced by the report can appear misleading as the SA1 areas can be quite large but have small populations. Some of these areas have been identified as "child care deserts" but do not have the population density required for a Centre Based Day Care service to be viable.
- Σ The Government has invested in the development of a Market Strategy and Market Monitoring Framework, both of which will strengthen its future stewardship approach to child care markets.
- Σ The Government would have pleased to engage with the Mitchell Institute as part of this report through consultation and the provision of more accurate attendance information across different care type services and locations.

Issue: **Early Childhood Education and Care Election Commitments**

PBS Pg No.
PAES Pg No.
Contact: **Brenton Philp**
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Deputy Secretary, Early Childhood and Youth Group

Key Points

Cheaper Child Care

- ∑ From July 2023, the Plan for Cheaper Child Care measure announced as part of the 2022–23 October Budget will:
 - lift the maximum Child Care Subsidy (CCS) rate to 90 per cent for families earning \$80,000 or less
 - for families earning over \$80,000, the CCS rate will taper down by one percentage point for each additional \$5,000 of family income until it reaches zero per cent entitlement for families earning \$530,000
 - retain the Higher CCS for families with two or more children aged five or under in care.
- ∑ The Government has also committed to improving transparency and accountability in the Early Childhood Education and Care sector (ECEC), by increasing oversight and accountability of CCS approved providers.
- ∑ Another key element of the Government’s Cheaper Child Care commitment is an Australian Competition and Consumer Commission (ACCC) Price Inquiry, to investigate the drivers of prices.
- ∑ Findings from the ACCC’s price inquiry will inform the Productivity Commission’s broad review of the ECEC sector.
- ∑ The Government has also committed to developing an Early Years Strategy (the Strategy) to create a new integrated, holistic, whole-of-government approach to the early years.

Increased Child Care Subsidy

- ∑ The Cheaper Child Care Bill was introduced into the House of Representatives on 27 September 2022.
- ∑ Work is underway between the Department of Education and Services Australia to design and build the ICT changes required to implement the change from 1 July 2023, with the first payment in the CCS fortnight of the 2023–24 year commencing 10 July 2023.

- ∑ These changes will make early childhood education and care more affordable for approximately 96 per cent of families who currently use child care—around 1.26 million families. Information on cameos is at [Attachment A](#).
- ∑ In addition to the CCS rate increases, the Bill also includes measures to strengthen the transparency and integrity of the CCS program, and other minor amendments to optimise CCS settings.

Total cost of Cheaper Child Care

- ∑ The Government will invest \$4.5 billion over four years from 2022–23, to increase CCS rates, protect the CCS against fraud, and provide a minimum of 36 hours of subsidised early childhood education per fortnight for First Nations children. This figure is the net cost of the measures in the Cheaper Child Care Bill. The Budget Papers refer to an investment of \$4.7 billion, which includes all new spending measures on early education and care. It does not include integrity elements.
- ∑ Changes to the CCS thresholds will cost \$4.6 billion over four years from 2022–23.
- ∑ This differs from the costs publicly announced as part of the election commitment and the Parliamentary Budget Office costings (PBO).
 - The election commitment from 31 March costed Cheaper Child Care to be \$5.4 billion (underlying cash) over the 2022–23 forward estimates period.
 - This was subsequently revised by the PBO to around \$5.1 billion (underlying cash) over the 2022–23 forward estimates period.
- ∑ The PBO policy costings are estimated using the information available at the time. All PBO costings have an ‘expiry date’, which is usually the date of the next budget update.
- ∑ The difference between the PBO and costed measure is due to a range of reasons including updated economic parameters and program data, and updated costings assumptions.
- ∑ The policy settings remain consistent across the election campaign, PBO costs and the budget measure.

Implementation

- ∑ The Government is working to implement these changes from 1 July 2023 (with first payments commencing on 10 July 2023), to ensure there is enough time to complete the necessary ICT design and build process for the CCS System, while managing service delivery, and family and service provider impacts.
- ∑ The Government had to account for the passage of legislation giving effect to this measure.
- ∑ By comparison, the Higher CCS for families with multiple children took around 50 weeks to implement.
 - The department began discussions with Services Australia in April of 2021, and the policy was implemented on 7 March 2022.

Potential fee growth

- ∑ The Government will utilise current mechanisms in the system designed to put pressure on fee growth, such as CCS Hourly Rate Caps and the principle of co-contribution, which encourages consumers to price shop.
- ∑ The ACCC inquiry will also monitor the impact of the CCS increases on out-of-pocket fees.

Transparency Measures

- ∑ The transparency measures include:
 - requiring large providers (those with more than 25 services) to report financial information, certain parts of which the Government may publish online
 - increasing visibility of leasing arrangements and rental costs, especially for large providers
 - banning non-educational enrolment inducements.
- ∑ The Transparency measures will take effect from 1 July 2023, subject to the passage of the Cheaper Child Care Bill.
- ∑ The increased reporting requirements for providers will be implemented through expansion of the existing Financial Viability Framework, which currently requires large Centre Based Day Care providers to report financial information to the department.
- ∑ In addition to these transparency measures, the StartingBlocks website will include information on every approved provider, including child care fee information and quality ratings, and year-on-year fee increases.

- Σ Finally, providers will be banned from offering non-educational enrolment inducements from 1 January 2023.

ACCC Price Inquiry

- Σ On 21 September 2022, the Government announced it will task the ACCC with conducting a Price Inquiry into the drivers of ECEC prices.
- Σ On 28 October 2022, the Treasurer formally tasked the ACCC.
- Σ In undertaking the Price Inquiry, the ACCC will consider a variety of matters including:
 - costs incurred by providers of goods and services, including labour, land, finance, regulatory compliance and consumables
 - prices charged since 1 January 2018, including price changes following specific Commonwealth policy changes;
 - how costs and prices differ by provider characteristics, types of care and other factors
 - factors that affect supply, demand and competition in the child care services market
 - the impact of the above factors on child care provider viability, quality and profits
 - the impact and effectiveness of existing price regulation mechanisms and any impediments to these mechanisms (refer [Attachment B – Competition and Consumer \(Price Inquiry – Child Care\) Direction 2022](#)).
- Σ The inquiry will commence in January 2023, with an interim report to be provided to the Government by 30 June and a final report by 31 December 2023.
- Σ The Government has committed \$10.8 million over two years from 2022-23 for the ACCC to conduct the inquiry.
- Σ The ACCC's findings will inform a broader Productivity Commission review into the ECEC sector.

Productivity Commission Review

- Σ The Government also has committed to tasking the Productivity Commission (PC) with conducting a comprehensive review of the ECEC sector, with the aim of implementing a universal 90 per cent subsidy for all families.
- Σ The PC review is expected to commence in the first half of 2023, with a final report in 2024.

- ∑ The Government is developing the Terms of Reference for the review. As the Productivity Commission is within the Treasury portfolio, the Terms of Reference will be issued by the Treasurer.
- ∑ The department will work closely with the PC during the review to provide information and assistance where required, including data.
- ∑ The department has not received any additional funding for the review.

First Nations Activity Test Changes

- ∑ The Government will provide for a base level of 36 hours of subsidised child care (CCS) per fortnight for First Nations children.
- ∑ The primary legislation captures children who meet the three-part working criteria for Aboriginal and Torres Strait Islander heritage (descent, self-identification and community acceptance).
 - This is based on the definition in the Australian Education Regulation that has been in place since 2014, used for the purpose of school funding.
- ∑ It also captures children who are biologically related to a person who meets the three-part working criteria, to ensure the measure is accessible from birth onwards when a child may not yet meet all criteria.
- ∑ The primary legislation includes provision to add further groups of children through delegated legislation, which can be used if it is determined that children are unintentionally being excluded from accessing this measure. This will be determined through consultation with First Nations stakeholders.

Early Years Strategy

- ∑ Development of the Strategy is being led by the Hon Amanda Rishworth MP, Minister for Social Services, and the Hon Dr Anne Aly MP, Minister for Early Childhood Education, in collaboration with other responsible Ministers.
- ∑ The Government is investing \$4.2 million for the development of the Strategy, via the Department of Social Services (DSS). This includes funding to support:
 - research, and a comprehensive engagement and consultation strategy, including a national summit
 - the establishment of the Early Years Strategy Taskforce in DSS.
- ∑ No funding has been allocated to the department for the Strategy.

- ∑ DSS is working closely with other Australian Government agencies through an Early Years Strategy Steering Committee, co-chaired by the department.
- ∑ Planning for the Strategy is underway, and the Government will soon be consulting with stakeholders from across the early childhood sector to make sure the needs of children and families are at the centre of all Australian Government early childhood policy.
- ∑ The Strategy will draw on evidence on early childhood development and wellbeing, and consultations across the sector, to set out the Government's vision for the future of Australia's children and their families.
- ∑ It will examine early childhood programs and funding delivered by the Government, and look to:
 - reduce program and funding silos across departments
 - better integrate and coordinate functions and activities across Government
 - deliver better outcomes for young Australians and their families.
- ∑ A key aim of the Strategy is to ensure Government's effort in the early years is focused where it is needed most. This will include thinking about how the Strategy can ensure First Nations children, and children experiencing vulnerability or disadvantage, are given the best opportunities to support their learning and development, and improve lifetime outcomes for them and their families.

Research

Child care affordability

- ∑ In 2021, the Mitchell Institute undertook research on the affordability of child care using an international affordability benchmark of no more than 7 per cent of annual disposable household income, and found ECEC was unaffordable for about 386,000 Australian families who use child care (around 39 per cent). The report also found, even with the Higher CCS for families with multiple children (which was yet to be implemented at the time of the report), child care was to remain unaffordable for about 336,000 Australian families who use child care (around 34 per cent).

Ref: K Noble & P Hurley, Counting the cost to families: Assessing childcare affordability in Australia, Mitchell Institute: Victoria University, 2021

Early childhood education and care investment and workforce participation

- A number of organisations have undertaken research on the economic impact of Government investment into child care.
 - KPMG found the gender pay gap driven by care, family and workforce participation is equivalent to \$319 million per week in national earnings.
 - Grattan research analysed a number of options to invest in ECEC, and their respective boosts to GDP. They found increasing minimum subsidy rates from 85 to 95 per cent, and having a slow taper down to around \$530,000 of family income, would cost around \$5 billion a year, and potentially deliver a GDP boost of about \$11 billion a year. Noting, the modelling applied uses different assumptions to the current increases to CCS.
 - The Front Project found 15 hours of early childhood education in the year-before-school would cost approximately \$2.34 billion (with 79 per cent of those costs being for Government and 21 per cent for families or carers) and would provide \$4.74 billion in benefits (approximately \$2 return for every \$1 spent).

Refs:
 KPMG, She's Price(d)less: The economics of the gender pay gap, 2022
 D Wood, K Griffiths & O Emslie, Cheaper childcare: A practical plan to boost female workforce, Grattan Institute, 2020
 The Front Project, A Smart Investment for a Smarter Australia: Economic analysis of universal early childhood education in the year before school in Australia, PricewaterhouseCoopers, 2019

Stakeholder Response

Stakeholder	Response summary
Submissions to the Senate Education and Employment Legislation committee Family Assistance Legislation Amendment	<ul style="list-style-type: none"> • There have been 11 submissions to the inquiry (including the department's), with broad support being provided for the Bill. Overall, there were concerns raised that the Bill will not sufficiently: <ul style="list-style-type: none"> ○ increase child care affordability for families experiencing disadvantage and First Nations peoples (largely due to the activity test); ○ alleviate workforce shortages; and ○ support regional and remote communities.
Associations s 47G	

	s 47G
Rep Body/ies	s 47F
Opposition	
Greens	<p>s 47F</p> <p>Σ Greens spokesperson for Education, Senator Mehreen Faruqi, s 47F</p> <p>noted in the Senate on 3 August that its development should not hold up other reforms:</p> <ul style="list-style-type: none"> ○ “While I have no doubt there is much careful work to do, I do not want to see the Government deferring much of its work on child care until after a drawn-out review or acting only following the release of its vaunted Early Years Strategy. We need free and universal ECEC now, with educators who have the best pay and conditions. We need action now.”
Independents	s 47F

Please refer to SB22-000347 for a more detailed summary of stakeholder responses to the Early Years Strategy.

Media

- Σ Media coverage after the Bill was introduced to parliament on 27 September 2022 was largely positive. However, there was criticism that the Bill is not addressing workforce shortages and that CCS is being provided to high income earners.
- Σ Media coverage on the CCS changes increased rapidly during the Jobs and Skills Summit 2022, which focused strongly on child care accessibility and affordability, and women's workforce participation.
- Σ Media coverage has also focused on bringing the CCS changes forward to January 2023 and the child care worker strikes held nationwide on 7 September 2022.
- Σ The Prime Minister, the Hon Anthony Albanese MP, spoke about cheaper child care being one of the core components of the Government's economic plan on 29 August 2022.
- Σ ***Anne Aly: 'Lived experience' will direct policy on childhood education, youth, Australian Financial Review, 8 June 2022***
The article was based on an interview with the Hon Dr Anne Aly MP, Minister for Early Childhood Education and Minister for Youth, and stated the Terms of Reference for the PC review would be handed to the PC within the first 100 days of Government (i.e. before 29 August 2022).

Attachments

Attachment A: Cheaper Child Care cameos

Attachment B: Competition and Consumer (Price Inquiry – Child Care) Direction 2022

s 22	
Last Cleared By	
Date Last Cleared	03 November 2022

Attachment A – SB22-000320

Cheaper Child Care Changes | Cameo Material**Cameo scenarios****High-level cameo****September Quarter 2021**

- Σ A family on \$90,000 with one child in care could be better off by \$1,160 in the first year of the Government's new Child Care Policy. If the family is on \$180,000, they could be \$3,140 better off.

June Quarter 2021

- Σ A family on \$90,000 with one child in care could be better off by \$1,140 in the first year of the Government's new Child Care Policy. If the family is on \$180,000, they could be \$3,080 better off.

2 children in CBDC**September Quarter 2021**

- Σ A family earning \$90,000 with 2 children 5 or under in Centre-Based Day Care attending care three days a week for 50 weeks in a year will be around \$1,160 better off in the 2023-24 financial year under the CCS changes.
- Σ A family earning \$180,000 with 2 children 5 or under in Centre-Based Day Care attending care three days a week for 50 weeks in a year will be around \$3,140 better off in the 2023-24 financial year under the CCS changes.
- Σ **Note, out of pocket savings are the same for families with one child in CBDC as there will be no changes to the Higher CCS entitlement.**

June Quarter 2021

- Σ A family earning \$90,000 with 2 children 5 or under in Centre-Based Day Care attending care three days a week for 50 weeks in a year will be around \$1,140 better off in the 2023-24 financial year under the CCS changes.
- Σ A family earning \$180,000 with 2 children 5 or under in Centre-Based Day Care attending care three days a week for 50 weeks in a year will be around \$3,080 better off in the 2023-24 financial year under the CCS changes.
- Σ **Note, out of pocket savings are the same for families with one child in CBDC as there will be no changes to the Higher CCS entitlement.**

1 child in CBDC, 1 child in OSHC**September Quarter 2021**

- Σ A family earning \$90,000 with 1 child in Centre-Based Day Care attending care 3 days a week for 50 weeks in a year and 1 child in Out of School Hours Care attending 12 hours a week for 40 weeks in a year will be around \$1,410 better off in the 2023-24 financial year under the CCS changes.
- Σ A family earning \$180,000 with 1 child in Centre-Based Day Care attending care 3 days a week for 50 weeks in a year and 1 child in Out of School Hours Care attending 12 hours a week for 40 weeks in a year will be around \$3,820 better off in the 2023-24 financial year under the CCS changes.

June Quarter 2021

- Σ A family earning \$90,000 with 1 child in Centre-Based Day Care attending care 3 days a week for 50 weeks in a year and 1 child in Out of School Hours Care attending 12 hours a week for 40 weeks in a year will be around \$1,400 better off in the 2023-24 financial year under the CCS changes.
- Σ A family earning \$180,000 with 1 child in Centre-Based Day Care attending care 3 days a week for 50 weeks in a year and 1 child in Out of School Hours Care attending 12 hours a week for 40 weeks in a year will be around \$3,800 better off in the 2023-24 financial year under the CCS changes.

CAMEOS AND EXAMPLES UNDER NEW POLICY

TABLE 1. BENEFIT FOR FAMILIES WITH TWO CHILDREN IN CBDC USING NATIONAL AVERAGE OF THREE DAYS PER WEEK

Sept or June 2021 Quarter	Family Income	Current out of pocket cost - annual	Current subsidy - annual	Current single child subsidy	Current Higher CCS (multiple child subsidy)	Future out of pocket cost - annual	Future subsidy - annual	Future single child subsidy	Future Higher CCS (multiple child subsidy)	Total better off - annual
September	\$60,000	\$3,290	\$29,710	85%	95%	\$2,470	\$30,530	90%	95%	\$820
June	\$60,000	\$3,240	\$29,160	85%	95%	\$2,430	\$29,970	90%	95%	\$810
September	\$90,000	\$3,960	\$29,040	81%	95%	\$2,800	\$30,200	88%	95%	\$1,160
June	\$90,000	\$3,890	\$28,510	81%	95%	\$2,750	\$29,650	88%	95%	\$1,140
September	\$120,000	\$5,610	\$27,390	71%	95%	\$3,790	\$29,210	82%	95%	\$1,820
June	\$120,000	\$5,510	\$26,890	71%	95%	\$3,730	\$28,670	82%	95%	\$1,780
September	\$150,000	\$7,930	\$25,070	61%	91%	\$5,450	\$27,550	76%	91%	\$2,480
June	\$150,000	\$7,780	\$24,620	61%	91%	\$5,350	\$27,050	76%	91%	\$2,430
September	\$180,000	\$11,230	\$21,770	51%	81%	\$8,090	\$24,910	70%	81%	\$3,140
June	\$180,000	\$11,020	\$21,380	51%	81%	\$7,940	\$24,460	70%	81%	\$3,080
September	\$210,000	\$11,550	\$21,450	50%	80%	\$9,240	\$23,760	64%	80%	\$2,310
June	\$210,000	\$11,340	\$21,060	50%	80%	\$9,070	\$23,330	64%	80%	\$2,270
September	\$250,000	\$11,550	\$21,450	50%	80%	\$10,560	\$22,440	56%	80%	\$990
June	\$250,000	\$11,340	\$21,060	50%	80%	\$10,370	\$22,030	56%	80%	\$970
September	\$300,000	\$15,710	\$17,290	37%	67%	\$14,290	\$18,710	46%	67%	\$1,420
June	\$300,000	\$15,420	\$16,980	37%	67%	\$14,030	\$18,370	46%	67%	\$1,390
September	\$350,000	\$21,210	\$11,790	21%	51%	\$18,690	\$14,310	36%	51%	\$2,520
June	\$350,000	\$20,820	\$11,580	21%	51%	\$18,350	\$14,050	36%	51%	\$2,470
September	\$400,000	\$33,000	\$0.00	0%	0%	\$24,420	\$8,580	26%	26%	\$8,580
June	\$400,000	\$32,400	\$0.00	0%	0%	\$23,980	\$8,420	26%	26%	\$8,420
September	\$450,000	\$33,000	\$0.00	0%	0%	\$27,720	\$5,280	16%	16%	\$5,280
June	\$450,000	\$32,400	\$0.00	0%	0%	\$27,220	\$5,180	16%	16%	\$5,180
September	\$500,000	\$33,000	\$0.00	0%	0%	\$31,020	\$1,980	6%	6%	\$1,980
June	\$500,000	\$32,400	\$0.00	0%	0%	\$30,460	\$1,940	6%	6%	\$1,940
September	\$530,000	\$33,000	\$0.00	0%	0%	\$33,000	\$0	0%	0%	\$0
June	\$530,000	\$32,400	\$0.00	0%	0%	\$32,400	\$0	0%	0%	\$0

Attachment A – SB22-000320
TABLE 2. BENEFIT FOR FAMILIES WITH ONE CHILD IN CBDC AND ONE CHILD IN OSHC USING NATIONAL AVERAGE OF THREE DAYS PER WEEK*

Sept or June 2021 Quarter	Family Income	Current out of pocket cost - annual	Current subsidy - annual	Current single child subsidy	Future out of pocket cost - annual	Future subsidy - annual	Future single child subsidy	Total better off - annual
September	\$60,000	\$3,010	\$17,090	85%	\$2,010	\$18,090	90%	\$1,000
June	\$60,000	\$3,000	\$16,970	85%	\$2,000	\$17,970	90%	\$1,000
September	\$90,000	\$3,820	\$16,280	81%	\$2,410	\$17,690	88%	\$1,410
June	\$90,000	\$3,800	\$16,170	81%	\$2,400	\$17,570	88%	\$1,400
September	\$120,000	\$5,830	\$14,270	71%	\$3,620	\$16,480	82%	\$2,210
June	\$120,000	\$5,790	\$14,180	71%	\$3,590	\$16,370	82%	\$2,200
September	\$150,000	\$7,840	\$12,260	61%	\$4,820	\$15,280	76%	\$3,020
June	\$150,000	\$7,790	\$12,180	61%	\$4,790	\$15,170	76%	\$3,000
September	\$180,000	\$9,850	\$10,250	51%	\$6,030	\$14,070	70%	\$3,820
June	\$180,000	\$9,790	\$10,180	51%	\$5,990	\$13,980	70%	\$3,800
September	\$210,000	\$10,050	\$10,050	50%	\$7,240	\$12,860	64%	\$2,810
June	\$210,000	\$9,980	\$9,980	50%	\$7,190	\$12,780	64%	\$2,800
September	\$250,000	\$10,050	\$10,050	50%	\$8,840	\$11,260	56%	\$1,210
June	\$250,000	\$9,980	\$9,980	50%	\$8,790	\$11,180	56%	\$1,200
September	\$300,000	\$12,580	\$7,520	37%	\$10,850	\$9,250	46%	\$1,730
June	\$300,000	\$12,500	\$7,470	37%	\$10,780	\$9,190	46%	\$1,710
September	\$350,000	\$15,930	\$4,170	21%	\$12,860	\$7,240	36%	\$3,070
June	\$350,000	\$15,830	\$4,140	21%	\$12,780	\$7,190	36%	\$3,050
September	\$400,000	\$20,100	\$0	0%	\$14,870	\$5,230	26%	\$5,230
June	\$400,000	\$19,970	\$0	0%	\$14,780	\$5,190	26%	\$5,190
September	\$450,000	\$20,100	\$0	0%	\$16,880	\$3,220	16%	\$3,220
June	\$450,000	\$19,970	\$0	0%	\$16,770	\$3,200	16%	\$3,200
September	\$500,000	\$20,100	\$0	0%	\$18,890	\$1,210	6%	\$1,210
June	\$500,000	\$19,970	\$0	0%	\$18,770	\$1,200	6%	\$1,200
September	\$530,000	\$20,100	\$0	0%	\$20,100	\$0	0%	\$0
June	\$530,000	\$19,970	\$0	0%	\$19,970	\$0	0%	\$0

*Higher CCS is not applicable in these scenarios given families are not eligible based on the assumption the child in OSHC is over 5 years old.

Attachment A – SB22-000320

TABLE 3. BENEFIT FOR FAMILIES WITH ONE CHILD IN CBDC USING THE NATIONAL AVERAGE OF THREE DAYS PER WEEK*

Sept or June 2021 Quarter	Family Income	Current out of pocket cost - annual	Current subsidy - annual	Current single child subsidy	Future out of pocket cost - annual	Future subsidy - annual	Future single child subsidy	Total better off - annual
September	\$60,000	\$2,470	\$14,030	85%	\$1,650	\$14,850	90%	\$820
June	\$60,000	\$2,430	\$13,770	85%	\$1,620	\$14,580	90%	\$810
September	\$90,000	\$3,140	\$13,360	81%	\$1,980	\$14,520	88%	\$1,160
June	\$90,000	\$3,080	\$13,120	81%	\$1,940	\$14,260	88%	\$1,140
September	\$120,000	\$4,790	\$11,710	71%	\$2,970	\$13,530	82%	\$1,820
June	\$120,000	\$4,700	\$11,500	71%	\$2,920	\$13,280	82%	\$1,780
September	\$150,000	\$6,440	\$10,060	61%	\$3,960	\$12,540	76%	\$2,480
June	\$150,000	\$6,320	\$9,880	61%	\$3,890	\$12,310	76%	\$2,430
September	\$180,000	\$8,090	\$8,410	51%	\$4,950	\$11,550	70%	\$3,140
June	\$180,000	\$7,940	\$8,260	51%	\$4,860	\$11,340	70%	\$3,080
September	\$210,000	\$8,250	\$8,250	50%	\$5,940	\$10,560	64%	\$2,310
June	\$210,000	\$8,100	\$8,100	50%	\$5,830	\$10,370	64%	\$2,270
September	\$250,000	\$8,250	\$8,250	50%	\$7,260	\$9,240	56%	\$990
June	\$250,000	\$8,100	\$8,100	50%	\$7,130	\$9,070	56%	\$970
September	\$300,000	\$10,330	\$6,170	37%	\$8,910	\$7,590	46%	\$1,420
June	\$300,000	\$10,140	\$6,060	37%	\$8,750	\$7,450	46%	\$1,390
September	\$350,000	\$13,080	\$3,420	21%	\$10,560	\$5,940	36%	\$2,520
June	\$350,000	\$12,840	\$3,360	21%	\$10,370	\$5,830	36%	\$2,470
September	\$400,000	\$16,500	\$0	0%	\$12,210	\$4,290	26%	\$4,290
June	\$400,000	\$16,200	\$0	0%	\$11,990	\$4,210	26%	\$4,210
September	\$450,000	\$16,500	\$0	0%	\$13,860	\$2,640	16%	\$2,640
June	\$450,000	\$16,200	\$0	0%	\$13,610	\$2,590	16%	\$2,590
September	\$500,000	\$16,500	\$0	0%	\$15,510	\$990	6%	\$990
June	\$500,000	\$16,200	\$0	0%	\$15,230	\$970	6%	\$970
September	\$530,000	\$16,500	\$0	0%	\$16,500	\$0	0%	\$0
June	\$530,000	\$16,200	\$0	0%	\$16,200	\$0	0%	\$0

*Higher CCS is not applicable in these scenarios given families are not eligible as they do not have multiple children in care

Attachment A – SB22-000320**CAMEO NOTES:***Definitions*

- Single child subsidy refers to the standard rate of Child Care Subsidy (CCS) paid to families with children aged 13 or under enrolled in child care.
- The Higher CCS refers to families with two or more children aged 5 or under in child care.

*Assumptions**September Quarter 2021*

- CBDC fee is **\$11.00** per hour for 30 hours a week across 50 weeks in a year.
- OHSC fee is **\$7.50** per hour for 12 hours a week across 40 weeks in a year.
 - o These figures are based on averages from the Child Care September Quarter 2021 Report.
- Rates are based on indexation projections from August 2022 (as provided by the Departments of Treasury and Finance).
- Out of pocket costs and Total Better Off amounts are projected for the 2023-24 Financial Year.

June Quarter 2021

- CBDC fee is **\$10.80** per hour for 30 hours a week across 50 weeks in a year.
- OHSC fee is **\$7.85** per hour for 12 hours a week across 40 weeks in a year.
 - o These figures are based on averages from the Child Care June Quarter 2021 Report i.
- Rates are based on indexation projections from August 2022 (as provided by the Departments of Treasury and Finance).
- Out of pocket costs and Total Better Off amounts are projected for the 2023-24 Financial Year.

Rounding

- All figures have been rounded. Dollar figures to the nearest 10, and rate percentages to the nearest 1.

Attachment A – SB22-000320

TABLE 4. NUMBER OF CHILD CARE FAMILIES PER \$10,000 INCOME BAND*

Income Band	# of families using care	# of families better off
01) low<=<10000	27,368	25,883
02) 10000<=<20000	65,490	60,025
03) 20000<=<30000	70,662	64,499
04) 30000<=<40000	54,271	49,837
05) 40000<=<50000	57,936	54,133
06) 50000<=<60000	57,504	54,632
07) 60000<=<70000	51,965	49,649
08) 70000<=<80000	50,524	48,467
09) 80000<=<90000	51,918	49,477
10) 90000<=<100000	54,194	52,022
11) 100000<=<110000	56,952	54,964
12) 110000<=<120000	59,011	57,353
13) 120000<=<130000	60,058	58,478
14) 130000<=<140000	59,190	57,900
15) 140000<=<150000	57,384	56,371
16) 150000<=<160000	54,790	53,966
17) 160000<=<170000	52,224	51,520
18) 170000<=<180000	48,407	47,844
19) 180000<=<190000	44,077	43,576
20) 190000<=<200000	39,313	38,850
21) 200000<=<210000	34,738	34,320
22) 210000<=<220000	28,396	28,069
23) 220000<=<230000	24,072	23,755
24) 230000<=<240000	20,702	20,436
25) 240000<=<250000	17,176	16,889
26) 250000<=<260000	14,475	14,184
27) 260000<=<270000	12,354	12,076
28) 270000<=<280000	10,215	10,051
29) 280000<=<290000	8,980	8,851
30) 290000<=<300000	7,575	7,454
31) 300000<=<310000	6,313	6,241

Income Band	# of families using care	# of families better off
32) 310000<=<320000	5,641	5,570
33) 320000<=<330000	4,750	4,689
34) 330000<=<340000	4,068	4,013
35) 340000<=<350000	3,547	3,511
36) 350000<=<360000	3,163	3,142
37) 360000<=<370000	2,769	2,740
38) 370000<=<380000	2,370	2,354
39) 380000<=<390000	2,105	2,090
40) 390000<=<400000	1,994	1,973
41) 400000<=<410000	1,707	1,695
42) 410000<=<420000	1,659	1,636
43) 420000<=<430000	1,382	1,361
44) 430000<=<440000	1,138	1,123
45) 440000<=<450000	1,062	1,047
46) 450000<=<460000	1,016	1,000
47) 460000<=<470000	966	944
48) 470000<=<480000	800	789
49) 480000<=<490000	713	700
50) 490000<=<500000	737	717
51) 500000<=<510000	603	589
52) 510000<=<520000	534	514
53) 520000<=<530000	514	457
54) 530000<=<540000	446	-
55) 540000<=<550000	451	-
56) 550000<=<560000	358	-
57) 560000<=<570000	380	-
58) 570000<=<580000	361	-
59) 580000<=<590000	309	-
60) 590000<=<600000	309	-
61) 600000+	5,331	-
Grand Total	1,309,416	1,254,426



Competition and Consumer (Price Inquiry— Child Care) Direction 2022

I, Jim Chalmers, Treasurer, give the following direction to the Australian Competition and Consumer Commission.

Dated 28 October 2022

Dr Jim Chalmers
Treasurer

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Preliminary **Part 1**

Section 1

Part 1—Preliminary**1 Name**

This instrument is the *Competition and Consumer (Price Inquiry—Child Care) Direction 2022*.

2 Commencement

- (1) Each provision of this instrument specified in column 1 of the table commences, or is taken to have commenced, in accordance with column 2 of the table. Any other statement in column 2 has effect according to its terms.

Commencement information		
Column 1	Column 2	Column 3
Provisions	Commencement	Date/Details
1. The whole of this instrument	The day after this instrument is registered.	

Note: This table relates only to the provisions of this instrument as originally made. It will not be amended to deal with any later amendments of this instrument.

- (2) Any information in column 3 of the table is not part of this instrument. Information may be inserted in this column, or information in it may be edited, in any published version of this instrument.

3 Authority

This instrument is made under the *Competition and Consumer Act 2010*.

4 Definitions

Note: Expressions have the same meaning in this instrument as in the *Competition and Consumer Act 2010* as in force from time to time—see paragraph 13(1)(b) of the *Legislation Act 2003*.

In this instrument:

approved child care service has the meaning given by section 194G of the *A New Tax System (Family Assistance) (Administration) Act 1999*.

child care subsidy has the meaning given by section 3 of the *A New Tax System (Family Assistance) Act 1999*.

goods has the meaning given by subsection 95A(1) of the Act.

inquiry has the meaning given by subsection 95A(1) of the Act.

not-for-profit has the same meaning as it has in the *Charities Act 2013*.

price has the meaning given by subsection 95A(1) of the Act.

services has the meaning given by subsection 95A(1) of the Act.

Part 1 PreliminarySection 4

State or Territory authority has the meaning given by subsection 95A(1) of the Act.

supply has the meaning given by subsection 95A(1) of the Act.

the Act means the *Competition and Consumer Act 2010*.

Part 2—Price inquiry into child care services

5 Commission to hold an inquiry

- (1) Under subsection 95H(1) of the Act, the Commission is required to hold an inquiry into the market for the supply of child care services. The inquiry is *not* to extend to any of the following:
 - (a) the supply of a good or service by a State or Territory authority;
 - (b) reviewing the operation of any Australian law (other than the Act) relating to approved child care services, except as necessary to consider the matters set out in section 6; and
 - (c) reviewing the operation of any program funded by the Commonwealth, or any policy of the Commonwealth (other than policies relating to competition and consumer protection, and in considering the matters set out in section 6).
- (2) For the purposes of subsection 95J(1), the inquiry is to be held in relation to goods and services that are approved child care services.
- (3) Under subsection 95J(2), the inquiry is *not* to be held in relation to the supply of goods and services of that description by a particular person or persons.

6 Directions on matters to be taken into consideration in the inquiry

Under subsection 95J(6) of the Act, the Commission is directed to take into consideration all of the following matters in holding the inquiry:

- (a) the costs incurred by providers of goods and services covered by subsection 5(2), including:
 - (i) the cost and availability of labour; and
 - (ii) the use of land and related costs; and
 - (iii) finance and administration costs; and
 - (iv) regulatory compliance costs; and
 - (v) the cost of consumables; and
- (b) the prices charged, since 1 January 2018, by providers of goods and services covered by subsection 5(2), including:
 - (i) price changes following the commencement of the *Family Assistance Legislation Amendment (Cheaper Child Care) Act 2022*; and
 - (ii) price changes as a result of Commonwealth policies that have the objective of lowering child care costs to consumers; and
- (c) how costs and prices differ by:
 - (i) provider type (for example, commercial and not-for-profit); and
 - (ii) provider size (for example, providers operating a single child care centre and providers operating multiple child care centres); and
 - (iii) type of child care services provided (for example, centre based day care, outside school hours care, family day care and in home care); and
 - (iv) age and characteristics of the child in child care; and

Part 2 Price inquiry into child care services**Section 7**

- (v) geographical location (for example, urban, regional, and remote); and
 - (vi) level of competition present in the market for the supply of child care services; and
 - (vii) overall quality rating of the child care services provided, as assessed against the *National Quality Standard* (as at 1 February 2018) under the National Quality Framework, as published on the Australian Children’s Education and Care Quality Authority website; and
- (d) factors affecting demand, supply and competition in the market for child care services, including:
- (i) the extent and existence of supplier practices and strategies in response to the existing government funding arrangements and regulatory settings; and
 - (ii) the impacts on the market from the coronavirus known as COVID-19, including the impact of the temporary coronavirus response measures contained in the *Child Care Subsidy Minister’s Rules 2017*; and
- (e) the impact of the above factors on child care provider viability, quality and profits; and
- (f) the impact and effectiveness of existing price regulation mechanisms and any impediments inherent in those mechanisms to their effective operation.

7 Directions as to holding of the inquiry

Under subsection 95J(6) of the Act, the Commission in holding the inquiry is directed to give to the Treasurer an interim report on the inquiry by no later than 30 June 2023.

8 Period for completing the inquiry

For the purposes of subsection 95K(1) of the Act, the inquiry is to be completed, and a report on the matter of inquiry given to the Treasurer, by no later than 31 December 2023.

Issue: Early Childhood Education and Care Workforce, pay and conditions
Contact: Brenton Philp
 Ph: s 22
 Deputy Secretary, Early Childhood and Youth Group

Key Points

Workforce shortages

- 203,100 people are employed in the early childhood workforce, comprising of early childhood educators, early childhood teachers and centre managers. (ABS Labour Force, National Skills Commission (NSC) seasonally adjusted, August 2022).
- There are long-term and persistent challenges for the early childhood education and care (ECEC) workforce, which were exacerbated by the pandemic.

Table 1 – Total employed in the early childhood education and care sector – February 2020 to August 2022 (NSC, seasonally adjusted ABS Detailed Labour Force Survey Data)

Period	Number
February 2020	202,200
May 2020	181,100
August 2020	197,800
November 2020	194,800
February 2021	199,100
May 2021	199,300
August 2021	192,900
November 2021	198,300
February 2022	210,700
May 2022	197,000
August 2022	203,100

The time series data are seasonally adjusted for each release including historical data. Historical data is not publicly available with seasonal adjustment, however, NSC have approved use of these figures publicly.

- The NSC 2021 Skills Priority List identifies current national shortages of educators (child care workers) and early childhood (pre-primary) teachers (ECTs).
 - However, Centre Managers, Family Day Care and Outside Schools Hours Care workers are not in national shortage. Refer Attachment A for state level shortages in these occupations.

- ∑ Additional indicators of workforce shortages are:
- 9.3 per cent of all services had a staffing waiver as at 1 October 2022 - generally issued for not having access to a qualified early childhood teacher (Australian Children's Education and Care Quality Authority (ACECQA) National Quality Framework Snapshot Q3, 2022)
 - 7,254 internet job ad vacancies in September 2022, up 61.3 per cent from September 2021 (NSC, 2022).
- ∑ The extent (i.e., number) of the current workforce shortage is not quantifiable with available data sources.

Employment projections

- ∑ In March 2022, the NSC projected an additional 21,800 educators, early childhood teachers and centre managers would be required by November 2026.
- ∑ These projections do not take into account recent announcements made on expanding preschool programs in Victoria or New South Wales, or expected increases in demand for child care as a result of the Government's Cheaper Child Care policy.
- ∑ The Department of Education will work with Jobs and Skills Australia, when established, to update the employment projections in partnership with states and territories.
- ∑ Some sector representatives (e.g., The Parenthood and Goodstart) are reporting the Government's Cheaper Child Care policy will put further strain on the workforce, and will require an additional 9,000 educators. This figure is not able to be verified by the department. Data shows recent improvements in the uptake of early childhood qualifications. Across VET and higher education, the number of students studying an ECEC qualification has increased from 113,564 in 2020 to 130,579 in 2021, an increase of 15 per cent.
- In 2020, there were 13,589 students **enrolled** in Early Childhood Teaching Bachelor and Sub-Bachelor programs at Australian universities and other providers such as TAFEs.
 - Based on preliminary data the number of students **enrolled** in Early Childhood Teaching programs increased by 19.4 per cent to 16,224 students in 2021.
 - In 2020, there were 99,975 students enrolled in early childhood education qualifications within the VET sector.

- The number of students enrolled in VET early childhood education qualifications increased by 14.4 per cent, to 114,355 students in 2021.

Workforce strategy

- Σ The Australian Government is working in partnership with states and territories and the sector to support the workforce and improve attraction, retention and sustainability.
- Σ The co-designed 10-year National Children's Education and Care Workforce Strategy (the Strategy) was released by ACECQA in October 2021.
- Σ The Strategy includes 21 short, medium and long-term actions aimed at addressing the persistent and long-term issues with supply, attraction and retention of the workforce.
- Σ At the August 2022 Education Ministers Meeting, Ministers endorsed the co-designed Implementation and Evaluation Plan (the Plan) that supports the Strategy.
- Σ The Plan was published by ACECQA on 5 September 2022 and is available on the ACECQA website.
- Σ The Plan commits all governments and the sector to working in partnership to take forward the Strategy actions as a priority. It outlines implementation steps for each action and how progress will be monitored and measured.
- Σ Implementation progress will be reviewed at the first of biennial workforce forums in December 2023.

Refer **Division Brief SB22-000341** for further implementation details.

Workforce supply initiatives

- Σ The Government's election commitments and new skills initiatives will support workforce supply:
 - 465,000 fee-free TAFE places, including 45,000 new TAFE places, with 180,000 in 2023.
 - 20,000 additional Commonwealth-supported university places for under-represented groups in areas of skills shortages with 1,469 in early childhood. Refer to [Attachment C](#) for state allocation of places.
 - a \$10,000 a year bursary for 5,000 new students throughout their teaching degree to address teacher supply.

- Σ Additionally, the Australian Apprenticeships Incentives System that commenced on 1 July 2022 provides wages subsidies and incentives for apprentices (trainees) to study priority occupations, including ECEC.
- Σ There has been strong take-up in the ECEC sector of recent skills initiatives such as Job Trainer and Boosting Apprenticeship Commencements. Refer Attachment A for program data.
 - Preliminary data on commencements and completions in the Certificate III and Diploma in ECEC increased in 2021 compared to 2020, reversing the recent downward trend (National Centre for Vocational Education Research).
 - Commencements in both the Certificate III and Diploma were 59,185 in 2021, compared to 54,265 in 2020.
 - Completion in both the Certificate III and Diploma were 28,860 in 2021, compared to 22,225 in 2020.
- Σ The Job Ready Graduates package introduced in 2020 reduced the cost of an early childhood teaching degree by 42 per cent.
 - There was an 18.7 per cent increase in early childhood teaching commencements in 2021 compared with 2020.
- Σ States and territories and sector organisations are also investing in workforce initiatives such as scholarship programs and incentives.
 - The summary of complementary initiatives released with the Workforce Strategy implementation plan identifies over 70 recent workforce commitments and initiatives from governments and the sector.

Workforce attraction and retention initiatives

- Σ Be You is a mental health and wellbeing program for educators in schools and the early childhood education and care sectors. Be You provides teachers and early childhood educators with resources, guidance and advice related to supporting wellbeing of educators and children.
 - The current Be You program is funded by the Health portfolio until 2023, through an investment of \$46.0 million.
- Σ The child care discount for early childhood workforce measure, introduced from 24 January 2022, allows child care providers to discount the gap fee their employee pays when the employee's child is enrolled at a service where they work or that their employer owns.
 - The discount helps sector employers attract and retain qualified staff by reducing their out-of-pocket child care costs.

- The Family Assistance Legislation Amendment (Cheaper Child Care) Bill 2022 provides ongoing legislative authority for this measure that was agreed in the 2021–22 Mid Year Economic and Fiscal Outlook process.

Jobs and Skills Summit

- ∑ The Jobs and Skills Summit was held on 1 and 2 September 2022. The following commitments made are relevant to the early childhood education and care workforce:
 - accelerate the delivery of 465,000 additional fee-free TAFE places, with 180,000 places to be delivered in 2023 through a \$1 billion investment
 - an increase in the permanent migration program ceiling for 2022–23 from 160,000 to 195,000
 - funding of \$36.1 million to accelerate visa processing and resolve the visa backlog
 - a relaxation of work restrictions on international students to increase the duration of post-study work rights in areas of verified skills shortages prioritising visa processing times for qualified teachers, including early childhood teachers
 - legislate Jobs and Skills Australia as a priority and establish the Jobs and Skills Australia work plan in consultation with all jurisdictions and stakeholders, to address workforce shortages and build long-term capacity in priority sectors
 - ensuring workers and businesses have flexible options for reaching agreements, including removing unnecessary limitations on access to single and multi-employer agreement.

Pre-Summit Roundtables

- ∑ Given that the attendance at the Summit was limited, Ministers held roundtable meetings prior to the Summit. The ideas and issues raised at the roundtables were then shared with the Treasurer to inform the agenda and conversation at the Summit.
- ∑ The Hon Dr Anne Aly MP, Minister for Early Childhood Education, hosted roundtable meetings with ECEC stakeholders on:
 - 8 August 2022 in Sydney
 - 10 August 2022 in Melbourne
 - 16 August 2022 in Perth.

- ∑ The key themes taken from the three ECEC workforce roundtables focused on workforce retention challenges and issues of ongoing supply, including:
- supporting retention in the early childhood education sector, including through improved pay and conditions and professional development opportunities
 - increasing immediate workforce supply, through skilled migration and removing barriers to skilled migration including listing early childhood educators on the skilled migration list
 - recognising the profession of early childhood educators and the sector more widely
 - supporting retention in the training and education pipeline.

Refer to [Attachment B](#) for details on the roundtable attendees and ECEC representatives at the Jobs and Skills Summit.

Improving pay and conditions

- ∑ The Fair Work Commission is the independent national workplace relations tribunal, responsible for setting minimum wages and employment conditions.
- ∑ The Government is committed to reducing the gender pay gap across a number of industries, including the ECEC sector where over 92 per cent of the workforce are women (National ECEC Workforce Census, 2021).
- ∑ To do this, the Government has committed to strengthening the ability and capacity of the Fair Work Commission to order pay increases for workers in low paid, female dominated industries.
- ∑ The Government will make gender equity an objective of the Fair Work Act and embed a statutory equal remuneration principle to help guide the way the Commission considers equal remuneration and work value cases.
- ∑ The Government will be establishing two expert panels: a Pay Equity Panel and a Care and Community Sector Panel, so that the Commission has the sector expertise and knowledge they need to deal with emerging workforce challenges in the crucial care sectors, including early childhood education and care
- ∑ There are two Modern Awards used to establish the national minimum wage and range for the sector:

- Child Carers who come under the **Children’s Services Award (2010)**
<https://services.fairwork.gov.au/download/payguides.html?file=childrens-services-award-ma000120-pay-guide.docx>
 - Early Childhood (Pre-Primary Teachers who come under the **Educational Services (Teachers) Award (2020)**)
<https://awardviewer.fwo.gov.au/award/show/MA000077>
- Σ At the Jobs and Skills Summit, the Government also committed to ensuring workers and businesses have flexible options for reaching agreements, including removing unnecessary limitations on access to single and multi-employer agreements.
- In Victoria, 70 centres combined in pay negotiations and negotiated an agreement that pays at least 16 per cent above the award. The centres needed to register the agreement 70 different times—this is the kind of thing multi-employer bargaining reform will make easier.
- Σ Improving pay and conditions in the ECEC sector was a key focus of the United Worker’s Union National Day of Action on 7 September 2022.
- This event was not industrial action, as employees were either taking leave or being rostered off work to attend.
 - We understand that the vast majority of employees are not currently bargaining for new enterprise agreements, and that the day of action did not relate to enterprise bargaining.
 - While there was a lot of media interest ahead of the event, there was limited reporting following the day of action to indicate if there was any major disruption to services.

Implications of application to vary minimum wage in Aged Care

- Σ We understand a ‘wage value case’ is currently being considered for Aged Care workers by the Fair Work Commission.
- Σ No case has been brought forward to the Fair Work Commission in relation to the ECEC workforce. If a case was submitted, the Government would monitor the implications it may have on the ECEC sector and families.

Recent wage increases

- Σ On 1 January 2022, the Fair Work Commission increased wages, under a new classification structure in the Teachers Award, by between 3 and 13 per cent depending on classification level and work setting of the early childhood teacher.
- Σ On 1 July 2022, the Fair Work Commission Minimum Rates Order increased pay rates in Modern Awards by 4.6 per cent or a minimum increase of \$40 per week (Fair Work Commission published final wage rates, 1 July 2022).
 - This includes up to 113,000 early childhood educators on the Children's Service Award which went up by 4.6 per cent. Early Childhood Teachers employed under the Education Services (Teachers) Award also received the increase.

Refer [Attachment A](#) for current award rates.

Further work to support the Workforce:

- Σ Guided by the Workforce Strategy and advice from the sector itself, the Government will continue to investigate options for initiatives that support the attraction and retention of the ECEC workforce.
- Σ On 31 August 2022, National Cabinet tasked Early Years and Education Ministers to develop a long-term vision for the ECEC sector and identify priority areas where governments can collaborate on opportunities to support better outcomes across the system.
 - This will include a focus on addressing workforce shortages.
 - To support this, the cross-jurisdictional Workforce Working Group is reviewing opportunities to bring forward actions and accelerate implementation of the Workforce Strategy.
 - A report will be provided to National Cabinet by the end of 2022.
- Σ In August 2022, Education Ministers agreed to develop a National Teacher Workforce Action Plan to address attraction and retention in the teaching profession, with a report to be provided to Education Ministers in December 2022.
 - The Action Plan will focus on five priority areas: elevating the profession; improving teacher supply; strengthening initial teacher education; maximising the time to teach; and better understanding future teacher workforce needs.
 - While primarily focused on the schooling sector, many of the priority areas and associated actions will be relevant to early

childhood teachers, as they are considered within the teacher workforce.

- Σ Following the Jobs and Skills Summit, Treasury will accept submissions for the Employment White Paper, which will help map out the future of our skills and labour market. We encourage ECEC providers and peak bodies to contribute to this process.

Departmental ASL working on Workforce matters

- Σ Staff working on the Workforce Strategy, including implementation & evaluation plan –
 - As at 1 November: $\$_{47F}$ FTE (being $\$_{47F}$ + $\$_{47}$ vacancy).
- Σ Staff working on ECEC Vision
 - As at 1 November: $\$_{47F}$ FTE with 0 vacancies.
- Σ Staff working on general workforce strategic policy
 - As at 1 November: $\$_{47F}$ FTE (being $\$_{47F}$ + $\$_{47}$ vacancies).

Research

Nordic measures

- Σ Workforce specific measures that addressed pay issues in Nordic countries and improved retention rates included:
 - targeted government grants for existing workers
 - paid practicum placements for students through their studies (co-funded by employers / placement sites)
 - bonuses for employees supervising students on placements.

Ref: A Scott, Securing children's future. Nordic-style investment needed in early years learning, The Australia Institute, July 2022

Public consultation findings

- Σ On 12 October 2022, the United Workers Union and Early Childhood Australia held a Workforce Summit (see summary in table below).
- Σ From 3,800 responses to public consultation led by ACECQA in May 2021, the most important workforce issues identified for immediate action were:
 - improving professional standing, workforce pay and conditions
 - promoting the importance of a career in the sector through a national communications campaign
 - investigating options for improved wellbeing supports, including employee assistance programs, supporting service providers to

have a strong mental health and wellbeing culture, and examining barriers and constraints to accessing wellbeing supports.

Ref: The Australian Children's Education and Care Quality Authority (ACECQA), National Children's Education and Care Workforce Strategy, public consultation findings, May 2021.

Union survey

- A United Workers Union survey conducted in March 2021 of over 3,800 current and recent early childhood educators found that at least 70 per cent plan to leave the sector in the next three years. The issues are worse in for-profit services. The top three reasons quoted for leaving were:
 - excessive workload – as a result of high turnover and staff shortages, which subsequently impacted on the quality of education and care due to insufficient time and educators often worked unpaid hours
 - low pay – resulting in financial stress for educators
 - feeling undervalued in their roles.

Ref: Big Steps / United Workers Union (UWU), Exhausted, undervalued and leaving: The crisis in Early Education, August 2021

Stakeholder Response

Stakeholder/ forums	Response summary
Rep Body/ies	Sector peak representative bodies are calling on the Australian Government to fund: <ul style="list-style-type: none"> • wage increases in the ECEC sector - arguing that families cannot afford fee increases to cover increasing wages costs • implementation of the Workforce Strategy - while many sector peaks have participated in the co-design process and welcomed the release of the Workforce Strategy Implementation and Evaluation Plan, they are seeking a higher level of government investment in implementation funding • a national campaign to improve community perceptions and value of the sector and its workforce • incentives to attract more workers to the sector. The sector is also calling for an expansion of skilled migration for the sector and streamlining of skills assessments.
Unions	The United Workers Union (UWU) jointly hosted an Early Education Workforce Crisis Summit with Early Childhood Australia in response to the ongoing challenges being experienced across the country on 12 October 2022. They committed to work together to develop sustainable options that respect and value educators and increase their wages; the Government to collaborate and to meet again mid-November 2022 to explore options for multi-employer bargaining and plot out timelines and processes.

	<p>Unions are calling for an improvement in pay and conditions in the sector. The UWU, representing educators, organised a national day of action on 7 September 2022, and called for the Australian Government to outline a plan and timeline to deliver on three key priorities:</p> <ul style="list-style-type: none"> ∑ Give us a reason to stay & pay us what we are worth ∑ Value early learning as part of the education system, just as important as schools ∑ Put children before profit.
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Media

- ∑ Media coverage on ECEC workforce issues continues to be strong, particularly in the lead up to the Jobs and Skills Summit 2022, and the National Day of Action.
- ∑ Workforce has also been raised in the context of the Cheaper Child Care legislation.

Other documentation

- ∑ Attachment A – provides detailed workforce data and information on the uptake of skills programs.
- ∑ Attachment B – ECEC Workforce Roundtable and Jobs Summit attendees.
- ∑ Attachment C – Workforce Key Points

Last Cleared By	Jacinda Still
Date Last Cleared	03 November 2022

EARLY CHILDHOOD AND CHILD CARE WORKFORCE – as at 3 November 2022

Total Employment

2017-2022 National Skills Commission seasonally adjusted ABS Labour Force Survey, Quarterly (August 2022):

	February	May	August	November
2022	210,700	197,000	203,100	
2021	199,100	199,300	192,900	198,300
2020	202,200	181,100	197,800	194,800
2019	207,400	214,500	224,400	209,600
2018	210,300	208,400	189,200	197,500
2017	202,400	211,300	226,500	217,400

Source: ABS, Labour Force, Australia, Detailed, Quarterly, National Skills Commission seasonally adjusted, August 2022. Note: Total calculated by combining the three regulated occupations of child carers, early childhood (pre-primary) teachers and child care centre managers, according to ANZSCO 4-digit codes. The time series data are seasonally adjusted for each release including historical data. Historical data is not publicly available with seasonal adjustment, however NSC have approved use of these figures publicly.

Total Employment (000's) - selected 4-digit occupations

ANZSCO Code	ANZSCO Title	Aug-2017	Aug-2018	Aug-2019	Aug-2020	Aug-2021	Aug-2022
4211	Child Carers	155.4	138.1	162.8	125.1	123.3	136.1
2411	Early Childhood (Pre-Primary School) Teachers	51.0	36.6	45.2	54.2	53.9	54.4
1341	Child Care Centre Managers	20.0	14.5	16.5	18.4	15.8	12.5
Seasonally adjusted total	*Child Care Occupations	226.5	189.2	224.4	197.8	192.9	203.1

Source: Labour Force, Australia, Detailed, Quarterly, National Skills Commission seasonally adjusted August 2022 *total figures are rounded to the nearest 100. Calculations based on rounded figures may result in differences to the total number shown.

Vacancies

The National Skills Commission's Internet Vacancy Index of major recruitment websites:

Occupation	Sep2021	Aug2022	Sep 2022	% change Sep21-Sep 22	% change Aug22-Sep22
Child carers	2,788	4,549	4,604	65.1%	1.2%
Early childhood (teachers)	1,430	2,253	2,271	58.8%	0.8%
Child care centre managers	278	361	379	36.3%	4.9%
Total	4,496	7,163	7,254	61.3%	1.3%

Source: National Skills Commission, Labour Market Insights, Internet Vacancy Index, Sept 2022.

Workforce Shortages

Skills Priority List (October 2022) and Skilled Migration Occupation Lists (2021):

ANZSCO Occupation	National Shortage	Future Demand	State / Territory shortages	Skilled Migration Occupation Lists
421111 Child Care Worker	Yes	Strong	Shortages across all states/territories.	ROI-Regional Occupation List (Group Leader only)
241111 Early Childhood (Pre-Primary School) Teacher	Yes	Strong	Shortages across all states/territories.	MLTSSL – Medium and Long-term Strategic Skills List
421112 Family Day Care Worker	No	Moderate	No shortages	N/A
421114 Out of School Hours Care Worker	No	Moderate	Shortages in NT.	N/A
134111 Child Care Centre Manager	No	Moderate	No shortages in VIC, QLD, SA, WA, TAS, ACT, NT.	MLTSSL – Medium and Long-term Strategic Skills List
421115 Preschool Aide	No	Moderate	No shortages in NSW, QLD, SA, WA, TAS, NT, Shortages in VIC.	N/A

Source: National Skills Commission, Skilled Priority List, October 2022.
Note: Skilled Migration Occupation Lists not updated in October 2022.

Employment Projections

The National Skills Commission 2021 Employment Projections:

Occupations	National Skills Commission Projections	
	Projected Employment level Nov 2021	Projected Employment Growth five years to Nov 2026 (%)
Total	198,800	220,700
Child Carers	134,200	142,100
Early Childhood Teachers	49,300	59,900
Centre Directors	15,300	18,700
Total	198,800	220,700

Source: National Skills Commission, Labour Market Insights, 31 March 2022.

Workforce Demographics

National ECEC Workforce Census 2021 Key Findings:

- 92.1% female workforce (96% in Centre Based Day Care) (up from 91.1% in 2016).
- The median age of staff was 36 years for females and 27 years for males.
- 2.9% of staff are Aboriginal or Torres Strait Islander workers (up from 2.0% in 2016).
- The average years of experience for paid contact staff with an ECEC qualification was 8.1 years (up from 7.4 years in 2016).
- The average years of job tenure for paid contact staff with an ECEC qualification was 4.0 years (up slightly from 3.6 years in 2016).

Source: 2021 National ECEC Workforce Census

Wages

Key commencement award rates – July 2022: Note: award rates do not include QLD:

Position	Level	Hourly Rate	Weekly Rate LDC (%)	Approx. Annual Full Salary (LDC)
Educator (Certificate III)	3.1	\$24.76	\$940.90	\$49,096
Educator (Diploma)	3.4	\$27.88	\$1059.50	\$55,285
Early Childhood Teacher	1	\$33.48	\$1272.40 *	\$66,394
Early Childhood Teacher	5	\$46.33	\$1760.60 *	\$91,868

An educational leader's allowance of \$4,022.05 per annum will be paid to an employee who is required to discharge the responsibilities of the educational leader under Regulation 118 of the Education and Care Services National Regulations 2011. Commenced 1 January 2022 for educational leaders employed under the Educational Services (Teachers) Award (2020) and commences 1 November 2022 for educational leaders employed under the Children's Services Award (2010).

*Under the Educational Services (Teacher) Award (2020), long day care Early Childhood Teachers are paid a 4 per cent loading above the award rate for preschool and school teachers.
Source: Fair Work Commission, Children's Services Award (2010) and Education Services (Teachers) Award (2020).

Internal DESE analysis of average salaries (May 2021):

Occupation	Average Salary Increases 2012-2021				
	May 2012 avg salary	May 2016 avg salary	May 2018 avg salary	May 2021 avg salary	% and \$ increase (2012 – 2021)
Child carers	\$25,487	\$33,76	\$34,807	\$40,562	59% \$15,086
Early childhood (pre-primary school) teachers	\$43,623	\$45,990	\$61,967	\$64,809	49% \$21,186
Child care centre managers	\$59,839	\$67,36	\$67,791	\$69,241	16% \$9,402

Source: Drawing from data sourced from the Australian Bureau of Statistics Average Ordinary Time Earnings May 2021, Data Cube 11. Average weekly total cash earnings, average age - sex: by detailed occupation (ANZSCO 4 digit).

EARLY CHILDHOOD AND CHILD CARE WORKFORCE

Qualifications

- In 2021, 84.8% of paid contact staff held a relevant qualification.
 - This compares to 70% in 2010, 82% in 2013 and 85.2% in 2016
- Source: DESE National Early Childhood Education and Care Workforce Census (2021).

Workforce Supply - from training

Commencements and completions of Certificate III in Early Childhood Education and Care:

Cert III	Commencements	Completions
2018	32,645	15,725
2019	38,055	15,695
2020	32,675	12,260
2021	37,250	15,325

Source: NCVET, 2022, Total VET Students and Courses 2021, Note: Completions data for 2021 are preliminary (subject to revision in 2023 to include completions submitted after the reporting date).

Commencements and completions in Diploma of Early Childhood Education and Care:

Diploma	Commencements	Completions
2018	19,850	13,565
2019	26,005	12,610
2020	21,590	9,965
2021	21,935	13,535

Source: NCVET, 2022, Total VET Students and Courses 2021, Note: Completions data for 2021 are preliminary (subject to revision in 2023 to include completions submitted after the reporting date).

Commencements and completions in early childhood initial teacher education courses

Year	Commencements	Completions
2018	3,556	2,283
2019	3,541	2,144
2020	4,288	2,051
2021 ^(a)	4,650	1,992

Source: DESE Higher Education Statistics, Selected Higher Education Statistics – 2018 – 2020, Initial Teacher Education courses registered in early childhood education (excluding professional development and research qualifications)

Data for 2021 are preliminary and subject to change.

Skills and Training Initiatives

- JobTrainer**: 32,541 (7.0%) funded training place enrolments have been in early childhood education and care (ECEC) qualifications (31 July 2022), with the two early childhood occupations being in the top 5 courses being undertaken nationally:
 - the Certificate III in Early Childhood Education and Care represented 5 per cent of total enrolments (22,616 enrolments).
 - the Diploma of Early Childhood Education and Care represented 2 per cent of total enrolments (9,925 enrolments).
- Australian Apprenticeships Incentive System (AAIS)**
 - From 1 July 2022, the new \$2.4 billion Australian Apprenticeships Incentive System (Incentives System) replaced the previous Australian Apprenticeships Incentives Program (which closed to new entrants from 30 June 2022).
 - Government support under the Incentives System will be focused on priority occupations (including early childhood education and care), ensuring support is targeted to the skills in demand in the Australian economy.
- Job-ready Graduates package**: Since the JRG reforms were introduced in 2020, the cost of an early childhood teaching qualification has come down by 42 per cent. Early enrolment data indicate a 18.7 per cent increase in early childhood teaching commencements in 2021 compared with 2020 (from 4029 commencements in 2020 to 4781 in 2021). Note: preliminary data for 2021.
- The Commonwealth Scholarships Program for Young Australians** provides scholarships of up to \$13,000 for young Australians in 10 nominated regions across Australia to undertake an eligible VET qualification and complete a paid internship, including in early childhood education and care. Of a total of 784 scholarships awarded over four rounds of the program, 87 (11 per cent) were to support qualifications in early childhood education and care.
- A \$1 billion 12-month **National Skills Agreement**, in partnership with the States and Territories, delivering **180,000 fee free TAFE places** from January 2023.
- 20,000 **additional university places** to provide more opportunities for under-represented groups to enter higher education across 2023 and 2024, with 1,469 in early childhood teaching.

Additional University places 2023 and 2024

Jurisdiction	Early Childhood
NSW	395
VIC	481
QLD	47
SA	0
WA	464
TAS	0
NT	54
ACT	5
Other	23
Total	1,469

ACECQA Staffing Waivers

Staffing Waivers primarily relate to qualification level, for example, when a service needs to replace an early childhood teacher and needs time to recruit.

- As at 1 October 2022, 9.3 per cent of all services had a staffing waiver:
 - Long Day Care (LDC) at 16.2 per cent
 - Family Day Care at 0.4 per cent
 - Preschools at 2.9 per cent
 - Outside School Hours Care (OSHC) at 2.2 per cent
 - Centre-based services (LDC, preschool/kindergartens and OSHC) at 9.6 per cent.
- Source: ACECQA NQF Snapshot Report Q3 2022

Gap fee discount for ECEC workers

- Announced 17 December 2021
- Applicable from 24 January 2022
- Example
 - Educator average family income is \$110,000 and her family's CCS rate is 71.67%.
 - Child attends 3 days at the same service.
 - Daily fee of \$106.50 for a 10-hour session, weekly fee comes to \$319.50.
 - After CCS is applied, the service charges her a gap fee of \$90.51 per week.
 - If the service offers a discount of \$20 per session of care, the remaining gap fee would be \$30.51 per week.

Be You - National Mental Health in Education Initiative

Through the **Be You** national mental health in education initiative, ECEC staff are being supported to develop mental health skills and knowledge. Extended for two years to 2023 with additional Government investment of \$46.0 million. More than 5,748 ECEC services have accessed (September 2022).

Source: Department of Health and Aged Care.

Covid vaccination for workers

- As of 7 June 2022, early indicators suggest that around **97.3 per cent of early childhood staff nationally are vaccinated**, with those people now stepping up for their booster as they become eligible.
- *While the total vaccination rate is the same as the eligible Australian population at 97.3 per cent, the dose 3+(booster) rate of 68.5 per cent is less than the Australian population rate of 70.9 per cent.
- In January 2022, National Cabinet eased isolation rules for a number of essential workers including those working in ECEC. Close contacts who are asymptomatic and test negative on a Rapid Antigen Test do not have to isolate and are able to return to the workforce, subject to state and territory specific implementation of health orders.

*Source: Australian Immunisation Register, Services Australia and ABS.

Roundtables & Jobs and Skills Summit

Attendees: names and organisations

The Hon Dr Anne Aly MP, Minister for Early Childhood Education, hosted roundtable meetings with ECEC stakeholders on 8 August 2022 in Sydney (15 stakeholders), 10 August 2022 in Melbourne (12 stakeholders) and 16 August 2022 in Perth (10 stakeholders).

The Jobs and Skills Summit was held on 1-2 September and following ECEC representatives attended.

- s 47F Early Childhood Australia (ECA)
- s 47F , The Parenthood
- s 47F , Australian Education Union (AEU)
- s 47F , United Workers Union
- s 47F , Independent Education Union
- s 47F , Unions ACT
- s 47F , Coalition of Aboriginal and Torres Strait Islander Peak Organisations (Coalition of Peaks)
- s 47F National Council of Single Mothers and their Children

Roundtables

Sydney

Table 1: Sydney roundtable 8 August 2022

Attendee Names	Organisation
s 47F	National Outside School Hours Services Alliance
	Australian Children’s Education and Care Quality Authority
	Independent Education Union of Australia
	Family Day Care Australia
	NSW Family Day Care & IHC Support Agency NSW and SA
	United Workers Union
	United Workers Union Educator representative

SB22-000321 – Attachment B

Attendee Names	Organisation
s 47F	Community Connections Solutions Australia
	Early Learning and Care Council of Australia (ELACCA)
	Big Fat Smile. Early Learning and Care Council of Australia (ELACCA) representative
	KU Children’s Services & Early Childhood Australia
	Australian Early Childhood Teacher Education Network
	Community Early Learning Australia (CELA)
	The Parenthood
	Australian Community Children’s Services

Melbourne

Table 2: Melbourne roundtable 10 August 2022

Attendee Names	Organisation
s 47F	Early Childhood Australia (ECA)
	Australian Childcare Alliance (ACA)
	Australian Childcare Alliance (ACA) (Small service provider representative)
	Australian Education Union (AEU)
	Australian Education Union (AEU) (Educator representative)
	Community Child Care Association (CCC)
	Outside School Hours Council of Australia (OSHCA) and TheirCare
	Lady Gowrie Tasmania
	Early Learning Association Australia (ELAA)
	The Secretariat of National Aboriginal and Islander Child Care (SNAICC)
	Goodstart Early Learning
	The Front Project

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Perth

Table 3: Perth roundtable 16 August 2022

Attendee Names	Organisation
Dr Michele Bruniges, Secretary	Department of Education
	Elite Family Day Care
	One Tree Community Services
	Ngala early Learning and Development Service
	Goodstart Early Learning
	Coolabaroo Neighbourhood Centre
	Chid Australia
	Goodstart Early Learning
	Ngala Early Learning and Development Service
	MercyCare
	The YMCA WA

s.47F

SB22-000321 - Attachment C**Workforce – Key Points****Key Data (more detail in [Attachment A](#))**

- As of August 2022, there are **203,100** staff in the sector (up from **197,000** in May 2022) (Source: *National Skills Commission, seasonally adjusted Labour Force Survey (August 2022)*).
- The latest data indicates there are **nationwide shortages of early childhood educators and early childhood teachers** with strong future demand for these occupations (Source: *Skills priority list 2022*)
- **8.5 per cent** of all services had a staffing waiver as at 1 July 2022 (generally issued for not having access to a qualified early childhood teacher) (source: *ACECQA National Snapshot*)
- 2021 Employment projections indicate that by November 2026 the sector will need an additional 21,800 staff. (Source: *National Skills Commission, Labour Market insights, 31 March 2022*). Note: *projections do not include demand drivers which may impact ECEC workforce e.g. NSW and Victorian preschool reforms.*
- There are currently a total of **7,254 vacancies** across the sector, **up from 4,496** in September 2021 (**an increase of 61.3 per cent**) (Source: *National Skills Commission, Labour Market Insights, Internet Vacancy Index, September 2022*).

National Children’s Education and Care Workforce Strategy (the Strategy)

- Σ The Strategy was **co-designed by all government and the sector** and outlines 21 actions to support the recruitment, retention, sustainability and quality of the early childhood education and care (ECEC) workforce.
- Σ Key actions include a focus on lifting the **professional recognition of the workforce**, including through investigating options to **improve pay and conditions** (FA1-1), and a commitment to research on important issues such as **educator wellbeing**.
 - **Research Project:** Investigate options for improving pay and conditions (FA1-1) is to be addressed through governments commissioning research before the end of 2022. The research will review the existing body of evidence and explore examples and case studies of supportive settings to attract and retain educators. The research will be concluded in the second half of 2023 and findings are proposed to be discussed at the national workforce forum in December 2023.
- Σ The Strategy’s **Implementation and Evaluation Plan** was endorsed by all Education Ministers and released on 5 September 2022 and commits all governments and the sector to taking the Strategy’s actions forward as a priority. It outlines implementation steps for each action and how progress will be monitored and measured.
- Σ The Australian Government has committed to funding and implementing the following Strategy actions:
 - investigating options to streamline skilled migration assessment and approval processes
 - developing new resources and enhance promotion of the career opportunities in ECEC through the Australian Government Jobs Hub website and the National Careers Institute
 - reforming the industry engagement arrangements in the Vocational Education and Training system by establishing new industry clusters from early 2023;
 - developing a recognition of prior learning toolkit to support experienced educators to upskill to complete their Diploma which will be available in early 2023;
 - identifying options to ensure fit for purpose data is available on the early childhood workforce
 - funding ACECQA’s development of an ‘induction to the National Quality Framework’ to improve access to core professional development for early childhood educators and teachers. This project is complete and was released by ACECQA in September 2022.
- Σ National Cabinet tasked Early Years and Education Ministers to develop a long-term vision for the ECEC sector and identify priority areas where governments can collaborate on opportunities to support better outcomes across the system, with a particular focus on workforce shortages. To support this, the cross-jurisdictional Workforce Working Group that reports to ECPG, is reviewing opportunities to bring forward actions and accelerate implementation of the Strategy.

Other initiatives to support the ECEC workforce

- Complementing the Strategy, the Australian Government has committed to a number of initiatives to support workforce supply. These include:
 - a \$1 billion 12-month National Skills Agreement, in partnership with the States and Territories, delivering 180,000 fee free TAFE places from January 2023
 - 20,000 additional university places to provide more opportunities for under-represented groups to enter higher education across 2023 and 2024, with 1,469 in early childhood teaching.

Additional University places 2023 and 2024

Jurisdiction	Early Childhood
NSW	395
VIC	481
QLD	47
SA	0
WA	464
TAS	0
NT	54
ACT	5
Other	23
Total	1,469

Note that while funding is being allocated to providers who are listed as Table A in the *Higher Education Support Act 2003* within a funding envelope, there is a clear and unambiguous expectation that courses will be delivered as closely as possible in line with indicative funding parameters and that all of these places will be filled by people from educational disadvantaged groups. Ongoing reporting on the use of these additional places to the Department of Education will be required.

- Increasing the permanent migration program for 2022–23 to 195,000, providing \$36.1 million to accelerate visa processing including prioritising visa processing times for qualified teachers, including early childhood teachers and relaxing work restrictions on international students until June 2023
- bursaries for 5000 talented students to enter teaching
- the establishment of Jobs and Skills Australia, which will work with governments, employers and unions, and use data and insights from industry to inform government labour market and skills policy
- funding the ‘Be You’ wellbeing initiative, which aims to promote and protect positive mental health in children, young people and educators in every early learning service and school in Australia. educators to develop a BE You was accessed by more than 5,748 ECEC services as of September 2022.

Pay

- The Government has committed to reducing the gender pay gap through further empowering the Fair Work Commission to address low pay and conditions across a number of industries, including the ECEC sector.
- The Government will make gender equity an objective of the Fair Work Act and embed a statutory equal remuneration principle to help guide the way the Commission considers equal remuneration and work value cases.

- Σ The Government will be establishing two expert panels: a Pay Equity Panel and a Care and Community Sector Panel, so that the Commission has the sector expertise and knowledge they need to deal with emerging workforce challenges, including early childhood education and care.
- Σ At the Jobs and Skills Summit, the Government also committed to ensuring workers and businesses have flexible options for reaching agreements, including removing unnecessary limitations on access to single and multi-employer agreements.
 - In Victoria, 70 centres combined in pay negotiations and negotiated an agreement that pays at least 16 per cent above the award. The centres had to register the agreement 70 different times – this is the kind of thing multi-employer bargaining reform will make easier.
- Σ On 1 July 2022, the Fair Work Commission Minimum Rates Order increased pay rates in Modern Awards by 4.6 per cent or a minimum increase of \$40 per week (*Fair Work Commission published final wage rates, 1 July 2022*).
 - This includes **up to** 113,000 early childhood educators on the Children’s Service Award which went up by 4.6 per cent (Source: *ABS Employee Earnings and Hours, microdata, May 2021*). Early Childhood Teachers employed under the Education Services (Teachers) Award also received the increase.

Issue: **Early Childhood Care and Development Policy Partnership**
Contact: **Brenton Philp**
 Ph: s 22
 Deputy Secretary, Early Childhood and Youth Group

Key Points

- ∑ The Australian Government has committed to fund **\$10.2 million** in establishment costs for the Early Childhood Care and Development Policy Partnership (the Partnership) over three years for partnership, governance, meeting support and activities.
- ∑ Policy partnerships are a commitment to drive collective effort towards Priority Reform One under the National Agreement on Closing the Gap, and establish formal partnerships that support shared decision making between governments and First Nations partners.
- ∑ The Partnership will help drive coordinated reform efforts on priority areas of **early childhood education, maternal and child health, child safety, and children and families** to improve the early childhood systems and sectors.
- ∑ The Partnership will report to the Joint Council on Closing the Gap (Joint Council) and focus on issues and actions that will deliver progress against the Priority Reforms and towards the five early childhood Closing the Gap Outcomes.
 - 2 - Children are born healthy and strong.
 - 3 - Children are engaged in high quality, culturally appropriate early childhood education in their early years.
 - 4 - Children thrive in their early years.
 - 12 - Children are not overrepresented in the child protection system.
 - 13 - Families and households are safe.
- ∑ The Partnership will be co-chaired by SNAICC – National Voice of Our Children (SNAICC) as the national peak body for First Nations children, and the Early Childhood and Youth Deputy Secretary of the Commonwealth Department of Education.
- ∑ The Partnership will be comprised of a senior official from each state and territory government, and SNAICC will join five other Coalition of Peak body representatives and five First Nation community members to support a balance of membership.

Funding

- As the First Nations co-chair of the Partnership, nominated by the Coalition of Peaks, the department has invited SNAICC to apply for a closed non-competitive grant arrangement on 17 October 2022.
- The grant will be managed by the department to facilitate direct partnership with SNAICC.
- The value of the grant totals **\$4.9 million** from 2022–2025, in line with the parameters of a Joint Council endorsed resourcing framework. This funding will support:
 - co-chairing and participating in the Partnership
 - establishing a co-secretariat team for the Partnership, in conjunction with the department
 - facilitating the engagement of First Nations members of Partnership, including providing independent policy advice as well as travel costs and sitting fees for community members
 - research to support decision making of SNAICC and/or First Nations members of the Partnership.
- The remainder of the measure’s funding will be managed by the department in support of the Partnership:
 - **\$2 million** will support research and engagement by the direction of the Partnership.
 - **\$0.5 million** will support meeting costs as well as an evaluation of the Partnership after three years, to report back to Joint Council.
 - **\$2.8 million** will provide resourcing for the department to manage the co-secretariat, meet administration costs and develop strong policy advice to support the Partnership.

Table 1 – Policy Partnership Funding breakdown (\$10.2 million)

	2022-23 (\$'m)	2023-24 (\$'m)	2024-25 (\$'m)	Total (\$'m)
SNAICC Resourcing	1.619	1.632	1.654	4.905
Research & Engagement	0.5	0.71	0.823	2.033
Meeting Support and Evaluation	0.078	0.132	0.339	0.549
Departmental	0.946	0.902	0.91	2.758

Policy Partnership Operation

- ∑ The first meeting of the Partnership will occur in Adelaide on 14 November 2022, and a list of members is at [Attachment A](#).
- ∑ An Agreement to Implement sets out scope and purpose of the Partnership as well as the roles and responsibilities of members ([Attachment B](#)).
- ∑ The Partnership will meet a minimum of four times per year, to develop recommendations for Joint Council consideration.
- ∑ Where recommendations are agreed by Joint Council—and these fall under a Commonwealth and state and territory, or legislated governance authority—they will be referred to the relevant authority for consideration or implementation, as appropriate.
- ∑ If the Partnership makes a recommendation within the purview of another ministerial body or governance authority, recommendations will need to be agreed in-principle by Joint Council before referral to the relevant authority for consideration or implementation, as appropriate.
- ∑ This will ensure that approvals for Partnership recommendations are not duplicated across multiple governance structures, while respecting the specific jurisdiction and authority of existing fora.
- ∑ Recommendations are non-binding and governments retain responsibility for funding decisions.

Links to other Australian Government priorities

- ∑ The Partnership's priorities may look to progress the actions and goals in recent evidence-based strategies that were co-designed by SNAICC with the Australian Government in 2021, including:
 - the National Aboriginal and Torres Strait Islander Early Childhood Strategy
 - the Early Childhood Care and Development Sector Strengthening Plan
 - Safe and Supported: The National Framework for Protecting Australia's Children 2021–2031.
- ∑ The Partnership will provide an opportunity for governments to collaborate with sector representatives and consider the relevant lived experience of First Nations communities to inform policy development, including in the development of the Early Years Strategy (the Strategy).
- ∑ The Partnership will consider how the Strategy can ensure First Nations children, and children experiencing vulnerability or

disadvantage in particular, are given the best opportunities to support their learning and development, and improve lifetime outcomes for themselves and their families.

Intersections with existing First Nations education bodies

- Σ The Partnership will engage with other representative bodies, including the new National Aboriginal and Torres Strait Islander Education Council (NATSIEC), currently under development.
- Σ Intersections of scope and function between the Partnership and NATSIEC will be aligned and determined in collaboration with First Nations and government parties.
- Σ The Partnership will also coordinate and engage with the development of the Aboriginal and Torres Strait Islander Voice to EMM as its scope is clarified, to ensure its remit and workplan is complementary and provide joined-up and coherent advice to Education Ministers.

Research

- Σ NIL

Media

- Σ NIL

Other documentation

- Σ **Attachment A** – List of members to the ECCD Policy Partnership
- Σ **Attachment B** – Agreement to Implement

Last Cleared By	Brenton Philp
Date Last Cleared	02 November 2022

BACKGROUND

- Σ Consistent with the direction of the Partnership Working Group which reports to Joint Council, a core group comprising SNAICC, the Commonwealth Department of Education, Coalition of Peaks Secretariat, the National Indigenous Australians Agency, and the Department of Social Services developed the foundational documents of the Partnership, including the Agreement to Implement.
- Σ Joint Council endorsed the establishment of the Partnership at their 26 August meeting, with its approval of the foundational documents.

Policy Partnerships

- Σ The National Agreement on Closing the Gap states at Clause 38, that by 2022, the Joint Council will establish a joined-up approach to five policy priority areas, between the Commonwealth, states and territories and Aboriginal and Torres Strait Islander representatives. The five policy priority areas are:
 - Justice (adult and youth incarceration)
 - Social and emotional wellbeing
 - Early childhood care and development
 - Housing
 - Aboriginal and Torres Strait Islander languages.
- Σ Policy partnerships are created for the purpose of working on discrete policy priority areas and bring together all government parties with Aboriginal and Torres Strait Islander people, organisations and communities to the collective task of Closing the Gap.
- Σ The primary function of a policy partnership is to identify opportunities to work more effectively, reduce gaps and duplication, and improve outcomes under Closing the Gap.

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Early Childhood Care and Development Policy Partnership Members

- All government representatives to the Partnership were nominated and agreed through the Partnership Working Group, a sub-structure of Joint Council.
- First Nations Peaks and individual members were selected through an expression of interest process managed by the Coalition of Peaks.
- In line with the National Agreement on Closing the Gap, First Nations members selected their own representatives through an open expression of interest process.
- This approach is in keeping with strong partnership elements of the Closing the Gap National Agreement (clause 32), where participation in decision-making is done by Aboriginal and Torres Strait Islander people, appointed by Aboriginal and Torres Strait Islander people, in a transparent way, based on their own structures and where they are accountable to their own organisations and communities.
- These principles further outline that government representatives should have negotiating and decision-making authority relevant to the partnership context.

List of Government members to the Partnership

Party	Name	Position	Agency
Cmwth	Brenton Philp	Deputy Secretary	Department of Education
ACT	Nicole Moore	Executive Branch Manager	Education Directorate
NSW	Gillian White	Deputy Secretary	Department of Education
NT	Gabrielle Brown	Executive Director	Department of Territory Families, Housing and Communities
QLD	Tania Porter	Deputy Director-General	Department of Education
SA	Jackie Bray	Head of Office	Office for the Early Years
TAS	Jodee Wilson	Deputy Secretary	Department of Education, Children and Young People
VIC	Mathew Lundgren	Executive Director	Department of Education and Training
WA	Caron Irwin	Assistant Director General	Department of Communities

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List of First Nations members to the Partnership

Name	Organisation	Position (Jurisdiction)
Catherine Liddle	SNAICC – National Voice of Our Children	First Nations Peak Co-Chair (National)
Donella Mills	National Aboriginal Community Controlled Health Organisation	First Nations Peak member (National)
Tennille Lamb	First Peoples Disability Network	First Nations Peak member (National)
Lisa Coulson	Tasmanian Aboriginal Centre	First Nations Peak member (Tasmania)
Neville Atkinson	Victorian Aboriginal Education Association Incorporated	First Nations Peak member (Victoria)
Sharron Williams	Aboriginal Family Support Services	First Nations Peak member (South Australia)
Joanne Della Bona	-	First Nations community member (Western Australia)
Keara Baker-Storey	-	First Nations community member (Northern Territory)
Darcy Cavanagh	-	First Nations community member (Queensland)
Sandra Anne Miller	-	First Nations community member (South Australia)
Paul Gray	-	First Nations community member (New South Wales)

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Early Childhood Care and Development Policy Partnership Agreement to Implement

- Σ The below Agreement to Implement was agreed by the Joint Council on Closing the Gap, co-chaired by the Hon Minister Burney MP and Pat Turner AM, lead Convenor of the Coalition of Peaks, at their meeting on 26 August 2022.
- Σ Consistent with Partnership Working Group guidance, as the lead Commonwealth agency for the primary early childhood targets, the Commonwealth Department of Education has led the establishment of the Partnership on behalf of all governments and will co-chair the forum with SNAICC.
- Σ Other parties engaged in the development include the Coalition of Peaks Secretariat, the National Indigenous Australians Agency, the Department of Social Services, and the Commonwealth Department of Health.

AGREEMENT TO IMPLEMENT THE EARLY CHILDHOOD CARE AND DEVELOPMENT POLICY PARTNERSHIP

PARTNERSHIP AGREEMENT TO IMPROVE OUTCOMES UNDER CLOSING THE GAP FOR EARLY CHILDHOOD CARE AND DEVELOPMENT

ESTABLISHED BY THE JOINT COUNCIL ON CLOSING THE GAP

UNDER THE AUTHORITY OF THE NATIONAL AGREEMENT ON CLOSING THE GAP

Preamble

The National Agreement on Closing the Gap (the National Agreement) makes provision for the establishment of policy partnerships under Priority Reform One: Formal Partnerships and Shared Decision-Making. Policy partnerships are partnerships created for the purpose of working on discrete policy areas, such as education, health or housing (Clause 30, National Agreement).

The National Agreement states at Clause 38, that by 2022, the Joint Council will establish a joined-up approach to five policy priority areas, between the Commonwealth, states and territories and Aboriginal and Torres Strait Islander representatives. The five policy priority areas are:

- a) justice (adult and youth incarceration)
- b) social and emotional wellbeing (mental health)
- c) housing
- d) early childhood care and development
- e) Aboriginal and Torres Strait Islander languages.

The National Agreement states that policy partnerships should include the strong partnership elements articulated at Clause 32 unless Aboriginal and Torres Strait Islander people, communities and organisations choose not to pursue elements (Clause 35).

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For the purpose of this Agreement to Implement, Early Childhood, Care and Development encompasses several sectors including early childhood education, child care, maternal and child health, child safety and children and families. Additionally, there will be intersecting areas of interest such as disability and housing.

A dedicated and coordinated approach in the early childhood development and care sectors is critical to improving outcomes for Aboriginal and Torres Strait Islander children. Increasing a child's opportunities in their early years is foundational to improving outcomes across their life course. Supporting children and their families to thrive, and develop to meet their learning potential in the first five years of life, will set them up for future life opportunities and success in education, employment, long-term health and connection to community. This partnership builds on existing commitments under the National Agreement and strategies that have been developed in partnership with the early childhood development and care sector.

Strong partnership elements

The Early Childhood Care and Development Policy Partnership (ECPP) is consistent with the Partnership Agreement on Closing the Gap and the National Agreement on Closing the Gap. The strong partnership elements at Clauses 32 and 33 of the National Agreement apply to the ECPP.

SB22-000322 – Attachment B**Purpose**

1. The purpose of this Agreement is to establish a mechanism for the Parties to develop a joined-up approach to Aboriginal and Torres Strait Islander early childhood care and development policy, with a focus on:
 - a. ensuring Aboriginal and Torres Strait Islander children (0-5 years) are born healthy and remain strong, nurtured by strong families and thrive in their early years; and
 - b. ensuring children’s safety and care in family and addressing the impacts of child protection systems on children’s health, wellbeing and development.
2. The primary function of the ECPP is to make recommendations to the Joint Council about improving early childhood outcomes of Aboriginal and Torres Strait Islander children.

Objectives

3. The objectives of the ECPP are to:
 - a. Establish a joined-up approach between all governments and Aboriginal and Torres Strait Islander community representatives to address early childhood care and development outcomes of Aboriginal and Torres Strait Islander children.
 - b. Give a focus to the Priority Reforms in the National Agreement, and how they can be harnessed to make the changes needed to ensure that Aboriginal and Torres Strait Islander children are born healthy, supported to thrive with strong families and proud in culture.
 - c. Identify specific reforms to support Aboriginal and Torres Strait Islander children to achieve their potential in the early years, to be set up for long-term success.
 - d. Identify opportunities to work more effectively across governments, reduce gaps and duplication and improve outcomes under Closing the Gap.
 - e. Identify opportunities to work more effectively across the Coalition of Peaks and community organisations, reduce gaps and duplication and improve outcomes under Closing the Gap.
 - f. Support efforts to implement the National Agreement including meeting targets for the Priority Reform areas and socio-economic outcomes.
 - g. Drive Aboriginal and Torres Strait Islander community-led outcomes on Closing the Gap, and support community-led development initiatives.
 - h. Enable Aboriginal and Torres Strait Islander representatives, communities and organisations to negotiate and implement agreements with governments to implement all Priority Reforms and policy specific and place-based strategies to Support Closing the Gap.

Scope

4. Noting that other socio-economic outcomes impact early childhood care and development and that intersections with other outcome areas will require consideration, the ECPP will focus on issues and actions that will deliver progress towards Outcomes **2, 3, 4, 12 and 13** of the National Agreement:
 - a. Outcome 2: Aboriginal and Torres Strait Islander children are born healthy and strong.
 - b. Outcome 3: Aboriginal and Torres Strait Islander children are engaged in high quality, culturally appropriate early childhood education in their early years
 - c. Outcome 4: Aboriginal and Torres Strait Islander children thrive in their early years.
 - d. Outcome 12: Aboriginal and Torres Strait Islander children are not over-represented in the child protection system.
 - e. Outcome 13: Aboriginal and Torres Strait Islander families and households are safe.

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5. The ECPP will have oversight¹ and drive development of policy reforms outlined in the *National Aboriginal and Torres Strait Islander Early Childhood Strategy* and *Early Childhood Care and Development Sector Strengthening Plan*.
6. Topics in scope for consideration are:
 - a. Issues and actions that progress the objectives of the ECPP, including establishing a joined-up approach to supporting Aboriginal and Torres Strait Islander children in their early years, reducing gaps and duplication, and giving effect to the transformational Priority Reforms of the National Agreement.
 - b. Issues and actions that can be directly linked to progressing the socioeconomic targets and indicators related to early childhood care and development in the National Agreement.
 - c. Issues and actions that progress the Priority Reforms as they relate to early childhood care and development. This may include:
 - i. Review of existing, or creation of new partnerships related to early childhood care and development, including place-based partnerships to support Priority Reform One
 - ii. Review of the community-controlled early childhood care and development sector and plans to strengthen the sector in line with Priority Reform Two
 - iii. Embedding Priority Reform Three by pursuing transformation of mainstream agencies, including across the portfolios of early childhood education and care; maternal and child health; child protection and safety; and children and families, as well as connection to cross-cutting issues (such as disability and housing)
 - iv. Issues relating to the structure and operation of the mainstream institutions and services that disproportionately and unfairly impact Aboriginal and Torres Strait Islander people, also under Priority Reform Three
 - v. Review of data available and needed to develop evidence-based and locally responsive policies in accordance with Priority Reform Four
 - d. Issues and actions that relate to the drivers of early childhood care and development outcomes, including socio-economic drivers and targets that have a direct and tangible effect on improving early childhood outcomes for Aboriginal and Torres Strait Islander children.
 - e. Issues and actions related to prevention and early intervention.
7. The Parties to the ECPP will have authority to determine by consensus whether a topic is in scope or not. If the Parties are unable to agree on whether a topic is in scope, the dispute resolution processes may be triggered.
8. Matters which are considered out of scope for the ECPP may be referred to other bodies or mechanisms for consideration in line with powers of the ECPP set out in this document.

Chairing arrangements

9. The ECPP is co-chaired by a representative of the Coalition of Peaks and a representative of the Commonwealth who are Parties to the Agreement. The co-chairs are indicated in Schedule A.
10. The co-chairs are responsible for agreeing meeting agendas, chairing meetings, and overseeing and monitoring the work of the ECPP.

Parties

11. The Parties to the Agreement are all Australian Governments, the Coalition of Peaks, and other Aboriginal and Torres Strait Islander representatives as outlined in Schedule A.

¹ Note that Joint Council, through PWG, is the governance mechanism for the Early Childhood Care and Development Sector Strengthening Plan (ECCD SSP), as per Page 5 of the ECCD SSP.

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12. Continuity of membership and attendance at meetings is critical to the effective functioning of the ECPP.
- a. Coalition of Peaks representatives will confirm their attendance with the Peaks' co-chair prior to meetings. If they are unable to attend the Peaks' co-chair will nominate an alternative representative in consultation with the relevant Peak. If the member misses three meetings the co-chair will ask them to reconsider their ongoing membership.
 - b. Other Aboriginal and Torres Strait Islander representatives will also confirm their attendance with the Peaks' co-chair prior to meetings. They have been selected in their own right and it will not be appropriate for them to nominate someone else if they cannot attend. If the member misses three meetings the co-chair will ask them to reconsider their ongoing membership and advise the Coalition of Peaks. In such an event, the Coalition of Peaks may remove the member and call expressions of interest for a replacement.
 - c. Government representatives will confirm their attendance with the Government co-chair prior to meetings. If a Government representative is unable to attend a meeting, then the jurisdiction will nominate an alternative representative.
13. The Parties to the Agreement are listed at Schedule A.
14. Subject to the agreement of co-chairs, additional representatives may be invited to attend the meeting of the ECPP in support of the work of the ECPP.

Roles and responsibilities

15. All Parties are jointly responsible for:
- a. Developing a joined-up approach to the early childhood care and development policy area including:
 - i. identifying opportunities to work more effectively across governments
 - ii. reducing gaps and duplication, and
 - iii. improving Aboriginal and Torres Strait Islander children's early childhood outcomes.
 - b. Agreeing the priorities and work plan for the ECPP
 - c. Conducting and commissioning research and studies, analysing data and information, preparing reports
 - d. Developing recommendations and taking forward action through the implementation approaches of the National Agreement, and
 - e. Tracking and reporting on progress.
16. The government Parties will:
- a. Liaise with other agencies in their jurisdiction to develop cross-agency perspectives to inform the work of the ECPP
 - b. Engage with other organisations to seek expert advice
 - c. Engage with relevant Ministers and seek Ministerial clearance of key actions ahead of ECPP agreement as required
 - d. Consider how recommendations of the ECPP and actions agreed can be implemented in their jurisdiction, including through the implementation planning process or more urgent action
 - e. Communicate the work of the ECPP to other agencies in their jurisdiction
 - f. Share data with Aboriginal and Torres Strait Islander representatives, where government is the owner of that data and privacy or other requirements allow, to inform shared decision-making.
17. The Coalition of Peaks Parties will:
- a. Liaise across the Coalition of Peaks and their membership and bring the perspectives of the Aboriginal and Torres Strait Islander people, communities and organisations, their expertise, and their lived experiences to the deliberations of the partnership;

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- b. Provide opportunities for Aboriginal and Torres Strait Islander people, communities and organisations to inform them of their concerns and how they might be ameliorated (resolved).

Term

- 18. The Agreement comes into effect on the date of signing and continues for an initial period in line with the term of the National Agreement on Closing the Gap July 2020.
- 19. The ECPP will be reviewed after a three-year term. The process for this review will be established by the Drafting Group in consultation with ECPP Parties, agreed by the Partnership Working Group and advice provided to Joint Council which will endorse a decision on next steps.

Amendment

- 20. The Agreement can be amended at any time by agreement of the Parties.
- 21. The ECPP will consider whether any amendments are required to this Agreement, its membership and its forward work plan at least once each year.

Decision-making

- 22. The ECPP is guided by the principle that decision-making is shared between governments and Aboriginal and Torres Strait Islander people. Shared decision-making is:
 - a. By consensus, where the voices of Aboriginal and Torres Strait Islander Parties hold as much weight as the governments'
 - b. Transparent, where matters for decision are in terms that are easily understood by all Parties and where there is enough information and time to understand the implications of the decision
 - c. Where Aboriginal and Torres Strait Islander representatives can speak without fear of reprisals or repercussions
 - d. Where a wide variety of groups of Aboriginal and Torres Strait Islander people, including women, young people, elders, LGBTQI and Aboriginal and Torres Strait Islander people with a disability can have their voice heard
 - e. Where self-determination is supported, and Aboriginal and Torres Strait Islander lived experience is understood and respected
 - f. Where relevant funding for programs and services align with jointly agreed community priorities, noting governments retain responsibility for funding decisions
 - g. Where partnership Parties have access to the same data and information, in an easily accessible format, on which any decisions are made.

Recommendations

- 23. The ECPP may make recommendations under this Agreement and will provide those recommendations via the Partnership Working Group to the Joint Council for its information, unless the recommendation is for an action to be taken to Joint Council for agreement.
- 24. All recommendations made pursuant to this Agreement are made by consensus of the Parties. Recommendations are non-binding.
 - a. Recommendations of the ECPP made to Joint Council will only be made public with the express agreement of Joint Council.
- 25. Recommendations may be made as national recommendations or may apply to a specific member or other party. Recommendations should not duplicate existing efforts in a particular jurisdiction and should be tailored to existing structures and jurisdictional drivers. It is not the intention that jurisdictions would have to report against all the recommendations of the ECPP as some may not be applicable.
- 26. Actions to respond to relevant recommendations would be included in each Parties' annual implementation plan updates where publication of the recommendations is endorsed by Joint Council. Specific actions

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should be considered and taken forward through jurisdictional partnership arrangements for implementation plans, to enable actions to be tailored to the specific circumstances of each jurisdiction. Progress on actions against recommendations should be outlined in Parties' annual reports.

27. Beyond incorporating actions to respond to the recommendations in implementation plans, Parties may take more urgent action if appropriate.
28. Where recommendations are agreed by Joint Council - and these fall under a Commonwealth and state and territory, or legislated governance authority - they will be referred to the relevant authority for consideration or implementation, as appropriate.
29. The extent to which recommendations have been implemented by jurisdictions and other organisations will be reported as part of the ECPP reporting process (set out under the Reporting section of this Agreement).

Referring matters

30. The ECPP may refer matters which it deems out of scope to an appropriate mechanism for consideration.
31. By agreement, the Parties may establish sub-structures or working groups as required to progress recommendations or explore specific topics arising under the ECPP. Where possible, Parties should rely on existing structures, including existing jurisdictional and regional arrangements to progress recommendations.

Expert advice

32. Subject matter experts, including people with lived experience, may be invited to attend meetings of the ECPP from time to time for the purpose of presenting on topics being considered by the ECPP or to provide expert advice. Experts must be agreed by Parties before being invited to attend a meeting.

Data sharing

33. In line with Priority Reform Four, parties should endeavour to share available data and information with Aboriginal and Torres Strait Islander representatives and government organisations through the ECPP. This will assist the ECPP to have clear understanding of context, to make evidence-based recommendations and to gauge progress toward the targets. The ECPP may agree to ask Parties to collate and provide relevant data, and Parties will endeavour to do so as far as possible.

Reporting

34. Policy partnerships will be a standing item at Joint Council. This standing item will include a verbal update on how the ECPP is progressing, including jurisdictional updates on actions taken to support the objectives of the ECPP.
35. In addition to verbal updates, the ECPP will report annually in writing to the Joint Council on:
 - a. Recommendations it has made
 - b. Actions being taken to implement recommendations
 - c. Progress against the objectives of the ECPP
 - d. Progress against any relevant Priority Reforms and socio-economic targets in the National Agreement
 - e. Any other updates
36. The written report will, where possible, draw on existing reporting and not add additional reporting burdens. It will compile information from all the jurisdictional implementation plans on how recommendations of the ECPP are being addressed. It will also include a short summary of how the ECPP is progressing, and a list of any recommendations made by the ECPP.
37. The ECPP annual report to Joint Council will be tabled via the Partnership Working Group. The Partnership Working Group may prepare additional materials or responses to accompany the report.

SB22-000322 – Attachment B

38. Actions arising from recommendations of the ECPP which are incorporated into Implementation Plans will also be reported on through the annual public reports (clause 118 and 119 of the National Agreement). These reports should also include a specific reference to the ECPP and its progress.

Dispute resolution

39. The Parties to the ECPP will endeavour in the spirit of co-operation, good faith, and mutual trust to resolve any difficulties or misunderstandings with respect to the ECPP.
40. If the matter cannot be resolved by negotiation, the ECPP will refer the matter via the Partnership Working Group to the Joint Council for resolution.

Meetings

41. Regular meetings of the Parties will be held as required. The Parties will meet at least four times per calendar year.
42. The forward work plan for the ECPP for its first 12 months will be determined at the first meeting of the Parties. The agenda for each meeting will be determined with input from the Parties and approved by the co-chairs.

Secretariat support

43. A Secretariat will be established to support the ECPP by:
- a. Preparing papers
 - b. Organising meetings including travel
 - c. Compiling the annual reports
 - d. Maintaining and updating public material
44. Secretariat responsibilities will be shared between Aboriginal and Torres Strait Islander and government leads to support shared decision-making in the development of partnership documents and agendas.
45. Papers will be distributed one week ahead of each meeting. The ECPP may agree to progress items out of session.

Resourcing

46. In accordance with Clause 33 of the National Agreement, the Parties acknowledge that the Coalition of Peaks Parties need to be provided with adequate and ongoing financial support to enable them to engage and negotiate as equal partners. This financial support will be separate to their current funding as this is a new activity not covered by existing funding sources.
47. The Parties acknowledge that the other Aboriginal and Torres Strait Islander Parties also need to be provided with adequate and ongoing financial support to enable them to engage and negotiate as equal partners.
48. The Commonwealth will provide funding for the establishment of the ECPP, including resourcing for the ECPP Secretariat and reasonable meeting costs such as travel for the ECPP. The Commonwealth will also support the participation of the independent Aboriginal and Torres Strait Islander members of the ECPP, including through sitting fees. Members can choose not to accept fees where they may already be receiving a salary or payment from their employer.
49. Resourcing for additional activities of the ECPP will be negotiated and agreed by the Parties as they arise during the life of the Agreement. This includes the commissioning of any reports or expert evidence.

SB22-000322 – Attachment B

Schedule A: Parties to the Agreement to Implement the Early Childhood Care and Development Policy Partnership

Coalition of Peaks representatives

SNAICC – National Voice of Our Children, Co-Chair – Catherine Liddle**National Aboriginal Community Controlled Health Organisation** – Donella Mills**First Peoples Disability Network** – Tennille Lamb**Tasmanian Aboriginal Centre** – Lisa Coulson**Victorian Aboriginal Education Association Incorporated** – Neville Atkinson**Aboriginal Family Support Services** – Sharon Williams

Other Aboriginal and Torres Strait Islander representatives

Joanne Della Bona**Keara Baker-Storey****Darcy Cavanagh****Sandra Anne Miller****Paul Gray**

Government representatives

Commonwealth, Co-Chair – **Brenton Philp, Deputy Secretary, Department of Education**ACT Government – **Nicole Moore, Executive Branch Manager, Education Directorate**NSW Government – **Gillian White, Deputy Secretary, Department of Education**NT Government – **Gabrielle Brown, Executive Director, Department of Territory Families, Housing and Communities**Qld government – **Tania Porter, Deputy Director-General, Department of Education**SA Government – **Jackie Bray, Head of the Office for the Early Years**Tas Government – **Jodee Wilson, Deputy Secretary, Department of Education, Children and Young People**Vic Government – **Mathew Lundgren – Executive Director, Department of Education and Training**WA Government – **Caron Irwin, Assistant Director General, Department of Communities**

Issue: Youth
Contact: Brenton Philp
 Ph: s 22
 Deputy Secretary, Early Childhood and Youth Group

Key Points

2022–23 Budget announcements – Youth

- As part of the 2022–23 Budget process, the Australian Government has committed to establishing a new Youth Engagement Model (the model) to formally engage young people in policy and program design. An overview of the Budget commitments involved in establishing the model are outlined in Table 1 below.

Table 1 – 2022–23 October Budget Commitments - Youth

Program/deliverable/measure	Cost over the forwards (2022-23 to 2025-26)	Key dates
Office for Youth	\$7.029m	Established November 2022
Australian Youth Affairs Coalition ongoing funding	\$1.528m	Funding commences 1 July 2023
Youth Advisory Groups	\$1.490m	Establish early 2023 (March)
Youth Engagement Strategy	\$0.483m	Consultations to commence from February 2023, and the strategy delivered in the first half of 2024.

Office for Youth

- The Office for Youth has been established as a dedicated unit in the Department of Education to support the contribution of young people and to advocate, improve and harmonise policy across government, and to ensure government is communicating effectively with young people.
- The 2022–23 October Budget has provided resourcing for 10 ASL, as well as for consultations with government and the sector.
- The Office for Youth has established two key advisory groups to support implementation of the model: (1) the Youth Interdepartmental Committee (IDC); and (2) the Youth Steering Committee (the steering committee).

Youth IDC

- ∑ The IDC has representation at the First Assistant Secretary level from 18 Australian Government agencies.
- ∑ The Office for Youth will seek IDC input and advice in the development of the new model, as well as support its implementation across government.
- ∑ Agency membership and IDC schedule are detailed at Attachment A.
- ∑ The IDC has met once on 3 August 2022 and is due to meet on 15 November 2022. Terms of Reference are under development and not yet endorsed.

Youth Steering Committee

- ∑ The committee will be made up of 15 members aged 12–25 across Australia.
- ∑ The committee is under the direction of the Hon Dr Anne Aly MP, Minister for Youth, and the Office for Youth. The committee will support the establishment of the new Youth Engagement Model.
- ∑ The committee membership will be announced by the Minister for Youth ahead of the inaugural meeting on 21 November.
- ∑ An overview of the application process, a summary of the committee membership demographics, and an indication of its forward work schedule is at Attachment B.

New Youth Engagement Model

Australian Youth Affairs Coalition

- ∑ In June 2022, the Department provided \$400,000 (GST incl.) in grant funding to fund the Australian Youth Affairs Coalition (AYAC) for the National Youth Policy Project.
- ∑ The project supports a range of youth engagement, research and coordination activities. The department's contract with AYAC expires 31 July 2023.
- ∑ As announced in the October 2022–23 Budget, the department will provide recurrent funding to AYAC—\$1.528 million (GST excl.) over three years from 2023–24—to support the Office for Youth and development of the model.

Youth Engagement Strategy

- Σ The Office for Youth will work with Australian Government agencies, states and territories, sector stakeholders and young people to develop, publish and implement a three-year Youth Engagement Strategy which entrenches whole of government engagement with young Australians.

Youth Advisory Groups

- Σ Five youth advisory groups of eight members each will be established in early 2023, to work directly with five Australian Government agencies on the development of policies and programs that affect young people.
- Σ The Office for Youth and AYAC will support the application process for these groups, as well as the training of members and Australian Government agencies to participate fully in this process.
- Σ The issues young people will advise on, as well as the application process for these groups, are currently being developed in consultation with the IDC, the steering committee and AYAC.

Youth Roundtables

- Σ In the lead up to the Jobs and Skills Summit, Minister Aly held two youth roundtables on 9 August 2022 and 10 August 2022. A list of attendees at each roundtable is at [Attachment C](#).
- Σ The youth roundtables addressed barriers young people face to workforce participation, and challenges young people face in the workforce.
- Σ A third informal consultation was held by Minister Aly in Perth on 15 August 2022 with young people from the Mirrabooka Masjid Al Taqwa (Mirrabooka Mosque). The Secretary of the Department of Education attended with the Minister, and young people provided feedback on their barriers to employment.
- Σ On 30 August 2022, Minister Aly sent a letter outlining the outcomes of the roundtables to the Treasurer, to support discussions at the Jobs and Skills Summit, and the development of the Employment White Paper. The letter is at [Attachment D](#).

Existing Youth Funding

- Σ The Department is providing \$1.2 million in sponsorship funding to the National Australia Day Council to coordinate, administer and promote the Young Australian of the Year Award from 2022 to 2025.

Research

2022 - 2023 Budget Estimates | Oct/Nov 2022
SB22-000323

NIL

Media

NIL

Other documentation

Youth initiatives managed by the Department in 2021–2022

- ∑ An outline of youth initiatives overseen by the Department prior to 30 June 2022 at Attachment E.
- ∑ An outline of youth grants administered by the Department prior to 30 June 2022 at Attachment F.

Last Cleared By	Penelope Jones
Date Last Cleared	24 October 2022

SB22-000323 – Attachment A**Inter-departmental Committee for Youth*****IDC Membership***

The IDC has representation at the First Assistant Secretary level from 18 Australian Government agencies. Membership has the view to expand as consultation continues. Agencies include:

1. Department of Agriculture, Fisheries and Forestry
2. Attorney General's Department
3. Department of Climate Change, Energy, the Environment and Water
4. Department of Defence
5. Department of Education
6. Department of Employment and Workplace Relations
7. The eSafety Commissioner
8. Department of Finance
9. Department of Foreign Affairs and Trade
10. Department of Health
11. Department of Home Affairs
12. Department of Industry, Science and Resources
13. National Indigenous Australians Agency
14. Department of the Prime Minister and Cabinet
15. Services Australia
16. Department of Social Services
17. Department of the Treasury
18. Department of Veterans' Affairs

Meeting Schedule

Wednesday, 3 August 2022 (virtual)

- Σ In the first meeting of the IDC, committee members were provided with an overview of the Australian Government's 2022 Election Commitment, the new Youth Engagement Model.
- Σ Committee members provided feedback and discussed the commitment.
- Σ The Department of Education invited agencies to provide information on existing youth programs, policies and services before the second meeting.

Tuesday, 15 November 2022 (virtual)

- Σ This meeting will discuss the results of the 2022-23 October Budget, including the draft project plan for the Office for Youth, updates on the Youth Steering Committee, and potential meeting dates for the IDC in 2023.

Terms of reference

Terms of reference are being developed to support the IDC's work in 2023.

SB22-000323 – Attachment B**Youth Steering Committee**

The Youth Steering Committee (the committee) is part of the Australian Government's new Youth Engagement Model election commitment. The committee will drive the new Youth Engagement Model and support the Minister for Youth and the Office for Youth.

Membership

- ∑ The committee will be made up of 15 young people aged 12-25.
- ∑ Membership of the committee will reflect the diversity within the youth cohort, including disengaged and hard to reach youth, including:
 - Equitable gender diversity, including non-binary members,
 - At least two First Nations members, and
 - Representation across all states and territories, as well as representation from metropolitan, outer-metropolitan, regional, rural and remote locations.
- ∑ The application process also sought specific representation from the following cohorts of young people:
 - First Nations young people,
 - young people with disability,
 - young people with lived experience of mental ill-health,
 - multicultural young people,
 - young people who are non-citizens,
 - young people who are from low SES backgrounds,
 - LGBTIQ+ young people,
 - young people who have lived experience with homelessness and/or the in-home care system,
 - regional, rural and remote young people, and
 - young carers.
- ∑ The committee membership will be announced by the Minister for Youth ahead of the inaugural meeting on 21 November.

Application process

- ∑ The Australian Youth Affairs Coalition (AYAC) is funded to 30 June 2023 to support the establishment and administration of the committee.
- ∑ Applications opened for the committee on Monday, 12 September on the AYAC website and closed on Wednesday, 5 October.
- ∑ 1,259 responses were received.
- ∑ Applications were assessed by a panel including representatives from AYAC and the Department of Education between Thursday 6 October and Friday 14 October.
- ∑ The assessment criteria were developed in consultation with the Department of Education and AYAC and approved by the Minister for Youth.
- ∑ The assessment criteria included emphasis on the applicant's awareness of youth issues, lived experiences and skills contributable to the committee.
- ∑ The Minister for Youth will approve and announce the final membership of the Youth Steering Committee.

SB22-000323 – Attachment B**Schedule**

- ∑ The first meeting of the committee will be chaired by representatives from AYAC and will take place across three days from Monday, 21 November to Wednesday, 23 November at the Department of Education in Canberra.
- ∑ The priorities of the first meeting are to:
 - Establish the Terms of Reference for the committee,
 - Develop forward work plans,
 - Build relationships between the committee, the Minister's Office, AYAC and the Department of Education, and
 - Seek nominations for committee Chairperson or Chairpersons.

Cost

- ∑ AYAC is funded until 30 June 2023 to support the establishment of the new Youth Engagement Model and will meet the costs of accommodation, training, mental-health support and other supports for committee members attending the first meeting.
- ∑ AYAC will also pay an honorarium to committee members in recognition of their expertise and skill contributed over the committee term.
- ∑ The department will meet the costs of travel for the 15 committee members, as well as catering costs for committee members during meeting times. These costs have not yet been finalised and cannot be provided at this time.
- ∑ AYAC's funding in the 2022-23 October Budget will continue to support the committee's operations, including total costs to support future meetings.

SB22-000323 – Attachment C

Youth Roundtable attendees 2022

Participants in Youth Roundtables, August 2022

Two youth roundtables were held in August 2022, facilitated by the Australian Youth Affairs Coalition (AYAC). The Hon Dr Anne Aly, Minister for Youth, and representatives from her Office attended both roundtables. Young people who participated in the roundtables were invited through attending organisations.

- The first roundtable focussed on barriers that young people face to workforce participation, including access to quality education, disruption to work placements, and the failure of employers to meet the needs of young people with disability and mental illness.
- The second roundtable focussed on the challenges that young people face once in the workforce, including exploitation, unpaid labour, casualisation and limited access to on-the-job training and mentorship.

Date	Purpose	Attendees/representation
<p>Tuesday, 9 August 2022</p> <p>Australian Parliament House, Canberra</p>	<p>Young people facing barriers to workforce participation</p>	<p>7 organisations and 16 youth representatives attended the roundtable, including:</p> <ul style="list-style-type: none"> • s 47F and s 47F from AYAC, and s 47F and s 47F from: • The Smith Family, • Y Australia, • Children and Young People with Disability Australia (CYDA), • yourtown, • Mission Australia, and • Brotherhood of St Laurence. <p>Representatives invited from Anglicare NSW/ACT were unable to attend.</p> <p>Attendance from Government included:</p> <ul style="list-style-type: none"> • s 47F from the Department of Education Early Learning Programs and Youth Division, and • s 47F from the Office of the Hon Dr Anne Aly, Minister for Youth, attended with the Minister.

SB22-000323 – Attachment C

Date	Purpose	Attendees/representation
<p>Wednesday, 10 August 2022</p> <p>Melbourne Parliament Offices, Melbourne</p>	<p>Challenges being faced by young people in the workforce</p>	<p>8 organisations and 16 youth representatives attended the roundtable:</p> <ul style="list-style-type: none"> • s 47F and s 47F from AYAC, and <p>s 47F</p> <ul style="list-style-type: none"> • Multicultural Youth Advocacy Network (MYAN), • Children and Young People with Disability Australia (CYDA), • Young Workers Centre (YWC), and • Australian Council of Trade Unions (ACTU). <p>s 47F</p> <ul style="list-style-type: none"> • Youth Development Australia (YDA), • Koorie Youth Council (KYC), and • ASE Group. <p>Attendance from Government included:</p> <ul style="list-style-type: none"> • s 47F from the Department of Education Early Learning Programs and Youth Division, and • s 47F from the Office of the Hon Dr Anne Aly, Minister for Youth, attended with the Minister.

- A third informal consultation was held by Minister Aly in Perth on 15 August 2022 with young people from the Masjid Al Taqwa (Mirrabooka Mosque).
- The Secretary of the Department of Education attended with the Minister, and young people provided feedback on their barriers to employment.

Cost

- AYAC is funded to 30 June 2023 to support the establishment of the new Youth Engagement Model.
- As part of this contract, AYAC facilitated the roundtable discussions and paid an honorarium to the young people who attended in recognition of their time and expertise.
- Departmental funds were used to provide catering at both roundtables, and the informal consultation in Perth, totalling \$639.84 (GST inclusive). This included:
 - \$171.00 (GST inclusive) for the Canberra roundtable
 - \$239.20 (GST inclusive) for the Melbourne roundtable, and
 - \$229.64 (GST inclusive) for the informal Perth consultation.



The Hon Dr Anne Aly MP
Minister for Early Childhood Education
Minister for Youth

Reference: MS22-000863

The Hon Dr Jim Chalmers MP
 Treasurer
 Parliament House
 CANBERRA ACT 2600

Jim
 Dear Treasurer

I am writing to you to provide suggestions to help shape discussion and outcomes at the Jobs and Skills Summit (the Summit) based on input from key stakeholders.

I have hosted several pre-Summit roundtables with stakeholders to understand the priority issues impacting them. Overwhelmingly, the stakeholders appreciated the opportunity to feed into the Summit and to inform the development of the White Paper on Employment.

The key themes taken from the various Early Childhood Education and Care Workforce Roundtables focused on workforce retention challenges and issues of ongoing supply, including:

- supporting retention in the early childhood education sector, including through improved pay and conditions and professional development opportunities
- increasing immediate workforce supply through skilled migration and removing barriers to skilled migration including listing early childhood educators on the skilled migration list
- recognising the profession of early childhood educators and the sector more widely
- supporting retention in the training and education pipeline.

A more detailed summary of the views put forward by the Early Childhood Education and Care Workforce Roundtables and opportunities for the Government to broker solutions to the issues raised by the stakeholders appear at Attachment A to this letter.

The key themes taken from the various Youth Roundtables focused on the barriers to secure employment for young people and the issues faced by young people already in employment, including:

- the importance of greater coordination and connection of government and community sector services to provide holistic wrap-around supports for young people facing a range of barriers to employment, this will include access to mental health supports
- the need for employment support services to be embedded in communities to allow for tailored approaches to support young people to access meaningful employment
- a need for national workplace rights training for young people
- the need for consideration to be given to structural and cultural changes in workplaces and encouraging ongoing support and mentorship of young people to support career progression.

More detailed summaries of the views put by stakeholders at the Youth Roundtables appear at Attachment B and Attachment C to this letter.

Parliament House, Canberra ACT 2600

The release of the Implementation and Evaluation Plan for the National Children's Education and Care Workforce Strategy is likely to be agreed by National Cabinet on 31 August 2022.

Attachment D provides a brief on this plan.

I believe there is opportunity for the following measures be announced during the Summit and that appropriate Minister's Offices coordinate actions to make the announcements.

- 1) Identification of specific places for early childhood education and care qualifications within any skills announcements at the Summit such as the Fee Free TAFE and extra university places commitments [*linked to Theme 4: Skills, training and migration for the labour market of the future*]
- 2) Prioritisation of visa and skills assessments and expansion of options for skilled migration for the early childhood education and care sector [*linked to Theme 4: Skills, training and migration for the labour market of the future*]
- 3) The Australian Government is committed to establishing a new Youth Engagement Model to ensure well-established and genuine mechanisms for engagement by young people in Australian Government policy and program making processes. This model will be developed with young people, and we want to see it embed mechanisms for young people to have a direct voice on the policies and programs that affect them, including in youth employment, skills and education.

I look forward to working with you and participating in the development of the White Paper on Employment.

I have copied this letter to the Hon Jason Clare MP, Minister for Education, Senator the Hon Katy Gallagher, Minister for Finance, Minister for Women and Minister for the Public Service, the Hon Tony Burke MP, Minister for Employment and Workplace Relations, the Hon Amanda Rishworth MP, Minister for Social Services, the Hon Brendan O'Connor MP, Minister for Skills and Training, the Hon Ed Husic MP, Minister for Industry and Science, and the Hon Clare O'Neil MP, Minister for Home Affairs.

Yours sincerely

s 47F

Dr Anne Aly

30 / 8 / 2022

Encl.

Youth initiatives overseen by the Department prior to 30 June 2022

Australia’s Youth Policy Framework

- Σ The Youth Policy Framework was released on 12 August 2021. This coincided with a roundtable with:
 - Former Minister Tudge and former Assistant Minister Howarth,
 - representatives from the eight National Youth Advocacy Network organisations; and
 - young people from AYAC’s Young Leaders and Advocates Fellowship program.
- Σ The Youth Policy Framework was a culmination of consultations in 2019 and 2020 and includes key demographic information and services and programs available to young people.
- Σ The Youth Policy Framework will be considered in the development of the Youth Engagement Strategy.

Youth Roundtables

- Σ The previous Government held five youth roundtables in 2021 and 2022.

Date	Purpose	Attendees
29 July 2021	Youth priorities	Representatives from the eight National Youth Advocacy Network organisations and young people from the Australian Youth Affairs Coalition (AYAC) Young Leaders and Advocates Fellowship program
12 August 2021	Australia’s Youth Policy Framework	Minister Tudge and Assistant Minister Howarth and representatives from the eight National Youth Advocacy Network organisations and young people from AYAC’s Young Leaders and Advocates Fellowship program

SB22-000323 – Attachment E

Date	Purpose	Attendees
26 August 2021	COVID-19 Vaccination for 12-18 Cohort	Representatives from the Department of Health Vaccination Taskforce Selected representatives from the eight National Youth Advocacy Network organisations
1 December 2021	Impact of COVID-19 on Youth Employment	Minister Tudge and Assistant Minister Howarth and young people from AYAC's Young Leaders and Advocates Fellowship program
11 February 2022	Youth Mental Health and Wellbeing	Assistant Minister Howarth and Assistant Minister Coleman and key youth peak body organisations

- Σ The department will continue to work closely with young people and youth advocacy groups to deliver policy roundtables in 2022.

Youth Engagement Strategy

- Σ The Social Deck was contracted by the then Department of Education, Skills and Employment's (DESE) Employment Group to deliver a Youth Engagement Strategy to complement the Framework.
- Σ The Strategy aimed to provide a consistent and strategic approach to how the Australian Government engages with young people, and to further strengthen the Australian Government's commitment to ensuring young people have a voice on the issues that affect them.
- Σ The Strategy was provided to DESE in the 2021-22 financial year at a cost of \$43,010 (GST inclusive).
- Σ Due to Caretaker conventions taking place, the Strategy was never published.

SB22-000323 – Attachment F

Youth grants administered by the Department prior to 30 June 2022

- Σ The previous Government funded two youth grant schemes:
 - The Youth Advocacy Support Grant Scheme (YASGS)
 - The Youth Action Project Grant Scheme (YAPGS).
- Σ Both grant schemes were initiated by the Department of Health and transferred to the then Department of Education, Skills and Employment (DESE) when the youth function was moved into DESE through Machinery of Government changes in 2021.

Youth Advocacy Support Grant Scheme (YASGS)

- Σ The Youth Advocacy Support Grant Scheme (YASGS) was a youth-focused grant program, with \$898,312 in funding distributed in the 2020-2021 fiscal year from the Department of Health.
- Σ The grant scheme was announced on 14 December 2020 and comprises of two streams.
 - Stream 1: Seven youth advocacy organisations representing marginalised young people to represent young people. This stream of the grant concluded on 31 December 2021.
All reports were received and reviewed by the former DESE and were provided to the Australian Youth Affairs Coalition (AYAC) to inform its final report.
 - Stream 2: AYAC was provided a grant to strengthen its role as a national peak advocacy body for youth, use its 'network of networks' model to bring the perspectives and participation of young people to national decision-making processes, and ensure the needs of young people are on the national agenda. This activity included co-ordinating the National Youth Advocacy Network (NYAN), which includes representatives from organisations funded under stream 1, and submitting a report.
 - The grant agreement concluded with AYAC on 30 June 2021. The agreement was varied to extend its activities in this area until 30 June 2022.
 - AYAC submitted its final report under Stream 2 on 4 February 2022. The report provided overarching recommendations on the issues young people care most about based on the seven reports and their findings in Stream 1. These issues include:
 - Safety, inclusion, respect and acceptance
 - Opportunity and Security

SB22-000323 – Attachment F

- Health and Wellbeing
- Environment
- Navigating the System (government systems)
- AYAC provided further recommendations on Australian Government engagement with young people, including:
 - Ongoing and formal whole-of-government engagement
 - Embedding shared design and decision making
 - Inclusive and collaborative engagement
- Σ The learnings from these projects will be considered in the development of the new Youth Engagement Model.

Youth Action Project Grant Scheme (YAPGS)

- Σ The YAPGS provided one-off grants totalling \$1 million in 2020 to support 56 projects through the Foundation for Young Australians (FYA).
 - The aim of the projects was to improve outcomes for young people with a focus on transport, mental health, employment issues, and recovery efforts in response to COVID-19 and the bushfires.
 - Grants of between \$5000 and \$20,000 were provided for projects to support young people aged 15 to 24
 - Example projects delivered:
 - Example projects delivered:
 - Online cyberbullying workshops with regional schools
 - 10-week life skills program with combined therapy and creativity workshops
 - 6-month program for 15 teenage and young mothers focusing on the development of life skills
 - 50 hours driving experience for young people in regional WA
 - Anti-racism workshops for young people
 - Young Leader Program to provide training, learning resources and paid work for young people.
- Σ 1,071 applications were received with an average of \$15,733 per project requested. \$950,000 was funded to 56 initiatives.
- Σ Projects were due to be completed by 30 November 2021, however, there were delays in the delivery of 21 projects due to the COVID-19 pandemic. At the end of 2021, 36 projects were finalised, and the remaining 21 projects were granted an extension of time to complete.

SB22-000323 – Attachment F

- Σ The contract with FYA was extended to 31 May 2022 to enable the finalisation of the remaining 21 projects.

Early Childhood and Youth – 2022–23 Budget Estimates (October 2022)

Issue	Response/Facts
<p>Child care access and affordability SB22-000319</p>	<ul style="list-style-type: none"> Σ The total estimated expenditure on Child Care Subsidy (CCS) (including Additional Child Care Subsidy) for the September 2021 quarter was \$2.63 billion. Σ \$10.6 billion is expected to be spent on CCS in the 2022–23 financial year (as at October 2022–23 Budget). Σ September quarter 2021 data shows around 89 per cent of families using approved child care were entitled to a CCS rate of between 50 and 85 per cent (family incomes from 0\$ to \$254,305). Σ There were 816,070 children in Centre Based Day Care (CBDC) in September quarter 2021. <ul style="list-style-type: none"> ○ For 170,520 (20.9 per cent) children, parents' out of pocket costs were less than \$2 an hour per child. ○ For 534,410 (65.6 per cent) children, parents' out of pocket costs were less than \$5 an hour per child. Σ Average out of pocket child care costs for Australian families using approved care was \$4.10 per hour for all care types, excluding In Home Care (IHC) (September quarter 2021). <ul style="list-style-type: none"> ○ The average for CBDC was \$4.31 per hour. Σ Average hourly fees in September 2021 quarter: <ul style="list-style-type: none"> ○ \$10.55 for all service types (excluding IHC) – an annual increase of 3.6 per cent. ○ \$11 for CBDC – an annual increase of 4.8 per cent (from \$10.50 in September quarter 2020). ○ \$7.50 for OSHC – an annual decrease of 2.3 per cent. Σ During the September 2021 quarter, 84.3 per cent of CBDC services and 87.9 per cent of OSHC services were charging at or below the hourly rate cap. Σ In the September 2021 quarter, the average charged hours per child per week in CBDC was 31.4. This is 2.1 per cent higher than 30.7 hours in September quarter 2020. Σ In the September 2021 quarter, there were: <ul style="list-style-type: none"> ○ 1,346,140 children (957,990 families) in child care and 13,805 services ○ 816,070 children (670,060 families) in CBDC and 8,669 services ○ 1,039,100 children (743,620 families) attending care in major cities (and 10,316 services)* ○ 218,630 children (154,150 families) attending care in inner regional regions (and 2,278 services)* ○ 81,930 children (58,050 families) attending care in outer regional regions (and 914 services)* ○ 12,340 children (8,900 families) attending care in remote and very remote regions (255 services)* <p>*excludes IHC.</p> <ul style="list-style-type: none"> Σ The Child Care Consumer Price Index increased by 1.2 per cent in September quarter 2022, and decreased by 5.4 per cent over the 12 months to September quarter 2022.
<p>Early Childhood Education and Care Election Commitments SB22-000320</p>	<ul style="list-style-type: none"> Σ From July 2023, the Cheaper Child Care measure, announced as part of the 2022–23 October Budget, will: <ul style="list-style-type: none"> ○ lift the maximum Child Care Subsidy (CCS) rate to 90 per cent for families earning \$80,000 or less; ○ for families earning over \$80,000, the CCS rate will taper down by one percentage point for each additional \$5,000 of family income until it reaches zero per cent entitlement for families earning \$530,000; and ○ retain higher rates of subsidy for families with two or more children aged five or under in care. Σ The Cheaper Child Care Bill was introduced in the House of Representatives 27 September 2022.

Early Childhood and Youth – 2022–23 Budget Estimates (October 2022)

Issue	Response/Facts
<p>Early Childhood Education and Care Workforce, pay and conditions</p> <p>SB22-000321</p>	<ul style="list-style-type: none"> Σ The Department of Education is working with Services Australia to implement these changes from 1 July 2023, with the first payment in the first CCS fortnight of the 2023–24 year, commencing 10 July 2023. Σ These changes will make early childhood education and care more affordable for approximately 96 per cent of families who currently use child care – around 1.26 million families. Σ The Government will invest \$4.5 billion over four years from 2022-23, to increase CCS rates, protect the CCS against fraud, and provide a minimum of 36 hours of subsidised early childhood education and care per fortnight for First Nations children. This figure is the net cost of the measures in the Cheaper Child Care Bill. Σ The Government has also committed to improving transparency and accountability in the Early Childhood Education and Care sector, by increasing oversight and accountability of CCS approved providers. Σ The Transparency measures will take effect from 1 July 2023. Σ Another key element of Government’s Cheaper Child Care commitment is an Australian Competition and Consumer Commission Price Inquiry, to investigate the drivers of child care prices. \$10.8 million has been set aside for this inquiry. Σ The Government has committed to the Productivity Commission (PC) conducting a comprehensive review of the early childhood education and care sector, with the aim of implementing a universal 90 per cent subsidy for all families. The PC review is expected to commence in the first half of 2023, with a final report in 2024. Σ The Government will provide a base level of 36 hours of subsidised child care (CCS) per fortnight for First Nations children. Σ The Government has also committed to developing an Early Years Strategy to create a new integrated, holistic, whole-of-government approach to the early years. \$4.2 million has been provided to the Department of Social Services to fund the development of the Strategy. <ul style="list-style-type: none"> Σ In August 2022 there were 203,100 people are employed in the early childhood workforce, comprising of early childhood educators, early childhood teachers and centre managers. (ABS Labour Force, National Skills Commission (NSC) seasonally adjusted). <ul style="list-style-type: none"> ○ In comparison, in February 2020 there were 202,200 (ABS Labour Force data, NSC seasonally adjusted) childhood educators, early childhood teachers and centre managers. (ABS Labour Force, National Skills Commission (NSC) seasonally adjusted). Σ In March 2022, the NSC projected an additional 21,800 educators, early childhood teachers and centre managers would be required by November 2026. <ul style="list-style-type: none"> ○ These projections do not take into account recent announcements made on expanding preschool programs in Victoria or New South Wales, or expected increases in demand for child care as a result of the Government’s Cheaper Child Care policy. Σ Data shows recent improvements in the uptake of early childhood qualifications. Across VET and higher education, the number of students studying an ECEC qualification has increased from 113,564 in 2020 to 130,579 in 2021, an increase of 15 per cent.

Early Childhood and Youth – 2022–23 Budget Estimates (October 2022)

Issue	Response/Facts
	<ul style="list-style-type: none"> ○ In 2020, there were 13,589 students enrolled in Early Childhood Teaching Bachelor and Sub-Bachelor programs at Australian universities and other providers such as TAFEs. ○ Based on preliminary data, the number of students enrolled in Early Childhood Teaching programs increased by 19.4 per cent to 16,224 students in 2021. ○ In 2020, there were 99,975 students enrolled in early childhood education qualifications within the VET sector. ○ The number of students enrolled in VET early childhood education qualifications increased by 14.4 per cent, to 114,355 students in 2021. <p>Σ Additional indicators of workforce shortages are:</p> <ul style="list-style-type: none"> ○ 9.3 per cent of all services had a staffing waiver as at 1 October 2022—generally issued for not having access to a qualified early childhood teacher (Australian Children’s Education and Care Quality Authority (ACECQA) National Snapshot Staffing waiver Q3, 2022). ○ 7,254 internet job ad vacancies in September 2022, up 61.3 per cent from September 2021 (NSC, 2022). <p>Σ The extent (i.e. number) of the current workforce shortage is not quantifiable with available data sources.</p> <p>Σ The co-designed 10-year National Children’s Education and Care Workforce Strategy was released by ACECQA in October 2021. The implementation plan was released on 5 September 2022.</p> <p>Σ The Government’s election commitments and new skills initiatives will support workforce supply:</p> <ul style="list-style-type: none"> ○ 465,000 fee-free TAFE places, including 45,000 new TAFE places, with 180,000 in 2023 ○ 20,000 additional Commonwealth-supported university places for under-represented groups in areas of skills shortages, with 1,469 in early childhood ○ a \$10,000 a year bursary for 5,000 new students throughout their teaching degree. <p>Σ There has been strong take-up in the early childhood education and care sector of recent skills initiatives such as Job Trainer and Boosting Apprenticeship Commencements.</p> <ul style="list-style-type: none"> ○ Commencements in both the Certificate III and Diploma were 59,185 in 2021, compared to 54,265 in 2020. ○ Completion in both the Certificate III and Diploma were 28,860 in 2021, compared to 22,225 in 2020. <p>Σ The Job Ready Graduates package introduced in 2020 reduced the cost of an early childhood teaching degree by 42 per cent.</p> <ul style="list-style-type: none"> ○ There was an 18.7 per cent increase in early childhood teaching commencements in 2021 compared with 2020.
<p>Early Childhood Care and Development Policy Partnership</p> <p>SB22-000322</p>	<p>Σ The Australian Government has committed to fund \$10.2 million in establishment costs for the Early Childhood Care and Development Policy Partnership (the Partnership) over three years for partnership, governance, meeting support and activities.</p> <p>Σ The Partnership will be co-chaired by SNAICC – National Voice for Our Children as the National peak body for First Nations children, and the Early Childhood and Youth Deputy Secretary of the Department of Education.</p>

Early Childhood and Youth – 2022–23 Budget Estimates (October 2022)

Issue	Response/Facts
	<ul style="list-style-type: none"> Σ SNAICC was nominated by the Coalition of Peaks, and engaged by the Department, through a closed non-competitive Grant arrangement. The value of the grant totals \$4.9 million from 2022–25 to support: <ul style="list-style-type: none"> ○ co-chairing and participating in the Partnership ○ establishing a co-secretariat team for the Partnership, in conjunction with the Department ○ facilitating the engagement of First Nations members of the Partnership, including providing independent policy advice, as well as travel costs and sitting fees for community members ○ research to support decision making of the grantee and/or First Nations members of the Partnership. Σ \$2 million will support research and engagement by the direction of the Partnership. Σ \$500,000 will support meeting costs as well as evaluation of the Partnership, to report back to Joint Council. Σ \$2.8 million will provide resourcing for the Department to manage the co-secretariat, meet administration costs and develop strong policy advice to support the Partnership. Σ Policy partnerships are a commitment to drive collective effort towards Priority Reform One under the National Agreement on Closing the Gap, and establish formal partnerships that support shared decision making between governments and First Nations partners. Σ The Partnership will help drive coordinated reform efforts on priority areas of early childhood education, maternal and child health, child safety, and children and families. Σ The Partnership will focus on issues and actions that will deliver progress against the Priority Reforms towards the five early childhood Closing the Gap outcomes. <ul style="list-style-type: none"> ○ 2 - Children are born healthy and strong. ○ 3 - Children are engaged in high quality, culturally appropriate early childhood education in their early years. ○ 4 - Children thrive in their early years. ○ 12 - Children are not overrepresented in the child protection system. ○ 13 - Families and households are safe. Σ The Partnership will be comprised of a senior official from each state and territory government, and SNAICC will join five other Peak body representatives and five First Nation community members.
<p>Youth SB22-000323</p>	<ul style="list-style-type: none"> Σ The Government has committed to establishing a new Youth Engagement Model (model) to formally engage young people in policy and program design. Budget commitments involved in establishing the model: <ul style="list-style-type: none"> ○ \$7.029 million for Office for Youth ○ \$1.528 million for Australian Youth Affairs Coalition ongoing funding ○ \$1.490 million for Youth Advisory Groups ○ \$0.483 million for Youth Engagement Strategy. Σ The Office for Youth is being established as a dedicated unit in the Department of Education to support the contribution of young people and advocates, improve and harmonise policy across government, and ensure government is communicating effectively with young people.

Early Childhood and Youth – 2022–23 Budget Estimates (October 2022)

Issue	Response/Facts
	<ul style="list-style-type: none"> ○ The 2022–23 October Budget has provided resourcing for 10 ASL, as well as for consultations with government and the sector. ○ The Office for Youth has established two key advisory groups to support implementation of the model: (1) the Youth Interdepartmental Committee (IDC); and (2) the Youth Steering Committee. <p>Σ In June 2022, the department provided \$400,000 (GST incl.) in grant funding to fund the Australian Youth Affairs Coalition (AYAC) for the National Youth Policy Project.</p> <ul style="list-style-type: none"> ○ The project supports a range of youth engagement, research and coordination activities. The department's contract with AYAC expires 31 July 2023. ○ As announced in the October 2022–23 Budget, the department will provide recurrent funding to AYAC—\$1.528 million (GST excl.) over three years from 2023–24—to support the Office for Youth and development of the model. <p>Σ Five youth advisory groups of eight members each will be established in early 2023, to work directly with five Australian Government agencies on the development of policies and programs that affect young people.</p> <ul style="list-style-type: none"> ○ The Office for Youth and AYAC will support the application process for these groups, as well as the training members and Australian Government agencies to participate fully in this process. ○ The issues young people will advise on, as well as the application process for these groups, are currently being developed in consultation with the IDC, the Youth Steering Committee and AYAC.

Hot Topic Briefs

Improving Student Outcomes

SC1

- 1 SB22-000279 NAPLAN
- 2 SB22-000280 Student Wellbeing Boost election commitment
- 3 SB22-000281 Consent and Respectful Relationships Education election commitment
- 4 SB22-000282 National School Chaplaincy Program
- 5 SB22-000501 School Refusal

National Schools Reform

SC2

- 1 SB22-000283 Teacher Workforce Shortages
- 2 SB22-000382 Productivity Commission - Review of the National School Reform Agreement

Funding Data and Collection

SC3

- 1 SB22-000284 Schools recurrent funding: pathway to full and fair funding election commitment
- 2 SB22-000285 Schools Upgrade Fund election commitment

Issue: NAPLAN
Contact: Ros Baxter
 Ph: s 22
 Deputy Secretary

Key Points

NAPLAN 2022

- ∑ The 2022 National Assessment Program – Literacy and Numeracy (NAPLAN) test event took place from 10 to 20 May 2022 followed by a two-week security window, a period following the formal test period where approved schools can re-schedule tests that were unable to be taken for reasons beyond their control.
- ∑ This was the first year for NAPLAN to be undertaken 100 per cent online. In total:
 - 1.2 million students in Years 3, 5, 7 and 9 completed tests online, an increase from 870,000 students in 2021
 - 9,315 schools participated in NAPLAN 2022, representing 99.5 per cent of all NAPLAN schools Australia-wide
 - a total of 4.3 million online tests were submitted during NAPLAN 2022 test window. This is an increase of 46 per cent compared to the 2.95 million tests in 2021.
- ∑ A preliminary NAPLAN Summary Report containing summaries of national and jurisdiction results for 2022 would normally be published in August. In previous years. the Summary Report:
 - compared the new national and jurisdictional data with previous years; but
 - did not contain data about specific cohorts (e.g. Indigenous students, geolocation and other disaggregated groups which are only included in the Final Report).
- ∑ The Australian Curriculum, Assessment and Reporting Authority (ACARA) Board decided on 26 August 2022 not to publish the Summary Report due to historically low student participation rates within participating schools as a result of the pandemic, flu and floods ([Attachment A](#)).
- ∑ The Summary Report is usually prepared using an estimation of performance for students that did not participate in order to reach an estimate of the mean average score (a process called imputation).
- ∑ The lower participation rate means that closer analysis of jurisdiction level results is required using student background information collected by ACARA, such as Indigenous status, geolocation language status and parental education and occupation. This data provides information to make inferences about the results the non-participating students may have achieved.

- ∑ The data for 2022 is also subject to additional checking by state and territory education authorities before the results can be released, to ensure their accuracy and comparability to previous years.
- ∑ Individual student and school level results have still been distributed to schools via jurisdictions from the end of August 2022 as these results are not affected by the participation rates in the same way as the jurisdiction and national data.
- ∑ The NAPLAN 2022 National Report, which includes key demographic data about student sub-groups (geolocation, gender, Indigenous status, language status and parental factors), was released on 31 October 2022.
- ∑ NAPLAN 2022 results are mostly stable across most domains and year levels, apart from decreases in the results of Year 5 students in numeracy and Year 9 students in spelling.
- ∑ There are improvements over the long term (2008–2022) in Years 3 and 5 reading in particular (Table 1).

Equity gaps in NAPLAN achievement

- ∑ The NAPLAN National Report in 2022 reported NAPLAN scores disaggregated by:
 - Gender
 - Indigenous status
 - Geolocation
 - Language status
 - Parental education and occupation.
- ∑ This data shows large gaps in student achievement between students in different geographic areas and from different backgrounds.
 - Female students outperformed male students in reading and writing, and male students outperformed female students in numeracy.
 - The difference in achievement between Indigenous and non-Indigenous students is large.
 - Students from very remote regions underperform in all domains in comparison to the national average.
 - Students with parents who did not finish high school (year 11 equivalent and below) underperformed in comparison to students with parents with a higher level of education.
- ∑ Table 2 shows some of these equity gaps.

Preparation for NAPLAN 2023

- ∑ NAPLAN will take place, via 100 per cent online delivery, between 15–27 March 2023 followed by a short security window between 28–31 March 2023.
- ∑ NAPLAN 2023 will be the first to take place in Term One, instead of Term Two (May).
 - This change was designed to provide teachers and schools with information sooner during the year thus allowing them to provide targeted support for students.
 - The change has been endorsed by Education Ministers and communicated publicly in a media release of 16 March 2022 ([Attachment B](#)).
- ∑ KMPG will provide independent assurance for NAPLAN 2023.

Effects of COVID-19

- ∑ There were concerns initially that the gap between high and low socio-educational groups would widen between 2019 and 2021 due to the effects of COVID-19.
- ∑ ACARA was asked by Ministers to investigate whether there is evidence of widening equity gaps due to the pandemic.
- ∑ This work by ACARA is not yet published.

Domestic assessments under the National Assessment Program

Assessment	NAPLAN	NAP – CC	NAP – ICTL (or Digital Literacy)	NAP – SL
<i>Full name</i>	National Assessment Program Literacy and Numeracy	National Assessment Program Civics and Citizenship	National Assessment Program ICT Literacy	National Assessment Program Science Literacy
<i>Assessment description</i>	NAPLAN assesses a student's foundation knowledge skills, including: numeracy; reading; writing; spelling and grammar. The tests are based on content in the Australian Curriculum.	NAP – CC assesses a student's knowledge and understanding of government, historical and current governance practices, and knowledge of Australian identity and culture. The 2019 cycle was expanded to include history.	NAP – ICTL assesses a student's ability to: appropriately access, manage, integrate and evaluate information; develop new understandings; and communicate with others in order to participate effectively in society.	NAP – SL assesses a student's ability to apply a broad range of understandings of science to make sense of the world and understand natural phenomena.
<i>What is assessed?</i>	Cognitive domains: numeracy; reading; writing; and conventions of language (spelling, grammar and punctuation).	Content areas include: Australian systems of government and civic institutions, Australian values, attitudes and engagement in civic-related school and community activities.	Content areas include: working with information; creating and sharing information; and using ICT responsibly.	Content areas include: earth and space; energy and force; living things; and matter.
<i>Results</i>	Results are measured at a level against an assessment scale in each of the areas tested. Band 2 is the national minimum standard (NMS) for Year 3, band 4 is the NMS for Year 5, band 5 is the NMS for Year 7 and band 6 is the NMS for Year 9.	Results are reported against six proficiency levels. The proficient standard is set at Level 2 for Year 6 and Level 3 for Year 10.	Results are reported against six proficiency levels. The proficient standard for Year 6 is defined as the boundary between Levels 2 and 3 and for Year 10 as the boundary between Levels 3 and 4.	Results are reported against five proficiency levels. The proficient standard for Year 6 is defined as the boundary between Levels 2 and 3 and for Year 10 as the boundary between Levels 3 and 4.
<i>Student cohort</i>	All students in years 3, 5, 7 and 9.	A representative sample of students in years 6 and 10.	A representative sample of students in years 6 and 10.	A representative sample of students in years 6 and 10 <i>Note: the 2015 cycle did not include Year 10 students.</i>
<i>Cycle</i>	Annually in March from 2023. Previously (since 2008 until 2022, except for 2020 as the test event was	Every three years since 2004. Note: the planned 2022 test will be postponed until 2023 and again	Every three years since 2005. Note: the 2020 test was postponed until 2021 and again until 2022	Every three years since 2003. Note: the planned 2021 test was postponed until 2022 and again until

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Assessment	NAPLAN	NAP – CC	NAP – ICTL (or Digital Literacy)	NAP – SL
	cancelled due to the COVID-19 pandemic) annually in May.	until 2024 due to the COVID-19 pandemic.	due to the COVID-19 pandemic.	2023 due to the COVID-19 pandemic.
<i>Australian participation in most recent cycle</i>	In May 2022, over 1.2 million students participated across all schools.	In 2019, 5,611 Year 6 students across 332 schools and 4,510 Year 10 students in 295 schools participated.	In 2017, approximately 5,400 Year 6 students in 327 schools and 4,885 Year 10 students in 315 schools participated.	In 2018, 5,578 Year 6 and 3,043 Year 10 students sat the test in 546 schools across the country.
<i>Next cycle</i>	March 2023	2024	2022	2023
		Whilst not a part of the National Assessment Program (NAP), additional opt-in assessments in these same domains and year levels will also soon be available each year for schools. These opt-ins will start in 2024 with NAP-SL, then followed by NAP-CC in 2025 and NAP-ICTL in 2026.		

- In November 2021, Ministers agreed:
 - From 2023, the existing triennial NAP Sample assessments for Years 6 and 10 in Science, Civics and Citizenship, and Digital Literacy will move from October to May.
 - The NAP Sample assessments were agreed to be conducted earlier to support learning through allowing teachers and schools time to plan and review teaching programs for the following year.
 - To enable reliable reporting against the National Scale in these domains, Ministers also agreed to advice that the Opt-in tests should also be conducted in May (moving forward from October as historically conducted).
 - In addition to the NAP Sample program, new annual assessments in these subjects for Year 6 and Year 10 students will be available as opt-in assessments for any school or system. They will be phased in over three years, starting with Science in 2024, Civics and Citizenship added in 2025 and then Digital Literacy in 2026.
 - Results of these opt-in assessments will be available to participating schools and systems in order to support their teaching and learning programs but will not be reported publicly by ACARA.

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Table 1

Year level	Domain	Mean Scale Score – 2008 / 2011 (base year is 2011 for writing)	Mean Scale Score – 2022	Mean Scale Score change
Year 3	Reading	400.5	437.8	37.3
	Writing	415.9	422.1	6.2
	Numeracy	396.9	399.8	2.9
Year 5	Reading	484.4	509.7	25.3
	Writing	482.6	484.3	1.7
	Numeracy	475.9	488.3	12.4
Year 7	Reading	536.5	542.6	6.1
	Writing	529.1	529.8	0.7
	Numeracy	545.0	546.3	1.3
Year 9	Reading	578.0	577.6	-0.4
	Writing	565.9	559.9	-6
	Numeracy	582.2	584.4	2.2

Table 2

Year	Domain	Mean Scale Score								
		All students	Indigenous	Gap to all students	LBOTE ¹	Gap to all students	Very remote	Gap to all students	Parents did not finish high school ²	Gap to all students
3	Reading	437.8	360.7	-77.1	447.8	10	329.2	-108.6	365.6	-72.2
	Spelling	417.7	339.4	-78.3	444.9	27.2	293.7	-124	352.9	-64.8
	Grammar and Punctuation	433.2	350	-83.2	451	17.8	316.9	-116.3	357.4	-75.8
	Numeracy	399.8	335.2	-64.6	408.7	8.9	305.6	-94.2	339.3	-60.5
	Writing	422.1	359.8	-62.3	434.2	12.1	318.5	-103.6	370.8	-51.3
5	Reading	509.7	443.3	-66.4	514.8	5.1	402.7	-107	451.3	-58.4
	Spelling	504.5	444.1	-60.4	526.3	21.8	403.2	-101.3	457.5	-47
	Grammar and Punctuation	498.8	434.0	-64.8	513.3	14.5	402.0	-96.8	443.1	-55.7
	Numeracy	488.3	427.6	-60.7	500.7	12.4	398.5	-89.8	436.1	-52.2
	Writing	484.3	415.7	-68.6	498.9	14.6	367.2	-117.1	432.8	-51.5
7	Reading	542.6	481.2	-61.4	548.0	5.4	438.5	-104.1	487.9	-54.7
	Spelling	547.2	486.7	-60.5	567.2	20	432.1	-115.1	496.4	-50.8
	Grammar and Punctuation	533.2	463.2	-70	545.0	11.8	415.8	-117.4	472.9	-60.3
	Numeracy	546.3	469.6	-76.7	562.7	16.4	426.2	-120.1	479.1	-67.2
	Writing	529.8	459.5	-70.3	541.7	11.9	393.2	-136.6	474.0	-55.8
9	Reading	577.6	515.0	-62.6	583.2	5.6	473.3	-104.3	522.2	-55.4
	Spelling	576.7	528.2	-48.5	593.2	16.5	490.2	-86.5	534.5	-42.2
	Grammar and Punctuation	573.3	499.9	-73.4	585.7	12.4	455.3	-118	511.1	-62.2
	Numeracy	584.4	529.7	-54.7	597.5	13.1	506.5	-77.9	537.4	-47
	Writing	559.9	487.9	-72	569.5	9.6	429.9	-130	502.4	-57.5

¹ LBOTE – Language Background Other Than English

² Parents did not finish high school – completed year 11 equivalent or below

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Research

∑ NIL

Media

∑ Both moving the NAPLAN assessment online and the delay in the release of the preliminary report were covered by the media. (Attachment C).

Last Cleared By	Pablo Carpay
Date Last Cleared	31 October 2022

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MEDIA STATEMENT

26 August 2022

NAPLAN 2022 SUMMARY RESULTS STATEMENT

The NAPLAN 2022 results detailing the long-term national and jurisdictional trends will be released towards the end of the year as usual, but there will be no preliminary results release in August this year as closer analysis is required due to lower than usual student participation rates as a result of the pandemic, flu and floods.

“We need to look closely at jurisdictional level trends in particular to understand whether any change is due to overall achievement level or to the particular groups of students who were absent through testing, whether from lower or higher performing cohorts,” said ACARA CEO, David de Carvalho.

Results at the individual student and school level are not affected by the participation rates, and parents and schools will be receiving those results over the next few weeks.

“The NAPLAN test completed in May this year was the first year all schools took the test online and it went exceptionally well. We had 4.3 million tests successfully submitted, a significant achievement when many schools were dealing with the challenges of staffing and attendance impacted by COVID-19, influenza and, in some cases, floods; those unique circumstances have resulted in participation rates this year being historically low,” he said.

“The lower than usual participation rate means closer analysis of jurisdictional level results is required using student background information, once that information is fully checked and cleared by state and territory education authorities.

“NAPLAN is one of the only national measures available into the effects of the pandemic on schooling, and so taking the time to investigate the data more closely is important.”

NAPLAN 2022 national participation rates compared to NAPLAN 2021:

- Participation rates decreased by one to 2 percentage points in primary schools and by 2 to 3 percentage points in secondary schools since 2021.
- Participation rates ranged from 85 per cent (Year 9 numeracy) to 95 per cent (Year 5 reading).
- Year 9 participation rates were below the technical data standard of 90 per cent for all domains.

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BACKGROUND

The national analysis of NAPLAN results has historically been released to the public in 2 stages. First stage summary (preliminary) information is often released in August, showing preliminary results at each year level and domain by state/territory and nationally. The full national report is released after further data analyses and includes final results by gender, Indigenous status, language background other than English status, parental occupation, parental education, and geolocation at each year level and for each domain of the test. The final report includes information on student background that is not available for the summary results report.

ACARA works with states and territories to analyse this unique data set – allowing us to see how students have progressed in the important areas of literacy and numeracy across the years of schooling.

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16 March 2022

Improvements to NAPLAN from 2023

Australian Education Ministers have agreed to critical improvements to the National Assessment Program – Literacy and Numeracy (NAPLAN) giving teachers the additional information they need about student performance earlier in the year.

From next year, NAPLAN, which traditionally has been held in Term 2 of the school year, will be held in Term 1.

Bringing the test forward puts information in teachers' hands sooner, allowing for more targeted support for students to ensure they are gaining important literacy and numeracy skills.

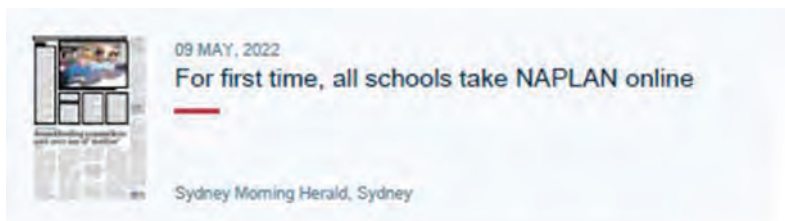
The Australian Curriculum, Assessment and Reporting Authority (ACARA), state and territory education departments, and non-government school authorities will work with schools to ensure they are well prepared for the change.

Australian Education Ministers also agreed that the existing NAP sample assessments in Science, Civics and Citizenship, and ICT Literacy (to be renamed and re-designed as Digital Literacy), which involve some students in Years 6 and 10 every three years, should take place in Term 2 from 2023.

Separate opt-in assessments in these same domains and year levels will also be available in Term 2 each year for any school or system. Science will be available in 2024, with Civics and Citizenship added in 2025 and Digital Literacy in 2026.

The results of these opt-in assessments will be available to participating schools and systems to support their teaching and learning programs and will not be reported publicly by ACARA.

Enquiries: emmsupport@dese.gov.au



Page 1 of 2

For first time, all schools take NAPLAN online

Daniella White
Education reporter

Children across the country are preparing to sit the annual NAPLAN tests from tomorrow, which will mark the first time all schools will participate in online assessments.

About 1.2 million students in years 3, 5, 7, and 9 are to take the literacy and numeracy tests.

It will also mark the final year the national standardised tests will be completed in May. They will move to March from next year so results will be available to education authorities earlier.

This year, all tests except the year 3 writing task must be completed on computers for the first time, meaning the online tests are tailored to individual students. Most NSW public and Catholic schools have transitioned to computer-based assessments.

Online NAPLAN automatically adapts to a student's test performance and asks questions that match their achievement level. All students start on the same level, but depending on whether a question is answered correctly or incorrectly, the next set of questions may be easier or more difficult.

Australian Curriculum, Assessment and Reporting Authority chief executive David de Carvalho said this provided teachers and schools with more detailed information on performance.

"The tailored testing means students are given questions that are better suited to their abilities, so they can show what they know and can do," he said.

"NAPLAN online also has a variety of accessibility adjustments, so that students with diverse capabilities, learning needs and functional abilities are able to participate."

Students at Sacred Heart

Primary School, Mount Druitt, have been completing the online assessments for a number of years.

In last year's tests, it was among high progress schools that achieved some scores above and well above average in literacy.

Principal Glenn Patchell said the school, in Sydney's outer western suburbs, never let its postcode determine its success.

"We still have high expectations of the kids. We have focused

teaching and we have engaged learning," he said. "We always use the data to inform our teaching."

He said the school had focused on its professional learning in recent years to help improve student outcomes.

Curtin University associate professor Karen Murcia said tailored online testing was a better way of identifying different abilities of students who achieved at a similar level.

But she said the online tests' success depended on a number of factors, including a reliable internet connection, access to enough devices and students' IT abilities.

De Carvalho said this year's test would continue to give an insight into the impact the pandemic has had after two years of disruptions to schooling.

"The last two years have been challenging for schools, parents and students, with disruptions such as lockdowns, floods and COVID cases keeping students out of the classrooms at times," he said. "Contingency plans are in place in each state and territory, as they were last year, and jurisdictional testing authorities can support schools that need flexibility and help completing NAPLAN due to disruptions caused by COVID, flooding or other reasons."

Early NAPLAN results delayed

By Adam Carey, Lucy Carroll

Saturday Age

Saturday 27th August 2022

342 words

Page 5 | Section: NEWS

144cm on the page



Early NAPLAN results delayed

Adam Carey, Lucy Carroll

Student participation in NAPLAN fell to an all-time low this year, with COVID-19, flu and floods blamed for so few students taking the standardised test.

Tens of thousands of students missed out on sitting the test in May, and the "historically low participation rates" have led the Australian Curriculum, Assessment and Reporting Authority to delay the release of preliminary NAPLAN data, which is normally published in August, warning it could not be relied on for accuracy.

The preliminary data gives early insights into how students in each state and territory performed in reading, writing, spelling, grammar,

punctuation and numeracy. Low participation rates will not affect the results of those who did sit the test, and schools and parents can expect to receive their results in the next few weeks, ACARA said.

Centre for Independent Studies education researcher, Glenn Fahey, said it was troubling the authority had opted out of releasing the data. "As far as NAPLAN results go, no news is not good news," he said.

"It would be a terrible outcome if system results remain unknown, as that could undermine the participation of those that took part, and could reduce the willingness to see the test through in the future."

ACARA decided on Wednesday to delay releasing the data. Participation rates ranged from a low of 85.2

per cent in year 9 numeracy to 95.6 per cent in the year 5 reading test.

The authority said participation rates were below the technical data standard of 90 per cent and would require further analysis.

Participation rates were down by 1 to 2 percentage points in primary schools and 2 to 3 percentage points in secondary schools.

About 1.2 million Australian students in years 3, 5, 7, and 9 took the literacy and numeracy tests at 9313 schools and campuses in May.

ACARA's executive director of assessment and reporting Russell Dyer said a "conservative approach" was being taken because "we don't want to announce a change that may turn out not to be significant".

Issue: Student Wellbeing Boost election commitment
PBS Pg No. Page 54
Contact: Dr Ros Baxter
 Ph: s 22
 Deputy Secretary

Key Points

- Σ The COVID-19 pandemic has caused major disruptions to the daily lives of young people.
- Σ Since the pandemic, Australian students have experienced successive lockdowns, with many enduring extended periods of strict restrictions and remote learning.
- Σ Students had less face-to-face time with their teachers, friends and peers, and missed participating in co-curricular activities.
- Σ While Australia's high vaccination rates have seen the majority of students return to the classroom in 2022, the mental health and wellbeing of Australia's children and youth still continues to be affected by the impacts of this once-in-a-lifetime pandemic.
- Σ In response, the Australian Government has committed \$203.7 million for *Student Wellbeing Boost* as part of the '*Plan to Help our Schoolkids Bounce Back*' in response to the challenges students and schools have experienced due to the COVID-19 pandemic.
- Σ The *Student Wellbeing Boost* will provide:
 - additional one-off funding to schools to support their students' mental health and wellbeing, with schools receiving the funds for use in the 2023 school year
 - a \$10.75 million new voluntary mental health check tool to enable schools to ensure students get the help they need.

Additional funds to schools

- Σ The additional funding is designed to be used flexibly for supports such as:
 - extra school mental health professionals, such as psychologists and school counsellors
 - camps, excursions, sporting and social activities that improve students' wellbeing
 - proven student wellbeing and mental health initiatives.

- These additional funds will be delivered as *funding in prescribed circumstances* under the *Australian Education Act 2013*. This will require an amendment to the *Australian Education Regulation 2013 (Regulation)*.

Voluntary Mental Health Check Tool

- The new voluntary mental health check tool will assist schools with the identification of students with, or at risk of, declining mental health and wellbeing. It is not proposed to be a comprehensive diagnostic tool.
- An organisation with demonstrated expertise in digital mental health assessment will be engaged through a procurement process to design and deliver the mental health check tool through an open tender process, with the voluntary mental health check tool ready for schools to use from Term 3, 2023. The procurement process to engage the provider will commence post-Budget in November 2022.

Funding and Expenditure

- Total funding administered funding is \$202.75 million over two years to 2023–24 (PBS page 54).

Financial year / measure	2022-23 (\$m)	2023-24 (\$m)	2024-25 (\$m)	2025-26 (\$m)	TOTAL
Additional funds to schools	192	-	-	-	192
Voluntary Mental Health Check Tool	7.25	3.5	-	-	10.75

Consultation

Additional funds to schools

- The Government sought feedback from all states and territories as well as the non-government school sector in October 2022 on the draft amendment to the Regulation to deliver additional funds to schools.
- The Government received five responses, which sought clarification on the prescribed circumstance stipulated under the Regulation, implementation process, administration and reporting requirements, as well as confirmation that the funding will be in addition to existing Commonwealth investments.
- All feedback is being considered prior to finalising the amendment to the Regulation.

- The Department of Education has provided clarification on the purpose and operation of the proposed Regulations to those stakeholders that submitted feedback.

Voluntary Mental Health Check Tool

- Σ The new voluntary mental health check tool will be developed in consultation with mental health experts, state and territory education authorities (including the non-government sector), peak bodies, parents and students.

Research

- Σ More than 75 per cent of mental health issues develop before the age of 25 and approximately one in six children and adolescents aged 4 to 17 experience mental health issues.

Ref: Australian Government Productivity Commission, Inquiry into Mental Health Report, 2020

- Σ The mental health of young people is declining. Between 2012 and 2020, the proportion of young people aged 15–19 who felt positive about their future fell from 71 per cent to 56 per cent.

Ref: Australian Institute of Health and Welfare, 2021

- Σ There is a strong relationship between wellbeing and learning. Students with mental health concerns fall further behind and by Year 9 they are, on average, 1.5 to 2.8 years behind their peers.

Goodsell, B., Lawrence, D., Ainley, J., Sawyer, M., Zubrick, S. and Maratos, J. 2017,

COVID-19 and mental health and wellbeing

- Σ A survey conducted by the National Children's Commissioner into the impacts of the COVID-19 pandemic on children's mental health found that 41 per cent of children aged 9 to 17 years indicated that the pandemic had a negative impact on their wellbeing.

Ref: 'Mental health shapes my life': COVID-19 & kids' wellbeing, Australian Human Rights Commission, 2022

- Σ Mission Australia's 2021 Youth Survey found that COVID-19 was the most important national issue according to young people, with 41.9 per cent of young people very or extremely concerned about their own mental health. Survey responses revealed the pandemic and associated public health responses had a negative effect on young people's health, wellbeing, and education.

Mission Australia, Youth Survey Report 2021

- Σ A national survey conducted by the Smith Family found that two-thirds of parents and carers reported that COVID-19 made starting school in 2022 difficult, and more than half said it was continuing to make learning difficult.

The Smith Family, Pulse Survey, 2022

- Σ A report by the Australian National University examining the impact of the COVID-19 pandemic on Australians' mental health found that, 71 per cent of parents and carers of young Australians aged 15 to 18 reported worsening mental health conditions for their children. For parents and carers of children aged 10 to 14, 63.4 per cent reported the same. One-in-five parents or carers reported that they needed mental health and wellbeing support for their children during the pandemic.

Ref: Biddle, N, Gray, M & Rehill, P, Mental health and wellbeing during the COVID-19 period in Australia, Australian National University, 2022

Media

NIL

Last Cleared By	Pablo Carpay
Date Last Cleared	08 November 2022

Issue:	Consent and Respectful Relationships Education election commitment
PBS Pg No.	P54
Contact:	Dr Ros Baxter Ph: s 22 Deputy Secretary, Schools

Key Points

- The Australian Government has committed \$83.5 million over six years from 2022–23 to establish and deliver high quality, evidence based and age-appropriate respectful relationships education in primary and secondary schools.
 - \$77.6 million will be provided to states and territories and non-government school systems, via grants opportunities that will open in the second half of 2023, for services to support their investment in delivering expert developed respectful relationships education that suit their jurisdictions commencing in 2024.
- This measure supports the Australian Curriculum (Version 9.0) which aims to ensure that students from Foundation to Year 10 receive education on positive, respectful relationships and consent in age-appropriate ways that reflect the needs of their school communities.
- Implementation of the grants element of the program will be delivered in partnership with the sector and informed and guided by:
 - a national respectful relationship education working group, to be established by the end of the year
 - a rapid review into current delivery approaches in jurisdictions and schools to identify best-practice, areas for improvement and gaps
 - development of a national framework or guide for accrediting external providers of respectful relationships education.
- Members of the working group will include Australian, and state and territory government, as well as representatives from the National Catholic Education Commission and Independent Schools Australia. Findings and advice will be provided to Education Ministers.
 - The working group will oversee the rapid review and the national accreditation framework work drawing on the advice of subject matter experts as required, and work with and advise schools systems on delivery in their school communities.

- Σ The rapid review will expand on the national stocktake project undertaken by Monash University (report published on 16 September 2022), which identified existing respectful relationship education programs and resources used by schools, the effectiveness of these programs and resources, and common practice and policy challenges faced by existing approaches to respectful relationship education.
- Σ At the completion of the rapid review in early 2023, the grant activities will be developed in consultation with the working group and be informed by the review findings. This will include robust and transparent program guidelines, to be approved by the Minister for Education, that will set out eligibility requirements and use of funding.
- Σ Grants will be provided over five annual rounds (one per year). The first round is anticipated to open early in the 2023–24 financial year with funds provided for use in schools in the 2024 school year.
- Σ The program contributes to the Government's *National Plan to End Violence against Women and Children 2022–2032* and Recommendation 10 of the *Respect@Work Sexual Harassment National Inquiry Report*.

National Consent Survey

- Σ To contribute to the knowledge base and guide this commitment, the Australian Human Rights Commission is undertaking a national survey to explore secondary school students' understanding of consent, and experiences of consent education.
- Σ \$5 million has been committed over two years from 2022–23 to 2023–24.
- Σ Preliminary work is underway with the Commission consulting with stakeholders such as state and territory governments, non-government school sectors. This includes a review of current best practice in undertaking research with children and young people, understand the issues including opportunities and constraints in undertaking a national survey and how best to engage with school students.
- Σ The exact timing the survey will be in the field will be determined by the Commission, and will be informed by consultations with states, territories and other key stakeholders and obtaining ethics approval.
- Σ Findings from the survey will be reported to Government and the public.

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SB22-000281

Funding and Expenditure

Consent and Respectful Relationships

	2022-23 Year 1 – 2023 (\$m)	2023-24 Year 2 – 2024 (\$m)	2024-25 Year 3 – 2025 (\$m)	2025-26 Year 4 – 2026 (\$m)	4-yr Total	2026-27 Year 5 – 2027 (\$m)	2027-28 Year 6 – 2028 (\$m)	6- yr Total
Admin (grants)	-	20.367	20.367	20.367	61.101	8.250	8.250	77.6
Dept (grants hub, evaluation, ASL)	1.113	1.127	0.859	0.791	3.890	0.798	0.923	5.611
Dept (absorbed – rapid review & expert advice)	0.302	0.017	0.017	0.086	0.336	-	-	0.336
Total	1.415	21.511	21.243	21.244	\$65.327	9.043	9.173	\$83.548

National Consent Survey

	2022-23 (\$m)	2023-24 (\$m)	2024-25 (\$m)	2025-26 (\$m)	2026-27 (\$m)	2027-28 (\$m)	TOTAL
Admin	4.130 ¹	1.000	-	-	-	-	5.130

Women's Budget Statement 2022–23 - DSS funding

- The Women's Safety package includes \$225.2 million in funding for prevention activities which aim to stop violence against women and children from occurring in the first place by addressing its underlying drivers. This includes:
 - \$104.4 million in funding for the national leading organisation for primary prevention of family, domestic and sexual violence in Australia, Our Watch
 - \$46 million to continue the award-winning *Stop it at the Start* campaign
 - \$32.2 million for a new campaign to better inform young people and adults about the importance of consensual and respectful relationships

¹ Includes \$130,000 for Education Service Australia (decommission The Good Society)

- \$23.3 million in funding for Australia's National Research Organisation for Women's Safety, to ensure policy interventions continue to be evidence-based, open and accessible
- \$18.3 million to continue grants under the previous National Plan to provide continuity of service delivery while arrangements are settled under the new National Plan
- \$1 million to establish an advisory group to ensure engagement with victim survivors throughout the life of the First Action Plan of the new National Plan.

Consultation

- Implementation of the grants component of the program will be undertaken through consultation with states and territories and the non-government school sector to inform robust and transparent program design and delivery, to ensure funding is directed to areas of need.

Stakeholder Response

Stakeholder	Response summary
Australian Education Union	Media release (8 March 2022). Ms Correna Haythorpe, Federal President. AEU welcomes the election commitment. The additional support for professional development and training for teachers is described as a meaningful commitment towards violence prevention.
Independent Schools Australia	Media release (8 March 2022). Ms Margery Evans, Chief Executive Officer. ISA supports the election commitment that will better enable schools to support students in consent and respectful relationships education. States that teaching students about respectful relationships is a key component of the cultural shift Australia needs.
National Catholic Education Commission	Media release (8 March 2022). Ms Jacinta Collins, Executive Director. NCEC welcomes the election commitment to support school communities and systems across Australia. Identifies that the plan will ensure quality, age-appropriate respect education programs which will support a consistent approach to prevent violence and keep young people safe.

Media

- ***Getting sex education right is crucial, Katrina Marson, the Age, Friday 2 September 2022.***

This article highlights recent data from Australia's National Research Organisation for Women's Safety showing that more than 50 per cent of women in their 20s have experienced sexual violence in Australia. Highlights the need to view sexual violence as a matter of public health policy and that comprehensive sex education including teacher training and support is a proven prevention strategy.

- ***Sex education not preparing Aussie kids for real life, new study finds, Julie Cross, Courier Mail, Friday 2 September 2022.***

Bravehearts Charity, which raises awareness of child sexual abuse, calls for the Government to mandate a minimum standard for evidence-based sex education programs in schools.

- ***Experts say schools should have a 'proactive approach' to consent education after ACT students walk out of lesson, Georgia Roberts, ABC News, 29 August 2022.***

Outlines the sensitive nature of consent education and importance of designated and qualified respectful relationship educators to ensure the psychosocial safety of students. Includes reference to the *Teach us Consent* campaign and an overview of consent education in the revised Australian curriculum.

- ***Criminal prosecutor calls for sex education to be overhauled, Katrina Marson, Australian Financial Review, Monday 1 August 2022.***

Discusses changes to the Australian curriculum, the impact of Chanel Contos' petition, current deficiencies, and implementation solutions for comprehensive respectful relationships education.

- ***What the Albanese Government needs to do to address women's safety, Alicia Vrajlal, Refinery 29, 25 May 2022.***

Views on the election commitment and how to address family, domestic and sexual violence from women's safety advocates including reform of sexual consent education in schools.

Last Cleared By	Ros Baxter
Date Last Cleared	31 October 2022

Issue:	National School Chaplaincy Program
PBS Pg No.	Department of Treasury PBS 2020–21, Pg. 30
Budget Papers	2022–23 Budget Paper No.3, Pg 39 and 42
Contact:	Dr Ros Baxter
	Ph: s 22
	Deputy Secretary

Key Points

- ∑ The Australian Government provides an ongoing funding contribution of \$61.43 million per year, through a Project Agreement (2019–2022), for states and territories to deliver the National School Chaplaincy Program (NSCP).
- ∑ The NSCP currently supports the wellbeing of school students and school communities in over 3,100 primary and secondary schools nationally, through the provision of pastoral care and school support strategies.
- ∑ The Department of Education is working collaboratively with state and territory education departments to finalise the new five-year (2023–2027) Schedule under the *Federation Funding Agreement (FFA) – Education and Skills* to enable jurisdictions to continue supporting the wellbeing of school communities from 2023 to 2027.
- ∑ The new FFA Schedule will include the Government’s commitment of giving schools the option to choose a qualified student wellbeing officer or chaplain.
- ∑ The new FFA will be informed by the outcomes of negotiations with states and territories, and an independent evaluation of the current NSCP.
- ∑ Under the program, schools are eligible to receive up to \$20,280 per annum (or up to \$24,336 for remote/very remote schools) to engage the services of a chaplain.
- ∑ States and territories will continue to administer the program under the new FFA Schedule and have the option of rolling over services to existing NSCP schools in 2023. Each state will hold an open application round in 2023 for all schools to apply for services from 2024.
- ∑ Participation in the program is voluntary for schools and students. Under the program, chaplains and student wellbeing officers will provide pastoral care and school support strategies to support the wellbeing of school communities. Support strategies may include (but not limited to) coordinating volunteer activities, breakfast clubs, parent/carer workshops.

- ∑ Chaplains and student wellbeing officers may be of any faith, are not permitted to proselytise, and must respect, accept and be sensitive to other views, values, and beliefs.

Independent evaluation of the NSCP

- ∑ The current NSCP Project Agreement stipulates that the Commonwealth and the states and territories are jointly responsible for participating in an independent evaluation of the NSCP, which is required to be completed by 2022.
- ∑ In July 2022, the department engaged an external organisation, dandolopartners, to undertake the independent evaluation.
 - Quotes were requested from several potential evaluators from the department's Research and Evaluation panel. Two responses were received and dandolopartners was selected as the preferred provider following an assessment process.
 - Commencement of the evaluation was delayed because a decision on the procurement process was not made till after the election (in recognition of caretaker conventions).
 - The procurement process recommenced post-election. However, the pause during the caretaker period meant there was a shorter timeframe in which to complete the evaluation in 2022.
- ∑ The department commissioned dandolopartners to deliver the evaluation on a tight timeframe. The final evaluation report is due in November 2022.
- ∑ The draft evaluation findings informed discussions with states and territories for the new Federation Funding Agreement Schedule in preparation for delivery of services in 2023.
- ∑ The evaluation involved dandolopartners undertaking a desktop analysis and a public consultation process.
 - Public consultations were held between 30 August and 13 September 2022.
 - There was a high level of engagement in the public consultations, conducted via an online platform, with over 11,500 submissions received by dandolopartners.
 - dandolopartners also directly contacted key NSCP stakeholders and other national organisations with an interest in student wellbeing to invite them to provide a submission.
 - Public consultations were arranged and hosted by dandolopartners. All submissions were handled directly by them and have not been provided to the department.

- ∑ dandolopartners consulted states and territory government representatives throughout the evaluation. State and territory governments were also invited to provide a submission as part of the formal public consultation process.
- ∑ States and territories have been briefed on the evaluation findings. Publication of the final report is a decision for the Minister.

Research

Previous Evaluation

- ∑ In 2016 to 2017, Kantar Public conducted an independent evaluation of the 2015–2018 NSCP.
 - This evaluation found that school chaplains are highly effective in addressing a range of student issues, in particular, supporting students' sense of purpose, self-esteem, peer relationships and social inclusion. The evaluation is publicly available on the department's website.
 - The evaluation found that students appreciate access to an unbiased and non-judgemental adult figure who is not a parent or a teacher.
 - Seventy per cent of school chaplains exceed the Government's minimum qualification requirement of a Certificate IV in Youth Work or equivalent, holding relevant diplomas, bachelor degrees and higher in related fields, including human services, counselling and education.

Ref: National School Chaplaincy Programme Evaluation, Kantar Public, 2017, p.43

Media

- ∑ There have been various media articles since June 2022 on the opening up of the NSCP to student wellbeing officers. Main areas of focus include:
 - the announcement on 16 June 2022, by the Hon Jason Clare MP, Minister for Education, that the NSCP will be opened up to provide schools the choice of selecting a qualified wellbeing worker or school chaplain
 - the valuable role of school chaplains in supporting school communities
 - concern that chaplains may no longer be funded under the opened-up program
 - criticism of the employment of school chaplains through providers with a religious affiliation, usually Christian
 - the role of religious chaplains in government schools
 - information on the 2022 NSCP Evaluation.

Last Cleared By	Pablo Carpay
Date Last Cleared	31 October 2022

BACKGROUND

NSCP Funding and reporting

- Under the current agreement, the annual national funding of \$61.43 million is distributed across states and territories as follows:

State	Annual funding to jurisdictions (2019 to 2022) *	Percentage distribution
ACT	0.98	1.60%
NSW	11.27	18.35%
NT	0.51	0.83%
QLD	18.35	29.87%
SA	7.59	12.36%
TAS	2.22	3.61%
VIC	12.79	20.82%
WA	7.73	12.58%
TOTAL**	61.43	100.00%

* 2019 to 2022 funding distribution under the Project Agreement for the National School Chaplaincy Program.

** Total funding includes up to 3% state & territory administration.

- Funding distribution is a decision for the Commonwealth Minister for Education. Funding distribution in 2019 to 2022 was based on the same percentage distribution as the 2015 to 2018 Project Agreement and this distribution was based on 2015 NSCP school participation.
- Under the current Project Agreement, schools are eligible to receive up to \$20,280 per annum (or up to \$24,336 for remote/very remote schools) to engage the services of a chaplain.
- States and territories must establish a cross sector panel consisting of government, Catholic and independent school representatives to select and prioritise schools for funding.
- Under the current Project Agreement, states and territories are required to provide annual reports in March each year to the Australian Government confirming that they have complied with the terms of the Project Agreement. The Australian Government does not conduct separate audits on the administration of the NSCP by states and territories.

NSCP School numbers

- As at 31 December 2021, there were 3,179 schools receiving the services of a NSCP chaplain. Data for 2022 will be available on completion and acceptance of annual reporting due by March 2023.

- Distribution of NSCP participating schools per state and sectors is outlined in table below:

State	Catholic	Government	Independent	Total	Percentage of schools
ACT	14	0	12	26	0.82%
NSW	132	322	194	648	20.38%
NT	5	12	6	23	0.72%
Qld	89	729	102	920	28.94%
SA	64	302	75	441	13.87%
Tas.	24	92	20	136	4.28%
Vic.	123	417	73	613	19.28%
WA	66	247	59	372	11.70%
TOTAL	517	2121	541	3179	100.00%

Supporting bushfire affected school communities

- In 2020, \$1.96 million in additional funding for NSCP school chaplains was provided to the following bushfire-affected states who requested this additional funding support:

State	School numbers	School Funding Paid to states	Average funding per school **
NSW	163	\$989,637	\$6,071
QLD	90	\$492,228	\$5,469
SA	23	\$119,171	\$5,181
Vic	19	\$352,332	\$18,544
Tas	2*	\$10,363	\$5,181
Total	297	\$1,963,731	

* One school with two campuses. ** Each school may have received above or below this amount as determined by the states and territories based on the needs and size of each school community.

Cyberbullying training

- As part of the NSCP Project Agreement, chaplains are required to complete professional development on supporting school communities to address cyberbullying.
- This free online training delivered by the eSafety Commissioner will continue to be provided for chaplains and student wellbeing officers under the next FFA Schedule commencing in 2023.
- Between 3 July 2019 to 16 September 2022, 3,717 chaplains have completed the cyberbullying training. In 2022, optional refresher training has been offered, with over 270 chaplains (at September 2022) choosing to attend.

Complaints Handling

- Under the Project Agreement, states and territories are required to publish their state specific guidelines (or other relevant documentation) for delivering the NSCP consistent with the terms and conditions of the Project Agreement. The guidelines must include the process for complaints handling, including maintaining a complaint register.
- The Australian Government does not receive details on the number or types of complaints received by the states and territories. This is not a requirement under the Project Agreement.

Issue: School Refusal
Contact: Dr Ros Baxter
Ph: s 22
Deputy Secretary

Key Points

- ∑ School refusal is more complex than ‘wagging’ or truancy. In the case of school refusal, non-attendance is related to worry or anxiety about going to school. As such school refusal can be considered as an emotional problem rather than misbehaviour.
- ∑ School refusal is associated with a range of complex personal factors including mental health and wellbeing, neurodiversity and disability, bullying and cyberbullying, family circumstances and the classroom environment.
- ∑ Early anecdotal evidence suggests that the student experience of COVID-19 and the associated restrictions have exacerbated the rates of school refusal.
- ∑ The Australian Government is committed to ensuring that every Australian child enjoys the benefits of education.
- ∑ On 27 October 2022, the Senate Education and Employment References Committee announced an inquiry into rates of school refusal. The terms of reference are at [Attachment A](#).
- ∑ The final report is due to be tabled by 22 March 2023.
- ∑ It is the role of state and territory governments and non-government school authorities to manage schools, including the development of policies for addressing student disengagement and ensuring appropriate measures are in place so that students can learn in safe and supportive environments.

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SB22-000501

Σ Australian Government Wellbeing and School Engagement Initiatives supporting students are outlined below.

Australian Government Initiative	Additional information
Student Wellbeing Boost election commitment	SB22-000280 refers
Student Mental Health and Wellbeing	<p>SB22-000444 refers</p> <p>Σ Children affected by mental illness fall behind in their educational achievement and are more likely to disengage from school. They may face substantial barriers to go back to school and, later on, to enter the workforce or go on to higher education.</p> <p>Σ Students not feeling safe because they are experiencing bullying is associated with poor school attendance. Bullying can happen in person, or online via digital platforms and devices.</p>
National School Chaplaincy Program	SB22-000282 refers
Disability initiatives	SB22-000445 refers, including additional information on the Review into the impact of COVID-19 on students with disability.
Autism Initiatives	<p>Σ The Positive Partnerships program helps parents and teachers to partner in support of children with autism through face-to-face and online learning and workshops. There have been over 33,000 participants in face-to-face and online workshops, webinars, and training since the start of Phase 4 in 2021.</p> <p>Σ Education Services Australia is being funded to produce online resources for teachers and families to help students with autism transition into school and to support self-regulation when they are feeling overwhelmed by the school environment.</p>

Classroom Behaviours	<p>Σ The Australian Government will invest \$3.5 million to develop evidence-based guidance and tools for effectively managing classrooms and creating safe and supportive environments focused on learning. Included will be resources to help parents and students to understand the importance of effectively managed classroom environments focused on learning, and how they can best contribute.</p> <p>Σ Specialised resources will also be developed for supporting certain groups of students including, but not limited to: Aboriginal and Torres Strait Islander students; students experiencing disability; neuro-diverse students; students experiencing trauma.</p> <p>Σ School climate is an important aspect of the quality and character of school life. It influences how a student feels in their school environment and is an important precursor to academic achievement.</p> <p>Research shows that Australia's classrooms are becoming more disrupted. Australia is ranked 70th (out of 77 countries) in the Organisation for Economic Co-operation and Development Programme for International Student Assessment index of disciplinary climate. This index measures the extent to which students miss learning opportunities due to disruptive behaviour in the classroom (a higher ranking is worse).</p>
The Department of Health and Aged Care and the Department of Social Services	<p>Σ Headspace National has developed several resources for educators and parents, and students focused on school refusal and relevant issues. These include:</p> <ul style="list-style-type: none"> ○ Supporting a young person: school refusal ○ Supporting a young person: school stress ○ For young people – how to reduce stress and prepare for exams. <p>Σ Emerging Minds provides evidence based, online resources and guidance designed for both professionals (including educators) and parents and families on a wide range of topics, which target school refusal and related mental health issues, such as: managing anxiety in school aged children; attachment and separation; bullying; eating and body image; gender and sexuality; social media; and managing</p>

	<p>challenges associated with the impacts of the COVID-19 pandemic and natural disasters.</p> <p>∑ Be You has been proactive in its development of resources, information sessions, webinars, and use of its online and educator networks, to highlight the issue of school refusal, and provide focused guidance and advice for educators and learning communities on how to support students and their families managing school refusal. The Raising Children Network website, supported by the Department of Social Services, has specific advice to support parents in responding to their child's school refusal.</p>
Unique Student Identifier (USI)	<p>∑ A key benefit of the schools USI will be the ability for jurisdictions and the non-government sector to identify students who may be lost from the compulsory education system, enabling education systems to better understand and support student engagement.</p> <p>In future, the USI could help us link data to create longitudinal data sets, providing insights and evidence to tailor interventions and improve student outcomes.</p>

Research

School refusal / attendance

- ∑ Some children who are not enrolled in a main stream school may not be disengaged from education. These reasons can include:
 - Home schooling
 - Enrolled in tertiary education (for older children)
 - Attending an alternative education program for children unable to participate effectively in formal school.
- ∑ There is no national data on the reasons children do not attend school.
- ∑ The 2021 Census of Population and Housing data showed 5,200 children aged 6 to 15 years not attending an education institution (0.2 per cent of all children). In addition, for 197,900 children aged 6 to 15 it was not stated whether they were attending education (6.3 per cent of all children).

- ∑ The latest published national attendance data is for semester one 2021. Data for semester one 2022 is expected to be published in December 2022 and will allow further insight into the trend of school attendance in recent years.
- ∑ Regular attendance at school (i.e., at least 90 per cent of school days) is declining over time. In 2018, 75.2 per cent of Year 1–10 students attended school regularly in semester one. This declined to 71.2 per cent in 2021.
- ∑ Schools Group factsheet on attendance has more details ([Attachment B](#)).

Student mental health and wellbeing

- ∑ The mental health of young people is declining. Between 2012 and 2020, the proportion of young people aged 15–19 who felt positive about their future fell from 71 per cent to 56 per cent.
Ref: Australian Institute of Health and Welfare, 2021
- ∑ There is a strong relationship between wellbeing and learning. Students with mental health concerns fall further behind and by Year 9 they are, on average, 1.5 to 2.8 years behind their peers.
Ref: Goodsell, B., Lawrence, D., Ainley, J., Sawyer, M., Zubrick, S. and Maratos, J. 2017

Impacts of COVID-19

- ∑ Initial discussions with stakeholders in the review to help understand education experiences of school students with disability during COVID-19 indicate that while learning from home brought many challenges, for some students with disability (such as neurodivergent students) learning from home provided accessibility benefits. For these students, the transition back to the classroom has been particularly hard.
 - Stakeholders also noted an increase in home-schooling registrations. In New South Wales **8981 children were registered for home schooling as of October 31 last year, a 28 per cent increase on the 7032 registered at the end of 2020.**
 - There are over 8461 students now registered for home-schooling in Queensland (www.abc.net.au/news/2022-10-28/queensland-homeschooling-registrations-increase-by-69-per-cent/101587702). This is an increase of 69 per cent (over 3000 new home-school students) since 2021.

Ref: NSW Budget Estimates, NSW Education and Standards Authority Home Education Unit QLD

- ∑ A survey conducted by the National Children's Commissioner into the impacts of the COVID-19 pandemic on children's mental health found that 41 per cent of children aged 9 to 17 years indicated that the pandemic had a negative impact on their wellbeing.

Ref: 'Mental health shapes my life': COVID-19 & kids' wellbeing, Australian Human Rights Commission, 2022

- ∑ A national survey conducted by the Smith Family found that two-thirds of parents and carers reported that COVID-19 made starting school in 2022 difficult, and more than half said it was continuing to make learning difficult.

Ref: The Smith Family, Pulse Survey, 2022

- ∑ A report by the Australian National University examining the impact of the COVID-19 pandemic on Australians' mental health found one-in-five parents or carers reported that they needed mental health and wellbeing support for their children during the pandemic.

Ref: Biddle, N, Gray, M & Rehill, P, Mental health and wellbeing during the COVID-19 period in Australia, Australian National University, 2022

Bullying and Cyberbullying

- ∑ During 2021–22, the eSafety Commissioner received 1,542 complaints about child cyberbullying, a 65 per cent increase from 2020–21. While the total number of child cyberbullying complaints received increased significantly, the month-by-month pattern is similar to what eSafety have seen in previous years, with dips that appear to coincide with school holidays. This suggests a degree of overlap between the social dynamic of schools and the way child cyberbullying manifests within peer groups.

Ref: eSafety Commissioner Annual Report 2021–22

Disability and Neurodiversity Research

- ∑ The Senate Select Committee on Autism in its Report published 25 March 2022 noted that the main challenges faced by people with Autism in relation to school education access and outcomes relate to:
- discrimination, bullying and low expectations;
 - a lack of adequate supports and adjustments;
 - insufficient autism knowledge and understanding; and
 - inadequate resources to implement adjustments.

Ref. Pp235, Report, Senate Select Committee on Autism, 25 March 2022.

- ∑ The risk of school refusal for the children who had autism was 42.6 per cent, while the risk for typical children was only 7.1 per cent, according to a 2017 Norwegian study cited by Professor Tony Atwood in his article *Why Some Autistic Children Refuse School*.

Ref: Munkhaugen, EK et al. (2017) 'School refusal behaviour: Are children and adolescents with Autism Spectrum Disorder at a higher risk?' *Research in Autism Spectrum Disorders*

- ∑ The Senate Inquiry was also told that '... a substantial number of autistic students simply leave school early (before school leaving age) and some never return. Some students are described as having "school refusal". Their "disengagement" or "school refusal" may result from bullying and/or anxiety, or from frequent suspension and exclusion.'

Ref: 'A4: Autism Aspergers Advocacy Australia, Submission 54 to the Senate Select Committee on Autism, 2 February 2020.

Disproportionate suspensions of children with a disability

- ∑ Case studies of South Australian students with disability who had been suspended raised concerns that while the students were clearly experiencing significant levels of distress leading to the incidents for which they had been sent home, suspended and excluded [a significant proportion were receiving adjustments under the NCCD that were] minor and clearly insufficient.

Ref: https://eprints.qut.edu.au/206791/1/Inquiry_into_Suspension_Exclusion_and_Expulsion_Processes_in_South_Australian_Government_Schools.pdf, page 376

- ∑ With regard to Queensland, the Royal Commission noted in its *Interim Report* that '*preliminary analysis of material obtained by the Royal Commission from the Queensland Department of Education in response to a compulsory notice indicates that in 2019, 15% of students with disability enrolled in a Queensland state school received one or more suspensions in the year, compared to 6% of students without disability. Taking repeat suspensions into account, students with disability made up 46% of all suspension incidents in Queensland state schools in 2019.*'

Ref. <https://disability.royalcommission.gov.au/publications/interim-report>, Ref 69, page 212

- ∑ The NSW Department of Education, in response to a March 2021 Estimates hearing Question on Notice, indicated that in 2020, 2,852 of the 3,773 students (more than 75 per cent) suspended from Kindergarten and Years 1 and 2, were receiving an adjustment under the Nationally Consistent Collection of Data on Schools Students with Disability (NCCD) that would attract Commonwealth funding under the students with disability loading.

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Other documentation

- Σ **Attachment A** – Senate Inquiry into School Refusal – Terms of Reference
- Σ **Attachment B** - Attendance in Australian Schools

Last Cleared By	Julie Birmingham
Date Last Cleared	04 November 2022

Faruqi, M.
Henderson, S. M.
Lambie, J.
McGrath, J.
Nampijinpa Price, J. S.
Payne, M. A.
Rennick, G.
Roberts, M. I.
Shoebridge, D.
Thorpe, L. A.
Whish-Wilson, P. S.

Fawcett, D. J.
Hughes, H. A.
Liddle, K. J.
McKim, N. J.
O'Sullivan, M. A.
Pocock, B.
Reynolds, L. K.
Ruston, A.
Smith, D. A.
Tyrrell, T. M.

Hanson-Young, S. C.
Hume, J.
McDonald, S. E.
McLachlan, A. L.
Paterson, J. W.
Pocock, D. W.
Rice, J. E.
Scarr, P. M.
Steele-John, J. A.
Waters, L. J.

NOES

Ayres, T.
Chisholm, A.
Farrell, D. E.
Lines, S.
Polley, H.
Smith, M. F.
Watt, M. P.

Bilyk, C. L.
Ciccione, R.
Gallagher, K. R.
O'Neill, D. M.
Pratt, L. C.
Sterle, G.
White, L.

Brown, C. L.
Dodson, P.
Grogan, K.
Payman, F.
Sheldon, A. V.
Urquhart, A. E. (Teller)

Question agreed to.

Education and Employment References Committee

Reference

Senator ALLMAN-PAYNE (Queensland) (12:03): I move:

That the following matter be referred to the Education and Employment References Committee for inquiry and report by 22 March 2023:

The national trend of school refusal or 'School Can't'—as distinct from truancy—that is affecting primary and secondary school aged children, who are unable to attend school regularly or on a consistent basis, with specific reference to:

- (a) the increasing number since the COVID-19 pandemic, of young people and their families who are experiencing school refusal;
- (b) how school refusal is affecting young people and their families and the impacts it is having on the employment and financial security of parents and carers;
- (c) the impacts and demands of the increasing case load on service providers and schools to support these students and their families;
- (d) how relevant state, territory and federal departments are working to monitor and address this growing school refusal challenge; and
- (e) any other related matters.

Question agreed to.

Finance and Public Administration References Committee

Reference

Senator RENNICK (Queensland) (12:04): I move:

That the following matter be referred to the Finance and Public Administration References Committee for inquiry and report by 21 November 2022:

The efficacy of previous and ongoing measures to respond to COVID-19 in Australia, with particular reference to:

- (a) COVID-19 vaccines rolled out in Australia, including:
 - (i) pharmacological evidence and safety data regarding toxicity, genotoxicity and teratogenicity,
 - (ii) vaccines and boosters that have been subject to provisional approval in Australia or emergency use authorisations in other countries, and
 - (iii) adverse events related to COVID-19 vaccines;
- (b) antiviral treatments including Remdesivir and new treatments subject to provisional approval in Australia or emergency use authorisations in other countries;



Fact Sheet: Attendance in Australian Schools

FS06 – 2022

Notes: * Latest update on ACARA website contains Student Attendance data for Semester One only. Term 3 data are not included due to data collection inconsistencies resulting from the COVID-19 pandemic.

Number of schools by average attendance rate[^] and state, 2021

In 2021, 2,953 schools in Australia reported attendance rates of less than 90%, while 6,466 schools reported attendance rates at or above 90%.

A student with an attendance rate of 90% misses on average one day of school per fortnight.

State/ Territory	Less than 75%	75% - 79%	80% - 84%	85% - 89%	90% and above	Total schools with data
NSW	78	79	220	582	2,108	3,067
Vic	14	8	64	302	1,851	2,239
Qld	41	31	150	481	1,040	1,743
SA	25	13	51	156	458	703
WA	66	37	82	202	709	1,096
Tas	5	6	22	79	141	253
NT	98	5	15	22	48	188
ACT	1	0	3	15	111	130
Australia	328	179	607	1,839	6,466	9,419

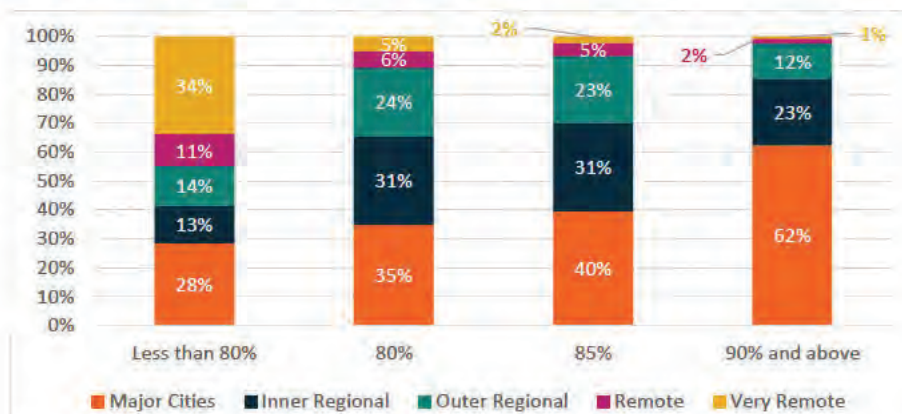
Source: My School 2022, Enrolment Year reported is 2021 (ACARA).

Notes: The percentage of schools with average attendance below 90%, by region and sector, is a proportion of all schools in that region/sector regardless of attendance rate. Approved Authorities determine the timeframe for student attendance on a daily basis.

[^]Attendance rate is defined as 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 over the period.

Schools with attendance rates[^], by remoteness, 2021

Schools in non-metropolitan areas are overrepresented in schools with attendance rates under 80%.



Source: My School 2022, Enrolment Year reported is 2021 (ACARA).

Notes: The percentage of schools with average attendance below 90%, by region and sector, is a proportion of all schools in that region/sector regardless of attendance rate. Approved Authorities determine the timeframe for student attendance on a daily basis.

[^]Attendance rate is defined as 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 over the period

Schools with average attendance rates[^] less than 90% by state and sector, 2021

In 2021, a higher proportion of government sector schools (38.1%) reported average attendance rate less than 90% compared to Catholic (12.8%) and independent (19.6.0%) sectors respectively.

State/ Territory	Government		Catholic		Independent		Total	
	Number	% in sector	Number	% in sector	Number	% in sector	Number	% all schools
NSW	797	12.1	81	4.8	81	7.2	959	10.2
Vic	322	4.9	43	2.5	23	2	388	4.1
Qld	605	9.2	40	2.4	58	5.1	703	7.5
SA	228	3.5	9	0.5	8	0.7	245	2.6
WA	330	5	23	1.4	34	3	387	4.1
Tas	93	1.4	11	0.7	8	0.7	112	1.2
NT	122	1.8	9	0.5	9	0.8	140	1.5
ACT	17	0.3	1	0.1	1	0.1	19	0.2
Australia	2,514	38.1	217	12.8	222	19.6	2,953	31.4

Source: My School 2022, Enrolment Year reported is 2021 (ACARA).

Notes: The percentage of schools with average attendance below 90%, by region and sector, is a proportion of all schools in that region/sector regardless of attendance rate. Approved Authorities determine the timeframe for student attendance on a daily basis.

[^] Attendance rate is defined as 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 over the period.

Schools with average attendance rates[^] less than 90% by remoteness and sector, 2021

At least 4 out of 5 schools (85%) in very remote areas reported attendance rates less than 90%.

	Government		Catholic		Independent		Total	
	Number	% of all schools	Number	% of all schools	Number	% of all schools	Number	% of all schools
Major Cities	918	27.5	65	6.3	99	13.4	1,082	21.1
Inner Regional	685	41.1	64	16.4	67	26.3	815	35.4
Outer Regional	563	50.5	47	22.8	29	29	639	45
Remote	145	60.7	24	60	5	45.5	174	60
Very Remote	203	86.4	18	66.7	22	91.7	243	85
Australia	2,514	38.1	217	12.8	222	19.6	2,953	31.4

Source: My School 2022, Enrolment Year reported is 2021 (ACARA).

Notes: The percentage of schools with average attendance below 90%, by region and sector, is a proportion of all schools in that region/sector regardless of attendance rate. Approved Authorities determine the timeframe for student attendance on a daily basis.

[^] Attendance rate is defined as 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 over the period.

Student Attendance Rates[^] by state and sector, 2021

The overall attendance rates in NT are lower than other states and territories across both Government and Non-Government sectors.

	Years 1-6			Years 7-10			Years 1-10		
	Gov. %	Non-gov. %	All %	Gov. %	Non-gov. %	All %	Gov. %	Non-gov. %	All %
NSW	92.4	93.5	92.7	86.2	91.6	88.4	90.1	92.6	91.0
Vic	93.2	93.9	93.4	89.9	92.8	91.1	91.9	93.4	92.4
Qld	90.5	93.3	91.3	86.3	91.3	88.2	89.0	92.4	90.1
SA	91.1	93.5	91.9	86.6	91.8	88.6	89.3	92.8	90.5
WA	91.1	93.1	91.6	84.6	91.1	87.1	88.8	92.2	89.9
Tas	90.6	92.7	91.2	84.3	90.7	86.7	88.2	91.7	89.3
NT	80.4	85.4	81.4	73.2	83.7	76.7	78.1	84.6	79.7
ACT	92.4	93.4	92.8	88.4	91.6	89.8	91.0	92.6	91.6
Australia	91.8	93.5	92.3	86.8	91.7	88.8	90.0	92.7	90.9

Source: National Report on Schooling in Australia data portal 2021 (ACARA)

Notes: [^] Attendance rate is defined as 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 over the period.

Student Attendance Rates by state, sector, and remoteness, 2021

Years 1-6 students have a higher attendance rate than Years 7-10 students. This difference is more evident among government schools compared to non-government schools.

Year		Major city %	Inner regional %	Outer regional %	Remote %	Very Remote %	All students %
Year 1-6	Gov.	92.7	90.8	89.7	86.2	71.1	91.8
	Non-gov.	94.0	92.5	92.2	87.2	76.5	93.5
	All Schools	93.1	91.3	90.4	86.4	71.9	92.3
Year 7-10	Gov.	88.4	84.3	84.2	78.4	60.5	86.8
	Non-gov.	92.3	90.2	90.1	84.3	57.2	91.7
	All Schools	90	86.6	85.8	79.8	60.2	88.8
Year 1-10	Gov.	91.1	88.4	87.6	83.6	67.7	90.0
	Non-gov.	93.2	91.4	91.4	86.1	71.8	92.7
	All Schools	91.8	89.4	88.6	84.1	68.2	90.9

Source: National Report on Schooling in Australia data portal 2021 (ACARA).

Notes: [^] Attendance rate is defined as 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 over the period.

FS06 Attendance in Australian Schools, 2022

Student Attendance Levels[^] by state, sector, and remoteness, 2021

Around 80% of non-government school students in Years 1-10 in Major city areas achieved attendance rate above 90%. In very remote areas, the attendance levels are far lower.

		Major city %	Inner regional %	Outer regional %	Remote %	Very Remote %	All students %
Year 1-6	Gov.*	77.0	68.4	65.5	57.3	32.7	73.7
	Non-Gov.	83.2	75.4	74.6	60.7	41.4	80.8
	All Schools	78.9	70.5	67.8	58.0	33.9	75.8
Year 7-10	Gov.*	62.2	49.9	51.4	41.1	23.6	58.3
	Non-Gov.	76.1	65.8	66.5	53.9	21.2	73.5
	All Schools	68.0	56.1	55.5	44.0	23.3	64.3
Year 1-10	Gov.*	71.6	61.5	60.0	51.9	29.7	68.0
	Non-Gov.	79.9	71.0	71.3	58.2	36.5	77.4
	All Schools	74.5	64.7	63.0	53.2	30.6	71.2

Source: National Report on Schooling in Australia data portal 2021 (ACARA).

Notes: [^] Student attendance level is the proportion of full-time students in Years 1-10 whose attendance rate is greater than or equal to 90 per cent over the period.

* Government school attendance level data are based on a full-time equivalent student method, which is dependent on the sum of "possible school days" for students. Prior to 2016, non-government school attendance level data were calculated according to a different method (based on 'headcounts' of students attending more than 90 per cent of the time) and comparisons should be made with caution.

Ros Issue: **Teacher Workforce Shortages**
Contact: **Ros Baxter**
 Ph: s 22
 Deputy Secretary

Key Points

- Σ There are widespread teacher shortages, which are particularly acute in regional and remote areas and some subject areas. The shortages are due to declining numbers of new graduate teachers, increasing demand from a growing student population and an ageing teacher workforce.
- Σ While all governments and the non-government sector have initiatives to address shortages, everyone agrees a national approach is needed to attract more people into the profession and to support teachers to remain in teaching.
- Σ On 12 August 2022, Education Ministers held a roundtable to hear from teachers, principals and peak bodies, and agreed to develop a National Teacher Workforce Action Plan based around five key priority areas (see EMM Communique at [Attachment A](#)). A Working Group, led by Dr Michele Bruniges, developed the Action Plan. The Working Group has met six times to date. Members represent all states and territories, non-government education authorities, unions, teacher and principal associations, the university sector and teacher regulators (see [Attachment B](#) for members).
- Σ On 3 November 2022, the Minister for Education released the draft Action Plan for community feedback. The Action Plan contains 28 actions in six priority areas:
 - **Elevating the profession** to recognise the value of teachers to students, communities and the economy.
 - **Improving teacher supply** to increase the number of students entering and completing ITE and the number of teachers staying in the profession.
 - **Strengthening initial teacher education** to ensure ITE supports teacher supply and delivers classroom ready graduates.
 - **Maximising the time to teach** to improve retention and free up teachers to focus on teaching and collaboration.
 - **Better understanding future teacher workforce needs** through improved data and information to support workforce planning.
 - **Better career pathways to support and retain teachers** to improve career pathways, streamlining HALT accreditation and better professional support.
- Σ The draft Action Plan is available on the Department of Education's website. Members of the public can make a submission by going to the department's website and navigating to the page on the Action Plan.

- Σ Public submissions can be made until 11:59 pm, 1 December 2022.
- Σ The draft Action Plan is available on the department's website.
 - Submissions can be made until 11:59 pm, 1 December 2022.
 - Education Ministers will consider the Action Plan in December 2022.
- Σ The action plan is at [Attachment C](#).

The Government's election commitments and the October Budget

- Σ In the October Budget, the Australian Government honoured commitments made during the election that go directly towards increasing teacher supply. These are also reflected in the Action Plan. They include:
 - bursaries of up to \$40,000 (\$40,000 over four years for undergraduate degrees and \$20,000 over two years for postgraduate degrees) for 5,000 talented students to enter teaching, with a \$2,000 top up payment for students who do their final practical placement in a remote location
 - expanding the High Achieving Teachers program to support up to 1,500 professionals who might work in other fields, such as mathematicians and scientists, to switch careers to teaching
 - responding to the Quality Initial Teacher Education (QITE) review.

Link between the Teacher Workforce Action Plan and the QITE Review

- Σ The Australian Government will take forward the work of the Quality Initial Education Review, which will be considered by Education Ministers in December 2022. The initiatives in the Action Plan and work of the Teacher Education Expert Panel broadly respond to the findings and recommendations of the QITE Review. In their December 2022 meeting, Ministers will consider whether any further action is required in response to the review.

Teacher Education Expert Panel

- Σ The Teacher Education Expert Panel will advise on:
 - strengthening the link between performance and funding of ITE [Recommendation 15 of the QITE Review]
 - strengthening ITE programs to deliver confident, effective, classroom ready graduates [Recommendation 7 of the QITE Review]
 - Improving the quality of practical experience in teaching
 - improving postgraduate ITE for mid-career entrants.
- Σ The Panel's Terms of Reference and membership were announced on 22 September 2022 (see [Attachment D](#)) and will provide its advice by June 2023. The Panel has had two meetings to date.

If asked about the department's workforce modelling (QON SQ21-000941)

- Σ Modelling undertaken by the department in 2021 suggested the demand for secondary teachers will exceed the supply of new graduate teachers by around 4,100 between 2021 and 2025.
- Σ While the projections were broadly supported by jurisdictions, they were a point in time estimate projecting supply and demand from 2021–2025, relying on assumptions based on prior school and higher education policy settings.
- Σ The data is only intended to inform policy and do not take account of future policy responses or other actions taken to ameliorate a projected shortage of teachers.
- Σ A key priority for the National Teacher Workforce Action Plan is developing a better understanding of future workforce needs through more accurate projections of the demand for teachers and the supply of teaching graduates.

Research***Key factors and drivers of shortages***

- Σ The Minister released the *Teacher Workforce Shortages* issues paper prior to the Teacher Workforce Roundtable on 12 August 2022. The paper outlined the evidence underpinning the factors and drivers of teacher shortages. A summary of the evidence is in [Attachment E](#).

Incentives to enter teaching (2022)

- Σ To support the work of the QITE Review, the Behavioural Economics Team of the Australian Government undertook research into the incentives young high-achievers and mid-career professionals find most attractive when considering a career in teaching. BETA found that:
 - for young high-achieving students, a \$30,000 scholarship was the most effective work or study incentive
 - for mid-career professionals, paid work throughout study, a \$30,000 scholarship, mortgage/rent relief and guaranteed ongoing employment in a nearby school were the most impactful incentives.

Ref: Behavioural Economics Team of the Australian Government (2022) *Incentivising excellence: Attracting high-achieving teaching candidates*. Published February 2022, published in QITE review

Grattan Institute – Attracting high achievers to teaching (2019)

Σ This report examined the decline in the number of high achieving students (defined as having an ATAR above 80) entering teaching and put forward recommendations to attract more students to teaching. It found that more young people would choose teaching if there was financial support while studying, better pay for top teachers and better career pathways. It recommended up-front scholarships of \$10,000 and salary increases for 'specialist' and 'master' teacher between \$40,000 and \$80,000 per year. It is also recommended a marketing campaign to promote awareness of the new opportunities.

Ref: Goss, P. Sonnermann, J. Nolan J. (2019) *Attracting high achievers to teaching*. Grattan Institute.

Grattan Institute – Making time for great teaching (2022)

Σ This report examined teacher workloads and put forward recommendations to free up more time for quality teaching and lesson preparation. It suggested that teachers' work should be better matched with their expertise, the wider school workforce should be better utilised to support teachers, unnecessary tasks should be removed and industrial agreements should contain a better balance of roles and responsibilities. Through these reforms teachers could get back approximately five hours a week.

Ref: Hunter, J. Sonnermann, J. Joiner, R. (2022). *Making time for great teaching: How better government policy can help*. Grattan Institute

Monash University – I cannot sustain the workload and the emotional toll (2022)

Σ This research draws on a survey of 2,444 teachers conducted in 2019 (prior to COVID) regarding their future career intentions and the source of workplace pressures. 1,446 (60%) of surveyed teachers expressed an intention to leave the profession prior to retirement. The main reasons were:

- heavy workloads (in particular, excessive administration, paperwork and reporting)
- health and wellbeing concerns (impact on relationships, exhaustion, stress and burnout)
- status of the profession and under-appreciation of teachers from the wider school community, the public, politicians and media.

Σ Teachers identified the following policies and practices to reduce workloads, raise the status of the profession and improve teacher retention:

- decluttering the curriculum, reducing class sizes, focus on 'the basics', clarifying the role of teachers, and reducing the social and support functions teachers take on
- the need to change the perception of teachers and supported a campaign to raise the status of, and respect for, the profession.

Ref: Heffernan, A. Bright, D. Kim, M. Longmuir, F. Magyar, Bertalan. (Monash University) (2022) *'I cannot sustain the workload and the emotional toll': Reasons behind Australian teachers' intentions to leave the profession*. Australian Journal of Education.

Stakeholder Response

Stakeholder	Response summary
Education unions	<ul style="list-style-type: none"> • Unions have been strong advocates for increases in teacher salaries and reduced workloads, in part to attract and retain teachers. • Unions have supported industrial action in various states and territories (e.g., NSW, Victoria, NT). • The AEU and IEU are members of the National Teacher Workforce Action Plan Working Group. • The IEU issued a media release on 3 November 2022 welcoming public consultations but saying more work is needed “to deliver a final plan that tackles underlying causes of staff shortages”. • The AEU issued a media release on 4 November 2022 in which federal president Correna Haythorpe said “restoring respect and trust in the profession is an important first step, but the plan alone will not resolve the crisis” ... which has been “decades in the making”.
Principal Associations	<ul style="list-style-type: none"> • Along with advocating for measures to attract more teachers to the profession, principal associations have highlighted the shortage of principals and school leaders and the impact on teaching quality and student outcomes. • Principal groups continue to highlight concerns about the health and wellbeing of overworked principals (as reported annually in the <i>Australian Principal Occupational Health, Safety and Wellbeing Survey</i>). • The Australian Secondary Principals Association; Australian Primary Principals Association; Australian Special Education Principals Association and the National Aboriginal and Torres Strait Islander Principals Association are members of the working group. As of 4 November, these organisations had not published media releases on their websites responding to the National Teacher Workforce Action Plan.
University Australia (UA)	<ul style="list-style-type: none"> • UA participated in the roundtable and is a member of the National Teacher Workforce Action Plan Working Group. • On 3 November 2022, UA issued a media release welcoming the release of the draft National Teacher Workforce Action Plan. • On 8 August, UA released a plan to address teacher shortages. Their plan included recommendations to: <ul style="list-style-type: none"> ○ expand programs that combine learning with work experience to better develop teachers ○ create a degree apprenticeship system ○ extend FEE-HELP to support students undertaking short courses and microcredentials ○ adopt and scale-up programs that combine study and paid employment ○ develop a national recruitment portal ○ look at different employment models for teachers

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	<ul style="list-style-type: none"> ○ develop stronger partnerships with employers.
Australian Council of Deans of Education (ACDE)	<ul style="list-style-type: none"> Σ The ACDE is a member of the National Teacher Workforce Action Plan Working Group (represented by the President, Professor Michele Simons). Σ In 2019, Professor Simons co-authored a book titled '<i>Attracting and Keeping the Best Teachers</i>'.
Opposition	<ul style="list-style-type: none"> Σ On 3 November the Shadow Minister for Education, the Hon Alan Tudge issued a media release saying the National Teacher Workforce Action Plan is "in the right direction, largely implementing the recommendations of the QITE review". The most important thing is to improve ITE, and that his intent when education minister was to link "\$760 million of federal funding to improving quality". Σ On 12 August, the day of the roundtable, Mr Tudge posted the following tweet: "The challenge for Jason Clare after today's roundtable is to deliver real action to improve the education of students & reward teacher excellence. The ITE Review that I initiated last year is a blueprint for success & I call on the govt to deliver on its recommendations ASAP."
Greens	<ul style="list-style-type: none"> Σ Issued a media release on 3 November 2022 that said the draft National Teacher Workforce Action Plan will not solve the teacher shortfall crisis unless "Labor gets serious about fully funding public schools". Σ Says the only way to close the gap between rich and poor kids is to guarantee public schools receive 100 per cent of their Schooling Resource Standard in the next National School Reform Agreement.
Independents	No known comments
States and territories	<ul style="list-style-type: none"> Σ All jurisdictions engaged in roundtable discussions and are represented on the National Teacher Workforce Action Plan Working Group. Σ All jurisdictions have policies and programs in place to address shortages and support national collaborative actions.
Education authorities	<ul style="list-style-type: none"> Σ The National Catholic Education Commission (NCEC) and Independent Schools Australia participated in roundtable discussions and are represented on the National Teacher Workforce Action Plan Working Group. Σ The NCEC issued a media release on 3 November 2022 Saying it looks forward to collaborating with the sector on the draft National Teacher Workforce Action Plan. Σ

Media

Draft National Teacher Workforce Action Plan Released, The Australian Education Union – 3 November 2022

- Σ This article notes the AEU Deputy Federal President Meredith Peace welcomes the broad consultation on the national plan for teachers and their profession as an important initial step towards addressing the teacher shortage crisis currently impacting Australian public schools.
- Σ It welcomes Government funding to pilot new approaches to reduce teacher workloads; and measures for early career mentoring, additional Commonwealth supported university places in education and a teacher workload impact assessment.

Jason Clare has a draft plan to fix the teacher shortage. What needs to stay and what should change? The Conversation – 3 November 2022

- Σ This article supports the idea of having a national action plan but warns teacher shortages is the result of complex problems that have been building for years.
- Σ It notes the key issues must be addressed if we have any chance of fixing the teacher shortages. The article indicates the key issues include excessive workloads, increasing complexity of the teaching role, growing expectations and administrative responsibilities and lack of respect for the profession.

Teacher crisis tackled. Herald Sun – 3 November 2022

- Σ This article lists key activities under the governments 'federal push' to address school staff shortages.
- Σ It highlights Opposition Education spokesman Alan Tudge's views – that the important thing to do in addressing teacher shortages is improving teacher education courses at universities.

Other documentation

- Σ [Attachment A](#) - Communique from EMM on 12 August 2022
- Σ [Attachment B](#) – Members of National Teacher Workforce Action Plan Working Group
- Σ [Attachment C](#) – draft National Teacher Workforce Action Plan, summary
- Σ [Attachment D](#) – Teacher Education Expert Panel – Terms of Reference
- Σ [Attachment E](#) – Key research

Last Cleared By	Julie Birmingham
Date Last Cleared	07 November 2022

Attachment A**Communique from the Roundtable/meeting on 12 August 2022****NATIONAL ACTION PLAN ON TEACHER SHORTAGE**

Australia's Education Ministers met with teachers, school leaders, and other education experts at Parliament House today to prioritise actions to address the issue of teacher demand, supply and retention.

Ministers paid tribute to teachers for their hard work and acknowledged the critical role they play in the lives of children and young people. They particularly commended the extraordinary commitment, dedication and professional resilience teachers have shown through the pandemic.

Teacher shortage is a key issue for all States, Territories and sectors. It is a challenge that faces school communities across Australia, and is particularly acute in rural, regional and remote areas, and in particular subject areas (such as science, mathematics, special/inclusive education, languages and technology and applied studies including agriculture, industrial technologies and engineering studies).

States and Territories are currently implementing a range of initiatives to improve teacher supply and retention, and to improve the status of the teaching profession. This includes: communications and marketing campaigns to promote the teaching profession; investing in accelerated pathways into teaching; funding scholarships for priority cohorts of teaching students; enhancing supports available for early career teachers; providing financial incentives and other supports for teachers to relocate and remain in the geographical locations and subject specialisations where they are needed most; providing government owned and/ or subsidised housing in regional, rural and remote areas; supporting teachers to retrain in specialist subjects experiencing shortages; and seeking to attract more international teachers.

Ministers committed to developing a National Teacher Workforce Action Plan to increase the number of people entering and remaining in the profession.

The National Teacher Workforce Action Plan will include actions in the following priority areas:

1. Elevating the profession
2. Improving teacher supply
3. Strengthening initial teacher education
4. Maximising the time to teach
5. Better understanding future teacher workforce needs

Work to develop the National Teacher Workforce Action Plan will be led by the Secretary of the Australian Government Department of Education who will chair a working group of officials and peak education bodies.

The working group will deliver a report in December 2022, outlining priorities for immediate action.

Our work will complement and be coordinated with the National Children's Education and Care Workforce Strategy to ensure teachers and educators across both early childhood and schooling settings are valued and supported as education professionals.

Ministers requested that the Action Plan include the following priorities:

- 1. Elevating the teaching profession.** To recognise the value that teachers bring to students, communities and the economy, Ministers agreed the following actions:

- States and Territories will work with the Australian Government to drive a national focus on the status of the teaching profession, including considering how awards and honours might be used to reward and recognise the teaching profession.
 - States and Territories will work to increase the number of teachers with Highly Accomplished and Lead Teacher certification, and other forms of recognition from State and Territory bodies.
 - State, Territory and non-government systems will provide information on actions they are taking to reward high performing teachers and identify areas to expand on current efforts.
- 2. Improving teacher supply.** To boost teacher supply, Ministers agreed the following actions, which build on the wide range of initiatives and incentives already put in place by State and Territory Governments and non-government school systems:
- The Australian Government will deliver its commitments to increase the supply of new teachers, including to schools in disadvantaged communities by delivering 5000 bursaries and expanding the High Achieving Teachers program by up to 1500 teachers in collaboration with states and territories.
 - Jurisdictions will work collaboratively on a series of national attraction and recruitment initiatives.
 - States and Territories will work with the Australian Government to further the internship model to increase the number of final year students working in schools based on work underway and investigate options for new commissioning and procurement models.
 - The Australian Government Minister for Education will work with the Minister for Home Affairs and States and Territories to prioritise visa processing times for qualified teachers.
 - The Australian Government will work with States and Territories to explore new international teacher supply markets and ensure that regulatory processes do not present unnecessary barriers to swift employment of suitable candidates.
 - Develop national guidelines for support for early career teachers including mentoring, induction and classroom behaviour management.
 - Develop diverse career paths for teachers with more opportunities to become recognised and rewarded as experts, and to pass on their skills to other teachers without having to leave classroom teaching.
 - Explore incentives like scholarships for teaching degrees to complement existing programs with a particular focus on under-represented cohorts in teaching including rural and regional students, mature age students, culturally and linguistically diverse and First Nations students.
- 3. Strengthening Initial Teacher Education.** To ensure initial teacher education supports teacher supply and quality, Ministers agreed to the following actions:
- States and Territories will work with the Australian Government on a plan to ensure all first year students have an opportunity to undertake high quality placements in schools, undergo initial assessment of their literacy and numeracy skills in their first year, and ensure they can receive targeted support if they need it.
 - Jurisdictions will consider regulatory and accreditation structures to ensure they are fit for purpose and support teacher supply and retention.
 - The Teacher Education Expert Panel, led by the Vice-Chancellor of the University of Sydney, Professor Mark Scott, will focus on strengthening the link between performance and funding of ITE. This will include but not be limited to advising on how Commonwealth supported places for teaching should be allocated based on quality and other relevant factors.

- 4. Maximising time to teach.** To improve retention and free teachers up to focus on teaching, Ministers agreed that jurisdictions and non-government systems would provide information on actions they are taking to maximise the time to plan, collaborate and teach.
- 5. Better understanding future teacher workforce needs** including the number of teachers required, Ministers agreed to the following actions:
- Development and publication of teacher workforce projections, disaggregated at a regional level and subject specialisation, and use nationally consistent data sets to enable a national understanding of teacher demand.
 - Publication of projections of the supply of ITE graduates, including disaggregated by subject specialisation and participation in ITE at the regional level.

Attachment B**National Teacher Workforce Action Plan Working Group membership**

Name	Position
Dr Michele Bruniges (Chair)	Secretary, Australian Government Department of Education
s 47F	s 47F , NSW Department of Education
s 47F	s 47F , Victoria Department of Education and Training
s 47F	s 47F Queensland Department of Education
s 47F	s 47F Department of Education, Western Australia
s 47F	s 47F , Department for Education, South Australia
s 47F	s 47F Department of Education, Tasmania
s 47F	s 47F ACT Education Directorate
s 47F	s 47F Northern Territory Department of Education
s 47F	s 47F , National Catholic Education Commission (NCEC)
s 47F	s 47F , Independent Schools Australia
s 47F	s 47F , Australian Education Union
s 47F	s 47F , Independent Education Union of Australia
s 47F	s 47F Australian Primary Principals Association (APPA)
s 47F	s 47F , Australian Secondary Principals' Association (ASPA)
s 47F	s 47F Australian Special Education Principals' Association (ASEPA)
s 47F	s 47F National Aboriginal and Torres Strait Islander Principals Association (NATSIPA)
s 47F	s 47F , Universities Australia
s 47F	s 47F Australasian Teacher Regulatory Authorities (ATRA)
s 47F	s 47F , Australian Council of Deans of Education (ACDE)

Attachment C**Summary of key actions draft National Teacher Workforce Action Plan**

Elevating the profession	
Objective: To recognise the value teachers bring to students, communities and the economy.	
Actions	Timing and key next steps
<p>1. A targeted national campaign to raise the status and value the role of teachers.</p> <p>The Australian Government will provide \$10 million towards this national campaign. The campaign will showcase teachers' contributions in a wide range of settings and include a focus on First Nations, rural and remote, early childhood and Science, Technology, Engineering and Mathematics (STEM) teachers, and the support that teachers provide for children with additional needs.</p> <p>The campaign, which will be developed by the Australian Government, will align with similar campaigns in other jurisdictions such as the NSW Teaching Opens Doors Campaign and will be targeted at the public as well as aspiring teachers.</p> <p>As part of this campaign, Ministers, education stakeholders, and the media will actively promote teachers' excellent work and the value of their contribution to society.</p>	<p>The targeted national campaign will commence by April 2023.</p> <p>Ministers, education stakeholders, and the media will take every opportunity to actively promote the valued work of teachers and the merits of the profession, effective immediately.</p>
<p>2. Creation of new Australian Teacher of the Year Awards.</p> <p>The Australian Government, in partnership with the states and territories, will create an Australian Teacher of the Year Award, with the winner to be selected by the Federal Government from jurisdiction winners. Categories should include First Nations, rural and remote, and Inclusive Education Teachers.</p>	<p>The inaugural Australian Teacher of the Year Awards to be held in late 2023.</p>
<p>3. Encourage members of the public to nominate teachers for Medals of the Order of Australia.</p> <p>Ministers, Members of Parliament and key education stakeholders will take opportunities to highlight the role of the Order of Australia as the pre-eminent way Australians recognise the achievements and service of their fellow citizens and encourage members of the community to nominate teachers.</p>	<p>Ministers, Members of Parliament and key education stakeholders will take opportunities to encourage members of the public to nominate teachers, effective immediately.</p>
<p>4. Targets to increase the number of classroom teachers recognised as high achieving and highly accomplished.</p> <p>The Australian Institute for Teaching and School Leadership (AITSL) will work with States and Territories to increase the number of teachers certified as Highly Accomplished and Lead Teacher (HALT) or equivalent to</p>	<p>Target of 10,000 HALTs or equivalent by 2025. Progress towards increasing the number of classroom teachers who receive formal recognition for their accomplishments will be reported</p>

<p>10,000 nationally by 2025. This will include the 2,500 HALTs committed to by the NSW Government as part of their streamlined HALT Policy. Deeming work will determine equivalent programs, such as the Teaching Excellence Program in Victoria and Best in Class Program in NSW.</p> <p>New HALT specialisations will also be trialled in areas including mathematics and classroom management.</p>	<p>to Education Ministers Meeting (EMM) in late 2023.</p>
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Improving teacher supply

Objective: To increase the number of students entering Initial Teacher Education (ITE), number of students completing ITE and the number of teachers staying in and/or returning to the profession.

Actions

5. More teaching places at universities in the right subjects and specialisations.

The Australian Government will provide \$159 million for an additional 4,036 Commonwealth Supported Places (CSPs) courses in education across 2023/2024 including for sub-bachelor and bachelor level courses in areas of early childhood, primary and secondary education.

Improved data collection will inform the prioritisation of places in the areas they are needed from 2024, with commissioning work to be undertaken by NSW and Victoria to inform this approach. This will include commissioning Higher Education Providers (HEPs) and other delivery partners to deliver specific outcomes, and trials that have a strong focus on providing mentoring, school-based support and pathways for para-professionals into teaching.

In addition, the Australian Government will provide 465,000 additional fee-free TAFE places, a portion of which will be dedicated to training more early childhood educators.

6. 5,000 bursaries worth up to \$40,000 each to help attract our best and brightest to the teaching profession.

The Australian Government will provide \$56.2 million to offer bursaries of \$40,000 per student for undergraduate ITE students (four-year qualification at \$10,000 per year) and \$20,000 for postgraduate ITE students (or \$10,000 per year for two years postgraduate studies). These will be offered in 2023 for students enrolling in teaching in 2024 and will be targeted at high achieving school leavers, mid-career professionals, First Nations people, people from culturally and linguistically diverse backgrounds and other underrepresented communities to encourage them to choose teaching as a profession.

Timing and key next steps

Additional CSPs will be provided in 2023 and 2024.

NSW and Victoria to complete commissioning work in 2023. From 2024, places will be informed by demand data.

At the Jobs and Skills Summit the Australian Government announced it would deliver 180,000 fee-free TAFE places for 2023 in partnership with State and Territory governments.

The Australian Government Department of Education will develop the three program streams in 2022 and 2023, including program design, consultation and marketing activities.

Work will be undertaken to reduce overlap with existing state and territory scholarships.

Improving teacher supply

Objective: To increase the number of students entering Initial Teacher Education (ITE), number of students completing ITE and the number of teachers staying in and/or returning to the profession.

Actions

Timing and key next steps

7. 1,500 more places in the High Achieving Teachers program to encourage more professionals to switch careers to teaching.

See Action 8.

The Australian Government will almost triple its commitment to the High Achieving Teachers program, investing an extra \$68.3 million to deliver up to 2,260 new teachers over the next four years.

8. Trial new ways of attracting and keeping teachers in the schools that need them most.

Jurisdictions and sectors interested in participating in the trial will work with the Australian Government to commence pilots in the second half of 2023.

The Commonwealth's additional places in the High Achieving Teachers program will be used to pilot new ways to get teachers into schools most in need, attract more maths and science teachers and more Indigenous teachers into schools. This could include exploring ways to support experienced teacher aides to transition into teaching. This builds on existing initiatives, including those outlined in the NSW Teacher Supply Strategy, including scholarships, the Grow Your Own program, which is retraining support staff and attracting high school students into teaching careers.

South Australia is introducing 400 university scholarships worth \$5,000 each targeting diverse cohorts and making the country loading ongoing for teachers who work in regional areas.

Queensland's Turn to Teaching is providing 300 aspiring teachers from other fields, such as STEM, with financial support, mentoring and paid internship employment while they complete their post graduate teaching diploma and then take up a guaranteed permanent teaching position in a Queensland state school. Its Trade to Teach program is a similar model aimed at supporting tradespersons to undertake their (undergraduate) teaching qualification and transition into teaching.

Western Australia has a number of initiatives already in place including increased travel concession entitlements for teaching staff and their dependants in the Pilbara, Kimberley and Goldfields education regions, providing greater access to travel for recreational leave.

9. Prioritise visa processing for qualified teachers and prioritise teachers from State and Territory nominated visa allocations.

The Australian Government Minister for Education will continue to work with jurisdictions, sectors, and the Minister for Home Affairs from late 2022 on

At the Jobs and Skills Summit, the Australian Government expanded Australia's permanent Migration Program from 160,000 to 195,000 places. This includes 31,000 in State and Territory nominated visa categories and

Improving teacher supply

Objective: To increase the number of students entering Initial Teacher Education (ITE), number of students completing ITE and the number of teachers staying in and/or returning to the profession.

Actions

34,000 places for regional visas. Teachers are currently on the priority skilled occupation list.

Targeted communications and marketing materials are being developed to inform potential skilled migrants and employers, including in the education sector, of visa options and encourage skilled migration to Australia. This sits alongside the Department of Home Affairs' enhanced outreach and engagement capabilities to inform industries of skilled migration opportunities.

The Australian Government will work with State and Territory governments to make sure this information points to opportunities in their jurisdictions.

The Department of Home Affairs continues to provide priority processing for skilled visa applications in the education sector. Allocation times for Temporary Skill Shortage (TSS) visas in the education sector remain at 2 business days (as at 24 October 2022), a reduction of 33 business days since June 2022.

Jurisdictions will also work with relevant regulators to streamline overseas skills recognition and consider how to expedite permanent visas for teachers already in Australia.

For example, Victoria is funding incentives of up to \$50,000 for international teachers to work in Victoria, supported by the teacher registration authority (the Victorian Institute of Teaching) to process additional international teacher registrations, and a commitment that they are processed within a week of applying for registration.

Timing and key next steps

facilitating swift skilled migration options and report progress to Education Ministers in mid-2023.

Strengthening initial teacher education

Objective: To ensure initial teacher education supports teacher supply and delivers classroom ready graduates.

Actions

10. The Teacher Education Expert Panel, led by the Vice-Chancellor of the University of Sydney, Professor Mark Scott, is reviewing initial teacher education and will recommend ways to boost graduation rates, and broadly ensure graduating teachers are better prepared for the classroom through:

- strengthening the link between performance and funding of ITE, including looking at quality measures such as teaching performance assessments and how to increase the current average completion rate of 50 per cent in bachelor's degrees

Timing and key next steps

The Panel and its Terms of Reference were announced by the Australian Education Minister on 22 September 2022.

It will consider the findings of the Quality Initial Teacher Education Review and consult with school and higher education sector

Strengthening initial teacher education

Objective: To ensure initial teacher education supports teacher supply and delivers classroom ready graduates.

Actions	Timing and key next steps
<ul style="list-style-type: none"> strengthening initial teacher education programs to deliver effective classroom ready teachers, with particular attention to teaching reading, literacy and numeracy, classroom management, cultural responsiveness, teaching students with diverse needs and working with families/carers improving the quality of Professional Experience placements in teaching with regard to best practice models used in education, medicine and other disciplines improving postgraduate initial teacher education for mid-career entrants including exploring paid internships and other employment-based pathways. 	<p>stakeholders and other experts including through the Teacher Workforce Action Plan Working Group.</p> <p>The Australian Government will present the findings of the Teacher Education Expert Panel to Education Ministers by June 2023.</p>
<p>11. Recognise previous study, work experience and skills that may be transferable to teaching.</p> <p>A framework will be developed by the Australian Council of Deans of Education (ACDE) in consultation with Universities Australia, higher education providers and teacher registration authorities. This framework will include measures to ensure First Nations people, career changers and para-professionals can have their skills, expertise and prior learning recognised through credit towards their qualification, whilst maintaining robust teacher qualification requirements. The framework will have particular regard to areas of specialist skill need, including mathematics and Technological and Applied Studies (TAS), and consider existing initiatives to recognise the expertise of mid-career professionals through the NSW Teacher Supply Strategy, including mid-career pathways, School Learning Support Officer and TAS retraining.</p>	<p>The Australian Government will take the recommendation to Australian Education Senior Officials Committee (AESOC) in early 2023. ACDE will be asked to provide its national framework to AESOC by mid-2023 for application in 2024.</p>
<p>12. Co-design actions to attract and retain more First Nations teachers.</p> <p>The development of the strategy should be a collaboration between the Australian Government, First Nations peoples and other education stakeholders. It should also leverage key lessons from the successful 'More Aboriginal and Torres Strait Islander Teachers Initiative' (MATSI) which ran for five years from 2011.</p> <p>The Australian Government will work with First Nations education organisations to roll out its \$14.1 million investment in the teaching of First Nations languages. This will give potential First Nations teachers exposure to the classroom and potentially provide a pathway for more First Nations teachers.</p>	<p>The Australian Government to co-design a new national First Nations teachers' strategy to apply from 2024, in close partnership with First Nations education organisations including:</p> <ul style="list-style-type: none"> the Aboriginal and Torres Strait Islander Education Advisory Group (ATSIAG) the Secretariat of National Aboriginal and Islander Child Care (SNAICC) the National Aboriginal and Torres Strait Islander Principals Association (NATSIPA) the Coalition of the Peaks.

Strengthening initial teacher education

Objective: To ensure initial teacher education supports teacher supply and delivers classroom ready graduates.

Actions

13. All teaching students will undergo initial assessment of their literacy and numeracy skills in their first year to ensure they can receive targeted support if they need it.

States and Territories will work with the Australian Government and ITE providers around relevant supports and rules. From 2023, prospective students will be eligible to sit the test prior to commencing their studies. This will offer more certainty and fairness to prospective ITE students and give ITE providers the opportunity to provide targeted assistance to those who need it, for example providing better feedback on areas where focus is required.

This includes:

- increasing the number of permitted attempts at the Literacy and Numeracy Test for Initial Teacher Education (LANTITE);
- better feedback to LANTITE participants on areas they need improve when they have failed to meet the standard (to help increase pass rates on a second or subsequent attempt).

This work will be trialled by Victoria and the Northern Territory working with higher education providers in their jurisdictions and report back to Education Ministers in 2023.

Timing and key next steps

Education Ministers to consider amendments to the Accreditation Standards to specify where in a program a student should sit the LANTITE in the first half of 2023. This work will form part of the new nationally consistent guidelines for teacher training and accreditation.

Maximising the time to teach

Objective: To improve retention and free up teachers to focus on teaching and collaboration.

Actions

14. Pilot new approaches to reduce teacher workload through a Workload Reduction Fund to maximise the value of a teacher's time.

The Australian Government will invest \$25 million with interested states and territories, to pilot selected initiatives with jurisdictions and sectors through the Workload Reduction Fund to maximise the value of teachers' time with an emphasis on government schools facing systemic disadvantage. The effectiveness and cost of pilots will be evaluated to inform suitability for broader application across interested jurisdictions and sectors.

Timing and key next steps

Jurisdictions and sectors interested in conducting pilots will work with the Australian Government in 2023 to commence pilots in 2024.

Maximising the time to teach

Objective: To improve retention and free up teachers to focus on teaching and collaboration.

Actions

15. Build on work already underway to maximise teachers' time to teach, plan and collaborate and independently evaluate the effectiveness of these measures on teachers' time. Jurisdictions and sectors have invested in a range of strategies and initiatives to address teacher workload issues. Some examples of the system level strategies implemented by jurisdictions include:

- The Schools Administration System in the Australian Capital Territory which helps to reduce teachers' workloads, including common reporting templates and digital roll marking.
- The Quality Time program in New South Wales, which aims to simplify, modernise and reduce administrative processes and practices. It is on track to deliver a 20 per cent reduction in time spent on low-value administrative tasks by the end of 2022.
- The maximum face-to-face teaching time for primary, secondary and specialist teachers in Victoria is being reduced by one hour in 2023, and a further half-hour in 2024.
- Principals in Western Australia have been provided with greater flexibility to offer teachers payment or Time Off In Lieu when their overall workload is impacted by external requirements for administration. Western Australia has introduced a number of measures to maximise time to teach, including:
 - providing additional flexibility and consideration for the provision of time off based on additional hours worked
 - an increase in duties other than teaching (DOTT) time for public primary school teachers from 2021, as well as a DOTT time provision for public school kindergarten teachers.
 - development of Kindergarten to Year 10 curriculum, planning and moderation support materials, with associated professional learning of up to half a day made available to eligible public school teachers
 - reducing administrative red tape, including performance management and improvements to staff transfer arrangements.
- In Queensland, the Department of Education and Queensland Teachers' Union established a joint Workload Advisory Council to more effectively manage workload issues. Outcomes include streamlined reporting and assessment requirements for schools and teachers, removing administrative burdens in the collection of student information, and the provision of non-contact time for all teachers in their agreements A new clause in the next enterprise

Timing and key next steps

Jurisdictions and non-government school authorities will continue to implement existing actions designed to address teacher workload issues. They will report back to Education Ministers on actions they have taken and share progress by mid-2023.

Maximising the time to teach

Objective: To improve retention and free up teachers to focus on teaching and collaboration.

Actions	Timing and key next steps
<p>bargaining agreement explicitly encourages teachers to disconnect from digital technologies when accessing rest time, weekends and leave/vacation periods.</p> <p>This work will also consider the different workloads, responsibilities and school settings of a diverse teacher workforce, including First Nations teachers, and the use of para-professionals and specialists. Jurisdictions and sectors will develop, monitor and evaluate reductions in teacher workload and report progress within 6 months.</p>	
<p>16. Examine how to support implementation of the national curriculum and literacy and numeracy progressions</p> <p>Ministers will task the Australian Curriculum, Assessment and Reporting Authority (ACARA) and the Australian Education Research Organisation (AERO) with examining ways to develop optional supports to assist the implementation of the national curriculum in jurisdictions and sectors where the national curriculum is followed. This will include working with teachers to ensure any resources are adaptable and help reduce their workload.</p> <p>ACARA and AERO will also provide advice on the frequency of the Australian Curriculum Review cycle to reduce workload for schools. The literacy and numeracy progressions will also be considered to reduce changes.</p>	<p>EMM will task ACARA and AERO at the last meeting of 2022 to report back at the first Education Ministers Meeting of 2023.</p> <p>Work to reduce the impact of the Australian Curriculum Review cycle to be completed ahead of the next Review.</p>
<p>17. Each initiative in the next National School Reform Agreement will be subject to a Teacher Workload Impact Assessment.</p> <p>States and territories, non-government school authorities and teachers' unions will be consulted on the development of the workload impact assessment.</p>	<p>The Australian Government will consult on the development of the assessment in the first half of 2023.</p>
<p>18. Identify the most effective use of initial teacher education students, teaching assistants and other non-teaching staff.</p> <p>Review the role and function of initial teacher education students, teaching assistants and school support staff to determine how they can be optimally deployed to reduce teacher workload. States, territories and sectors will explore how teaching assistants and school support staff are currently used, taking into consideration diverse and complex school settings, to identify any scope for change or improvement. This will build</p>	<p>AESOC to advise Education Ministers on the most effective use of teaching assistants and support staff in mid-2023. AESOC will report to Education Ministers by the end of 2023 on actions taken to implement the findings, and in 2024 on the impact they have had in reducing teacher workload.</p>

Maximising the time to teach

Objective: To improve retention and free up teachers to focus on teaching and collaboration.

Actions

on the existing work of NSW to introduce additional administrative support staff through the NSW Quality Time Action Plan.

Timing and key next steps

Better understanding future teacher workforce needs

Objective: Improve the information available for teacher workforce planning.

Actions

19. Develop and publish nationally consistent teacher workforce projections based on consistent standards, disaggregated at a regional level and by subject specialisation, to enable a national understanding of teacher demand.

These projections will be developed and published by AITSL in partnership with jurisdictions, sectors, and unions.

20. Develop and publish nationally consistent ITE graduate supply data, including disaggregated by subject specialisation and participation in ITE at the regional level, to enable a national understanding of teacher supply.

This data will be developed and published by AITSL in partnership with jurisdictions, sectors, higher education providers and unions and will also consider attrition rates. This data will also inform future university places.

21. Establish a National Quality Framework to guide Teacher Regulatory Authorities in teacher accreditation and ensure nationally consistent standards for initial teacher education.

These guidelines will ensure consistency and enable movement towards automatic mutual recognition, with consideration to teacher entry and exit standards, ITE standards, and teacher accreditation.

22. Prioritise conditional or provisional registration to increase the supply of teachers.

Education Ministers will agree to facilitate more efficient national teacher mobility and streamline registration for prospective teachers such as teachers from overseas and retired teachers while maintaining standards. Ministers will issue a statement of expectations to Teacher Regulatory

Timing and key next steps

The first set of aggregated demand data will be prepared by the end of 2023, and the first set of disaggregated demand data will be published by the end of 2024.

The supply data will be published by the end of 2023.

Australasian Teacher Regulatory Authorities (ATRA) will report to Ministers by the end of 2023.

Education Ministers will finalise the statement of expectations in April 2023. Australasian Teacher Regulatory Authorities (ATRA) will report to Ministers on actions taken to implement consistent

Better understanding future teacher workforce needs

Objective: Improve the information available for teacher workforce planning.

Actions	Timing and key next steps
<p>Authorities and AITSL, to update policies and processes, including the National Framework for Teacher Registration, to reflect these expectations as required.</p>	<p>'provisional registration' requirements by the end of 2023.</p>
<p>23. Develop and publish comprehensive data about why teachers leave the profession and what careers they move into and what would improve retention, as well as why other career leavers choose teaching.</p> <p>Education Ministers will be presented with an assessment of potential economic and professional barriers and incentives to teachers. This data will inform the development of initiatives to retain teacher who are considering leaving the profession and attract qualified teachers back to the profession.</p> <p>These will include but are not limited to teacher superannuation scheme rules, taxation arrangements including HELP, salary, career structure, workload and housing affordability factors like stamp duty.</p>	<p>AESOC to advise Education Ministers by mid-2023 on initiatives that may retain teachers and attract qualified teachers back to the profession by mid-2023.</p>

Better career pathways to support and retain teachers in the profession

Objective: To improve career pathways, including through streamlining the process for Highly Accomplished and Lead Teacher (HALT) accreditation, and providing better professional support for teachers to retain them in the profession.

Actions	Timing and key next steps
<p>24. Develop and support career pathways which value teachers and reflect transitions in the Australian Professional Standards for Teachers.</p> <p>Jurisdictions and sectors will report firstly on specific measures being put in place to support career pathways, and later on how pathways are being developed and used, and impacts on teaching practice. AITSL will also consider the development of an accreditation process aligned with the principal standard.</p> <p>South Australia has committed to increasing teacher permanency by at least 10 per cent.</p> <p>In addition to \$30 million of initiatives negotiated as part of the most recent enterprise bargaining agreement, Western Australia has put in place a number of initiatives to attract and retain teachers including 'LEAP', which supports qualified teachers to gain further qualification to</p>	<p>Teacher employers to report progress to EMM by early 2024.</p>

Better career pathways to support and retain teachers in the profession

Objective: To improve career pathways, including through streamlining the process for Highly Accomplished and Lead Teacher (HALT) accreditation, and providing better professional support for teachers to retain them in the profession.

Actions	Timing and key next steps
<p>teach in additional specialist areas or move into a new area of teachings, and the Pre-service Development Program which provides pre-service teachers with supported exposure to regional professional experiences, short courses to retrain into teaching areas of need and professional learning in Science, Technology, Engineering and Mathematics (STEM).</p>	
<p>25. Develop national guidelines to support early career teachers and new school leaders including mentoring and induction.</p> <p>AITSL will develop the guidelines, with jurisdictions and sectors and unions to consider the time it would take to support its implementation. The guidelines will have regard to the needs of specific groups, including inclusive practice for supporting students with diverse learning needs, First Nations teachers and teachers in regional and remote areas.</p>	<p>AITSL will provide draft national guidelines for consultation by mid-2023.</p>
<p>26. Improve access to high-quality First Nations' cultural competency resources to ensure teachers are better prepared to teach First Nations peoples in culturally safe ways.</p> <p>Improve access to high-quality First Nations' cultural competency resources to ensure teachers are better prepared to teach First Nations students in culturally safe ways. ITE providers and teacher employers will work collaboratively to improve access to resources.</p>	<p>ITE providers and teacher employers to review existing cultural competency resources by mid-2023. ITE providers and teacher employers to make available high-quality resources in cultural competency which aligns to the national strategy for First Nations teachers.</p>
<p>27. Streamline HALT accreditation processes to make it less burdensome for teachers to be accredited and incorporate recognition of equivalent qualification and certification processes.</p> <p>This plan will be developed by AITSL in partnership with jurisdictions, sectors and unions to complete this work by the end of 2022, and will build on the work already completed in NSW. This work will also consider how to recognise existing high achieving teachers who have not yet received certification.</p>	<p>AITSL will provide advice to EMM by the end of 2022.</p>
<p>28. Develop micro-credentials and expand the Quality Teaching Rounds (QTR) to enhance teachers' access to quality professional development.</p> <p>\$10 million has been allocated in the Australian Government budget to deliver this measure.</p>	<p>The Australian Government will tender for the development of micro-credentials which will be delivered in 2023, and will provide funding to the University of Newcastle to expand QTR in 2023.</p>

Attachment D

Teacher Education Expert Panel

Terms of Reference

1. Context

On 12 August 2022, Australia's Education Ministers met with teachers, principals and other education experts to discuss the teacher shortage in Australia. Ministers committed to developing the National Teacher Workforce Action Plan to increase the number of people entering and remaining in the profession. One of the key issues raised at the Teacher Workforce Shortage Roundtable was the need to **improve Initial Teacher Education** to boost graduation rates and ensure graduating teachers are **better prepared for the classroom**.

Recommendation 15 of the Report of the Quality Initial Teacher Education Review recommended strengthening the link between performance and funding of Initial Teacher Education (ITE). It recommended the establishment of a national body or expert group to support the development of a quality measure for ITE courses and to advise on how funding of higher education providers should be based on quality and other relevant factors.

The establishment of the Teacher Education Expert Panel implements this recommendation and broadens its scope to provide advice on key issues raised at the Teacher Workforce Shortage Roundtable and in the Report of the Quality Initial Teacher Education Review.

2. Purpose:

The Teacher Education Expert Panel will provide advice to the Education Ministers Meeting through the Australian Government Minister for Education by June 2023 on reforms to:

- Σ **Strengthen the link between performance and funding of ITE** [Recommendation 15, Report of the Quality Initial Teacher Education Review], by developing a quality measure for ITE courses and advising whether and how funding of higher education providers should be based on quality and other factors. The quality measure for ITE should reflect the need to increase the current average completion rate of 50 per cent in bachelor's degrees, the importance of regionally based courses and the need to increase those underrepresented in teaching degrees including First Nations people
- Σ **Strengthen initial teacher education (ITE) programs to deliver confident effective, classroom ready graduates** [Recommendation 7, Report of the Quality Initial Teacher Education Review]. Amend the *Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures*, to ensure ITE graduates are taught sufficient evidence-based practices to meet the *Australian Professional Standards for Teachers* and empower them to lead a classroom, with particular attention to teaching reading, literacy and numeracy, classroom management, cultural responsiveness, teaching students with diverse needs and working with families/carers.
- Σ **Improve the quality of practical experience in teaching** with regard to best practice models used in education, medicine and other disciplines
- Σ **Improve postgraduate initial teacher education for mid-career entrants**, to encourage more people to become teachers, while maintaining high standards.

3. Approach:

In undertaking its work, the Panel will consider the findings of the Quality Initial Teacher Education Review and consult with school and higher education sector stakeholders and other experts including through the newly established Teacher Workforce Action Plan Working Group.

The Panel will take account of the need to increase the number of people starting and finishing initial teacher education including those currently under-represented such as First Nations people. The needs of regional and remote and other hard to staff schools and subject specialisations must also be considered.

The Panel will also consider interactions with other policy processes and government commitments including the Australian Universities Accord.

4. Members:

Professor Mark Scott (Chair)
Professor Bill Loudon
Professor Michele Simons
Dr Jenny Donovan
Mr Andrew Peach
Ms Rebecca West

Attachment E

Key research

Item/driver	Data
Student growth, which create demand for more teachers	Between 2021 and 2031: <ul style="list-style-type: none"> primary school enrolments are projected to grow by 11 per cent secondary enrolments are projected to grow by 10 per cent.
Reduced ITE commencements and completions	Between 2017 and 2020: <ul style="list-style-type: none"> commencements declined by 8 per cent completions declined by 17 per cent Six-year ITE completion rates declined by 8 per cent between 2010 and 2015, to 48 per cent.
Teacher attrition	According to the OECD 2018 Teaching and Learning International Survey: <ul style="list-style-type: none"> 45 per cent of teachers aged 50 years and over intended to leave the profession in the next five years of teachers aged less than 50 years, 13 per cent intended to leave the profession in the next five years.
Out of field teaching	<ul style="list-style-type: none"> Out-of-field teachers teach maths classes 40 per cent of the time, science 29 per cent of the time and design and technology 46 per cent of the time.
Low status and attractiveness of the profession	<ul style="list-style-type: none"> In a 2019 study, 71 per cent of teachers did not think the Australian public appreciated teachers. This contrasted with 82 per cent of the public suggesting teaching was a respected profession.
High and stressful workloads	<ul style="list-style-type: none"> Secondary teachers work an average of 45 hours a week (six hours more than the OECD average). Teachers spend 4.1 hours a week on 'general administrative' tasks (compared to the OECD average of 2.7 hours). 92 per cent of teachers say they 'always' or 'frequently' do not have enough time for effective teaching.

Lack of salary competitiveness	<ul style="list-style-type: none"> Σ Beginning teacher salaries are competitive with other professions but flatten-out relatively quickly (around 10 years). Σ Top teacher salaries are 40 per cent higher than starting salaries in Australia, compared to the OECD average of 80 per cent. Σ There are limited opportunities for teachers to be recognised and remunerated for their expertise.
Casual employment	<ul style="list-style-type: none"> Σ Between 2014 and 2018, 20 per cent of early career teachers were casual, compared to 10 per cent of teachers with at least five years' experience.
Reduced skilled migration	<ul style="list-style-type: none"> Σ Historically, migration has not been a major source of teacher supply. For the first 6 months of 2022, 680 early childhood, 107 primary and 517 secondary teachers were deemed suitable following AITSL's Assessment for Migration (note, this is not the number of people granted visas or who go on to become teachers). Σ COVID 19 restricted the supply of overseas teachers.
COVID 19	<p>COVID 19 has impacted teacher shortages in several ways:</p> <ul style="list-style-type: none"> Σ restricted overseas migration Σ increased staff absences (due to illnesses, vaccine mandates and lockdowns) Σ reduced the pool of casual and relief staff available to cover for absences.

Issue: Productivity Commission - Review of the National School Reform Agreement

Contact: Ros Baxter
Ph: s 22
Deputy Secretary

Key Points

- ∑ On 14 September 2022, the Commission released its interim report into the review of the National School Reform Agreement (NSRA) which made 16 findings, 8 recommendations and 17 requests for further information ([Attachment A](#)).
- ∑ Stakeholders and members of the public were invited to provide feedback on the interim report by 21 October 2022, which the Commission will consider in preparing the final report by 31 December 2022.
 - As at 3 November 2022, the Commission received 64 final submissions (see Background for an overview).
- ∑ The Commission's interim report highlighted the importance of policies addressing the daily realities of classrooms, teachers and students.
- ∑ Following release of the interim report, the Hon Jason Clare MP, Minister for Education, acknowledged its importance, agreeing there is more work to do to help students who are falling behind. He called for better targeting of funding to help those students, which was an approach supported by Mr David Gonski AC in the media.
- ∑ The Commission's interim report identified some policy challenges that are already being addressed by the Commonwealth and states and territories working together. These include the National Teacher Workforce Action Plan.

Equity and student outcomes

- ∑ The Commission found that over the past decade there have been persistent gaps in the education outcomes for some students, including those identified as priority equity cohorts in the NSRA.
- ∑ Further, it found that most underperforming students (85 per cent) do not belong to the priority cohorts named by the NSRA:
 - Aboriginal and Torres Strait Islander students
 - students living in regional, rural and remote locations
 - students with disability
 - students from educationally disadvantaged backgrounds.

- Σ The finding was based on de-identified student-level NAPLAN data provided by the Australian Curriculum, Assessment and Reporting Authority (ACARA), which includes flags for Aboriginal and Torres Strait Islander status, regional and remote location, Language Background Other Than English status and parental/guardian level of education and occupation.
 - Note, NAPLAN performance data is not published for students with disability as there is currently no process to identify students with disability in the NAPLAN assessments.
- Σ The Commission advised the department that the data did not provide any detail on the characteristics of the 85 per cent of students found not to belong to an equity cohort in the NSRA.
- Σ The Commission found that although the proportion of students completing school has increased since 2015, the proportion attending school regularly has declined, with much of this decline predating COVID-19.
- Σ The Commission suggested a range of actions to lift student outcomes, particularly for students experiencing educational disadvantage, including the addition of children and young people in out-of-home care and students who speak English as an additional language or dialect as priority equity cohorts.

Our response

- Σ Improving student outcomes for all students, regardless of background, is a core priority of the Government.
- Σ Minister Clare has stated that he does not want a person's chances in life depending on who their parents are, where they live or the colour of their skin.

National Policy Initiatives (NPIs)

- Σ The Commission found, to date, the NPIs have had little impact on Australian students' outcomes, with some initiatives stalled or incomplete.
- Σ It has recommended that the next intergovernmental agreement focus on a small number of reforms that will directly lift student outcomes and feature greater flexibility in implementation.

Our response

- Σ As the Commission recognises, it can take time to implement national initiatives, particularly the suite of NPIs under the current NSRA, which are foundation architectural pieces.

- Σ A proposed reduction in NPIs was a theme among initial submissions to the Commission, and we anticipate it will be considered as part of negotiations with states and territories for the next agreement.

Unique Student Identifier (USI) and Online Formative Assessment Initiative (OFAI)

- Σ The Commission found that governments appear to have lost their collective commitment to delivering a national USI and OFAI. It held that realising the ambitions of the NSRA will require governments to 'resolve some thorny issues':
- agreeing on the design and privacy protections of the USI. If parties cannot deliver a national USI, they should, at a minimum, explain why the project has failed
 - developing the national online formative assessment tool in a way that allows jurisdictions to adapt it to their specific needs and preferences (including integrating content and features from existing state-based tools)
 - developing a national model of the teacher workforce to identify future risks and guide workforce planning.

Our response

- Σ The Australian Government is committed to implementation of the USI and OFAI. The Government has led the development and progress of the USI and supported South Australia in the development of the OFAI.
- Σ Implementation of the USI and OFAI has taken longer than expected due to COVID and the need to navigate complex technical and legal matters.
- Σ It will be important to settle next steps for both initiatives and any other outstanding issues under the existing NSRA this year to avoid conflating these issues with the next NSRA.
- Σ **See SB22-000474 – OFAI** for more information.
- Σ **See SB22-000476 – National USI for school students** for more information.

Australian Education Research Organisation

- Σ The Commission noted that the Australian Education Research Organisation (AERO) is just beginning its work and will need to develop effective relationships and systems to realise its potential.

Our response

- Σ As AERO matures Ministers may wish to choose to put in place arrangements to assess and monitor its performance and impact.

Teaching

- ∑ The Commission's interim report found that there are local shortages of teachers and shortages of trained teachers in key subjects, that teachers' workload is greater than the OECD average and that more planning is needed to ensure a sustainable supply of school leaders.
- ∑ Analysis undertaken by the Commission suggested that a one standard deviation increase in teacher effectiveness would raise average classroom lifetime earnings by several hundreds of thousands of dollars each year.
- ∑ The Commission recommended that, in the context of the next agreement, all governments focus on reducing teacher workload, encourage highly effective teachers and maximise their value, and improve teacher workforce demand and supply data. This includes:
 - committing to an assessment of teacher and principal time use across school sectors
 - specifying how teaching assistants can best be deployed, including to reduce teacher workload
 - developing and supporting localised communities of practice across schools, regions and sectors.

Our response

- ∑ The policy challenges related to teaching raised by the Commission are already being directly addressed by individual jurisdictions, including the Commonwealth, and in collaboration under the auspices of EMM.
- ∑ Notably, at the 12 August EMM, Ministers committed to developing a National Teacher Workforce Action Plan, which includes actions to address issues highlighted by the Commission, including to optimise the use of teachers' time and better understand the future teacher workforce needs.
- ∑ The National Teacher Workforce Action Plan, which will be delivered to EMM in December, will include actions to address the following priority areas:
 - elevating the profession
 - improving teacher supply
 - strengthening initial teacher education
 - maximising the time to teach
 - better understanding future workforce needs.

- Σ The Teacher Workforce Action Plan Working Group (the Working Group) has met six times to date to prepare a draft Action Plan for consultation from mid-October to mid-November. The Working Group comprises members from all states and territories, non-government school education authorities, unions, and teacher and principal associations.
- Σ On 3 November 2022, Minister Clare released a draft of the Action Plan on the department's website (www.education.gov.au). Members of the public can make a submission by going to the department's website and navigating to the page on the Action Plan.
- Σ Public submissions can be made until 11.59pm, 1 December 2022.
- Σ Education Ministers will consider the Action Plan in December 2022.
- Σ See **SB22-000283 – Teacher Workforce Shortages** and **SB22-000468 – Attracting and supporting teachers** for more information.

Wellbeing

- Σ The Commission found that wellbeing influences students' ability to engage and learn at school and can be particularly acute for students who experience challenges to engagement and inclusion, such as Aboriginal and Torres Strait Islander students and students with disability.
- Σ It also found that while wellbeing is often influenced by factors outside the school gate, poor wellbeing can be exacerbated by responses from schools.
- Σ The Commission recommended that governments should incorporate wellbeing in the next agreement by:
 - adding improved student wellbeing as an outcome in the Measurement Framework
 - including local actions that would improve student wellbeing and indicators of progress in bilateral agreements of implementation plans
 - collect data on student wellbeing from all schools to enable reporting on a national measure of student wellbeing.

Our response

- Σ The COVID-19 pandemic and disruptions caused by natural disasters have certainly brought concerns about student wellbeing into sharper focus for all governments.
- Σ Most states and territories already measure a variety of student wellbeing domains. However, what is measured and how it is

measured differs across jurisdictions, and these datasets are not shared with the Commonwealth.

- Σ The National Mental Health and Suicide Prevention Agreement signed by all jurisdictions commits Health Ministers to working with Education Ministers to considering approaches to improve student wellbeing as part of the next intergovernmental agreement on schooling, including 'further work on wellbeing measurement data'.
- Σ The development of any national approach to measuring wellbeing will occur in close collaboration with the jurisdictions. The current NSRA provided for preliminary work towards the development of wellbeing measures, which will be considered by Ministers in the future.
- Σ See **SB22-000444** – Student Mental Health and Wellbeing.

Accountability and transparency of funding

- Σ The Commission found that existing accountability mechanisms have had limited effect and given rise to perverse outcomes.
- Σ It found that the power of the Commonwealth to withhold funding from States and Territories that do not implement agreed NSRA reforms under the *Australian Education Act 2013* is not considered a credible threat.
- Σ Nevertheless, the Commission held that states have sought to reduce their funding risks by highly caveating or providing little detail on outputs.
- Σ The Commission also found that annual progress updates on NPIs and bilateral agreements are self-assessed, and updates provide scant information on how outputs are contributing to intended outcomes.
- Σ The Commission recommended that implementation plans, developed in consultation with affected groups, be used to improve the transparency of reform actions and to hold parties to account for the outcomes they commit to achieve.
- Σ Following the interim report, the Commission also sought feedback on how transparency of school-level financial data could be improved.

Our response

- Σ Transparency in how funding is allocated is critical to determining the impact of policies.
- Σ I note the Commission recommended any increases in flexibility under the next agreement should be balanced by enhanced accountability and transparency mechanisms.

National Measurement Framework for Schooling in Australia

- ∑ The Commission found that while the Measurement Framework is reliable and largely relevant, it is not a complete means of reporting progress on NSRA outcomes.
- ∑ The Commission identified a significant reporting gap relating to outcomes for students from priority equity cohorts, including Aboriginal and Torres Strait Islander students, students from regional and remote areas and students with disability for three sub-outcomes.
- ∑ The Commission made recommendations for ACARA to consider in their next review of the Measurement Framework, including improving reporting on outcomes for students from priority equity cohorts and creating a performance indicator framework aligned to NSRA outcomes and sub-outcomes.

Our response

- ∑ Education Ministers will decide whether data, measurement and reporting required to monitor the impact of funding and policy arrangements on student outcomes and achievement gaps will be a key aspect of the next NSRA.
- ∑ This may include ensuring individual students NAPLAN results are more quickly available to teachers who are able to take this data into account and address learning difficulties earlier.
- ∑ ACARA has not yet publicly responded to the interim report.

Department's involvement in the Review

- ∑ The Commission has been liaising with the department on an ad hoc basis throughout the review to seek information about policies and programs as needed.
- ∑ The department did not provide a submission to inform the interim report and did not provide a submission to inform the final report. The review is best informed by the views of the jurisdictions and other stakeholders affected by the reforms.
- ∑ The department attended a briefing prior to the interim report being released on 9 September 2022 and requested a follow up meeting with the Commission on 27 September 2022 to seek further information on the contents of the report. A further meeting on the interim report findings took place on 24 October 2022.

Next Steps for the NSRA negotiations

- The current NSRA expires on 31 December 2023.
- The Commission's final report will be handed to Government by 31 December 2022, which will allow sufficient time for its findings and recommendations to inform the development of the next agreement.
- Minister Clare has stated he wants to work collaboratively with states and territories in negotiating the next agreement.

Overlaps with 5 Year Productivity Inquiry – From Learning to Growth Interim Report

- On 4 October 2022, the Productivity Commission released its fifth interim report outlining potential ways governments can improve education outcomes to support future productivity.
- The interim report stated the COVID 19-pandemic has been an accelerant to challenges already faced by the education system, such as stagnating or declining test scores. It states securing the right system settings now is imperative to ensure that Australia does not miss the opportunities of a world economy changing at an increasingly rapid rate.
- The interim report states that schools must ensure their resources are deployed effectively and they prioritise the gathering and spreading of evidence to improve school practice.
- A summary of the report and relevant findings, and analysis of its overlap with the NSRA Review are provided at [Attachment C](#).

Research

- NIL

Stakeholder Response

Stakeholder	Response to the interim report (September-November 2022)
Independent Schools Australia	<ul style="list-style-type: none"> • Supports the Commission's proposed reform directions. • Holds that reform directions, NPIs and the accompanying bilateral reform plans should set clear strategic directions while enabling flexible implementation and maintaining national consistency. • Contends that appropriate financial support and/or incentives for the non-government sector are required to enable successful implementation of national education reform.
National Catholic	<ul style="list-style-type: none"> • Recognises that each jurisdiction will require nuanced approaches to the Commission's recommendations, particularly in remote areas and for priority equity student cohorts.

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Education Commission	<ul style="list-style-type: none"> Σ Supports in principle the rationalisation of the NPIs and the proposal to focus on a smaller number of reforms that are explicitly linked to increasing student achievement. Σ Holds that there will be a missed opportunity if discussions for the next agreement and bilateral agreements do not include teacher wellbeing, early childhood education and vocational education pathways.
New South Wales	<ul style="list-style-type: none"> Σ In a final submission to the Commission, which reflects public comments made by Minister Sarah Mitchell (below), NSW: <ul style="list-style-type: none"> ○ agreed that the next intergovernmental agreement should focus on a smaller number of more focused NPIs that are co-ordinated and include more state-based flexibility ○ held there is a strong case to raise the profile of AERO and that NSW has a significant research agenda underway that can contribute to the national evidence base ○ considered that the USI should be developed as a matter of urgency and is prepared to lead its development ○ held any new accountability mechanisms must be designed carefully to have a clear rationale, governance and avoid a disproportionate focus on compliance and reporting instead of outcomes <ul style="list-style-type: none"> ▪ further, any such mechanisms must be framed in terms of mutual obligation and reciprocity between all jurisdictions. ○ noted concerns about overly prescriptive implementation plans in light of existing extensive reporting arrangements ○ raised concerns about the suggestion to source non-teaching school leaders as such roles require critical knowledge, skills and understanding of all aspects of teaching.
Opposition (16 Sept)	<ul style="list-style-type: none"> Σ In an opinion piece in <i>The Australian</i>, the Hon Alan Tudge MP, argued there are three changes needed beyond a federal-state funding agreement: changes to how students are taught; what they are taught; and the school disciplinary environment in which they are taught. Σ Mr Tudge held that funding is not the issue, called for universities to use “evidence-based practices” to train teachers and to tie federal funding to the production of high-quality teachers. Σ Mr Tudge also called for the government to fulfil the Coalition’s commitment to develop new micro-credentials in classroom management, phonics and explicit teaching.
Greens (14 Sept)	<ul style="list-style-type: none"> Σ Argue that while funding falls outside of the report’s scope that there can be no doubt from its conclusions that the deliberate underfunding of Australia’s public schools is undermining education and driving teacher shortages.

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	<ul style="list-style-type: none"> Σ Holds that there needs to be a 'wholesale shift' away from funding expensive private schools and to reinvest in the public education system in the next agreement.
Victoria (15 Sept)	<ul style="list-style-type: none"> Σ As reported in <i>The Australian Financial Review</i>, the Hon Natalie Hutchens, Victorian Minister for Education, has called for the Australian Government to increase its contributions to public schools from 20 per cent to 25 per cent. Σ She said it was 'unacceptable' that non-government schools receive 100 per cent of their SRS while government schools only get 95 per cent.
Australian Education Union (14 Sept)	<ul style="list-style-type: none"> Σ Agrees with the review's suggested focus for the next agreement but holds that outcomes can only be delivered if public schools are funded to do so. Σ Holds that NSRA is failing to meet its goals because of the deliberate underfunding of public schools by the previous Australian Government. Σ Holds that every public school student is underfunded by \$1,800 every year.

Media

Σ ***Unique student identity ‘a must’, The Sunday Telegraph, 16 October 2022***

The article detailed the NSW Education Minister’s criticism of slow progress on the USI and proposal for NSW to ‘lead the way’ to ensure no child ‘falls through the cracks.’ Minister Clare is quoted as saying that government and non-government schools were working on better processes for transferring information about students who moved between education systems, in response to a recommendation of the Royal Commission on Institutional Responses to Child Sexual Abuse.

Σ ***Truancy is a scandal, but don’t blame the kids, The Australian Financial Review, 21 September 2022.***

Mr Glenn Fahey’s opinion piece on truancy and attendance problems in Australian schools cites the finding of the report and data from ACARA’s reporting portal on school attendance. Mr Fahey states that one solution is ensuring trainee teachers spend more time in the classroom, with training that matches the demands of schools.

Σ ***Three basic steps to lifting student outcomes, The Australian, 16 September 2022***

In response to the PC interim report, Shadow Education Minister, Alan Tudge argues for three changes to improve school standards: changes to how students are taught, what they are taught and the school disciplinary environment in which they are taught. He called for the Government to follow the Coalition’s plans to tie \$760 million funding for teacher training to reforms, such as teaching explicit instruction.

Σ ***Minister calls for schools to target funds ‘better’, The Australian, 15 September 2022***

The article detailed Minister Clare’s call for “better targeting” of taxpayer funding to help disadvantaged students who are falling behind, which was supported by Mr David Gonski AC. Mr Gonski held that good work had been done to fix funding in schools and that focusing on where that funding is targeted is the correct approach.

Σ ***An inquisition into Australia’s great school funding rort, Australian Financial Review (Editorial), 15 September 2022***

Using findings from the PC’s interim report, the editorial argues there has been a ‘lack of return on investment’ from needs-based funding, constituting one of the biggest public policy failures in Australia’s history’. It holds that developing targeted and effective strategies would be aided by state governments reaching agreement on a USI

to track student progress. It suggests that school attendance could be improved if it was linked to government payments.

Other documentation

- Σ **Attachment A** – PC Interim findings and recommendations
- Σ **Attachment B** – PC Terms of Reference
- Σ **Attachment C** – Summary of 5 Year Productivity Inquiry report

Last Cleared By	Jessica Mohr
Date Last Cleared	04 November 2022

BACKGROUND

Background of the Review

- ∑ Under the terms of the current NSRA, an independent review of its operation and effectiveness must be completed by the end of 2022 to inform development of the next intergovernmental agreement on school reform.
- ∑ Clause 29 of the NSRA provides that the review must include an assessment of:
 - the effectiveness of the NPIs as a mechanism for driving education reform
 - the appropriateness of the Measurement Framework in measuring progress towards the outcomes of the NSRA.
- ∑ On 4 February 2022, Education Ministers agreed to the Commission undertaking a review of the NSRA. The review was announced on 7 April 2022.
- ∑ Under the review's Terms of Reference (Attachment B), the Commission has been asked to consider:
 - the appropriateness of the Measurement Framework towards achieving outcomes of the NSRA
 - the effectiveness and appropriateness of the NPIs
 - recommendations to inform the design of the next intergovernmental agreement and improvements to the Measurement Framework.

Consultation

- ∑ On 9 May 2022, the Commission released a call for public submissions, which closed on 17 June 2022 (although it accepted submissions into August 2022).
 - The Commission received 53 submissions, including from all jurisdictions (excluding South Australia).
 - Initial submissions had called for greater jurisdictional and sectorial flexibility in the NSRA, the reduction of NPIs, reform to the Measurement Framework and the need for the next agreement to include wellbeing, promote equity and address teacher workforce issues.
- ∑ Prior to its interim report, the Commission held 43 consultations with representatives from State, Territory and Australian Government agencies, education bodies, unions and professional organisations, peak non-profit organisations, researchers, and parent representative bodies.
 - The Commission also held consultations with groups of children and young people, including ACT Youth Advisory Council, child Wise Youth Advisory Board, and the Student Executive Advisory Committee of the Victorian Student Representative Council.
 - The Committee attended a workshop of the Indigenous Education Consultative Meeting on 20 June 2022.
- ∑ Following the release of the interim report on 14 September 2022, the Commission announced a second call for submissions and feedback, which closed on 21 October 2022. In response, the Commission received 64 final submissions as at 3 November 2022.

- As at 3 November 2022, New South Wales is the only state or territory to make a final submission to the Commission.
- Σ Outlined below are some of the key themes and areas of consensus highlighted in the submissions:
- Overwhelmingly, submissions are supportive of the four overarching policy challenges the Commission states are facing Australia's schooling system: teaching, equity, wellbeing and the capacity of the education sector to adapt to changing contexts and needs.
 - The next NSRA should contain clear, achievable NPIs that are coherent and can drive national reform and collaboration.
 - In light of the Commission's interim recommendations to collect and measure more data, including teacher time, a common theme is the challenge of striking an appropriate balance between accountability and reporting burdens. This theme is most apparent in submissions made by the NCEC, ISA, AEU and IEU.
 - There is strong agreement for the next NSRA to consider additional cohorts of students as priority equity cohorts, in particular students living in out-of-home care and students with English as a second language or dialect.
 - While there was general agreement that the next NSRA should address student wellbeing, and that a clear definition of wellbeing would be required, there was a diversity of views as to *how* it should be included.
 - Some submissions supported the development of a high-level wellbeing outcome, while others highlighted the need to carefully consider the introduction of additional data collection practices in light of current reporting burdens.
 - Several submissions, including from the NCEC and IEU, called for the NSRA to address teacher wellbeing.

Timeline of the Commission's Review into the NSRA

Date	Action
4 February 2022	EMM agrees to the Commission undertaking a review of the NSRA and draft terms of reference (ToRs)
8 February 2022	Commission revises ToRs to remove the provision of an interim report to Education Ministers in September 2022 on the basis that they do not have resources to deliver an interim report
March 2022	Education Ministers agree to final ToRs by exchange of letters
7 April 2022	Then Treasurer, the Hon Josh Frydenberg MP, signs the ToRs for the review and the review is publicly announced
11 April 2022	Chair of the Commission, Mr Michael Brennan, provides AESOC with an overview of the process for the independent review of the NSRA
9 May 2022	Commission releases call for submission
17 June 2022	Commission's call for submission closes
14 September 2022	Commission releases interim report, and opens second call for submissions
21 October 2022	Commission's second call for submissions closes
31 December 2022	Commission to provide final report to Government
Mid January 2023	Final report likely to be publicly released

Productivity Commission Interim Report Findings and Recommendations

Findings		
1.1	Student achievement has stagnated, while attainment has improved and engagement has declined	<ul style="list-style-type: none"> Over the past decade, the performance of Australian school students in national and international assessments of literacy and numeracy has stagnated. Although the proportion of students completing school has increased since 2015, the proportion attending school regularly has declined, with much of this decline predating COVID-19.
1.2	Persistent gaps in education outcomes for some student cohorts point to systemic problems	<ul style="list-style-type: none"> Australia has long aspired to provide a high quality and equitable education for all students. Outcomes for Aboriginal and Torres Strait Islander students, students in outer regional and remote areas, and students with parents with low educational attainment are consistent below the outcomes of the broader student population.
2.1	To date, the National Policy Initiatives (NPIs) have had little impact on Australian students' outcomes, with some initiatives stalled or incomplete	<ul style="list-style-type: none"> Some National Policy Initiatives have only recently delivered outputs, while others have stalled or fallen short. The design of the unique student identifier and the online formative assessment tool still need to be settled. The National Review Projects have not yet been followed by substantial national reforms. There is no clear plan on how jurisdictions will implement the National Workforce Strategy to plan for future workforce needs. It is equally unclear how aspects of the Senior Secondary Pathways Review will be progressed. National data projects have met with delays. The Australian Education Research Organisation is just beginning its work and will need to develop effective relationships and systems to realise its potential.
2.2	The NSRA has weaknesses that undermine its effectiveness in facilitating collective, national efforts to lift student outcomes	<ul style="list-style-type: none"> Relying too much on NPIs that are a single solution to common issues has delayed reform outcomes A lack of transparent, systematic, independent and meaningful reporting means there is little effective accountability Outcomes do not adequately capture non-academic domains such as wellbeing Insufficient prominence has been given to lifting outcomes for students from priority equity cohorts or a core of students who do not meet minimum standards There is a poor connection between policy making and implementation in the classroom.
3.1	Many students have additional needs that do not directly relate to culture, disability or remoteness	<ul style="list-style-type: none"> A significant number of students who do not meet minimum standards – often year after year. Around one third of students who do not meet minimum literacy and numeracy standards in their early years of schooling do not meet national minimum standards in later school years. Most underperforming students do not belong to the priority cohorts named by the NSRA. Around 85 per cent of these

Attachment A

		students do not belong to any of the of the priority equity cohorts identified in the NSRA. Low educational performance needs a different approach.
3.2	Governments are yet to achieve outcomes for students who have specific educational needs related to their culture, their disability or remoteness, as set out in the NSRA	<ul style="list-style-type: none"> Σ Gaps in learning outcomes for priority equity cohorts identified in the National School Reform Agreement have not closed. Σ There can be multiple factors that increase the challenges of providing high quality education for some students. Where these factors intersect, the effects can be compounding.
3.3	Governments have failed to adequately demonstrate how reforms under the NSRA are addressing specific educational needs related to students' culture, disability or remoteness	<ul style="list-style-type: none"> Σ There is significant diversity in students' learning needs and educational aspirations, both across and within cohorts, reflecting differences in their life experiences, the education outcomes they value, their learning and wellbeing outcomes, and the nature of adjustments and supports they may require. Σ NSRA does not adequately include reform actions relating to students from the priority equity cohorts it names. Σ Bilateral agreements often do not identify measures to lift outcomes for students from all priority equity cohorts or, if they do, provide little detail on how measures will lift outcomes, or report on any progress being achieved.
3.4	The priority equity cohorts in the NSRA do not capture all cohorts of students experiencing educational disadvantage	<ul style="list-style-type: none"> Σ There are some student cohorts not identified as a priority equity cohort in the National School Reform Agreement that face significant educational barriers. Σ Children and young people living in out-of-home care face significant disruptions to their schooling and are considerably less likely than their peers to attend school and engage with education. By year 9, children in out-of-home care were four times more likely to be below the national minimum standard in reading, and six times more likely to be below the national minimum standard in numeracy, relative to the general population. Σ Students who speak English as an additional language or dialect often require specific support to strengthen English language skills to access the general curriculum.
3.5	There are a range of educational barriers experienced by students from priority equity cohorts	<ul style="list-style-type: none"> Σ Compounding problems arise from equating Indigeneity with educational disadvantage. Σ Cultural recognition by schools, and the value placed on Indigenous knowledges by them, are key in responding to the distinct educational needs and aspirations of Aboriginal and Torres Strait Islander students. Culturally responsive curriculum and pedagogies increase inclusion and engagement of Aboriginal and Torres Strait Islander students, and enrich the learning of non-Aboriginal and Torres Strait Islander students too. Σ Indigenous knowledges, Aboriginal and Torres Strait Islander cultures, and how to include and empower students

		<p>may be poorly understood by teachers and school leadership.</p> <ul style="list-style-type: none"> Σ There is now a mandate for consultation and shared decision-making in relation to the design of educational outcomes and sub-outcomes (and how they shape reform) under the Key Priority Reforms of the 2020 Closing the Gap Agreement. Σ Children and young people with disability experience unique barriers to engagement and inclusion at school that affect wellbeing, engagement and school success. Σ Initial Teacher Education may not sufficiently empower teachers to recognise and respond adequately to disability. Σ Families in regional, rural and remote areas can have limited choice in where and how they educate their children.
4.1	Many students experience poor wellbeing, but some do not receive effective support	<ul style="list-style-type: none"> Σ A significant proportion of children and young people experience poor social and emotional wellbeing. Poor wellbeing directly affects capacity to learn. Poor wellbeing can be particularly acute for students who experience challenges to engagement and inclusion at school, for example, children and young people in out-of-home care, those with disability and Aboriginal and Torres Strait Islander students. Σ While wellbeing is often influenced by factors outside the school gate, poor wellbeing can be exacerbated by responses from schools. Σ Australian, State and Territory Governments have implemented initiatives to support student wellbeing with varying degrees of success. Σ Successful support of student wellbeing relies on teacher education and the culture of school leadership.
5.1	Improving teacher effectiveness is associated with large lifetime economic benefits for students	<ul style="list-style-type: none"> Σ Improving the effectiveness of teaching would generate sizable lifetime benefits for students. Commission analysis suggests a one standard deviation increase in teacher effectiveness would raise average classroom lifetime earnings by several hundreds of thousands of dollars each year.
5.2	There are local shortages of teachers and shortages of trained teachers in key subjects	<ul style="list-style-type: none"> Σ There are teacher shortages in regional, rural and remote areas, and in subjects such as mathematics, science, English and design and technology. There is also a lack of teachers from diverse backgrounds. Σ Factors such as changes in initial teacher education enrolment trends, an ageing workforce and growing student enrolments may contribute to teacher shortages in the future. Σ Improving labour demand and supply data collection and developing a national model of the teacher workforce, would help Governments better manage local shortages and out-of-field teaching.

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5.3	Teachers work long hours and their workload is increasing	<ul style="list-style-type: none"> Σ Australian teacher workload is greater than the OECD average. Australian teachers spend more time on non-teaching tasks, and less time on teaching tasks, than their international counterparts. Σ Teacher workload has increased over time. Many teachers cite heavy workload as a reason for wanting to leave the profession. Σ At the same time that teacher workload has been increasing, the number of teaching assistants and other support staff has grown.
6.1	Improving school leadership can have large impacts on students' learning	<ul style="list-style-type: none"> Σ School leaders are second only to teachers in fostering a positive learning environment. Improving the effectiveness of leaders, especially principals, would generate sizeable benefits.
6.2	More planning is needed to ensure a sustainable supply of school leaders	<ul style="list-style-type: none"> Σ Long lead times for teachers to move into leadership roles, and the emergent pressures on the current cohort of school leaders, underscore the importance of effective leadership planning to ensure a sustainable pipeline of future school leaders.
7.1	The Measurement Framework for Schooling in Australia is not appropriate for measuring progress on NSRA outcomes	<ul style="list-style-type: none"> Σ While reliable, and largely relevant, the Measurement Framework is not a complete means of reporting progress on NSRA outcomes. The visibility of Governments' progress against agreed outcomes is further diminished by the absence of a standalone report and the reliance on the broader National Report on Schooling in Australia and ACARA dashboard for performance reporting.

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Recommendations		
1.1	Parties to the NSRA should fulfil their commitments to deliver key NPIs	<p>Recommendation actions include:</p> <ul style="list-style-type: none"> • agreeing the design and privacy protections of a Unique Student Identifier (USI). If parties cannot deliver a national USI, they should, at a minimum, explain why they have been unable to do so • developing the national online formative assessment tool in a way that enables jurisdictions to adapt the tool to their needs and preferences (including using content and features from their own formative assessment tools) • developing a national model of the teacher workforce to support workforce planning.
3.1	Implementation plans, developed in consultation with affected groups, should be used to improve the transparency of reform actions and to hold parties to account for the outcomes they commit to achieve	<p>In the next intergovernmental agreement, Australian, State and Territory Governments should ensure:</p> <ul style="list-style-type: none"> • there are reforms directly addressing the unique barriers and ambitions of students from priority equity cohorts • bilateral agreements, developed in consultation with stakeholders, identify how jurisdictions will lift outcomes for students in each of the priority equity cohorts identified in the agreement, recognising their specific learning needs • progress reporting contains sufficient information (and sufficient oversight) to provide the public with confidence that measures to lift outcomes for students in priority equity cohorts are being implemented and achieving their intended outcomes.
4.1	Governments should incorporate wellbeing in the next intergovernmental agreement	<p>In the next intergovernmental agreement, Australian, State and Territory Governments should:</p> <ul style="list-style-type: none"> • add improved student wellbeing as an outcome • include local actions that would improve student wellbeing and indicators of progress in bilateral agreements or implementation plans • collect data on student wellbeing from all schools to enable reporting on a national measure of student wellbeing.
5.1	Governments should improve teacher workforce demand and supply data	<ul style="list-style-type: none"> • The Australian, State and Territory Governments should commit to continued development of the Australian Teacher Workforce Data initiative, with a priority placed on achieving full participation by all states and territories. Governments should also improve workforce demand data. This data could be used to underpin the national model of the teacher workforce.
5.2	Reducing teacher workload should be a focus of the next agreement	<p>In the next agreement, the Australian, State and Territory Governments in consultation with teachers and school leaders – should develop a new NPI that commits all jurisdictions to undertake an assessment of teacher and principal time use. This could involve a four-step process, whereby all governments:</p> <ul style="list-style-type: none"> • commit to an assessment of teacher and principal time use across school sectors, with a focus on identifying how

		<p>teachers and principals spend their time, and what tasks they rate as low or high value</p> <ul style="list-style-type: none"> Σ specify how they will remove low-value tasks, duplicate tasks and regulatory inefficiencies Σ specify how teaching assistants can be best deployed, including to reduce teacher workload Σ monitor the compliance and administration burden on teachers and principals over time.
5.3	Encouraging highly effective teachers and maximising their value	<p>In the next agreement, the Australian, State and Territory Governments should work together, in consultation with teachers and school leaders, to:</p> <ul style="list-style-type: none"> Σ develop and support localised communities of practice across schools, regions and sectors. These should encompass accessible options for time-constrained teachers as well as subject specific options to support those teaching out-of-field Σ ensure that Highly Accomplished and Lead Teachers are trained, and deployed as intended, to lift the quality of teaching across schools and sectors Σ streamline processes for becoming a Highly Accomplished and Lead Teacher, including by recognising prior competencies.
7.1	The performance reporting framework for the next agreement	<p>In the next intergovernmental school reform agreement, Australian, State and Territory Governments should:</p> <ul style="list-style-type: none"> Σ commit to public reporting on each outcome by jurisdiction for students with disability, Aboriginal and Torres Strait Islander students and students in RRR areas Σ add new sub-outcome measures for learning gain, post-school outcomes and the measure of student wellbeing proposed in draft recommendation 4.1 Σ update the NAPLAN sub-outcome measure to use proficiency standards rather than learning bands.
7.2	Review of the Measurement Framework for Schooling in Australia	<ul style="list-style-type: none"> Σ ACARA's next review of the Measurement Framework for Schooling in Australia should: <ul style="list-style-type: none"> ○ create a performance indicator framework aligned to NSRA outcomes and sub-outcomes to which Key Performance Measures (KPMs) are mapped ○ consider the inclusion of system performance KPMs relating to the teaching workforce ○ consider the inclusion of additional contextual information relating to influences on learning based on Australian Early Development Census data and information on English language proficiency ○ deliver improved reporting on outcomes for students from priority equity cohorts ○ be undertaken in consultation with students, teachers and communities ○ document remaining gaps. Σ The National Report on Schooling in Australia should be tabled annually in Parliament.

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		<p>Σ ACARA should work towards filling reporting gaps by exploring the use of State and Territory Government data that are comparable over time, even if it is not nationally complete or comparable across jurisdictions. Well established State and Territory Government surveys of students, parents and carers, and teachers should be given due consideration.</p>
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ATTACHMENT B – TERMS OF REFERENCE FOR THE REVIEW

Background

The National School Reform Agreement (NSRA) is a joint agreement between the Commonwealth, states and territories to lift student outcomes across Australian schools. The NSRA outlines a set of strategic reforms in areas where national collaboration will have the greatest impact, builds on current national reform efforts, complements state and territory leadership and supports local implementation. Ongoing implementation of these shared commitments remains a condition of funding under the *Australian Education Act 2013* (Cth) (Act).

The objective of the NSRA is that Australian schooling provides a high quality and equitable education for all students. The NSRA sets out long-term national outcomes for school education in Australia and national targets and sub-outcomes to track progress. To achieve these outcomes, the NSRA sets out three reform directions which are supported by eight national policy initiatives as well as bilateral agreements specific to each state and territory.

The Measurement Framework for Schooling in Australia, including the schedule of key performance measures, provides the basis for Australian education ministers to report to the community on the performance of schooling, in accordance with the Education Goals for Young Australians as expressed in the *Alice Springs (Mparntwe) Education Declaration*.

Scope of the review

In undertaking the review, the Commission should assess, as required under section 29 of the National School Reform Agreement:

1. The appropriateness of the National Measurement Framework for Schooling in Australia in measuring progress towards achieving the outcomes of the NSRA.
2. The effectiveness and appropriateness of the National Policy Initiatives outlined in Part 3 of the NSRA, recognising that national reform takes time to implement and mature, and for the effects of nationally coordinated reform efforts to materialise.

In the context of the National Measurement Framework for Schooling in Australia, consideration should be given to current and planned measures and data projects, and their application, utility and relevance to NSRA outcomes.

Section 30 of the NSRA expressly provides that the review will not include any assessment of compliance with section 22A of the Act.

Process

The Productivity Commission should consult broadly and extensively, including with all parties to the NSRA as well as the Catholic and independent school sectors, and key education entities such as the Australian Curriculum, Assessment and Reporting

Authority, the Australian Institute for Teaching and School Leadership, the Australian Education Research Organisation and Education Services Australia.

As managers of the largest school systems, states and territories will have broad and deep insights into the impacts of the National Policy Initiatives and National Measurement Framework on students, schools and systems. In recognition of the role of states and territories, appropriate weight should be given to their feedback.

The Commission should provide a final report no later than 31 December 2022 to allow time for the review's findings to inform the development of the next national agreement. The Commission will present the findings of the review to Education Ministers prior to publication. Within the scope set out above and at Section 29 of the NSRA, the final report should include recommendations to inform the design of the next intergovernmental school reform agreement and improvements to the National Measurement Framework for Schooling in Australia.

Attachment C**Productivity Commission – 5 Year Productivity Inquiry – From Learning to Growth Interim Report**

- Σ The Productivity Commission has focused on education as a vehicle to drive productivity and generate improved human capital, questioning how effectively the education system delivers improved and relevant skills in return for the time and resources spent.
- Σ The interim report stated the COVID 19-pandemic has been an accelerant to challenges already faced by the education system, such as stagnating or declining test scores. It states securing the right system settings now is imperative to ensure that Australia does not miss the opportunities of a world economy changing at an increasingly rapid rate.
 - It found that while gross school income per student has increased by nearly 20 per cent in real terms since 2011, there has been little discernible improvement in test scores.
 - It noted that the while school income per student from government sources for government schools increased by about 18 per cent in real terms since 2011, the increases for Catholic schools was 34 per cent and 47 per cent for independent schools.

Teaching

- Σ The interim report stated that schools must ensure that their resources are deployed effectively and that they prioritise the gathering and spreading of evidence to improve school practice. In particular, the interim report overlaps with the Commission's Review of the NSRA by:
 - stating that teachers' workloads should be reduced to allow more time to be spent on core teaching tasks
 - asserting that there is a poor connection between education policy making and implementation in the classroom and that a greater understanding of classroom practice is essential to designing effective education policy
 - suggesting incorporating the use of 'master teachers' – pedagogical leaders who operate across multiple schools to identify teacher needs, coordinate training, and connect schools with research.
- Σ The report was encouraging of the reforms to ITE but reaffirmed that the task of improving educational outcomes relies overwhelmingly on our existing teacher workforce and that the role of classroom teachers needs to evolve. Furthermore, the report suggests that teaching out field reflects both a shortage of teachers and a mismatch of teachers across the school system (where specialist teachers are not teaching their specialty).

Technology and AI

- Σ The interim report focused on how technology and artificial intelligence can simultaneously lift student outcomes and reduce teacher workload, thereby allowing them more time for professional development, planning and collaboration.
- Σ However, the interim report cited recent analysis of over 150 educational apps and websites found that close to 90 per cent of those used could put children's privacy at risk as some requested access to students' contacts and locations and monitored their keystrokes.
- Σ The interim report noted that state and territory education departments provide support to schools purchasing software, with some providing guidance on privacy and safeguards. The Commission also acknowledged that the Australian Government's eSafety Commissioner provides online safety assessment tools and checklists to screen new technology.
- Σ The Commission is inviting feedback on the interim report until 21 October 2022.

Issue: **Schools recurrent funding: pathway to full and fair funding election commitment**

Contact: **Ros Baxter**
Ph: s 22
Deputy Secretary

Key Points

- Σ The Australian Government is providing **\$318.9 billion** in recurrent funding to schools over 2018 to 2029.
- Σ Commonwealth recurrent funding has grown from \$18.7 billion in 2018 to **\$25.3 billion in 2022** and will grow to an estimated **\$33.0 billion in 2029**.
- Σ Total recurrent funding will grow by **88.3 per cent over 2018 to 2029** (nominal from a 2017 base).
 - Funding is growing fastest for **government schools** at an annual average growth of **4.7 per cent per student** each year over 2018 to 2029.
 - Funding for **non-government schools** will grow by **3.8 per cent per student** each year over 2018 to 2029.
 - Funding across **all sectors** will grow by an average of **4.3 per cent, per student** each year over 2018 to 2029.
- Σ The Commonwealth has provided strong per student growth in real terms over the last 10 years from 2010–11 to 2019–20 (2022 Report on Government Services by the Productivity Commission).
 - Commonwealth funding for government schools has grown by 64.1 per cent per student from \$1,978 in 2010–11 to \$3,246 in 2019–20.
 - State and territory funding has grown by 9.6 per cent per student from \$15,446 in 2010–11 to \$16,935 in 2019–20.
 - Commonwealth funding for non-government schools has grown by 49.8 per cent per student from \$6,818 in 2010–11 to \$10,211 in 2019–20.
 - State and territory funding has grown by 15.4 per cent per student from \$2,581 in 2010–11 to \$2,978 in 2019–20.

Pathway to full and fair funding

- Σ The Government has committed to working with state and territory governments to getting every school on a pathway to its full and fair funding level.

- Σ By 2023, the Government will **meet its target of contributing 20 per cent** of the Schooling Resource Standard (SRS) for **government schools**, up from the 2018 average of 17.5 per cent.
 - This share of total public funding for government schools has grown from 12.7 per cent in 2013–14.
- Σ By 2023, the Government will fund **non-government schools** at a **minimum of 80 per cent** of the SRS.
 - 1,152 non-government schools (40 per cent of 2,889 total non-government schools) have a Commonwealth share of greater than 80 per cent in 2022 and will transition down to 80 per cent in 2029 (estimated value of \$3.2 billion out of a total \$141 billion for non-government schools 2022 to 2029).
- Σ The *Australian Education Act 2013* (the Act) requires states and territories to contribute between 75 per cent to 80 per cent of the SRS for government schools and 15 per cent to 20 per cent for non-government schools, unless otherwise agreed with the Commonwealth.
- Σ All states and territories have agreed alternative minimum shares in bilateral agreements under the National School Reform Agreement (NSRA). State and territory governments can fund above this amount (see **Table 1**).
 - Only **ACT, SA and WA** will be **at or above 75 per cent** of the SRS for government schools by 2023.
 - **NSW and Tasmania** have committed to **reach 75 per cent** of the SRS for the government schools by 2027.
 - **Victoria** has committed to **reach 75 per cent** by 2028.
 - **Queensland's** current trajectory will **not see it reach 75 per cent** until 2032.
 - **NT** has **no current commitment** to reach 75 per cent (expected to fund just 59 per cent by 2023).
- Σ The NSRA and associated bilateral agreements will expire at the end of 2023. The Commonwealth will work with states and territories to determine priorities for the next agreement, including how to ensure all schools are on a pathway to 100 per cent of their fair funding level.

Why are states allowed to 'count' additional non-recurrent expenditure (4 per cent cap)?

- Σ States and territories requested that bilateral agreements recognise their broader investment in education and agreed shares reflect jurisdictional economic and fiscal circumstances (e.g., costs and wages growth) (see **Table 7**).

- As a result, the current bilateral agreements allow jurisdictions to include broader education costs (other than recurrent) capped at 4 per cent of the SRS for the government sector. The cap can include:
 - capital depreciation (all except ACT),
 - direct school transport (all except ACT and NSW)
 - early childhood costs (NT, TAS, and WA only).
- In addition to the 4 per cent cap, jurisdictions can include costs of education regulatory bodies and of reform measures agreed in bilateral agreements (excluding capital expenditure).
- This was negotiated in 2018 between the then Commonwealth Treasurer and the state and territory Treasurers.

Additional Commonwealth financial assistance

- The Commonwealth will provide additional funding of **\$4.63 billion**, on top of recurrent funding, to 2029:
 - \$0.29 billion in interim assistance to allow schools to plan with confidence while the DMI was developed (2018–2019)
 - \$1.18 billion for the CAF (2020–2029)
 - \$3.16 billion for the DMI (2020–2029) (this represents the actual increase in school funding once DMI is implemented).

Stakeholder Response

Stakeholder	Response summary
Australian Education Union (AEU)	The AEU is calling for significant and ongoing investment into Australia's public schools.
Save our Schools	Save Our Schools advocates for a high-quality public education system. It claims public schools are underfunded.
NSW and Victoria	NSW and Victoria Education ministers stated they will demand an increase in the Commonwealth funding contribution to their government schools to close the 5% difference to 100% of the SRS.

Media

Australia's public education funding went backwards during COVID pandemic, ABC News, 4 October 2022

- The ABC has reported that the OECD Education at a Glance (EAG) 2022 report shows that across Commonwealth and state governments there was a reduction in education funding of 1.8% in real terms.

- The OECD figure likely include higher education, VET and pre-primary funding and school funding.
- Σ The department has not been able to reproduce this result or what inflation adjustments have been employed using OECD or ABS data.
 - However, as the report notes, the data is provisional for 2019-20 and “can only provide a first impression of trends”. Confirmed 2020 public expenditure data on education will not be available until release of the EAG 2023 report.
- Σ The figure appears to be at odds with both the low inflation rate at the time and the large increase in school funding, which across Commonwealth and state governments, increased by 8.2% from 2019 to 2020 according to the My School finance collection.
- Σ Commonwealth school funding continues to grow year on year. Commonwealth funding across all sectors will grow by an average of 4.3 per cent, per student, each year over 2018 to 2029.
- Σ The Commonwealth will work with states and territories to determine priorities for the next NSRA agreement, including how to ensure all schools are on a pathway to 100 per cent of their fair funding level.

NSW and Victoria to push Albanese government to close public school funding gap, The Guardian, 7 June 2022

- Σ NSW and Victoria Education ministers say they will demand an increase in the Commonwealth funding contribution to their government schools for closing the 5 per cent gap from 100 per cent SRS.
- Σ The article quotes the estimated figure from Save Our Schools that closing the 5 per cent gap would cost about \$2.5 billion per year.
- Σ The Government is on track to fund at least 20 per cent of the total SRS for government schools by 2023.
- Σ The Act requires states and territories to contribute between 75 to 80 per cent of the SRS for government schools, unless otherwise agreed with the Commonwealth.
- Σ All states and territories have agreed alternative minimum shares in their bilateral agreements. State and territory governments can fund above this amount.

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- Σ The NSRA and associated bilateral agreements will expire at the end of 2023.

- Σ The Commonwealth will work with states and territories to determine priorities for the next agreement, including how to ensure all schools are on a pathway to 100 per cent of their fair funding level.

What did the Gonski report achieve? Interview on Saturday Extra with Geraldine Doogue, 19 February 2022

- Σ Authors of a new book *Waiting for Gonski – how Australia failed its schools*, Tom Greenwell and Chris Bonnor, argue that the funding model recommended in the Gonski Report has not worked.
- Σ Under the *Quality Schools* reform, students with the same need within the same sector attract the same support from the Commonwealth, regardless of the state where they live.
- Σ The funding arrangements delivered on the central elements of transparency, fairness, and financial sustainability as put in the *2011 Review of Funding for Schooling*, chaired by Mr David Gonski AC.
- Σ The reforms deliver on the majority of the Gonski recommendations including:
 - a needs-based funding model providing a base amount for all students and six additional loadings for priority student cohorts and disadvantaged schools
 - consistent shares of the SRS - the Government is on track to fund 20 per cent of the total SRS for government schools by 2023 and 80 per cent for non-government schools by 2029
 - changes to capacity to contribute settings to target funding for non-government schools to those that need it most
 - minimum state and territory funding requirements, with 2018 to 2023 commitments outlined in bilateral agreements.
- Σ Key education stakeholders were involved in designing and implementing the transition to the funding arrangements that will continue until 2029. This staged transition ensures schools can sustainably manage changes in funding, ensuring continuity of quality education for students while moving to needs-based arrangements.

Private school funding has increased at five times rate of public schools, analysis shows, The Guardian, 16 February 2022

- Σ The article criticises the school funding model based on an analysis of the latest Report of Government Services (ROGs) data by the Save our Schools advocacy group.
- Σ Save our Schools analysis asserts that funding for non-government schools has increased by \$3,338 per student,

adjusted for inflation, compared to \$703 per student for public schools.

- The Department is unable to replicate these figures
 - RoGs data confirms the increase in total government per student expenditure from 2010–11 to 2019–20 is larger for non-government schools at \$3,789 per student or 3.8 per cent average annual growth than for government schools at \$2,758 or 1.6 per cent average annual growth.
- ∑ The difference in average annual growth equates to an increase in non-government school funding that is around 2.3 times faster growth than for public schools, not the five times faster claimed by Save our Schools. This is because the states, as the majority funders of government schools have not grown funding at the same rate as the Commonwealth (the majority funder of non-government schools).
- ∑ State and territory government funding for government schools has only increased by 9.6 per cent per student in real terms from 2010–11 to 2019–20 and by 15.4 per cent for non-government schools.
- ∑ Commonwealth funding for government schools has grown by 64.1 per cent per student in real terms from 2010–11 to 2019–20, compared with 49.8 per cent in non-government schools.

Attachments

- ∑ [Attachment A](#): Additional information on SRS funding percentages

Last Cleared By	Fabian Harding
Date Last Cleared	04 November 2022

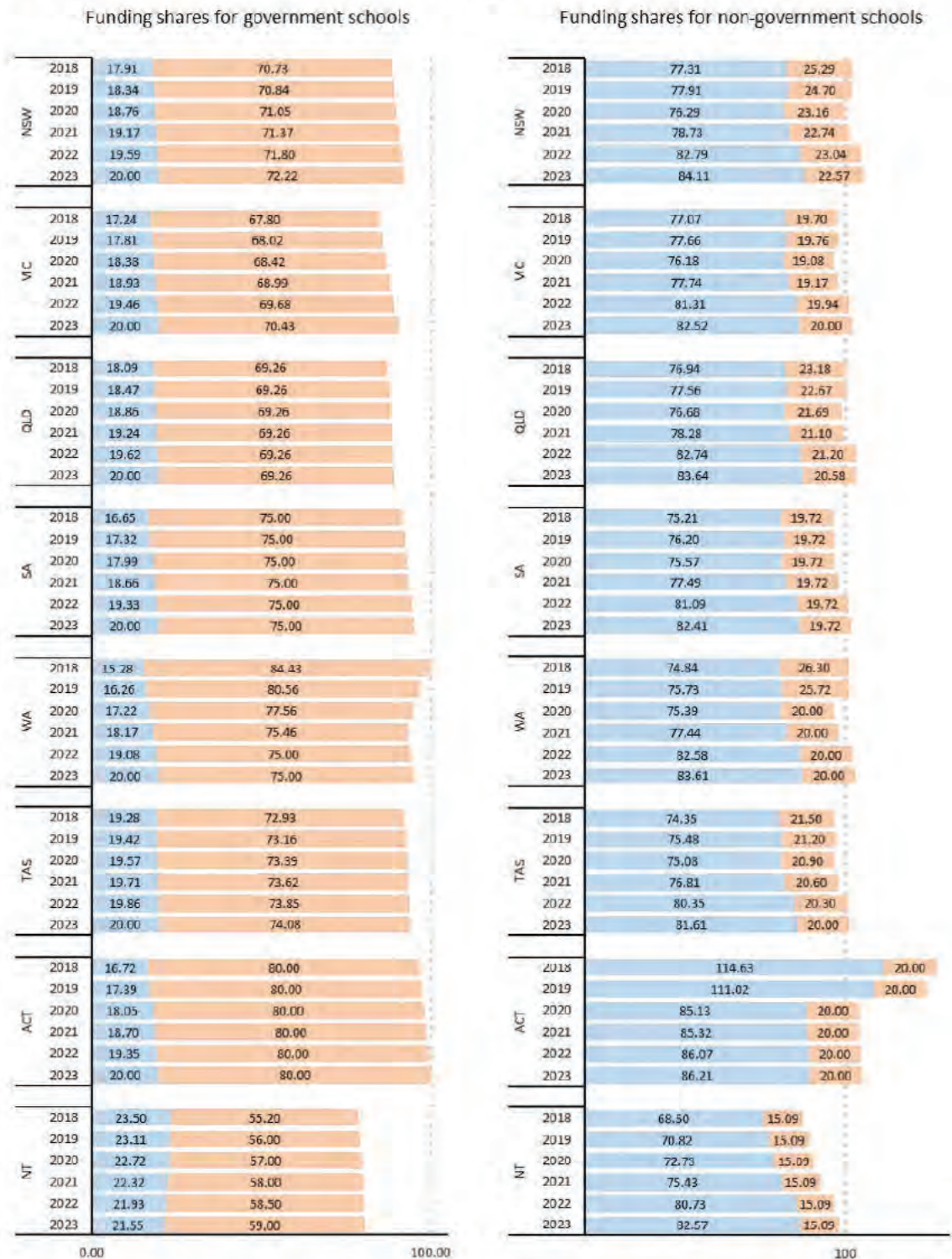
BACKGROUND

Commonwealth base Schooling Resource Standard (SRS) funding amounts and indexation

- ∑ The SRS is made up of a base amount for every primary and secondary student, along with six loadings to provide extra funding for disadvantaged schools and facilitate achievement of priority cohorts.
- ∑ Under the *Australian Education Act 2013* (the Act), SRS funding amounts are indexed under section 11A as either the higher of:
 - 3 per cent
 - an indexation rate using 75 per cent of the annual growth of Australian Bureau of Statistics (ABS) Wage Price Index (WPI) and 25 per cent of the annual growth of the ABS Consumer Price Index (CPI) for the June quarter of the program year; or
 - another amount as prescribed in regulations. For example, to give education authorities certainty in the move to a floating rate, the Government provided indexation of 3.56 per cent per annum from 2018 to 2020 in regulation.
- ∑ The actual (June Quarter) WPI and CPI in 2022, published by the ABS, resulted in the actual school funding indexation rate for 2022 increasing to 3.5 per cent, compared to the March Budget 2022–23 estimated rate of 3.0 per cent.
- ∑ Final 2022 base SRS per student funding amounts are published on the Department of Education website. These amounts are incorporated in October Budget 2022–23 followed the finalisation of 2022 SRS indexation factor but are not yet incorporated into any other funding estimates.

SRS base funding amount	2019	2020	2021	2022
Primary	\$11,343	\$11,747	\$12,099	\$12,522
Secondary	\$14,254	\$14,761	\$15,204	\$15,736
Index rate	3.56%	3.56%	3.0%	3.5%

Table 1: Commonwealth and state/territory shares of the SRS 2018–2023



Source: Commonwealth shares are average estimates based on the Department of Education funding model, as at March Budget 2022-23. State and territory shares are from bilateral agreements on the Department's website.

2022 - 2023 Budget Estimates | Oct/Nov 2022
SB22-000284**Table 2: Estimated minimum state/territory total funding contributions 2018-2023 (\$ million)**

State	Sector	2018	2019	2020	2021	2022	2023
NSW	G	9,260.5	9,779.9	10,299.7	10,705.5	11,118.0	11,568.0
VIC	G	6,642.0	7,115.7	7,497.6	7,999.5	8,461.2	8,959.4
QLD	G	6,398.0	6,751.1	7,219.7	7,531.6	7,807.4	8,104.5
SA	G	2,222.5	2,355.5	2,445.6	2,503.1	2,624.3	2,710.0
WA	G	3,844.0	3,883.6	3,953.5	4,036.6	4,188.0	4,380.7
TAS	G	728.7	761.1	801.8	826.9	856.0	878.9
ACT	G	485.0	516.4	553.8	587.2	614.9	648.7
NT	G	442.0	472.1	513.2	545.7	574.1	605.2
NG							
NSW	NG	1,140.9	1,168.4	1,215.5	1,272.0	1,299.0	1,331.5
VIC	NG	757.9	803.2	858.1	909.1	954.4	1,000.4
QLD	NG	710.5	740.4	799.0	836.8	845.0	860.8
SA	NG	212.7	226.5	247.6	269.7	274.1	287.6
WA	NG	404.2	417.7	353.3	376.8	375.6	393.0
TAS	NG	70.0	73.5	79.6	84.8	85.1	87.8
ACT	NG	34.9	36.6	50.8	54.0	55.7	58.2
NT	NG	34.1	34.5	35.3	37.0	36.8	38.0

Source: The estimated state and territory funding is calculated based on the Department's funding model, as at March Budget 2022-23, and state funding shares set out in bilateral agreements available on the Department's website.

Table 3: Estimated Commonwealth total recurrent funding 2018-2023 (\$ million)

State	Sector	2018	2019	2020	2021	2022	2023
NSW	G	2,351.7	2,531.6	2,719.0	2,876.2	3,033.1	3,203.5
VIC	G	1,689.0	1,862.6	2,013.7	2,194.9	2,363.6	2,544.2
QLD	G	1,671.0	1,800.7	1,966.0	2,092.7	2,212.0	2,340.3
SA	G	493.3	544.0	586.7	622.9	676.5	722.7
WA	G	698.5	783.6	877.7	971.8	1,065.6	1,168.2
TAS	G	192.6	202.0	213.8	221.4	230.1	237.3
ACT	G	101.4	112.2	124.9	137.3	148.8	162.2
NT	G	188.2	194.8	204.6	210.0	215.2	221.0
NG							
NSW	NG	3,483.0	3,683.4	4,003.3	4,403.6	4,667.8	4,961.8
VIC	NG	2,965.4	3,155.4	3,425.0	3,686.3	3,892.0	4,127.8
QLD	NG	2,358.4	2,532.3	2,824.8	3,104.3	3,297.9	3,498.7
SA	NG	811.5	875.4	948.7	1,060.0	1,127.3	1,201.8
WA	NG	1,146.2	1,229.9	1,331.3	1,458.9	1,550.7	1,642.7
TAS	NG	242.0	261.6	286.1	316.2	336.8	358.3
ACT	NG	200.1	202.6	216.1	230.3	239.7	250.8
NT	NG	153.0	160.8	170.7	184.9	196.8	208.2

Source: Department of Education, as at March Budget 2022-23.

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SB22-000284**Table 4: Estimated Commonwealth recurrent funding**

	Gov sector	Catholic sector	Indept sector	All non-gov sector	Total
2018	\$7.4 b	\$6.6 b	\$4.8 b	\$11.4 b	\$18.7 b
2022	\$9.9 b	\$8.6 b	\$6.7 b	\$15.3 b	\$25.3 b
2023	\$10.6 b	\$9.1 b	\$7.1 b	\$16.3 b	\$26.8 b
2025	\$11.4 b	\$9.7 b	\$7.7 b	\$ 17.4 b	\$28.8 b
2029	\$13.3 b	\$10.8 b	\$8.9 b	\$19.7 b	\$33.0 b
Increase over 2018 to 2023 (from 2017)	55.8%	44.4%	61.5%	51.4%	53.1%
Increase over 2018 to 2029 (from 2017)	96.2%	71.1%	101.0%	83.4%	88.3%
Increase over 2022 to 2025 (from 2021)	22.5%	18.0%	23.7%	20.5%	21.3%
Average per student increase over 2018 to 2023 (from 2017)	6.6%	5.5%	5.6%	5.4%	6.1%
Average per student increase over 2018 to 2029 (from 2017)	4.7%	3.9%	3.8%	3.8%	4.3%
Average per student increase over 2022 to 2025 (from 2021)	4.3%	3.4%	3.1%	3.2%	3.8%

Source: Department of Education, as at March Budget 2022-23.

2022 - 2023 Budget Estimates | Oct/Nov 2022
SB22-000284**Table 4A: Commonwealth recurrent funding forward estimates as at October Budget 2022-23**

	Gov sector	Catholic sector	Indept sector	All non-gov sector	Total
2022-23	\$10.4 b	\$9.0 b	\$7.0 b	\$16.0 b	\$26.4 b
2023-24	\$11.0 b	\$9.5 b	\$7.5 b	\$16.9 b	\$27.9 b
2024-25	\$11.5 b	\$9.8 b	\$7.8 b	\$17.6 b	\$29.1 b
2025-26	\$12.0 b	\$10.1 b	\$8.1 b	\$18.2 b	\$30.2 b
Total FEs	\$44.9 b	\$38.3 b	\$30.5 b	\$68.8 b	\$113.7 b
Funding increase from 2022-23 to 2025-26	+\$1.6 b	+\$1.1 b	+\$1.1 b	+\$2.2 b	+\$3.8 b
Percentage increase from 2022-23 to 2025-26	15.3%	12.2%	16.0%	13.9%	14.4%

*number may not add due to rounding

Source: Department of Education, as at October Budget 2022-23

In comparison, recurrent funding forward estimates as at March Budget 2022-23 are:

	Gov sector	Catholic sector	Indept sector	All non-gov sector	Total
2022-23	\$10.3 b	\$8.9 b	\$6.9 b	\$15.8 b	\$26.1 b
2023-24	\$10.8 b	\$9.3 b	\$7.3 b	\$16.6 b	\$27.4 b
2024-25	\$11.2 b	\$9.6 b	\$7.6 b	\$17.1 b	\$28.4 b
2025-26	\$11.6 b	\$9.8 b	\$7.9 b	\$17.7 b	\$29.3 b
Total FEs	\$43.9 b	\$37.5 b	\$29.6 b	\$67.2 b	\$111.1 b
Funding increase from 2022-23 to 2025-26	+\$1.4 b	+\$0.9 b	+\$1.0 b	+\$1.9 b	+\$3.3 b
Percentage increase from 2022-23 to 2025-26	13.4%	10.3%	14.1%	12.0%	12.5%

*number may not add due to rounding

Source: Department of Education, as at March Budget 2022-23

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SB22-000284**Table 5: Per student Commonwealth funding (non-government schools)**

	2022	Average annual per student growth from 2022 to 2029 (from a 2021 base)
Metropolitan	\$10,113	2.6%
Regional and remote	\$14,136	3.0%

Source: Department of Education, as at March Budget 2022-23.

Table 6: Commonwealth Contribution to the SRS 2022

	Description	\$m	% of Total Commonwealth contribution for sector	% of students that attract loading by sector
Total	The SRS includes a base amount, which is then supplemented with six loadings for disadvantage.	G: \$9,944.9 C: \$8,643.2 I: \$6,665.8 T: \$25,253.9		
Base	The base SRS funding amount per student in 2022 is \$12,522 for primary and \$15,736 for secondary students. The amounts are then discounted by a school's Capacity to Contribute. The amounts are indexed each year.	G: \$7,046.6 C: \$6,491.9 I: \$5,164.4 T: \$18,702.8	G: 70.9% C: 75.1% I: 77.5% T: 74.1%	
Socio-educational disadvantage loading	The loading amount is based on the percentage of students in the lowest two quartiles of socio educational advantage developed by ACARA. The loading scales from 15% to 50% of the SRS funding amount for quartile 1 and from 7.5% to 37.5% for quartile 2.	G: \$1,163.5 C: \$781.9 I: \$504.2 T: \$2,449.6	G: 11.7% C: 9.0% I: 7.6% T: 9.7%	G: 57.3% C: 42.2% I: 29.1% T: 49.8%

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	Description	\$m	% of Total Commonwealth contribution for sector	% of students that attract loading by sector
Students with disability loading	Students with disability who are counted in the top three levels of the Nationally Consistent Collection of Data on Students with Disability (NCCD) attract a loading based on their level of supported learning under the NCCD.	G: \$1,069.5 C: \$906.3 I: \$688.0 T: \$2,663.8	G: 10.8% C: 10.5% I: 10.3% T: 10.5%	G: 15.3% C: 15.1% I: 11.8% T: 14.7%
Aboriginal and Torres Strait Islander loading	The loading scales based on concentration starting at 20% of the SRS funding amount to 120% if all students at the school are indigenous Australians.	G: \$256.3 C: \$109.2 I: \$87.2 T: \$452.7	G: 2.6% C: 1.3% I: 1.3% T: 1.8%	G: 7.9% C: 3.5% I: 2.5% T: 6.2%
English language proficiency loading	This loading provides an extra 10% for students from a language background other than English where at least one parent has completed school education only to Year 9 (or equivalent) or below.	G: \$27.9 C: \$18.3 I: \$17.7 T: \$63.9	G: 0.3% C: 0.2% I: 0.3% T: 0.3%	G: 3.9% C: 2.3% I: 2.3% T: 3.3%
School location loading	This loading provides funding for schools in regional and remote locations based on the Accessibility/Remoteness Index of Australia (ARIA) score.	G: \$240.4 C: \$201.8 I: \$96.7 T: \$538.9	G: 2.4% C: 2.3% I: 1.5% T: 2.1%	

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	Description	\$m	% of Total Commonwealth contribution for sector	% of students that attract loading by sector
School size loading	The size loading is scaled: primary schools with 15 to 200 students attract the maximum loading of \$196,526 declining to zero by 300; secondary schools with 100 to 500 students attract the maximum loading of \$314,443 declining to zero by 700.	G: \$140.7 C: \$133.9 I: \$107.6 T: \$382.2	G: 1.4% C: 1.5% I: 1.6% T: 1.5%	

Source: Department of Education, as at March Budget 2022-23

Note: G stands for Government schools, C is Catholic schools, I is independent schools and T is the total for all schools.

Table 7. Estimated value of the 4% cap for additional included expenditure – government sectors (\$ billion)

	2018	2019	2020	2021	2022	2023
NSW	0.52	0.55	0.58	0.60	0.62	0.64
Vic.	0.39	0.42	0.44	0.46	0.49	0.51
Qld	0.37	0.39	0.42	0.44	0.45	0.47
SA	0.12	0.13	0.13	0.13	0.14	0.14
WA	0.18	0.19	0.20	0.21	0.22	0.23
Tas.	0.04	0.04	0.04	0.04	0.05	0.05
NT	0.03	0.03	0.04	0.04	0.04	0.04
Total	1.66	1.75	1.85	1.93	2.00	2.08

Source: Department of Education funding model, as at March Budget 2022-23

Note: Each bilateral agreement except for the ACT allows for the inclusion of additional schooling expenditure up to a four per cent cap.

Attachment A

Additional information on SRS funding percentages

- Over the period of the National School Reform Agreement to 2023, the combined Commonwealth and state and territory contributions for the government sector is less than 100% of the SRS in all jurisdictions except the ACT in 2023 (see **Tables 1 and 2**).

s 47B

Table 1. Commonwealth and state and territory shares, 2018 to 2023 (% of SRS)

State	Sector	2018	2019	2020	2021	2022	2023
NSW	G	88.64%	89.18%	89.81%	90.54%	91.39%	92.22%
VIC	G	85.04%	85.83%	86.80%	87.92%	89.14%	90.43%
QLD	G	87.35%	87.73%	88.12%	88.50%	88.88%	89.26%
SA	G	91.65%	92.32%	92.99%	93.66%	94.33%	95.00%
WA	G	99.71%	96.82%	94.78%	93.63%	94.08%	95.00%
TAS	G	92.21%	92.58%	92.96%	93.33%	93.71%	94.08%
ACT	G	96.72%	97.39%	98.05%	98.70%	99.35%	100.00%
NT	G	78.70%	79.11%	79.72%	80.32%	80.43%	80.55%
NSW	NG	102.60%	102.61%	99.45%	101.47%	105.83%	106.68%
VIC	NG	96.77%	97.42%	95.26%	96.91%	101.25%	102.52%
QLD	NG	100.12%	100.23%	98.37%	99.38%	103.94%	104.22%
SA	NG	94.93%	95.92%	95.29%	97.21%	100.81%	102.13%
WA	NG	101.14%	101.45%	95.39%	97.44%	102.58%	103.61%
TAS	NG	95.85%	96.68%	95.98%	97.41%	100.65%	101.61%
ACT	NG	134.63%	131.02%	105.13%	105.32%	106.07%	106.21%
NT	NG	83.59%	85.91%	87.82%	90.52%	95.82%	97.66%

Attachment A

Table 2. Gap to 100% SRS for Commonwealth and state and territory shares, 2022 and 2023

State	Sector	2022	2023
NSW	G	8.61%	7.78%
VIC	G	10.86%	9.57%
QLD	G	11.12%	10.74%
SA	G	5.67%	5.00%
WA	G	5.92%	5.00%
TAS	G	6.29%	5.92%
ACT	G	0.65%	-
NT	G	19.57%	19.45%
NSW	NG	-	-
VIC	NG	-	-
QLD	NG	-	-
SA	NG	-	-
WA	NG	-	-
TAS	NG	-	-
ACT	NG	-	-
NT	NG	4.18%	2.34%

s 47B

Attachment A

Table 4: Commonwealth shares, 2018 to 2023 (% of SRS)

State	Sector	2018	2019	2020	2021	2022	2023
NSW	G	17.91%	18.34%	18.76%	19.17%	19.59%	20.00%
Vic.	G	17.24%	17.81%	18.38%	18.93%	19.46%	20.00%
Qld	G	18.09%	18.47%	18.86%	19.24%	19.62%	20.00%
SA	G	16.65%	17.32%	17.99%	18.66%	19.33%	20.00%
WA	G	15.28%	16.26%	17.22%	18.17%	19.08%	20.00%
Tas.	G	19.28%	19.42%	19.57%	19.71%	19.86%	20.00%
ACT	G	16.72%	17.39%	18.05%	18.70%	19.35%	20.00%
NT	G	23.50%	23.11%	22.72%	22.32%	21.94%	21.55%
NSW	NG	77.31%	77.91%	76.29%	78.73%	82.79%	84.11%
Vic.	NG	77.07%	77.66%	76.18%	77.74%	81.31%	82.52%
Qld	NG	76.94%	77.56%	76.68%	78.28%	82.74%	83.64%
SA	NG	75.21%	76.2%	75.57%	77.49%	81.09%	82.41%
WA	NG	74.84%	75.73%	75.39%	77.44%	82.58%	83.61%
Tas.	NG	74.35%	75.48%	75.08%	76.81%	80.35%	81.61%
ACT	NG	114.63%	111.02%	85.13%	85.32%	86.07%	86.21%
NT	NG	68.50%	70.82%	72.73%	75.43%	80.73%	82.57%

Table 5: Agreed minimum state and territory contribution shares (% of SRS)

State	Sector	2018	2019	2020	2021	2022	2023
NSW	G	70.73%	70.84%	71.05%	71.37%	71.80%	72.22%^
Vic.	G	67.80%	68.02%	68.42%	68.99%	69.68%	70.43%^
Qld	G	69.26%	69.26%	69.26%	69.26%	69.26%	69.26%^
SA	G	75.00%	75.00%	75.00%	75.00%	75.00%	75.00%
WA	G	84.43%	80.56%	77.56%	75.46%	75.00%	75.00%
Tas.	G	72.93%	73.16%	73.39%	73.62%	73.85%	74.08%^
ACT	G	80.00%	80.00%	80.00%	80.00%	80.00%	80.00%
NT	G	55.20%	56.00%	57.00%	58.00%	58.50%	59.00%
NSW	NG	25.29%	24.70%	23.16%	22.74%	23.04%	22.57%
Vic.	NG	19.70%	19.76%	19.08%	19.17%	19.94%	20.00%
Qld	NG	23.18%	22.67%	21.69%	21.10%	21.20%	20.58%
SA	NG	19.72%	19.72%	19.72%	19.72%	19.72%	19.72%
WA	NG	26.30%	25.72%	20.00%	20.00%	20.00%	20.00%
Tas.	NG	21.50%	21.20%	20.90%	20.60%	20.30%	20.00%
ACT	NG	20.00%	20.00%	20.00%	20.00%	20.00%	20.00%
NT	NG	15.09%	15.09%	15.09%	15.09%	15.09%	15.09%

Source: Bilateral agreements on department website as at 5 July 2022.

Issue: Schools Upgrade Fund - Election Commitment
Contact: Dr Ros Baxter
 Ph: s 22
 Deputy Secretary

Key Points

- Σ The Schools Upgrade Fund (the Fund) will provide **\$270.8 million** over two years to support students and schools through the provision of improved capital infrastructure.
- Σ The Fund will promote equitable access to resources and facilities that support quality education, and will keep students safe and well following recent disruptions due to COVID-19.

Key Dates

- Σ Targeted Round – Funding for schools before the end of 2022.
- Σ Open Round – Funding for schools by June 2023.
 - Applications open during November 2022, close late February 2023.
 - Projects to be assessed and approved March to May 2023.
- Σ Government School Capital Funding – Funding for schools in second half of 2023.

Key Figures

- Σ Targeted Round – **\$18 million** for election commitments for specific capital projects in **211 schools** (192 government, 14 Catholic, and 5 Independent). Expected to support **215 projects** as some schools have more than one project.
- Σ Open Round – **\$32 million** for small-scale priority capital projects, open to all government and non-government schools across Australia, anticipated to support **over 1,200 schools**.
- Σ Government School Capital Funding – **\$215 million** expected to support approximately **255 projects** (this assumes an average funding amount of \$840,000, consistent with the average amount provided for non-government school capital projects since 2013).
- Σ Note that in addition to the above, **\$5.8 million (2.14 per cent of total funding)** has been allocated to implement and administer the Fund, ensuring the program is efficient, effective, and accountable.

\$18 million Targeted Round

- Σ The list of 211 schools (215 projects) will be published on the Department of Education's Schools Upgrade Fund webpage before the end of November 2022. See also **Attachment A**.
- Σ The Fund Guidelines detail reporting and funding requirements for schools. The Guidelines will be published on the department's Schools Upgrade Fund webpage before the end of November 2022. See draft version of the Guidelines at **Attachment B**.
- Σ Funding will be provided under the *Australian Education Act 2013* (the Act) (section 69A – Prescribed Circumstances), consistent with established processes for Commonwealth funding for schools.

\$32 million Open Round

- Σ Starting from November 2022, government and non-government schools will be able to apply for **up to \$25,000** in funding for small-scale capital projects.
- Σ Funding aims to help improve ventilation and air quality in school facilities and help with small-scale improvements to schools such as building outdoor learning spaces, upgrading ICT equipment, and maintaining classrooms.
- Σ Funding will also be provided under section 69A of the Act.

Application Process

- Σ The application process will impose minimal administrative burden on schools, with an easy-to-navigate online application form. The draft Fund Guidelines at **Attachment B** will be applicable.
- Σ A \$25,000 funding cap will ensure there is a meaningful spread of schools and capital projects across all jurisdictions and sectors, with funding anticipated to **support over 1,200 schools**.
 - This cap is also sufficient to provide a meaningful contribution to upgrading school facilities. For example, within this cap a school could purchase multiple air purifiers for classrooms that start at around \$1,000 per unit or undertake minor repairs to classrooms to improve safety and airflow.
 - Within the cap it is also possible for a school to fund a shade structure or outdoor learning space (available for around \$15,000 to \$25,000).

Assessment of Applications

- Σ Schools will be prioritised on individual project need (as assessed through each application), and school level need (as assessed through socio-educational disadvantage).

- ∑ To meet the Fund's objective in providing equitable access to resources that support safe and healthy learning environments.

*Moderation (see **Attachment B** page 10)*

- ∑ Funding will be notionally allocated across each jurisdiction and school sector for initial reference purposes. See **Attachment C**.
- ∑ This will provide an important indicator for schools that funding is available across all sectors and will encourage schools to consider applying.
- ∑ The department will undertake a moderation process following the assessment of applications, with final jurisdiction and sector allocations adjusted as needed to reflect need and demand.
- ∑ For example, if a greater proportion of highly-ranked schools for a jurisdiction or sector were to apply, compared to another jurisdiction or sector, allocations could be amended to ensure more highly-ranked schools are able to be considered for funding.
- ∑ Moderation is crucial to ensuring that schools with the greatest level of need are ultimately prioritised and recommended for funding.

Assurance

- ∑ Schools will be required to attest to their responses through the application process and will be advised that the veracity of those responses could be checked by the department.
- ∑ The department will undertake assurance checks on up to 10 per cent of successful applications – to quality assure application responses and that projects are being implemented in accordance with program requirements.
- ∑ In addition to this, all schools will be required to submit financial acquittals for use of funding and a closure report on the outcomes of their project.

\$215 million Government School Capital Funding

- ∑ Funding will be provided to states and territories for prioritisation and distribution in the second half of 2023.
- ∑ States and territories will be the decision-makers on distribution of the funding for projects in their jurisdiction.
 - This empowers state and territory governments and acknowledges they have the greatest understanding of student educational need and capital funding requirements in their jurisdiction.

- Σ Funding could be allocated to jurisdictions based on:
 - Jurisdictions' proportional share of government school student enrolments (60 per cent weighting).
 - Jurisdictions' proportional share of Commonwealth recurrent funding for government schools (40 per cent weighting).
- Σ Funding will be provided to jurisdictions through a specific purpose payment as a National Partnership, consistent with other payments that support the states and territories.
 - The National Partnership is supported by a high-level intergovernmental agreement between the Commonwealth and the state and territory governments under section 16 of the *Federal Financial Relations Act 2009*.
 - Actual appropriation for the \$215 million sits with Treasury, as it is subject to national partnership arrangements.
- Σ States and territories will have the option to combine their own capital funding with this Commonwealth contribution to support projects of varying sizes. Co-contributions will not be a condition of funding.

Research

Σ NIL.

Media

Σ NIL.

Attachments

- Σ **Attachment A:** List of schools in \$18m Targeted Round
- Σ **Attachment B:** Schools Upgrade Fund Guidelines
- Σ **Attachment C:** Initial notional allocations in \$32m Open Round, by jurisdiction and sector

Last Cleared By	Ros Baxter
Date Last Cleared	08 November 2022

BACKGROUND

- Σ Educational infrastructure is an important determinant of student outcomes. The quality of school facilities can influence student attendance, attainment, and behaviour. The quality of facilities not only impacts students but also has an impact on the motivation and ability of teachers to instruct their students successfully.
- Σ Educational infrastructure impacts the ability of schools to attract and retain quality teachers and it can limit a school's ability to promote itself as a quality institution to local families.
- Σ Quality and appropriate school infrastructure also supports safe and appropriate education in the context of the ongoing impacts of COVID-19. Students should have access to safe classrooms with healthy airflow, and suitable outdoor and other educational spaces that minimise disruption due to COVID-19.

Attachment A

Schools Upgrade Fund \$18 million Targeted Round – Schools List

School	Project Description	\$ Funding
Aboriginal and Islander Independent Community School - The Murri School	Playground upgrades	15,000
Adelaide West Special Education Centre	Upgrade outdoor playground and indoor sensory area	32,000
Alexandria Hills Primary School	New playground	50,000
Alkimos Primary School	Outdoor learning areas	30,000
All Saints Catholic PS	Outdoor special education project	50,000
Alpurrurulam school	Playground shade shelter and upgrades to outdoor school grounds	200,000
Applecross SHS	Shade sails	50,000
Ashdale Primary School	Construction of shaded area	35,000
Ashfield Primary School	Playground seating, mini basketball court, stage for outdoor undercover/playground area	20,000
Australian Islamic College Dianella	Security upgrades, including CCTV upgrades and PA system	20,000
Bakewell Primary School	Upgrade carpark/kiss and go drop off area	400,000
Balga Senior High School	Facility upgrades	90,000
Ballajura Primary School	Upgrading canteen facilities	15,000
Banksia Grove Primary School	Outdoor play areas	50,000
Beaconsfield State School	Classroom Laptops and related IT equipment	50,000
Beckenham Primary School	Upgrade play equipment	10,000
Belair Public School	Playground upgrades	31,150
Bellbird Park State Secondary College	Outdoor yarning circle	15,000
Bellevue Heights Primary School	Upgrade of outdated smartboards to Smart TVs in classrooms.	20,000
Belridge Secondary College	Library upgrades	39,000
Belridge Secondary College	Convert a classroom into a science classroom	48,000
Blaxland East Public School	Play equipment	40,000

Attachment A

Boat Harbour Primary School	New playground equipment	137,718
Bomaderry High School	Structures to go over the year 7 outdoor area and the new netball/basketball courts,	300,000
Boronia Heights State School	To repair and refurbish the school oval	50,000
Boulder PS	Undercover Area Air conditioning	10,000
Brassall State School	Prep-safe playground	60,000
Briar Rd Public School	Outdoor learning space	50,000
Brighton State School	New playground for the prep students	150,000
Brungle Public School	Upgrade playground facilities	27,458
Brunswick South West Primary School	Outdoor learning centre	50,000
Bundoora Secondary College (BSC)	Upgrades to the performing arts space	50,000
Burrendah Primary School	Towards the nature playground	10,000
Camberwell South Primary School	Construction of science kitchen	110,000
Camp Hill State Infants and Primary School	Outdoor shade structures	30,000
Campbell High School	Rainwater tank	50,000
Carinity Southside School	Outdoor Learning Space	30,000
Carlton South Public School	Upgrade classroom IT equipment	20,000
Castlemaine Secondary	Outdoor learning space	10,000
Centralian Senior School	Refurbishment of the Theatre	250,000
Challa Gardens Primary	Replace existing play equipment with upgraded equipment	50,000
Cheltenham East PS	Outdoor learning centre	50,000
Christies Beach High School	Active play areas	50,000
Clapham Primary School	Outdoor learning space	40,000
Coledale Public School	New playground	50,000
Collier Primary School	Sensory path installations	7,000
Concord High School	Theatrette upgrade	95,000

Attachment A

Coonabarabran High School	Air conditioning installation	42,000
Craigslea State High School	Replace damaged musical equipment and instruments	100,000
Cranbourne Primary School	Upgrade facilities including school hall	20,000
Croydon Primary School	Sporting facility	3,500,000
Dandenong High School	Classroom laptops	50,000
Dandenong Primary School	Climbing Structure	30,000
Dandenong West Primary School	Upgrades to the outdoor learning area	35,000
Deloraine High School	Machinery for the workshop	50,000
Diamond Creek East Primary	Upgrades to the area adjacent to the Arts and Science Building	50,000
Dinjerra Primary School	New outdoor learning space	50,000
Don College	Repurposed outdoor Areas	78,000
Drysdale Primary School	Classroom IT Equipment	9,800
Dutton Park State School	Upgrade to sheds	20,000
East Hills Girls Technology High School	Upgrade outdoor Learning Space	30,000
East Hills Public School	East Hills Canteen Upgrade	35,000
East Kenwick Primary School	Upgrades to the library	22,201
East Victoria Park Education Support Centre	Funding for a sensory room.	50,000
Eddystone Primary School	Installation of a shade sails	30,000
Eden Public School	Upgrades in playground areas	20,000
Edgewater Primary School	Classroom refurbishments and new furniture.	20,000
Ellen Stirling Primary School	Invest in STEM education	10,000
Elwood College	Outdoor Equipment	49,500
Falls Road Primary School	Invest in STEM education	10,000
Ferncourt	Outdoor learning area	20,000

Attachment A

Ferny Grove State High School	Installation of shade in outdoor areas	125,000
Flinders Park Primary School	Classroom upgrades	49,700
Forrestfield Primary School	Re-surfacing of courts	70,000
Franklin Primary School	Establishment of a kitchen garden	5,900
Freemans Reach Public School	Infrastructure and equipment for the Paddock to Plate Program	15,000
Gisborne Secondary College	Shade Sails	7,600
Gladys Newton	School upgrades	50,000
Gledswood Hills Public School	Sporting and play equipment	20,000
Glen Iris Primary School	Bathroom facilities upgrade	42,000
Glen Waverley Secondary College	Shade structure	28,400
Glendale Primary School	Resurfacing basketball courts	80,000
Glenroy College	Upgrade a STEM lab	32,490
Good Samaritan Primary School	Extend the Jericho Community Learning Village	50,000
Goodna Special School	Autism friendly reset playground space	3,000
Gordon Primary	Tree Planting	10,000
Gorokan Public School	Outdoor areas	30,000
Grovedale College	Outdoor Basketball Courts	50,000
Hampden Park Public School	Upgrading ICT equipment including iPads and laptops	105,000
Harristown State School	Shade structure	40,000
Havenlee SSP North Nowra	Outdoor learning areas including a COLA, sensory garden and playground upgrades	148,373
Hazel Glen College	A Year 1 playground	50,000
Heathridge Primary School	Classroom ICT equipment	40,000
Heaton Public School	Upgrade creative play space and bush tucker learning garden, install cultural mural and shade sail	50,000
Hellyer College - Burnie	Upgrades to the workshop area	50,000

Attachment A

Herne Hill Primary School	Invest in STEM education	10,000
Hilder Road State School	Shade cloths	30,000
Hillcrest Primary School	Purchasing classroom iPad	49,500
Hobartville Public	Construction of a printed school shade	57,000
Inner Sydney High School	Weather proofing outdoor areas	50,000
Inverleigh Primary School	Undercover basketball court	170,000
Ipswich State High School	Community Sports Hub	2,000,000
Jamboree Heights State School	Hardcover roof	30,000
John Fawkner Secondary College	Classroom laptops	45,000
Joint submission - Albert Park College & Victorian College of the Arts Secondary School	Equipment and infrastructure in the Victorian Youth Arts Precinct (Funding going to Albert Park College but this is a joint project to also benefit Victorian College of the Arts Secondary School)	128,500
Karalee State School	AV equipment upgrade	15,000
Kardinya Primary School	Bike shelter	20,000
Keysborough Gardens PS	Cantilevered roof over our outdoor performance area	50,000
Khancoban Primary School	Chairs and Tables Upgrades	20,000
Kingsford Smith School	Sandpit	20,000
Kogarah Public School	Upgrade outdoor learning areas	50,000
Lake Illawarra South Public School	Air conditioning in classrooms	20,000
Landsdale Primary School	Evaporative cooling system	50,000
Latham Primary School	Interactive Whiteboards	10,000
Lesmurdie Primary School	Invest in STEM education	10,000
Lilydale District High	Creation and replacement of shade structures, refurbish existing learning areas and toilets	40,000
Liwara Catholic Primary	Upgrades to play equipment	65,000
Lumen Christi College	Wheelchair accessible outdoor classroom with shade sails, chalkboard wall and street artistry	12,150

Attachment A

Mackay West State School	Classroom ICT equipment	16,554
Mackay West State School	Tennis court refurbishment	140,000
Macleod College	Upgrades to the music facilities	50,000
Maiden Gully Primary School	Heating and Cooling upgrades to the Library	50,000
Malmsbury Primary School	"The Frog Bog" learning space	20,000
Maramba Primary School	Playground upgrades	48,445
Mayfield West Demonstration School	Air conditioning and air ventilation	50,000
Maylands Peninsula Primary School	Outdoor classroom.	20,000
Meadows Primary School	Outdoor Fitness Equipment	30,000
Melton Primary School	Outdoor learning space	39,000
Melville Senior High School	Canteen upgrades	50,000
Mercy College Primary	Shade sails and playground equipment	25,000
Mirripoa Primary School	Football oval fencing	40,000
Moruya High School	Covered outdoor learning areas	300,000
Mossfiel Primary School	Playground upgrades	45,000
Mossgiel Park Primary School	Equipment and sound proofing materials for the radio station	20,000
Mossman State Primary School	Upgrading of tennis shed at school	50,000
Mt Helena Primary School	Invest in STEM education	10,000
Murrupurtiyanuwu Catholic Primary School	Classroom upgrades, including upgrades to ICT equipment and additional technology's	50,000
Newcomb Primary School	Sensory Room ☒	40,000
Ngunnawal Primary School	Shade structure	50,000
North West Support School (Burnie Campus)	Sensory Maze	32,500
North West Support School (Devonport Campus)	Shade structure	18,000
Northern College of the Arts and Technology (NCAT)	Replacement of roofing for an outdoor learning space	50,000

Attachment A

Oakleigh Grammar	Construction of a Cafeteria	200,000
Oatlands Primary School	Roof repairs	15,000
Oberon Primary School	All inclusive multisensory Learning Space	35,000
O'Connor Ed Support Centre	Specialised classroom	20,000
Osborne Primary School	New fence	20,000
Our Lady Mount Carmel	Classroom upgrades	66,000
Our Lady of the Sacred Heart	Air conditioning service and upgrades	50,000
Pacific Pines State High School	Shade uncover area for year 7	20,000
Pascoe Vale North Primary School	Playground upgrades and improvements to classroom library resources	40,000
Patterson River Secondary College	Upgrade instruments and equipment for music program	9,684
Picnic Point Public School	Outdoor Learning Area	30,000
Port Dalrymple School	Outdoor learning space	50,000
Port Kennedy Primary School	ICT Equipment	20,000
Porters Creek Public School	Outdoor Learning, including new sandpit	20,000
Queechy High School	Outdoor learning areas and windows in oldest classrooms	50,000
Quinalow State School (P-10)	Classroom laptops	26,000
Randwick Boys' High School	Outdoor learning space	50,000
Randwick Girl's High School	Library upgrades	50,000
Ranford Primary School	Shade sails	50,000
Redcliffe Primary School	Playground upgrades	80,000
Redland Bay State School	A new shade structure	30,000
Redlynch State College	Purchasing sensory elements	50,000
Reservoir High School	Outdoor learning space, shade sails	50,000
Richmond Primary	Outdoor learning areas	10,000
Richmond Primary	ICT equipment upgrade	30,000

Attachment A

Riverside Primary	New playground	40,000
Riverton Primary School	Covered learning areas improvements	20,000
Sackville St Public School	Building upgrades to support the school's breakfast club	30,000
Sacred Heart Primary School	Courtyard Rejuvenation	20,000
Salisbury State School	Outdoor learning space	40,000
Sawyers Valley Primary School	Invest in STEM education	10,000
Seaview High School	Shade structures	50,000
Shailer Park State High School	Shailer Park SHS Health Hub and Jobs Pathway Centre	1,400,000
Shorehaven Primary	Shade over the playgrounds	40,000
Snug Primary School	Outdoor learning space	12,000
Somerville Secondary School	Literacy and numeracy centre	50,000
South Ballajura Primary School	Community yarnning circle	15,000
South Kalgoorlie PS	Undercover Area Air conditioning.	10,000
Southbrook Central State School	Classroom upgrades	15,000
Springfield Central State School	Outdoor Learning Space, toilets and playground upgrades	100,000
Springwood High School	Complete the upgrade of air conditioning	180,000
St Clare of Assisi Primary School	Improvements to Infants Area	20,000
St George College	Classroom upgrades	50,000
St Kilda Primary School	Upgrades and equipment to develop the Dickens Street area	50,000
St Leonards Catholic Primary School	Shades to cover outdoor learning areas	50,000
St Paul's Catholic Primary School	Playground upgrades	20,000
St Thomas the Apostle Primary School	multipurpose hard court area	20,000
St Vincent's School Parmelia	Outdoor playground	20,000
Sunnybank State High School	Refurbish tennis courts	50,000

Attachment A

Surf Coast Secondary College	Outdoor Fitness Equipment	39,210
Swansea Primary School	Outdoor learning space upgrades	50,000
Taigum State School	New Playground	150,000
Takari Primary School	Playground renewal using nature play cubby's and platforms	80,000
Tarneit Senior College	Library upgrades	20,000
Tarrawanna Public School	Outdoor learning area.	29,500
Tom Price Primary School	Outdoor fans	25,000
Ulladulla High School	Outdoor shade/rain protection structure	45,000
Underdale High School	Flagpole	3,000
Waniora Public School	Upgrade of school canteen	10,000
Warilla Public School	Playground upgrades	20,000
Warriapendi Primary School	Upgrade electrical components to support air conditioning upgrades	80,000
Watson Road State School	Interactive Whiteboards	24,000
Wentworth Falls Public School	Artificial turf in the outdoor learning space	7,000
West Greenwood Primary School	Undercover area upgrades	18,000
Whites Hill State College	Expanding the wildlife corridor	20,000
Whittington Primary School	Soundfield technology system	28,937
Windsor South Public School	Outdoor seating area and play space	30,000
Winters Flat Primary School, Castlemaine	Improve air-conditioning, sound proofing to fix hall acoustics, outdoor furniture, kitchen garden	20,000
Wonga Beach State School	Covered walkway	50,000
Woongoolba State School	Bus shelter	50,000
Woonona East Public School	Upgrade of basketball court and surrounds	24,900
Yass High School	Basketball Court	80,000
Yule Brook College	Library and ICT upgrades	30,000



Australian Government
Department of Education

Schools Upgrade Fund

Targeted Round and Open Round Guidelines November 2022

At a glance

Applications open:	9:00 am AEDT Monday 21 November 2022
Applications close:	5:00 pm AEDT, Friday 24 February 2023
Eligibility:	Government, Catholic and Independent schools
Funding:	Up to \$25,000
Projects:	Small scale capital projects and associated costs
Guidelines:	Version 0.10 (5 October 2022)
Contact:	Schoolsupgradefund@education.gov.au



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The document must be attributed as the (Schools Upgrade Fund Open Round Guidelines).

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Definitions

The definitions below are for the purposes of these Guidelines.

The Act: Refers to the *Australian Education Act 2013* (the Act).

Approved authority: Each school has an approved authority, which is approved by the Minister for Education under the Act:

- Σ for a government school, the approved authority is the state or territory government.
- Σ for a Catholic or independent school, the approved authority is a body corporate that is approved by the Minister for Education for a school.

The Department: Australian Government Department of Education.

The Fund: The Schools Upgrade Fund.

Goods and Services Tax (GST): The GST is a broad-based tax of 10 per cent on the supply of most goods and services sold or consumed in Australia.

School: Refers to a primary school, a secondary school or a combined school.

Government school: Refers to a school that is conducted by or on behalf of the government of a state or territory.

Index of Community Socio-Educational Advantage (ICSEA): Refers to a scale which allows for fair and reasonable comparisons among schools. ICSEA was created by the Australian Curriculum, Assessment and Reporting Authority (ACARA), and provides an independent and transparent indication of the socio-educational backgrounds of students at a school.

Minister for Education: Refers to the Australian Government Minister for Education.

The Regulation: Refers to the *Australian Education Regulation 2013*.

Purpose of the Guidelines

1. These Guidelines set out the policy and processes for the administration and delivery of the Schools Upgrade Fund (the Fund) – Targeted Round and Open Round.
2. The Guidelines should be read in conjunction with the *Australian Education Act 2013* (the Act), the *Australian Education Regulation 2013* (the Regulation) and relevant reference material issued by the Department.
3. These Guidelines and other information about the Fund can be found on the Department’s website at <https://www.education.gov.au/schools-upgrade-fund>.
4. Schools should read this document carefully before completing and submitting an application for funding.
5. These Guidelines and the application process do not create any legally enforceable undertakings (contractual or otherwise) between the Commonwealth of Australia and any applicant.

About the Fund

6. The Fund will provide \$50 million to upgrade schools - Government, Catholic and Independent. Funding will help schools to provide their students with improved learning facilities in a COVID-19 safe environment. This includes:
 - ∑ Targeted Round – funding totalling \$18 million for individual schools with an identified need for school upgrades as per 2022 election commitments.
 - ∑ Open Round – funding totalling \$32 million to schools to help improve ventilation and air quality and make small scale improvements.
7. The purpose of the Fund is to provide more equitable access to resources to support schools, particularly the most disadvantaged schools, to help keep students and school staff safe and get students’ education back on track after disruptions caused by COVID-19. The assessment of applications to the Open Round will prioritise disadvantaged schools with high need projects.
8. The objective of the Fund is to provide grants for priority, small-scale capital projects that support student learning in schools.
9. For the purpose of section 69A of the Act, the Fund is prescribed under Part 8 of Schedule 1 to the Regulation.
10. The Targeted and Open Rounds of the Fund are not administered as Commonwealth grants and will not be managed through *Grant Connect*. The information in these Guidelines pertains to the administrative process that will inform decisions made by the Minister for Education to provide funding to schools under section 69A of the Act.
11. The Department is responsible for administering the Fund, with projects approved by the Minister for Education in accordance with the Act and these Guidelines.
12. While individual schools will apply for funding and deliver projects, it is the approved authority for the school, as defined under the Act and the Regulation, which has responsibility for the school and accountability for the use of any funding paid under the Targeted or Open Round.

Targeted Round

Funding available

13. The Targeted Round will allocate \$18 million towards small-scale capital projects in schools that were announced as part of 2022 election commitments by the Government.

Eligibility criteria

14. To be eligible, the school and associated project must have been announced as an election commitment.

Eligible funding activities

15. Eligible projects are those that were announced as an election commitment by the Government.
16. Funding may only be used for the project as announced by the Government. The department should be notified of any proposed changes in scope and will seek the required approval from the Minister for Education.
17. Schools that receive funding will be published on the Department's website.

How to apply

18. Schools do not need to apply for the Targeted Round. The Department has contacted schools directly to confirm the scope and requirements of funded projects.
19. Schools receiving funding through the Targeted Round do not need to take any action with regards to these Guidelines. The information in the *Administration and Reporting* section of these Guidelines are relevant (and can be referred to) however written directions stipulating the conditions of funding will be provided to schools and their approved authorities when payments are made.

Project funding

20. The Department will notify approved authorities and schools of the outcome, the timing of payments and any applicable requirements of the funding during December 2022.
21. Schools can commence funded projects once notification has been received from the Department.
22. For funding and reporting requirements, refer to the section *Administration and Reporting* below.

Open Round

Funding available

23. A total of \$32 million will be allocated to schools with successful applications that are approved by the Minister for Education.
24. A notional allocation of funding has been identified at the jurisdiction and sector level at [Attachment C](#). During the moderation process (outlined below) up to 50 per cent of the notional allocations may be re-allocated to other jurisdictions or sectors to ensure that funding is targeted towards high need projects and schools. The other 50 per cent of the notional allocation will be retained to ensure that funding is equitably balanced and is able to support schools in every jurisdiction and sector across Australia.
25. Schools can apply once only for funding of up to \$25,000.
26. An application can seek funding for multiple eligible projects as long as the total funding amount does not exceed the maximum of \$25,000.
27. Where a school is composed of multiple campuses, the school may submit an application to deliver projects across multiple campuses, as long as the total funding amount does not exceed the maximum of \$25,000.
28. The funding amount can be for the total cost of the project, or part of the cost where the school contributes an amount.
29. All funding amounts are exclusive of Goods and Services Tax (GST).
30. Funding is only available for the 2023 school year.

Eligibility criteria

31. The Open Round is open to all schools – Government, Catholic and Independent – that attracted Commonwealth recurrent funding through an approved authority for 2022 under the Act.
32. To be eligible for funding, schools must anticipate continuing to operate in 2023 (for example, a school would be ineligible if it is closing at the end of 2022 or will have no enrolled students in 2023).
33. The school must have at least one enrolled student at the time of application submission.
34. The approved authority¹ for the school must endorse the application.
 - Σ The process to confirm this endorsement is a matter for the school and the approved authority. There is no requirement for the department to be party to this negotiation. The application form seeks confirmation from the school that they have received this endorsement.
35. Schools that received funding through the Targeted Round are eligible to apply for the Open Round of the Fund.
36. While all schools are eligible to apply, the assessment process will prioritise the applications of the most disadvantaged schools with the highest need projects in each jurisdiction and sector.

Eligible funding activities

37. Schools may only submit one application. The online application form will prevent any attempts to submit more than one application per school (using AGEID).
38. All projects must be undertaken in 2023 with funding spent or committed to be spent by 31 December 2023.
39. Eligible projects are intended to be for small-scale improvements to schools to facilitate COVID-19 safe learning environments. Eligible projects must be one of those listed in the table below:

Category	Eligible Projects
1. Improving air quality to support healthier learning environments	a. purchasing and installing air purifiers b. purchasing and installing air-conditioning c. upgrading ventilation in school facilities
2. Improving student outcomes through outdoor learning	a. building new outdoor learning spaces b. upgrading or improving existing outdoor learning spaces c. installing and/or upgrading shade structures
3. Supporting equitable access to flexible learning for students	a. purchasing and / or upgrading ICT equipment (including laptops and tablets) b. provision of flexible learning arrangements for students

¹ For government schools this is your relevant department of education, for Catholic systemic schools this is generally the Catholic Education Office in your state/territory.

4. Providing a safe learning environment	<ul style="list-style-type: none"> a. fixing doors or windows where this aids in airflow b. repairs or maintenance to school facilities c. refurbishing classrooms
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40. Funding is not available for:

- ∑ projects that are not listed as eligible project in the table above
- ∑ projects that have commenced prior to the school receiving notification of approval from the Department, scheduled to occur in mid-2023. Project commencement includes making financial commitments (for example, purchase orders placed, or invoices received) for work involved in the project. Schools may undertake preliminary work to prepare their applications (for example, research, scoping, obtaining costs or quotes)
- ∑ projects where the majority of use will be by overseas students or any other students who would not attract funding under the Act
- ∑ projects that are principally for pre-primary education, being children below the prescribed state or territory school starting age
- ∑ a facility that is not in a formal school setting (for example, an Early Learning Centre attached to a school).

How to apply

- 41. All applications for funding should be made via the online application form (a sample copy of the form is provided at [Attachment A](#) for information purposes only). The link to the application form is available at <https://www.education.gov.au/schools-upgrade-fund>.
- 42. Applications must be submitted by the School Principal, Deputy/Assistant Principal, Business Manager or equivalent. The person submitting the application form will also be the contact for all related queries.
- 43. The Department has ensured the application form is as streamlined as possible.
- 44. Schools that are unable to apply via the online application form should contact the department at Schoolsupgradefund@education.gov.au to discuss alternative options to submit an application form.
- 45. If an application form is submitted in error, or with any inaccurate information that a school would like to rectify, the school should contact the department at Schoolsupgradefund@education.gov.au.
- 46. If schools have any issues or technical errors in submitting an application form, the school should send a screen shot of the error and description of the problem to department at Schoolsupgradefund@education.gov.au.
- 47. Approved authorities are encouraged to assist their most disadvantaged schools with the application process.

Application dates

- 48. Applications open 9:00 am AEDT Monday 21 November 2022 and close at 5:00 pm AEDT on Friday 24 February 2023.

Application assessment

49. The application form requires schools to answer a series of tick-box questions to determine the project need relative to other schools. The online application system will automatically attribute a numerical score to each answer for the purposes of assessment. The department cannot and will not alter this score.

Assessment

50. Once the application period closes, the Department will undertake eligibility and completeness checks of the applications. The department will check all applications to ensure:
- ∑ the school attracted recurrent funding under the Act in 2022 and are expected to continue to operate in 2023
 - ∑ the school has at least one enrolled student at the time of submitting the application
 - ∑ projects are eligible funding activities, refer to table on page 8
 - ∑ the school's approved authority (as approved for funding under the Act), has endorsed the project(s)²
 - ∑ the school has confirmed that the project(s) will be completed by 31 December 2023.
51. Following the initial check, all applications will be assessed in line with the scoring matrix at [Attachment B](#) which balances project need and school need to determine suitability for funding. Schools will each receive a score out of 100, comprised of:
- ∑ up to 70 points for project need (automatically determined by responses given in the application form)
 - ∑ up to 30 points for school need (determined by the school's ICSEA value).
52. Where schools have applied for multiple projects, the project need score will be calculated using the single highest project score and not the cumulative scores of the projects. [Attachment B](#) provides further explanation and an example.
53. Using the scores out of 100 all eligible applications will be prioritised within jurisdiction and sector groupings (24 groupings: government, Catholic and independent groups for each of the 8 jurisdictions).

Moderation

54. The first stage of moderation applies where multiple schools have the same score and ranking for a jurisdiction and sector, and differentiation is required to fit within the relevant notional allocation of funding:
- ∑ the total proportion of Aboriginal and Torres Strait Islander students, students with disability, and students with low-English proficiency at each school in 2022 is applied (using administrative data held by the department) – where schools with the highest total proportion are ranked higher,

² For government schools this is your relevant department of education, for Catholic systemic schools this is generally the Catholic Education Office in your state/territory.

- ∑ if further differentiation is required, school location is applied – where schools in remote/regional locations take precedence over schools in outer-metropolitan/metropolitan locations.
- 55. During the second stage of moderation, a panel of three Senior Executive Officers will compare across the 24 jurisdiction and sector groupings to ensure that final allocations of funding balances equitable distribution with targeting high need projects and schools.
- 56. The moderation panel can re-allocate up to 50 per cent of the funding for each jurisdiction and sector to prioritise higher scored projects in other jurisdictions or sectors. The panel must retain at least 50 per cent of the notional allocation in each jurisdiction and sector.
- 57. The panel will also consider the appropriateness of funding any non-government schools identified as having a material financial viability risk, or which have material non-compliance under the *Australian Education Act 2013* and Regulation. Schools may be asked for further information to inform this decision.
- 58. The assessment and moderation process will result in a list of:
 - ∑ projects recommended for funding (up to the total allocation of funding available)
 - ∑ projects not recommended for funding.

Project approval

- 59. The process outlined above to score and rank the proposed projects is designed to inform the Minister for Education in considering which projects to fund under the Open Round.
- 60. For the Open Round, recommendations of projects to fund will depend on the number of eligible applications received, the amount of available funding in each jurisdiction and sector, the demonstrated greatest identified need for funding and characteristics of school disadvantage.
- 61. The Minister is the ultimate authority to review the department's project recommendations and make final decisions with regards to which projects are funded.
- 62. Decisions of the Minister for Education are final, and there is no appeal mechanism.
- 63. The Minister, or the Minister's delegate, will make funding determinations under section 69A of the Act to provide the approved funding amount to successful schools for use in 2023.
- 64. The Department will notify approved authorities and schools of the outcome of all project applications in May 2023. Schools can commence approved projects once notification has been received from the Department.
- 65. The department will undertake an evaluation of the Fund following the submission of all closure reports.

Managing funding

Payment of funds

- 66. Funds will be paid by the Commonwealth to state and territory governments, who will pay the funds to the approved authority for each school.

67. Approved authorities will then be required to ensure funds are available for each school and are used on the associated approved project. This is in line with the standard process to pay schools Commonwealth recurrent funding provided under the Act.
68. Targeted Round - the Commonwealth will pay 100 per cent of the funds from December 2022.
69. Open Round - the Commonwealth will pay 100 per cent of the funds from May 2023, after project approval.
70. The Commonwealth Government will not own any assets funded through the Targeted or Open Rounds of the Fund. Ownership will remain with the relevant approved authority or legal entity for the school.

Funding conditions

71. In order for approved authorities and schools to comply with their obligations under the Act and Regulation, they must, among other things:
 - a) spend the funding only on the approved project(s) and its associated costs
 - b) spend or commit to spend funds received, including any interest earned, on the approved project by 31 December 2023
 - c) ensure that the project is completed to a satisfactory standard, and within a reasonable time
 - d) ensure that the project complies with any relevant statutes, regulations, by-laws and requirements of any Commonwealth, State, Territory or local authority
 - e) keep full and accurate records in a form that will permit comprehensive information to be provided to the Commonwealth if required in accordance with the Act
 - f) meet the Commonwealth recognition requirements for the Fund (see 'Recognition Requirements' section).

Assurance of funding

72. The department will undertake assurance checks on a sample of successful applications that are both randomly selected and targeted to assure:
 - ∑ The accuracy of the school's application form with regards to project need
 - ∑ projects are being implemented in accordance with program requirements.
73. All schools will be required to submit financial acquittals for use of funding and a closure report on the outcomes of their project (see Administration and Reporting below). This information and findings of the assurance process may contribute to an evaluation of the Schools Upgrade Fund following the completion of all projects.
74. If the reporting or assurance process identifies any potential non-compliance it is open to the Minister for Education to take action, including recovery of payments, in line with Part 8 Division 2 the Act.

Funding variations

75. In exceptional circumstances, a school may seek a variation to their approved project scope or timeframe. In this instance, schools should contact the Department via Schoolsupgradefund@education.gov.au. Schools may not seek additional funds.

Cancelled projects

76. If a project for which funds have been paid is subsequently cancelled, the funds allocated to the cancelled project will be offset from future payments to the approved authority. If a school wishes to cancel a project, they should contact the Department immediately via Schoolsupgradefund@education.gov.au.

Administration expenses

77. Schools can use up to 10 per cent of funds to meet the costs of administering the Fund. Funds must not be used for expenses relating to:
- ∑ security to obtain, or comply with, any form of loan, credit, payment or other interest; or
 - ∑ the preparation of, or in the course of, any litigation.

Public announcement of funding

78. The Minister for Education or other Members of Parliament may make public announcements about the Fund at any time and inform schools about the Fund.
79. Schools that receive funding will be published on the department's Schools Funding Upgrade website.

Administration and reporting

80. Schools are required to provide a short and simplified project closure report to the Department upon completion of their project, outlining the benefits to the school and confirming the final outcomes of the project.
81. The closure report may require the school to provide quotes for works, invoices or receipts, photos of completed works/projects and a description of the observed benefits. A template will be provided by the Department in the second half of 2023.
82. The financial acquittal of funds paid will be completed by the school's approved authority via an Acquittal Certificate to meet the requirements of section 34 of the Regulation. Further information on the requirements will be provided in the written directions sent to schools and their approved authorities at the time of payment.

Recognition requirements

83. Schools must meet the following Australian Government recognition requirements for the Fund:
- ∑ acknowledge the Government's funding contribution in announcements and other publicity regarding the project
 - ∑ ensure that school communities are advised directly about assistance received from the Government by such means as school newsletters.

Records and information provision

84. Schools, on behalf of their approved authorities, must keep records relating to all income and expenditure of funds received in accordance with Australian Accounting Standards and generally acceptable accounting practices. These records must be kept for at least seven years.
85. Schools, on behalf of their approved authorities, must keep adequate records to ensure:
- ∑ financial accountability obligations are met
 - ∑ obligations under the Act are satisfied.
86. The school would need to hold documentation to support claims made through the application process and the implementation of projects and could be called upon as part of a verification process to provide such documentation.

Conflicts of interest

87. A conflict of interest can be real (or actual), apparent (or perceived) or potential.
88. A conflict of interest could arise if an individual's personal interests' conflict with the proper use and management of Commonwealth funding provided through the Fund.
89. Schools must ensure that they appropriately manage any conflicts of interest should they arise in relation to an approved project. If a conflict of interest is not able to be appropriately resolved by the school (or their approved authority), they must contact the Department in writing immediately.

Banking requirements

90. The school must ensure that adequate funds are available at all times in order to meet all project-related payment obligations as they fall due.

Compliance with laws

91. Schools must comply with any relevant statutes, regulations, by-laws and requirements of any Commonwealth, state, territory or local authority. These include, where applicable, relevant anti-discrimination laws and the:
- *Building Code 2016*
 - *Fair Work Act 2009 (Cth)*
 - *Work Health and Safety Act 2011 (Cth)*
 - applicable Australian Standards
 - applicable planning and approval requirements for capital infrastructure.

NOTE: In providing any data or any other information to the Department pursuant to the Act or Regulation, giving false or misleading information is a serious offence under Section 137.1 of the *Commonwealth Criminal Code*.

Privacy and freedom of information

92. The Department is subject to the *Privacy Act 1988 (Cth)* and the *Freedom of Information Act 1982 (Cth)*, and any information schools submit to the Department will be subject to both of these pieces of legislation. Please also note that any documents a school submits to the Department may be subject to freedom of information applications.



Attachment A

Schools Upgrade Fund – Open Round

Sample application form

This is a sample application form for demonstration purposes only. The intent of this form is to inform schools of the questions they will be asked in the online application form when applying for the Schools Upgrade Fund – Open Round. It will assist schools in preparing their responses prior to submitting applications online.

Schools must not use this document as their application form.

Schools may only submit an application via the online form. The online application form will be available on the Department's website at <https://www.education.gov.au/schools-upgrade-fund>.

About the Schools Upgrade Fund – Open Round

The Australian Government has announced funding of \$32 million to schools to help improve ventilation and air quality and make small scale improvements under the Schools Upgrade Fund – Open Round (the Fund).

The Fund is open to all schools - Government, Catholic and Independent, that attracted Commonwealth recurrent funding through an approved authority for 2022 under the *Australian Education Act 2013* (the Act) and is anticipated to continue to attract funding in 2023.

The purpose of the Fund is to provide more equitable access to resources to support schools, particularly the most disadvantaged schools, to help keep students and school staff safe and get students' education back on track after disruptions caused by COVID-19.

Schools can apply for funding of up to \$25,000. An application can seek funding for multiple eligible projects as long as the total funding amount does not exceed the maximum of \$25,000. Where a school is composed of multiple campuses, the school may submit an application to deliver projects across multiple campuses, as long as the total funding amount does not exceed the maximum of \$25,000.

The Department of Education is responsible for administering the Fund.

Completing an application

You should read the Schools Upgrade Fund – Targeted Round and Open Round Guidelines (the Guidelines) carefully before completing and submitting an application.

The Guidelines and further information on the Fund including how to apply can be found on the Department’s website at <https://www.education.gov.au/schools-upgrade-fund>.

The application form contains:

- Part A – School details
- Part B – Contact details
- Part C – Eligibility
- Part D – Project details
- Part E – Project need
- Part F – Declaration

Disclosure of information

The Department is subject to the *Privacy Act 1988 (Cth)* and the *Freedom of Information Act 1982 (Cth)* and any information schools submit to the Department will be subject to both of these pieces of legislation. Please also note that any documents a school submits to the department may be subject to freedom of information applications.

Contact us

If you require assistance completing the application form, please contact the department by email schoolsupgradefund@education.gov.au.

Submitting an application

Applications open at 9:00 am AEDT on 21 November 2022 and close at 5:00 pm AEDT on 24 February 2023.

Part A - School details

School name <i>Select from the drop down, the school name and location.</i>
AGEID <i>This will be auto filled based on the school name and location selected above</i>
Physical address <i>This will be auto filled based on the school name and location selected above</i>
Postal address <i>This will be auto filled based on the school name and location selected above</i>

Part B - Contact details

Name <i>Free text</i>
Position <i>Restricted drop down to appropriate position</i>
Phone number <i>Free text</i>
Email address <i>Free text</i>

Part C - Eligibility

Are you an appropriate person on behalf of the school to apply for this project/s? <i>An appropriate person must be the school principal, assistant / deputy principal, business manager or equivalent.</i>	Yes <input type="checkbox"/>
Did the school attract Commonwealth recurrent funding through an approved authority for 2022 under the Act? <i>This will be auto filled based on the school name and location selected above</i>	Yes <input type="checkbox"/>
Will the school continue to operate and have enrolled students in 2023? <i>A school would be ineligible if it is closing at the end of 2022 or will have no enrolled students in 2023.</i>	Yes <input type="checkbox"/>
Will the school have at least one enrolled student at the time of application submission?	Yes <input type="checkbox"/>
The approved authority for the school has endorsed the application	Yes <input type="checkbox"/>

Part D - Project details and need

If your application is successful, the details you provide may be used by the Department of Education in published materials. Published project details may include:

- Σ the name of the school
- Σ a description of the project
- Σ the amount of funding.

Project category <i>Select which project category you are applying for – an application can seek funding for multiple project categories as long as the total funding amount does not exceed the maximum of \$25,000</i>	Score <i>This section is a maximum of 25. If you apply for multiple projects, then the highest score for any one of the projects would be counted (e.g. a school scores 20 for improving air quality, but only 15 for outdoor learning – the school would receive a score of 20 overall)</i>
1. Improving air quality to support healthier learning environments	
<input type="checkbox"/> Purchasing and installing air purifiers	Does the school already have air purifiers? <input type="checkbox"/> No <input type="checkbox"/> Yes – Less than 50% of school facilities <input type="checkbox"/> Yes – Between 50% and 100% of school facilities <input type="checkbox"/> Yes – 100% of school facilities
<input type="checkbox"/> Purchasing and installing air-conditioning	Does the school already have functioning air-conditioning? <input type="checkbox"/> No <input type="checkbox"/> Yes – Less than 50% of school facilities <input type="checkbox"/> Yes – Between 50% and 100% of school facilities <input type="checkbox"/> Yes – 100% of school facilities
<input type="checkbox"/> Upgrading ventilation in school facilities	What proportion of students will benefit from the upgraded ventilation? <input type="checkbox"/> More than 80% of students <input type="checkbox"/> More than 50% and less than 80% of students <input type="checkbox"/> More than 10% and less than 50% of students <input type="checkbox"/> 10% or less of students
2. Improving student outcomes through outdoor learning	
<input type="checkbox"/> Building new outdoor learning spaces	What proportion of students will benefit from the new outdoor learning space? <input type="checkbox"/> More than 80% of students <input type="checkbox"/> Between 50% and 80% of students <input type="checkbox"/> More than 10% and less than 50% of students <input type="checkbox"/> 10% or less of students
<input type="checkbox"/> Upgrading or improving existing outdoor learning spaces	What proportion of students will benefit from the upgraded outdoor learning space? <input type="checkbox"/> More than 80% of students <input type="checkbox"/> Between 50% and 80% of students <input type="checkbox"/> More than 10% and less than 50% of students <input type="checkbox"/> 10% or less of students

<input type="checkbox"/> Installing and/or upgrading shade structures	What proportion of students will benefit from the shade structure? <input type="checkbox"/> More than 80% of students <input type="checkbox"/> Between 50% and 80% of students <input type="checkbox"/> More than 10% and less than 50% of students <input type="checkbox"/> 10% or less of students
3. Supporting equitable access to flexible learning for students	
<input type="checkbox"/> Purchasing and/or upgrading ICT equipment (including laptops and tablets)	What proportion of students already have access to appropriate ICT equipment? <input type="checkbox"/> 10% or less of students <input type="checkbox"/> More than 10% and less than 50% of students <input type="checkbox"/> Between 50% and 80% of students <input type="checkbox"/> More than 80% of students
<input type="checkbox"/> Provision of flexible learning arrangements for students	What proportion of students can access remote learning if required? <input type="checkbox"/> 10% or less of students <input type="checkbox"/> More than 10% and less than 50% of students <input type="checkbox"/> Between 50% and 80% of students <input type="checkbox"/> More than 80% of students
4. Providing a safe learning environment	
<input type="checkbox"/> Fixing doors or windows where this aids in airflow	What proportion of students will benefit from the repairs? <input type="checkbox"/> More than 80% of students <input type="checkbox"/> Between 50% and 80% of students <input type="checkbox"/> More than 10% and less than 50% of students <input type="checkbox"/> 10% or less of students
<input type="checkbox"/> Repairs or maintenance to school facilities	What proportion of students will benefit from the repairs? <input type="checkbox"/> More than 80% of students <input type="checkbox"/> Between 50% and 80% of students <input type="checkbox"/> More than 10% and less than 50% of students <input type="checkbox"/> 10% or less of students
<input type="checkbox"/> Refurbishing classrooms	What proportion of students will benefit from the refurbishment? <input type="checkbox"/> More than 80% of students <input type="checkbox"/> Between 50% and 80% of students <input type="checkbox"/> More than 10% and less than 50% of students <input type="checkbox"/> 10% or less of students
Project summary <i>Free text 300-character limit, including spaces</i> <i>Ensure your project description focuses on your project's key activities and explain what it is you are going to do. For example: number of air purifiers / air-conditioning units, or purchase of two shade sails which will be installed above the existing student playground.</i>	

Funding sought (excluding GST) <i>Free text 300-character limit, including spaces</i> <i>The maximum amount is \$25,000.</i>	
Estimated total project cost (excluding GST) <i>Enter the total project cost, including the funding sought under the Fund, plus any contributions from the school.</i>	
What is the expected start date of this project? <i>Approved projects can commence approved projects once notification has been received from the Department</i> <input type="text" value="Calendar dropdown"/>	
What is the expected completion date of this project? <i>Projects will need to be completed by 31 December 2023.</i> <input type="text" value="Calendar dropdown"/>	

Help sheet – Guidance on project need available at the end of the paper form (and will be a link online)

This score is a maximum of 45. If a school has requested funding for multiple projects, it should answer this section with regards to all the projects to the best of its ability.

Does the school have access to other opportunities for funding for the project/s in 2023? <i>Are there other government (Commonwealth or state and territory) grants or funds available to undertake similar types of projects?</i>	No <input type="checkbox"/> <i>None of the cost can be covered through alternative sources</i>	Yes - partial cost <input type="checkbox"/> <i>Some of the cost for the project/s can be covered through alternative sources</i>	Yes – full cost <input type="checkbox"/> <i>All of the cost can be covered through alternative sources</i>
Did the school receive funding for a similar project/s in 2021 or 2022? <i>Has the school received any government (Commonwealth or state and territory) grants or funds to undertake similar types of projects?</i>	No <input type="checkbox"/> <i>No previous funding has covered the project costs</i>	Yes - partial cost <input type="checkbox"/> <i>Previous funding has covered some of the project/s</i>	Yes – full cost <input type="checkbox"/> <i>Previous funding has covered all costs</i>

		<i>costs but not all costs</i>	
Does the project/s assist to improve learning outcomes for students? <i>Can you directly link this project/s to changes in the school environment that will support student learning</i>	Yes - directly <input type="checkbox"/>	Yes - indirectly <input type="checkbox"/>	No <input type="checkbox"/>
What is the critical timing need for the project/s? <i>How time critical are improvements that will be made to the school through this project/s</i>	Immediate <input type="checkbox"/> <i>Work should be undertaken within 3 months</i>	Short-term <input type="checkbox"/> <i>Work should be undertaken 3-6 months</i>	Medium – long-term <input type="checkbox"/> <i>Work should be undertaken 6-12 months</i>
Will the project/s assist to improve the safety and health of students? <i>Can you directly link this project/s to changes in the school environment that will reduce the risk of COVID-19 transmission</i>	Yes – directly <input type="checkbox"/>	Yes - indirectly <input type="checkbox"/>	No <input type="checkbox"/>
Does your approved authority agree the project/s is a priority need for the school? <i>Projects must be endorsed by Approved Authorities to be eligible for funding</i>	Yes <input type="checkbox"/>	N/A	No <input type="checkbox"/>

Part F - Declaration

The Commonwealth's use and disclosure of both your personal and confidential information (provided in this application or otherwise) is set out in section 65 of the Australian Education Regulation 2013 and the Guidelines. Ensure that you have read and understand these. For further information regarding the department's obligations in accordance with the Privacy Act, refer to the department's Privacy Policy.

In submitting this application, I declare that:

- the information provided in this form is true and correct
- I understand that giving false or misleading information is a serious offence under the *Commonwealth Criminal Code Act 1995*
- the majority of use for this project will not be by full fee-paying overseas students, or other unfunded students
- this project is not principally funded for pre-primary education, being children below the prescribed state/territory school starting age or where the facility is not in a formal school setting (for example, an Early Learning Centre to attached to a school)

- I understand that the school accepts liability for any ongoing costs for approved projects
- the project will comply with any relevant statutes, regulations, by-laws and requirements of any Commonwealth, State, Territory or local authority
- I understand that the Department may use or disclose any information provided herein in accordance with Section 65 of the *Australian Education Regulation 2013*.
- I am aware that my school may be subject to an assurance process and will be able to provide sufficient records to demonstrate any claims made in this application form

Help sheet - Guidance on project need

For example, an application is submitted for a school seeking funding for installation of new air conditioning/ purifying units:

Criteria	High need project	Low need project
Other sources of funds available	There are no government or system authority programs to fund a new air conditioning/ purifying unit	<p>A government program exists in the state to fund air conditioning/ purifying units.</p> <p>For example, all Queensland public schools are to be fully air-conditioned under existing Queensland Government funding priorities (see here: statements.qld.gov.au/statements/89440). As a result, any request from a Queensland public school for funding for air-conditioning would be expected to be scored low.)</p> <p>Additionally, there are similar programs in other jurisdictions, such as NSW Government's Cooler Classroom Program and Air Quality Assurance Program, and the VIC Government's rollout of air-purification units.</p>
Has a similar project previously been funded?	No funding has been sourced to fund the improvement of air conditioning/ purifying	Government or private funding was previously sourced to install new air conditioning/ purifying units (e.g. the school has received funding from the QLD Government's Cooler Cleaner Schools Program)
Project assists to improve learning outcomes for students at the school	The air conditioning/ purifying units will support improved air conditioning in learning spaces for student learning	There are existing air conditioned/ purified spaces for student learning which are easily accessible
Proportion of students at the school that will benefit from the project	All students will be able to spend time in the new air conditioned/ purified area, reducing the number of students in classrooms	The air conditioning/ purifying unit will be used in an area which is only used by a small proportion of students (i.e. 10% of students)

Timing need for the project at the school	There is an immediate need for air conditioning/ purifying units as there is a lack of air conditioning/ purification in student learning spaces	There are alternative classrooms/ learning spaces for students that can be used that are air-conditioned/ purified
The project will assist to improve the safety and health of students at the school	The air conditioning/ purifying units will support improved classroom temperatures and reduce the likelihood of student/ teacher ill-health resulted from classroom temperatures	The air conditioning/ purifying unit will be installed in an area which already has multiple air-conditioning units

Attachment B

\$32 million Open Round – Scoring Matrix**Objective**

- Schools are prioritised for funding based on a combination of project need and school need criteria.
- The criteria embeds factors demonstrating identified need for funding, and characteristics of schools for disadvantage. The criteria promotes an equitable distribution of funding for schools and projects.

Overview

- Schools will each receive a ranking out of 100:
 - a possible 70 points for project need,
 - a possible 30 points for school need (includes a baseline of 10 points for all schools).

Project Need – 70%

- Responses provided by schools in the application form will be used to determine project need.
 - Responses to project category criteria – *up to 25 points*. Where schools have applied for multiple projects, the highest project category score will be used to allocate up to 25 points.
 - For example, a school applies for purchasing air purifiers and installing a shade structure up to a combined value of \$25,000. Based on the responses to the project category questions the school receives a score of 15 out of 25 for the air purifiers and a score of 20 out of 25 for the shade structure. The school will receive 20 points for the project category criteria.

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- Each school will need to hold documentation to support claims made through the application process and the implementation of projects and could be called upon to provide such documentation as part of an assurance process. The Department anticipates conducting assurance checks on a sample of successful projects.

School Need – 30%

- The Index of Community Socio-educational Advantage (ICSEA) will be used to determine school need, from most disadvantaged to least disadvantaged.
 - ICSEA value between 0-500 – *30 points*.
 - ICSEA value between 501-700 – *26 points*.
 - ICSEA value between 701-800 – *22 points*.

- ICSEA value between 801-900 – *18 points*.
- ICSEA value between 901-950 – *14 points*.
- ICSEA value between 951-1000 – *12 points*.
- ICSEA value above 1000 – *10 points*.

Moderation

- If more than one school has the same overall score and ranking, then additional school need criteria may be applied if required to differentiate schools to be recommended for funding. This is to be based on the overall proportion of Aboriginal and Torres Strait Islander students, students with disability, and students with low English proficiency at the school during 2022.
- A notional allocation of funding has been identified at the jurisdiction and sector level. A Moderation Panel can jointly agree to reallocate up to 50 per cent of the notional allocations to other jurisdictions or sectors to ensure that funding is targeted towards high need projects and schools. The other 50 per cent of the notional allocation will be retained to ensure that funding is equitably balanced and is able to support schools in every jurisdiction and sector across Australia.
- The Moderation Panel will also consider the appropriateness of funding any non-government schools identified as having a material financial viability risk, or which have material non-compliance under the *Australian Education Act 2013* and Regulation. Schools may be asked for further information to inform this decision.

Attachment C

\$32m Open Round notional allocations by jurisdiction and sector

Jurisdiction	Sector	Total number of schools	Allocation using per school amount (\$)	Percentage of total allocation
NSW	G	2,151	7,164,776	22.4%
NSW	C	548	1,825,336	5.7%
NSW	I	422	1,405,642	4.4%
NSW	All	3,121	10,395,753	32.5%
VIC	G	1,549	5,159,571	16.1%
VIC	C	498	1,658,790	5.2%
VIC	I	228	759,446	2.4%
VIC	All	2,275	7,577,808	23.7%
QLD	G	1,248	4,156,969	13.0%
QLD	C	313	1,042,573	3.3%
QLD	I	231	769,439	2.4%
QLD	All	1,792	5,968,981	18.7%
SA	G	509	1,695,430	5.3%
SA	C	102	339,752	1.1%
SA	I	105	349,745	1.1%
SA	All	716	2,384,928	7.5%
WA	G	800	2,664,724	8.3%
WA	C	155	516,290	1.6%
WA	I	154	512,959	1.6%
WA	All	1,109	3,693,973	11.5%
TAS	G	191	636,203	2.0%
TAS	C	38	126,574	0.4%
TAS	I	34	113,251	0.4%
TAS	All	263	876,028	2.7%
ACT	G	89	296,451	0.9%
ACT	C	29	96,596	0.3%
ACT	I	18	59,956	0.2%
ACT	All	136	453,003	1.4%
NT	G	152	506,297	1.6%
NT	C	18	59,956	0.2%
NT	I	25	83,273	0.3%
NT	All	195	649,526	2.0%
Australia	G	6,689	22,280,421	69.6%
Australia	C	1,701	5,665,869	17.7%
Australia	I	1,217	4,053,711	12.7%
Australia	All	9,607	32,000,000	100.0%

Attachment C

\$32m Open Round notional allocations by jurisdiction and sector

Jurisdiction	Sector	Total number of schools	Allocation using per <u>school</u> amount (\$)	Percentage of total allocation
NSW	G	2,151	7,164,776	22.4%
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VIC	C	498	1,658,790	5.2%
VIC	I	228	759,446	2.4%
VIC	All	2,275	7,577,808	23.7%
QLD	G	1,248	4,156,969	13.0%
QLD	C	313	1,042,573	3.3%
QLD	I	231	769,439	2.4%
QLD	All	1,792	5,968,981	18.7%
SA	G	509	1,695,430	5.3%
SA	C	102	339,752	1.1%
SA	I	105	349,745	1.1%
SA	All	716	2,384,928	7.5%
WA	G	800	2,664,724	8.3%
WA	C	155	516,290	1.6%
WA	I	154	512,959	1.6%
WA	All	1,109	3,693,973	11.5%
TAS	G	191	636,203	2.0%
TAS	C	38	126,574	0.4%
TAS	I	34	113,251	0.4%
TAS	All	263	876,028	2.7%
ACT	G	89	296,451	0.9%
ACT	C	29	96,596	0.3%
ACT	I	18	59,956	0.2%
ACT	All	136	453,003	1.4%
NT	G	152	506,297	1.6%
NT	C	18	59,956	0.2%
NT	I	25	83,273	0.3%
NT	All	195	649,526	2.0%
Australia	G	6,689	22,280,421	69.6%
Australia	C	1,701	5,665,869	17.7%
Australia	I	1,217	4,053,711	12.7%
Australia	All	9,607	32,000,000	100.0%

Schools – 2022–23 Budget Estimates (October 2022)

Issue	Response/Facts
<p>Schools recurrent funding: pathway to full and fair funding election commitment SB22-000284</p>	<ul style="list-style-type: none"> • The Australian Government is providing \$318.9 billion in recurrent funding to schools over 2018 to 2029. • Commonwealth recurrent funding has grown from \$18.7 billion in 2018 to \$25.3 billion in 2022 and will grow to an estimated \$33.0 billion in 2029. • Commonwealth funding for government schools has grown by 64.1% per student from \$1,978 in 2010–11 to \$3,246 in 2019-20. <ul style="list-style-type: none"> ○ State and territory funding has grown by 9.6% per student from \$15,446 in 2010–11 to \$16,935 in 2019–20. • Commonwealth funding for non-government schools has grown by 49.8% per student from \$6,818 in 2010–11 to \$10,211 in 2019-20. <ul style="list-style-type: none"> ○ State and territory funding has grown by 15.4% per student from \$2,581 in 2010–11 to \$2,978 in 2019–20. • The Government has committed to working with state and territory governments to get every school on a pathway to its full and fair funding level. <ul style="list-style-type: none"> ○ By 2023, the Government will meet its target of contributing 20% of the Schooling Resource Standard (SRS) for government schools, up from the 2018 average of 17.5%. ○ By 2023, the Government will fund non-government schools at a minimum of 80% of the SRS. • The <i>Australian Education Act 2013</i> requires states and territories to contribute between 75% to 80% of the SRS for government schools and 15% to 20% for non-government schools, unless otherwise agreed with the Commonwealth. <ul style="list-style-type: none"> ○ All states and territories have agreed alternative minimum shares in bilateral agreements under the National School Reform Agreement (NSRA). • The NSRA and associated bilateral agreements will expire at the end of 2023. The Government will work with states and territories to determine priorities for the next agreement, including how to ensure all schools are on a pathway to 100% of their fair funding level.
<p>Schools Upgrade Fund - Election Commitment SB22-000285</p>	<ul style="list-style-type: none"> • The Schools Upgrade Fund (the Fund) will provide \$270.8 million over two years to support students and schools through the provision of improved capital infrastructure. • The Fund will promote equitable access to resources and facilities that support quality education and will keep students safe and well following disruptions due to COVID-19. • Targeted Round – \$18 million for election commitments for specific capital projects in 211 government and non-government schools (192 government schools, 14 Catholic schools, and five independent schools). Funding to schools before the end of 2022.

Schools – 2022–23 Budget Estimates (October 2022)

Issue	Response/Facts
	<ul style="list-style-type: none"> • Open Round – \$32 million for small-scale priority capital project grants, open to all government and non-government schools across Australia, anticipated to support over 1,200 schools. Funding to schools by June 2023. • Government School Capital Funding – \$215 million expected to support approximately 255 projects. Funding to schools in second half of 2023. • Targeted Round and Open Round funding will be provided under section 69A – Prescribed Circumstances of the <i>Australian Education Act 2013</i>, consistent with established processes for Commonwealth funding for schools. • Government school capital funding will be provided to jurisdictions through a specific purpose payment as a National Partnership, consistent with other payments that support the states and territories. States and territories will be the decision-makers on distribution of the funding for projects in their jurisdiction. • Note that \$5.8 million (2.14% of total funding) has been allocated to the Department to implement and administer the Fund, ensuring the program is efficient, effective, and accountable.
<p>NAPLAN</p> <p>SB22-000279</p>	<ul style="list-style-type: none"> • The 2022 National Assessment Program – Literacy and Numeracy (NAPLAN) test event took place from 10 to 20 May 2022 followed by a two-week security window, a period following the formal test period where approved schools can re-schedule tests that were unable to be taken for reasons beyond their control. • This was the first year for NAPLAN to be undertaken 100 per cent online. In total: <ul style="list-style-type: none"> ○ 1.2 million students in Years 3, 5, 7 and 9 completed tests online, an increase from 870,000 students in 2021 ○ 9,315 schools participated in NAPLAN 2022, representing 99.5 per cent of all NAPLAN schools Australia-wide ○ a total of 4.3 million online tests were submitted during NAPLAN 2022 test window. This is an increase of 46 per cent compared to the 2.95 million tests in 2021. • A preliminary NAPLAN Summary Report containing summaries of national and jurisdiction results for 2022 would normally be published in August. • The Australian Curriculum, Assessment and Reporting Authority (ACARA) Board decided on 26 August 2022 not to publish the Summary Report due to historically low student participation rates within participating schools as a result of the pandemic, flu and floods. <ul style="list-style-type: none"> ○ The Summary Report is usually prepared using an estimation of performance for students that did not participate in order to reach an estimate of the mean average score (a process called imputation).

Schools – 2022–23 Budget Estimates (October 2022)

Issue	Response/Facts
	<ul style="list-style-type: none"> ○ The lower participation rate means that closer analysis of jurisdiction level results is required using student background information collected by ACARA, such as Indigenous status, geolocation language status and parental education and occupation. This data provides information to make inferences about the results the non-participating students may have achieved. ● The National Report, which includes key demographic data about student sub-groups (geolocation, gender, Indigenous status, language status and parental factors), was released on 31 October 2022.
<p>Student Wellbeing Boost election commitment SB22-000280</p>	<ul style="list-style-type: none"> ● The Australian Government has committed \$203.7 million for Student Wellbeing Boost as part of the <i>'Plan to Help our Schoolkids Bounce Back'</i> in response to the challenges students and schools have experienced due to the COVID-19 pandemic. ● The Student Wellbeing Boost will provide: <ul style="list-style-type: none"> ○ additional one-off funding to schools to support their students' mental health and wellbeing, with schools receiving funds for use in the 2023 school year ○ a \$10.75 million new voluntary mental health check tool to enable schools to ensure students get the help they need. ● The additional funding is designed to be used flexibly for supports such as: <ul style="list-style-type: none"> ○ extra school mental health professionals, such as psychologists and school counsellors ○ camps, excursions, sporting and social activities that improve students' wellbeing ○ proven student wellbeing and mental health initiatives. ● The new voluntary mental health check tool will assist schools with the identification of students with, or at risk of, declining mental health and wellbeing. It is not proposed to be a comprehensive diagnostic tool. ● An organisation with demonstrated expertise in digital mental health assessment will be engaged to design and deliver the mental health check tool through an open tender process, with the voluntary mental health check tool ready for schools to use from Term 3, 2023.
<p>Consent and Respectful Relationships Education election commitment SB22-000281</p>	<ul style="list-style-type: none"> ● This commitment of \$83.5 million over six years from 2022–23 will be delivered in partnership with states and territories and non-government school systems, via grants opportunities that will open in the second half of 2023, for services to support their investment in activities and evidence-based programs that suit their jurisdictions commencing in 2024. ● Implementation of the grants element of the program will be informed and guided by: <ul style="list-style-type: none"> ○ a national expert working group, to be established by the end of the year

Schools – 2022–23 Budget Estimates (October 2022)

Issue	Response/Facts
	<ul style="list-style-type: none"> ○ a rapid review into how consent education programs are currently being taught in schools, to identify best-practice, areas for improvement and gaps; and ○ development of a national framework or guide for accrediting external providers of respectful relationships education. ● Members of the expert working group will include Australian, and state and territory government, as well as representatives from the National Catholic Education Commission and Independent Schools Australia. Findings and advice will be provided to Education Ministers. <ul style="list-style-type: none"> ○ The group will oversee the rapid review and the national accreditation framework work drawing on the advice of subject matter experts as required, and work with and advise schools systems on delivery in their school communities. ● At the completion of the rapid review in early 2023, the grant activities will be developed in consultation with the expert working group and be informed by the review findings. This will include robust and transparent program guidelines, to be approved by the Minister for Education, that will set out eligibility requirements and use of funding. ● Grants will be provided over five annual rounds (one per year). The first round is anticipated to open early in the 2023–24 financial year with funds provided for use in schools in the 2024 school year. ● To contribute to the knowledge base and guide this commitment, the Australian Human Rights Commission is undertaking a national survey to explore secondary school students' understanding of consent, and experiences of consent education. ● \$5 million has been committed over two years from 2022–23 to 2023–24. ● Preliminary work is underway with the Commission consulting with stakeholders such as state and territory governments, non-government school sectors. This includes a review of current best practice in undertaking research with children and young people, understand the issues including opportunities and constraints in undertaking a national survey and how best to engage with school students. ● It is anticipated that the survey will be in the field in term 3 2023 (exact timing to be determined by the Commission). ● Findings from the survey will be reported to Government and the public.
<p>National School Chaplaincy Program SB22-000282</p>	<ul style="list-style-type: none"> ● The Australian Government provides an ongoing funding contribution of \$61.43 million per year, through a Project Agreement (2019–2022), for states and territories to deliver the National School Chaplaincy Program (NSCP).

Schools – 2022–23 Budget Estimates (October 2022)

Issue	Response/Facts
	<ul style="list-style-type: none"> • The NSCP currently supports the wellbeing of school students and school communities in over 3,100 primary and secondary schools nationally, through the provision of pastoral care and school support strategies. <p><u>New Federation Funding Agreement</u></p> <ul style="list-style-type: none"> • The Department is working collaboratively with state and territory education departments to negotiate a new five-year (2023–2027) Schedule under the Federation Funding Agreement (FFA) – Education and Skills to enable jurisdictions to continue supporting the wellbeing of school communities from 2023 to 2027. • The new FFA Schedule will include the Government’s commitment of giving schools the option to choose a qualified student welfare officer or chaplain. It will be informed by the outcomes of negotiations with states and territories, and an independent evaluation of the current NSCP. <p><u>Program outline</u></p> <ul style="list-style-type: none"> • Under the program, schools are eligible to receive up to \$20,280 per annum (or up to \$24,336 for remote/very remote schools) to engage the services of a chaplain. • States and territories will continue to administer the program under the new FFA Schedule and have the option of rolling over services to existing NSCP schools in 2023. Each state will hold an open application round in 2023 for all schools to apply for services from 2024. • Participation in the program is voluntary for schools and students. Under the program, chaplains and student welfare officers will provide pastoral care and school support strategies to support the wellbeing of school communities. Support strategies may include (but not limited to) coordinating volunteer activities, breakfast clubs, parent/carer workshops. • Chaplains and student welfare officers may be of any faith, are not permitted to proselytise, and must respect, accept and be sensitive to other views, values, and beliefs. <p><u>Program evaluation</u></p> <ul style="list-style-type: none"> • In July 2022, the department engaged an external organisation, dandolopartners, to undertake the independent evaluation. <ul style="list-style-type: none"> ○ Quotes were requested from several potential evaluators from the department’s Research and Evaluation panel. Two responses were received and dandolopartners were selected as the preferred providers following an assessment process. ○ Commencement of the evaluation in 2022 was delayed due to the election caretaker period.

Schools – 2022–23 Budget Estimates (October 2022)

Issue	Response/Facts
	<ul style="list-style-type: none"> • The department asked dandolopartners to deliver the evaluation on a tight timeframe, with the final evaluation report due by 14 October 2022. <ul style="list-style-type: none"> ◦ This timeframe ensures that the evaluation findings can inform discussions with states and territories for the new Project Agreement and possible refinements to the implementation and operation of the program before it is delivered in schools in 2023. • The evaluation involves dandolopartners undertaking a desktop analysis and a public consultation process. <ul style="list-style-type: none"> ◦ Public consultations were held between 30 August and 13 September. ◦ There was a high level of engagement in the public consultations, conducted via an online platform, with over 10 000 submissions received by dandolopartners. ◦ dandolopartners also directly contacted key NSCP stakeholders and other national organisations with an interest in student wellbeing to invite them to provide a submission. ◦ Public consultations were arranged and hosted by dandolopartners. All submissions were handled directly by them and have not been provided to the department. • dandolopartners has consulted states and territory government representatives throughout the evaluation. State and territory governments were also invited to provide a submission as part of the formal public consultation process. • States and territories will be briefed on the evaluation findings. Publication of the final report is a decision for the Minister.
<p>School refusal SB22-000501</p>	<ul style="list-style-type: none"> • School refusal is related to worry or anxiety about going to school. Early anecdotal evidence suggests that the student experience of COVID-19 and the associated restrictions have exacerbated the rates of school refusal. • On 27 October 2022, the Senate Education and Employment References Committee announced an inquiry to rates of school refusal. The final report is due 22 March 2023. • Australian Government initiatives to support wellbeing and school engagement include; Student Wellbeing Boost, student mental health and wellbeing initiatives, National School Chaplaincy Program, disability initiatives, autism initiatives, classroom behaviour measures, programs by the Department of Health and Aged Care and Department of Social Services and the Unique Student Identifier.
<p>Teacher Workforce Shortages SB22-000283</p>	<ul style="list-style-type: none"> • Teacher workforce shortages are being experienced nationally as a result of increasing student enrolments, a decline in people entering the profession and an increase in teachers leaving the profession.

Schools – 2022–23 Budget Estimates (October 2022)

Issue	Response/Facts
	<ul style="list-style-type: none"> • COVID has exacerbated pressures that were already building in the system. • On 12 August, all education Ministers agreed to develop an action plan to address workforce shortages centred around five key priority areas: elevating the profession; improving teacher supply; strengthening initial teacher education; maximising the time to teach; and better understanding future teacher workforce needs. • A Working Group has been established to develop the plan for ministers to consider in December 2022. • The Government has also committed to a package of measures to address teacher shortages including: <ul style="list-style-type: none"> ○ \$56.2 million to provide up to 5,000 bursaries ○ \$68.3 million to support up to 1,500 additional high-quality candidates into the teaching profession through the expansion of the High Achieving Teachers Program ○ \$27.6 million to implement recommendations from the Quality Initial Teacher Education Review.
<p>Productivity Commission - Review of the National School Reform Agreement</p> <p>SB22-000382</p>	<ul style="list-style-type: none"> • The Productivity Commission is undertaking a review of the National Schools Reform Agreement (NSRA). • The Commission's interim report, released on 14 September 2022, makes 16 findings, 8 recommendations and 17 requests for further information across a range of matters. • The Commission has found that the current NSRA has weaknesses that undermine its effectiveness in facilitating collective, national efforts to lift student outcomes. <ul style="list-style-type: none"> ○ It notes that while some initiatives have been delivered, others have stalled. Submissions to the interim report closed on 21 October 2022, with a final report due to Education Ministers by the end of 2022.

International

HE1

- 1 SB22-000286 Recovery of international education
- 2 SB22-000287 Student visa issues

Research

HE2

- 1 SB22-000288 2021 Higher Education Student Enrolments
- 2 SB22-000289 Australian Research Council (ARC) Review
- 3 SB22-000290 Australian Research Council (ARC) Letter of expectation
- 4 SB22-000291 Startup Year
- 5 SB22-000292 Research Commercialisation (AEA and Trailblazers)

Higher Education

HE3

- 1 SB22-000293 Australian universities Accord
- 2 SB22-000294 20,000 extra university places
- 3 SB22-000295 Removal of 10% upfront discount
- 4 SB22-000296 Financial Position of Higher Education Providers – 2021 results
- 5 SB22-000297 Industrial issues - casualisation, contract staff and wage theft
- 6 SB22-000298 Student safety and Respect@Work implementation

Issue: Recovery of international education
Contact: Tony Cook
Ph: s 22
Deputy Secretary

Key Points

- The COVID-19 pandemic had a significant impact on the international education sector.
 - Preliminary ABS data (4 August 2022) shows export income from international students studying in Australia was \$20.2 billion in 2021–22, a 27 per cent decline on 2020–21 (when it was \$27.6 billion) and a 46 per cent decline on 2019–20 (when it was \$37.3 billion).
- There are promising signs of recovery and growing numbers of international student arrivals in Australia.
 - This year, there have been 254,841 international student commencements, a 20 per cent increase on the same period in 2021 (year-to-date July 2022).
 - However, overall enrolments are down by 6 per cent from last year (2021) and down by around 25 per cent on pre-covid levels (2019).
- Student enrolments from China have been relatively resilient through COVID-19 travel restrictions.
 - Between 2019 and 2021, Chinese higher education enrolments dropped by 7 per cent, compared to the rest of the world which dropped by 24 per cent.
 - During the height of the pandemic, up to two-thirds of Chinese primary student visa holders were outside Australia, compared with one quarter of such visa holders from the rest of the world.
 - While we have seen arrivals by Chinese students in Australia grow in the first half of 2022, they are under-represented (16 per cent of total) compared to the same period in 2019 (38 per cent of total).
 - Limited flights, travel disruptions, requirements for quarantine on return to China and concerns about COVID-19 could all be factors contributing to the return of Chinese students.
- Although Chinese student commencements have declined by 16 per cent to date in 2022 compared to 2021 levels, this may change as international travel normalises.
 - In June and July 2022, there were 16,437 student visas granted to Chinese applicants. This exceeds the number of student visas previously granted in the same months of 2019 (15,340).

- Commencements in 2022 by students from the rest of the world (not including China), increased by 34 per cent, compared with the same period in 2021 (year-to-date July 2022). The top five markets:
 - 1) China, 48,812 commencements – a 16.3 per cent decline
 - 2) India, 46,605 commencements – a 37 per cent increase
 - 3) Nepal, 30,595 commencements – 95.6 per cent increase
 - 4) Vietnam, 9,921 commencement – 32.6 per cent increase
 - 5) Indonesia, 6,790 commencements – 13.8 per cent increase
- Study patterns and student expectations continue to evolve.
 - Innovative developments in online delivery were adopted during COVID-19, indicating the sector's ability to quickly pivot and deliver world-class education in new ways.

Refer SB22-000287 for visa backlog and Post-Study Work Rights.

Engagement with the sector to support recovery

- The department continues to consult sector representatives through the Council for International Education (the Council) (*SB22-000409 refers*).
- Since the start of the year, the Expert Members of the Council have convened three times to discuss the sector's recovery and sustainable growth moving forward (2 March, 16 May, 30 August).
 - The Minister met with the Expert Members of the Council on 30 August 2022 with discussion focussed on the role of international education in helping meet Australia's jobs and skills needs.
 - The Minister appointed Mr Julian Hill MP as Co-convener of the Expert Members to further facilitate sector recovery due to his deep knowledge and experience in the sector.

Strengthening international partnerships to support sector recovery

- The Government is working with partners in our region to foster education co-operation and promote studying with Australia.
- The Hon Jason Clare MP, Minister for Education, recently hosted the Indian Education Minister, the Hon Shri Dharmendra Pradhan, in Australia.

- The Ministers formally launched the establishment of \$500,000 Australian Researcher Cooperation Hub, an online platform to assist collaboration.
- The Ministers also announced two initiatives aimed at strengthening research collaboration and two-way mobility:
 - Australia-India Research Students Fellowship Program with up to \$616,000 allocated to offer up to 70 fellowships worth up to \$10,000 each, with up to 35 grants to applicants from each country (plus up to \$55,000 for project implementation and administration).
 - Research Collaboration Grants with \$350,000 allocated to provide seed funding for Australian researchers to collaborate with Indian counterparts (plus up to \$20,000 for project implementation and administration).
- This engagement will enhance qualifications recognition to support student mobility and drive innovation in online and offshore delivery.
- The Hon Dr Anne Aly MP, Minister for Early Childhood Education and Minister for Youth, represented Australia at the G20 Education Ministers' Meeting in Bali from 1–2 September 2022.
 - Minister Aly shared the Government's priorities in education as a key driver of economic growth equity and employment.
 - This strengthened key partnerships, increasing market access opportunities for Australian education providers.
- On 6 June 2022, the Prime Minister, the Hon Anthony Albanese MP, announced 10 scholarships for Indonesian Masters or PhD students to study in Australia in areas of research that support Indonesia's G20 priorities.
- The Government is also working through the process to support Australia's ratification of the *Global Convention on the Recognition of Qualifications concerning Higher Education*.
 - This is an important step to ensure Australian qualifications, including those using diverse forms of delivery such as online learning, offshore campuses, joint degrees and micro-credentials, will be readily accepted world-wide, enhancing Australia's global competitiveness.

Regulatory reform

- The department is reviewing the sector's feedback in relation to the Education Services for Overseas Students (ESOS) Framework, and considering how legislative reform can support recovery, improve student experience and encourage innovation.

- The Government will work with the sector to increase flexibility, such as considering increasing the amount of allowable online delivery, measures to enhance student experience, strengthen written agreements, increase communication on the rights of students and improve data collection.

Student experience

- International students are extremely welcome in Australia.
- We value international students who have chosen to study with an Australian university and want to ensure they have a positive experience as they return to study with us.
 - 93 per cent of international undergraduate students rated their living experience in Australia highly in 2021 up from 91 per cent in 2020 (2021 International Student Experience Survey).
 - The overall satisfaction rate of international students in 2021 improved 4 percentage points from 2020 (63 per cent to 67 per cent).

Government initiatives supporting the sector's recovery.

- The department administers a number of initiatives to foster innovation and sustainable growth to support the sector to rebuild.
- The ongoing Destination Australia Program provides grants to education providers with the fourth round opened to providers on 11 October 2022 (*SB22-000418 refers*).
 - The program receives \$19.47 million annually for new and ongoing scholarships, with tertiary education providers applying for funding through a competitive grants process.
 - Scholarships are valued at up to \$15,000 per student, per year, and are available to students undertaking studies in regional areas ranging from a Certificate IV through to a PhD for up to four years.
- The International Education Innovation Fund (IEIF) continues to support innovation and growth across the international education sector (*SB22-000411 refers*).
 - IEIF initiatives support sustainable sector recovery, developing online and offshore markets, supporting Australia's skills needs and increasing Australia's research collaboration.

Research

Navitas Agent Perception Survey.

- Research indicates that Australia is once again a lead contender for international students, particularly in South and Southeast Asia.
 - This research shows that the top five factors influencing student choice of study destinations are: cost of study, quality of education, access to post study work rights, opportunities to work while studying and opportunities for permanent migration

Ref: J Chew, Navitas Agent Perception Report, Navitas, May 2022

Stakeholder Response

Stakeholder	Response summary
Rep Body/ies	<p>Recent media coverage has been positive towards the prospect of the sector's recovery. The sector has been enthusiastic to work with the new government.</p> <p>The sector has welcomed the recent announcements of extended post study work rights to support the sector's recovery. International Education Association of Australia (IEAA) CEO Phil Honeywood stating the announcement would 'definitely provide an impetus for further student enrolments.' Universities Australia CEO Catriona Jackson also stated 'extending post-study work rights sends the right signal to international students who want to use their Australian education in Australia's regions and cities'.</p> <p>In June 2022, the Group of Eight issued a media statement signalling they looked forward to working with the new government and that a renewed focus on Australia's world class higher education sector in the post COVID-19 world is needed. On 20 May 2022, the Group of Eight released their report 'Essential Decisions for National Success - supporting Australia's education and research sector'. The report outlines a series of policy recommendations which are 'vital to Australia's future'.</p>
States/Territories	<p>The Victorian Government released its 'International Education Recovery Plan 2025' on 6 September 2022. The Plan is backed by \$53 million in funding and outlines the Victorian Government's vision for the sector and its future resilience, including initiatives that will position Victoria as a leader in education excellence, student experience and graduate outcomes.</p> <p>The Western Australian (WA) Government announced \$16.8 million to encourage international students to study in WA, on 14 September 2022. The funding will go to programs to incentive agents and continue international student support initiatives. The WA Government also committed \$10 million to the Agent Incentive Scheme in 2022-23 and \$6.8 million for the continuation of the International Student Accommodation Subsidy and ELICOS bursary.</p>

Media

- ***Hopes grow for recovery in education export revenue, The Australian, 6 September 2022***

This article provides an analysis on the recent ABS figures, noting that while exports are half of the 2019 \$40 billion figure, the rate of decline has slowed dramatically and, if the trend continues, the fall in education export revenue will flatten out and return to a growth path.

- ***International students to return en masse in 2023, Australian Financial Review, 25 August 2022***

The article provides the analysis that early indicators reveal 2023 could potentially exceed the 2019 record of \$40 billion in export revenue.

- ***Australian ELICOS reached 20-year low in 2021 but recovery is now underway, ICEF Monitor, 3 August 2022.***

This article notes that while Australia's ELICOS sector (English Language Intensive Courses for Overseas Students) lost nearly \$2 billion during the pandemic, recent visa and enrolment data points to sharp increases in commencements through April and May 2022.

Other documentation***Question Time – Universities 6 September 2022***

- In response to a question on international students from Dr Gordon Reid MP, Minister Clare stated "International education is an incredible national asset. It's the biggest export we don't dig or drill out of the ground. It got kneecapped by COVID – a \$40 billion industry basically cut in half. It's slowly coming back, but there's more work to do."

Last Cleared By	Karen SANDERCOCK
Date Last Cleared	

BACKGROUND***Australian Strategy for International Education 2021–2030***

- On 26 November 2021, the previous government released the Australian Strategy for International Education 2021–2030 (the Strategy).
- The Minister has indicated he intends to continue talking to the sector on how to take the key themes of the Strategy forward.
- Further detail on next steps for the Strategy is at SB22-000408.

Destination Australia Program

- The Destination Australia Program provides grants to eligible tertiary education providers in regional Australia to enable them to deliver scholarships to both domestic and international students.
- Further detail on the program is at SB22-000418.

Destination Australia Cheung Kong Exchange Program (DACKEP)

- The DACKEP provides short-term mobility and exchange mobility opportunities between select Asian countries and Australia. The program is a partnership between the Australian Government and the Cheung Kong Group.
- Further detail of the program, including a list of successful providers and their expected grant amounts is at SB22-000418.

International Education Innovation Fund (IEIF, formerly EGI)

- \$10 million in support through the IEIF was announced on 23 February 2022.
- Five of the six initiatives have been contracted for either the initial phase or for the entire initiative until 2023–24.
- Further detail on the projects is at SB22-000411.

Issue: Student visa issues
Contact: Tony Cook
 Ph: s 22
 Deputy Secretary

Key Points

Measures to improve the international education skills pipeline

- Visa measures announced as outcomes of the Jobs and Skills Summit on 1–2 September 2022 included two measures related to international students:
 - Increasing the duration of post study work rights by allowing two additional years of stay for recent graduates with select degrees in areas of verified skills shortages. This measure will strengthen the pipeline of skilled labour in Australia.
 - Extending the relaxation of work restrictions for student and training visa holders until 30 June 2023 to help ease skills and labour shortages.
 - Both measures will be informed by a working group.
- The Post-Study Work Rights Working Group provided advice to the Ministers for Education and Home Affairs on 28 October 2022.
- The Working Group advised on a methodology to determine the scope of ‘verified skill shortages’, and to select corresponding qualifications.
- The Post Study Work Rights Working Group also reported to Government on reinstating the working hour cap. The impact on education quality and academic progression of international students will continue to be a focus for the regulators.
- In addition to the Chair, Karen Sandercock, FAS International, the Working Group consisted of:

The Hon Phil Honeywood	CEO, International Education Association of Australia
<i>Proxy: Mr Mel Koumides</i>	<i>CEO, Academia International Institute</i>
Mr Julian Hill MP	Member for Bruce
Ms Catriona Jackson	CEO, Universities Australia
Dr Alison Barnes	National President, National Tertiary Education Union
<i>Proxy: Dr Terri MacDonald</i>	<i>Director Public Policy and Strategic Research, National Tertiary Education Union</i>
Mr Michael Willard	First Assistant Secretary Immigration Programs Division, Department of Home Affairs

- The announced two-year increase will give graduates in the Temporary Graduate visa (485) – Post-Study Work Stream in areas of verified skills shortage a total of:
 - 4 years of post-study work rights with a bachelor degree
 - 5 years of post-study work rights with a masters degree
 - 6 years of post-study work rights with a doctoral degree.
- Increasing the length of stay allowed in the Post-Study Work Stream will strengthen the pipeline of skilled workers for Australian industry.
- It will give employers greater confidence and certainty in recruiting and retaining international graduates.
- It will also strengthen Australian education's competitive position internationally by adding an attractive draw for new international students.
- The Temporary Graduate visa (subclass 485) has seen significant growth over the past 10 years.
- Most of this growth has been in the Post-Study Work Stream. Since its introduction in 2013, lodgements have grown from fewer than 1500 in 2013–14 to over 72,000 in 2020–21.
- The Working Group first met on 15 September 2022. It is meeting weekly ahead of reporting to the Ministers for Education and Home Affairs by 28 October 2022.

Student visa processing

- Student visa processing times are a significant concern.
 - The department maintains close engagement with the Department of Home Affairs on visa processing.
 - The Secretary and another senior official visited Home Affairs' Adelaide visa processing centre on 12 July 2022.
- For the year to date to July 2022, over 190,000 offshore lodgements were received, a sharp increase on previous years.
- In both June and July 2022, the Department of Home Affairs received the largest number of offshore applications in those two months in the last 10 years, with over 30,000 applications received in July alone.
- At National Cabinet on 17 June 2022, the Commonwealth committed to work urgently to address a backlog in processing visa applications and reduce visa processing times.
- Home Affairs is working hard to boost its visa processing workforce, through both new recruitment and redeployments, resulting in record-level processing volumes.

- Home Affairs is processing offshore visa applications as a priority.
- Current processing times show 83 per cent of offshore student visas are now being processed within three months.
- Over 138,000 offshore student visas were finalised between 1 June and 30 September 2022.
 - This is higher than the same period in COVID-19 impacted years (23,000-26,000), and much higher than offshore finalisations prior to the pandemic in 2018 and 2019 (94,000–96,000).
- As an outcome of the Jobs and Skills Summit, the Government has also committed to providing an additional \$36.1 million to Home Affairs to accelerate visa processing and resolve the visa backlog.
- While the substantial overall increase in student visa applications this year is a welcome sign of recovery, there has also been a shift toward higher-risk countries and regions and a significant increase in the proportion of incomplete and fraudulent visa applications, which slow visa processing times.
- The Department of Education is working with the sector to encourage quality recruitment and engagement with reputable education agents to decrease the proportion of incomplete and fraudulent applications.

Research

International graduates on temporary post-graduation visas in Australia

- Recent research shows substantial difficulties faced by university graduates on post-study work visas in finding employment in their field of study. The study included a survey of 1156 international graduates from 35 Australian universities and 50 in-depth interviews with employers, graduates and related stakeholders.
- 51 per cent of current and former Temporary Graduate visa holders surveyed reported full-time employment (36 per cent in their field of study, and 15 per cent out of field). 16 per cent of respondents were working part-time, 15 per cent as casuals, and 18 per cent were still looking for work.
- Compared to graduates in business and engineering, international graduates with Information and Technology qualifications appear to face fewer barriers to finding employment in their field of study.

- However, the study found that international graduates' prospects of securing a full-time job in their field of study improves with the length of their stay in Australia after graduation.
- Of international graduates in Australia surveyed in 2019, the percentage working full time in a relevant field to their qualification were 38 per cent for those who graduated in 2017, 28 per cent for those who graduated in 2018 and 18 per cent for those who graduated in 2019.

Ref: L Tran et. al., International graduates on temporary post-graduation visas in Australia: Employment experiences and outcomes, August 2022

Stakeholder Response

Stakeholder	Response summary
Rep Bodies	<p>Sector representatives have been supportive of measures to increase post-study work rights for international graduates.</p> <p>Universities Australia has described the announcement as a 'jobs and economic winner' and a practical measure to meet skills needs and send the right signals to international students. Ms Catriona Jackson, CEO of Universities Australia, has also called the student visa system antiquated and contradictory.</p> <p>The Hon Phil Honeywood, CEO of the International Education Association of Australia, has suggested the visa extension is an indication that the new government is eager to restore Australia's reputation as a welcoming inclusive study destination country. He has also said that this kind of stakeholder input is 'long overdue'. Mr Honeywood also said that the new working group would need to address trends in visa applications in certain countries to ensure 'we can guarantee the authenticity of students' documentation and their motivations for wanting to come here'.</p>
Greens	<p>Senator Nick McKim has called visa waiting times beyond 2 months 'unreasonable' and the current backlog 'outrageous'.</p>

Media

- ***New advisory group gets to work, The Australian, 14 September 2022***
The article outlines the details of the working group and includes supportive quotes from Phil Honeywood and Catriona Jackson.
- ***Immigration puts breaks on Nepalese student visas, Australian Financial Review, 11 September 2022***

The article states that the flood of Nepalese nationals on vocational student visas has been brought to an abrupt halt after concerns were raised about false documentation and non-genuine reasons for travel.

- ***Australia announces major extension of post-study work rights, ICEF Monitor, 7 September 2022***

The article explains the announced PSWR extension, noting that this will heighten Australia's competitiveness relative to the other major English-speaking destinations of Canada, the UK, and US. The article also notes that anecdotal evidence suggests visa processing times are a significant consideration for international students when choosing a study destination.

- ***Increased post-study work rights welcomed by Universities Australia, The Mandarin, 5 September 2022***

Universities Australia CEO Catriona Jackson is quoted as saying that only 16 per cent of Australia's international students stay on after completing their studies, leading to a 'brain drain' that the PSWR extension will help address.

- ***'Big impact': International students welcome longer stay visas, share uncertainty over work hours, SBS Hindi, 5 September 2022***

The article quotes students who support the extension of post-study work rights but are worried about the reintroduction of work hour limits on student visas.

- ***Overseas students get extra two years to stay and work, Australian Financial Review, 2 September 2022***

The article explains the announced PSWR extension. Chris Stoltz, professor of practice in engineering at La Trobe University, is quoted as saying more qualified engineers would ease pressure on the industry. Immigration expert Abul Rizvi is quoted expressing concerns that graduates find it hard to find skilled jobs and may become stuck in 'dead-end jobs'.

- ***Antiquated system leaves international students in 'visa limboland', Australian Financial Review, 31 August 2022***

The article quotes a range of stakeholders to suggest that the student visa system, particularly the 'genuine temporary entrant' requirement, does not align with the intent of the Temporary Graduate visa.

- ***Would-be permanent residents living in Australia protest in frustration after overseas visa applicants get priority, ABC, 18 August 2022***

The article reports on a protest in Adelaide by permanent residency visa applicants who they are disadvantaged by the prioritisation of

offshore temporary migrant visa applications, including international students.

- **International students are waiting years for visas. Some say this is ‘far too long’, SBS, 18 July 2022**

The article quotes students who have been waiting at least 18 months for a student visa.

Attachment A: Post Study Work Rights Working Group meetings

Last Cleared By	s 22
Date Last Cleared	

BACKGROUND

Critical Technology visa regulations

- To address the potential risk of unwanted critical technology transfer, the Department of Home Affairs has introduced new regulations applying to a range of visa classes, including student visas for higher degree research students.
- The Department of Education has worked closely with the Department of Home Affairs to ensure a balanced and proportionate approach to the process that mitigates the risk of unwanted critical technology transfer whilst continuing to attract international research talent to Australia.
- Further details are at division brief **SB22-000417**.

Temporary Graduate visa (485)

- There are currently two streams within the Temporary Graduate visa:
 - The Graduate Work Stream gives up to 18 months of post-study work rights to students who have recently graduated with skills and qualifications that are relevant to specific occupations Australia needs.
 - The Post-Study Work Stream gives 2, 3 or 4 years of post-study work rights to bachelor, masters and PhD graduates respectively.
- The Temporary Graduate visa (485) – Post-Study Work Stream is available to student visa holders who have successfully obtained a higher education qualification with at least two academic years of study in Australia. It gives eligible graduates the opportunity to access the Australian labour market and gain practical work experience to accompany their Australian education.
- Graduates in the Post-Study Work Stream are currently eligible for 2 years of post-study work rights with a bachelor degree, 3 years with a masters degree and 4 years with a doctoral degree.
- Temporary Graduate visa holders in the Post-Study Work Stream who have studied and worked in a regional area can apply for the Second Post-Study Work Stream, which grants an additional 1–2 years.

Genuine Temporary Entrant Requirement

- International students are currently requirement to meet the 'genuine temporary entrant' requirement when applying for a student visa.
- Applicants provide a statement as part of their application on how they meet the requirement.
- Some stakeholders have suggested that this requirement should be removed or refined to encourage students to pursue work in Australia after graduation.
- However, the Department of Home Affairs considers the genuine temporary entrant requirement to be a critical immigration integrity measure, consistent with encouraging students to take up post-study work in Australia.

Attachment

Post Study Work Rights Working Group meetings

Meeting 1: 15 September 2022

Meeting 2: 23 September 2022

Meeting 3: 30 September 2022

Meeting 4: 7 October 2022

Meeting 5: 14 October 2022

Meeting 6: 20 October 2022

Meeting 7: 27 October 2022

Issue: 2021 Higher Education Student Enrolments
PBS Pg No. pp.51-52
Contact: Tony Cook
 Ph: s 22
 Deputy Secretary

Key Points

- Higher education providers are now required to submit their enrolment data through the Tertiary Collection of Student Information system (TCSI). The following data is final 2021 data and was verified on 31 October 2022.

Commencing undergraduates

- The number of domestic students in **commencing undergraduate Commonwealth supported places (CSPs)** has increased by **0.5 per cent** in 2021, an increase of 1,256 students since 2020 (from 275,722 to 276,978).
- Growth has been strongest in Medical Studies, Dentistry and Veterinary Studies, up 41.7 per cent, Other Education, up 22.7 per cent, Early Childhood Teacher Education, up 18.7 per cent, and Foreign Languages up 12.1 per cent.

Total undergraduates

- The total number of domestic students in **undergraduate CSPs** has increased by **2.1 per cent** in 2021, an increase of 16,534 students since 2020 (from 796,501 to 813,035).
- Growth has been strongest in Pathology, up 28.9 per cent, Early Childhood Teacher education, up 10.4 and Medical Studies, Dentistry and Veterinary Studies, up 10.1 per cent.
- Enrolments were also stronger than average in Information Technology, up 9.8 per cent, Other Education, up 8.0 per cent, and Human Movement, up 6.6 per cent.

Research

- NIL

Media

- NIL

Last Cleared By	Tony Cook
Date Last Cleared	3 November 2022

2022 - 2023 Budget Estimates | Oct/Nov 2022
SB22-000288Table 1: Commonwealth Supported Places
Commencing Undergraduate by Selected Table A and B Universities*

	Pre-JRG SCAs **	Post-JRG SCAs	SCA change	2020	2021	Change	Change (%)
Agriculture	\$9,698	\$3,950	-\$5,748	1,448	1,517	69	4.8%
Allied and other health	\$9,698	\$7,950	-\$1,748	24,658	25,440	782	3.2%
Architecture	\$9,698	\$7,950	-\$1,748	8,371	8,560	189	2.3%
Communication	\$6,804	\$14,500	\$7,696	10,304	9,164	-1,140	-11.1%
Creative arts	\$6,804	\$7,950	\$1,146	10,225	9,992	-233	-2.3%
Early childhood teacher education	\$6,804	\$3,950	-\$2,854	4,029	4,784	755	18.7%
Economics	\$11,355	\$14,500	\$3,145	3,484	3,355	-129	-3.7%
Engineering	\$9,698	\$7,950	-\$1,748	16,402	17,992	1,590	9.7%
English language	\$6,804	\$3,950	-\$2,854	1,419	1,419	0	0.0%
Environmental studies	\$9,698	\$7,950	-\$1,748	5,421	2,855	-2,566	-47.3%
Foreign languages	\$6,804	\$3,950	-\$2,854	306	343	37	12.1%
Human movement	\$6,804	\$14,500	\$7,696	5,627	5,844	217	3.9%
Information technology	\$9,698	\$7,950	-\$1,748	13,498	14,575	1,077	8.0%
Law	\$11,355	\$14,500	\$3,145	11,338	12,215	877	7.7%
Management and commerce	\$11,355	\$14,500	\$3,145	41,105	38,727	-2,378	-5.8%
Mathematical sciences	\$9,698	\$3,950	-\$5,748	1,559	1,582	23	1.5%
Medicine, dentistry and vet science ^A	\$11,355	\$11,300	-\$55	3,198	4,530	1,332	41.7%
Nursing	\$6,804	\$3,950	-\$2,854	24,083	23,715	-368	-1.5%
Other education	\$6,804	\$3,950	-\$2,854	7,277	8,929	1,652	22.7%
Other science	\$9,698	\$7,950	-\$1,748	31,506	33,884	2,378	7.5%
Other society and culture ^S	\$6,804	\$14,500	\$7,696	64,748	62,840	-1,908	-2.9%
Pathology	\$9,698	\$7,950	-\$1,748	56	38	-18	-32.1%
Primary teacher education	\$6,804	\$3,950	-\$2,854	7,906	8,506	600	7.6%
Secondary teacher education	\$6,804	\$3,950	-\$2,854	5,698	6,006	308	5.4%
Total				275,722	276,978	1,256	0.5%

The data takes into account the coding of Combined Courses to two fields of education. As a consequence, counting both fields of education for Combined Courses means that the totals may be less than the sum of all fields of education.

The observed 41.7per cent increase in commencements in Medicine, dentistry and vet science is predominantly due to a significant increase in commencements in medical courses not leading to provisional registration as a medical practitioner.

* Refers to data submitted through the Tertiary Collection of Student Information (TCSI) System.

** Student Contribution Amounts (SCAs)

**Table 2: Commonwealth Supported Places
All Undergraduate by Selected Table A and B Universities***

	Pre-JRG SCAs**	Post-JRG SCAs	2020	2021	Change	Change (%)
Agriculture	\$9,698	\$3,950	3,992	4,154	162	4.1%
Allied and other health	\$9,698	\$7,950	70,206	72,305	2,099	3.0%
Architecture	\$9,698	\$7,950	23,782	24,972	1,190	5.0%
Communication	\$6,804	\$14,500	28,047	27,492	-555	-2.0%
Creative arts	\$6,804	\$7,950	28,217	28,404	187	0.7%
Early childhood teacher education	\$6,804	\$3,950	11,969	13,211	1,242	10.4%
Economics	\$11,355	\$14,500	10,483	10,336	-147	-1.4%
Engineering	\$9,698	\$7,950	57,409	59,753	2,344	4.1%
English language	\$6,804	\$3,950	3,787	3,563	-224	-5.9%
Environmental studies	\$9,698	\$7,950	10,001	8,979	-1,022	-10.2%
Foreign languages	\$6,804	\$3,950	740	721	-19	-2.6%
Human movement	\$6,804	\$14,500	13,685	14,595	910	6.6%
Information technology	\$9,698	\$7,950	36,126	39,656	3,530	9.8%
Law	\$11,355	\$14,500	44,289	45,718	1,429	3.2%
Management and commerce	\$11,355	\$14,500	133,816	129,657	-4,159	-3.1%
Mathematical sciences	\$9,698	\$3,950	4,690	4,788	88	1.9%
Medicine, dentistry and vet science^	\$11,355	\$11,300	13,056	14,375	1,319	10.1%
Nursing	\$6,804	\$3,950	69,038	70,035	997	1.4%
Other education	\$6,804	\$3,950	19,738	21,326	1,588	8.0%
Other science	\$9,698	\$7,950	90,370	93,988	3,618	4.0%
Other society and culture\$	\$6,804	\$14,500	175,883	178,840	2,957	1.7%
Pathology	\$9,698	\$7,950	90	116	26	28.9%
Primary teacher education	\$6,804	\$3,950	27,105	28,404	1,299	4.8%
Secondary teacher education	\$6,804	\$3,950	17,892	18,661	769	4.3%
Total			796,501	813,035	16,534	2.1%

The data takes into account the coding of Combined Courses to two fields of education. As a consequence, counting both fields of education for Combined Courses means that the totals may be less than the sum of all fields of education.

* Refers to data submitted through the Tertiary Collection of Student Information (TCSI) System.

** Student Contribution Amounts (SCAs)

BACKGROUND

- Higher education institutions accredited under the *Higher Education Support Act 2003* are required to report data for all of their students. Under sub-section 19–70(1) of the Act, a higher education institution must give to the Minister statistical information to administer higher education funding as set out in a Ministerial Notice. These institutions include public universities (Table A institutions); private universities (Table B and Table C institutions), and NUHEIs.
- The information in this brief is based on data submitted by providers to TCSI.

Issue: Australian Research Council (ARC) Review

Contact: Tony Cook
Ph: s 22
Deputy Secretary

Key Points

- On 30 August 2022, the Minister for Education, the Hon Jason Clare MP, announced an independent review of the *Australian Research Council Act 2001* (the ARC Review).
- The ARC Review will consider and provide recommendations on:
 - the role and purpose of the ARC within Australia's university research system to ensure it meets current and future needs.
 - how Australian Research Council legislation can provide clarity on objectives and processes to drive renewed focus.
 - whether the scope of the legislation is sufficient to support an effective and efficient university research system.
- The Minister appointed a three-person review Panel, comprising:
 - Professor Margaret Sheil AO (Panel Chair), Vice-Chancellor and President, Queensland University of Technology
 - Professor Susan Dodds, Senior Deputy Vice-Chancellor and Vice President (Research & Industry Engagement), La Trobe University
 - Professor Mark Hutchinson, Director of the Centre for Nanoscale BioPhotonics, University of Adelaide.
- The Panel will provide the Minister with an interim report by 31 December, with a final report due 31 March 2023.
- The Panel will seek stakeholder views, including a call for submissions between early November and early December.
- The department is providing secretariat support to the Review, which includes s 47F seconded from the ARC.

Perceived overlap with ERA review

- The ARC Review is considering whether the legislation is sufficient to support an effective and efficient university research system and can be improved to drive renewed ambition within the organisation.
- The Minister has tasked the ARC and Department with urgently developing options to make the ERA measurement system more effective and efficient.

- The timing is unrelated to the ARC Review and the Minister's letter of expectations to the ARC CEO envisaged the two processes running in parallel
- The ARC Review panel has been asked whether the functions of the ARC are adequately described in the legislation in respect of the measurement research performance, not whether the ARC should measure research performance or how it should do it.
- We see no conflict in the tasking in the two documents.

Research

- Nil

Stakeholder Response

Stakeholder	Response summary
Associations	<p>Universities Australia welcomed the ARC Review, describing it as 'fundamental' to ensuring correct policy settings in a competitive global research market. It responded positively to the panel and Terms of Reference.</p> <p>The Group of Eight described the ARC Review as 'essential' and said the ARC should be 'underpinned by modern legislation' that ensures it is fit for purpose. It welcomed the commitment to basic research and reframing of the National Interest Test (NIT). Go8 considered it timely to review Excellence in Research Australia (ERA) and develop a data driven approach informed by peer review.</p> <p>Innovative Research Universities described the ARC Review as an 'important commitment' to ensuring Australia remains at forefront of innovative research. It welcomed recognition of the importance of fundamental research.</p>
Representative Bodies	<p>Council of Deans of Arts, Social Sciences and Humanities (DASSH) welcomed the ARC Review and was 'heartened' by the Minister's request that the ARC address researcher workloads. It saw the ARC Review as an 'opportunity to integrate arts, social sciences and humanities research more fully into the ARC's funding priorities.'</p>
Opposition	<p>The Shadow Minister for Education, the Hon Alan Tudge MP, said the Coalition made changes to the ARC in its last year of government to ensure grants were aligned with the national interest.</p>
Greens	<p>Deputy Leader and Education spokesperson Senator Mehreen Faruqi welcomed the ARC Review, noting it flowed from an Inquiry she initiated earlier in the year. Senator Faruqi called for the Minister to abolish the Ministerial veto of grants and the National Interest Test, 'without delay.' The ARC Review should also address grant application success rates and increase funding.</p>

Media

- Research in Australia's universities should be driven by curiosity, not commerce, *The Guardian*, 25 October 2022**

The article by Professor Brian Schmidt AC shares his opinion on the importance of curiosity-driven research in universities. He welcomes the ARC Review at the conclusion of the article.
- A review into how university research works in Australia has just begun – it must confront these 3 issues, *The Conversation*, 20 September 2022**

The article claims that instead of considering the role and purpose of the ARC, its governance and whether the ARC Act 2001 creates an effective and efficient university research system, the Review should address: adequate funding, political interference and what university funding is for (less “value-added, more independent discovery).
- Clare has taken some easy wins, now comes the hard part, *The Australian*, 7 September 2022**

The article explains that Minister Clare's ARC Review demonstrates that he had been listening to universities. It raises ongoing concern over the National Interest Test and Ministerial intervention.
- Minister Clare ends era for the Australian Research Council, *Campus Morning Mail*, 31 August 2022**

The article announces the ARC Review and explains the panel will advise Minister Clare whether the ARC's role and purpose remains relevant. The Minister asked for impact data, and mechanisms to identify the highest quality research.

Last Cleared By	Dom ENGLISH
Date Last Cleared	26 October 2022

BACKGROUND

ARC Review

- The ARC Review commenced on 5 September 2022.
- An initial report will be delivered to the Minister for Education by 31 December 2022, detailing consultation and early views. This report will be finalised by 16 December 2022.
- The Final Report will be delivered to the Minister for Education on 31 March 2023.
- Terms of Reference of the ARC Review are at Attachment A.

Senate Standing Committee on Education and Employment Inquiry

- A review of the *Australian Research Council Act 2001* was a recommendation of the Senate Standing Committee on Education and Employment Inquiry into the Australian Research Council Amendment (Ensuring Research Independence) Bill 2018 (March 2022).
- The Bill sought to amend the *Australian Research Council Act 2001* to remove Ministerial discretion from research grants administered by the ARC by legislating that the Minister must approve a research proposal and associated expenditure if that proposal was recommended for approval by the ARC CEO.
- The Committee recognised it had been 20 years since the ARC Act was examined in detail and accepted that a broad review of the ARC was necessary. They recommended an independent review of the ARC including its governance and research funding processes, with a view to maximising the impact of public investment in university research.

Consultations

- Public consultation will open in early November until early December for submissions.
- The Panel has held consultation meetings with:
 - The ARC Advisory Committee (21 Sep 2022)
 - Innovative Research Universities (IRU) Vice-Chancellors (26 Sep 2022)
 - The UA DVCR meeting (4 Oct 2022)
 - National Tertiary Education Union (NTEU) (10 Oct 2022)
 - Department of Finance (DoF) Committee (17 Oct 2022)
 - Group of Eight (Go8) Vice-Chancellors (17 Oct 2022)
 - National Health and Medical Research Council (NHMRC) (17 Oct 2022)
 - Universities Australia's (UA) Deputy Vice-Chancellors Research (DVCs-R) (18 Oct 2022)
 - Australasian Council of Deans of Arts, Social Sciences and Humanities (DASSH) (Oct 2022)

- Tertiary Education Quality and Standards Agency (TEQSA) Chief Commissioner (Oct 2022)
- Former ARC CEOs
- Ongoing consultations will include:
 - Australian Technology Network (ATN)
 - Regional Universities Network (RUN)
 - Academies
 - Industry and ARC Focus Groups, including to reflect the diversity of Australian research.

Review of the Australian Research Council

Terms of Reference

The Australian Research Council (ARC) is a Commonwealth entity within the Australian Government. It was established as an independent body under the *Australian Research Council Act 2001*. The ARC reports to the Australian Government Minister for Education.

The ARC is responsible for administering the National Competitive Grants Program (NCGP), assessing the quality, engagement, and impact of Australian university research, and providing advice and support to the Minister on research matters. Through the NCGP, the role of the ARC is to support excellent research and research training for the benefit of Australians across all disciplines, awarding funding based on a competitive peer review process.

The ARC Act has not been reviewed since it was established in 2001 and does not reflect the range of functions now being undertaken or provide the framework required to support the evolution of the agency. Over this time, several major initiatives have been added to the ARC's responsibilities which are not referenced within current legislation, including the national framework for research ethics and integrity, and the Excellence in Research for Australia (ERA) and Engagement and Impact (EI) assessments. More recently the ARC has taken on the role of delivery partner for a number of government agencies that utilise its systems and processes to deliver programs.

The March 2022 outcomes of the Senate Inquiry into the private members bill (the Australian Research Council Amendment (Ensuring Research Independence) Bill) called for a wide-ranging review of ARC governance. The Education and Employment Legislation Committee viewed the legislation as prescriptive, inflexible, and outdated, and noted a high level of old-fashioned administrative and legislative burden that has since been removed in other similar legislation.

Against this backdrop, expectations from the research community have increased and become multi-faceted. Successive governments have wanted to see demonstrable value for research investment and that areas of national significance are adequately funded and reap dividends for society and the economy. At the same time, industry and the broader community has increasingly looked to the research community for answers to complex problems.

In this environment, the Minister for Education will provide a new Letter of Expectations to the CEO of the ARC. The expectations in the letter will address a number of areas not in scope of the Review, including the effective functioning of grant processes, program review and funding.

Objectives of the Review

The aim of the Review is to consider the role and purpose of the ARC within the Australian research system so it can meet current and future needs and maintain the trust of the research sector.

The Review will consider how the ARC's legislation can be aligned with comparable research agencies in Australia and overseas, current and proposed activities, and develop a clear focus on objectives and processes to drive renewed ambition within the organisation.

The Review will also consider whether the scope of the current legislation is sufficient to support an effective and efficient university research system and provide recommendations.

Review Panel members

Professor Margaret Sheil AO (Panel Chair), Vice Chancellor, Queensland University of Technology
Professor Susan Dodds, Senior Deputy-Vice Chancellor (Research & Industry Engagement), La Trobe University
Professor Mark Hutchinson, Director – Centre for Nanoscale BioPhotonics, University of Adelaide

Terms of Reference

In a review of the *Australian Research Council Act 2001*, consider:

1. whether the role and purpose of the ARC as set out in the legislation remains relevant, including consideration of the contribution the ARC can make to identifying reforms to its programs to actively shape the research landscape in Australia and better align with comparable research agencies;
2. the ARC governance model and management functions and structures to ensure they are contemporary, fit for purpose, and meet the needs of stakeholders;
3. opportunities to improve the legislation to better facilitate globally competitive research and partnerships, reduce unnecessary administrative and legislative burden and increase agility; and
4. how the legislation could be revised to reflect the breadth of functions of the ARC and its evolution, including the measurement of the impact and excellence of Australian research and advise on contemporary best practice for modernising and leveraging these measures.

Process

The Review will address the Terms of Reference through an analysis of the ARC's current functions and activities, the learnings from administration of the agency and the limitations of the legislation.

The Review should compare the ARC with other similar international bodies and make recommendations on learnings that could be adopted.

The Review will undertake consultation with universities, publicly funded research organisations, peak bodies, researchers, and research end-users and collaborators.

Reporting timeframe

The Review will commence on 5 September 2022. An interim report will be delivered to the Minister for Education by 31 December 2022, with a final report due by 31 March 2023.

Secretariat

The Commonwealth Department of Education will provide secretariat services to the Review Panel, with support from the Australian Research Council.

More information on the ARC Review can be found on the department's website at [education.gov.au](https://www.education.gov.au).

Issue: Australian Research Council (ARC) Letter of expectation
Contact: Tony Cook
 Ph: s 22
 Deputy Secretary, Higher Education Research and International

Key Points

- On 26 August 2022, the Hon Jason Clare MP, Minister for Education, sent a Letter of Expectations (LoE) to the ARC CEO, Ms Judi Zielke, setting out priority areas of work (Attachment A).
- The LoE is aimed at ensuring the ARC is responsive to the Government and the research sector and reflects the level of ambition required for a dynamic research agency. The priorities set out in the LoE include:
 - A focus on improved transparency and timeliness of National Competitive Grant Program rounds.
 - Aligning research projects to the priorities set out in the National Reconstruction Fund.
 - Reviewing the Linkage Grant process to drive more focused and scaled investment in challenges.
 - Reaffirming the importance of the National Interest Test (NIT) and seeking more work to ensure the test is easy to follow and is less burdensome for researchers.
 - Discontinue the preparations for the 2023 Excellence in Research for Australia (ERA) round and commence work to develop a transition plan to establish a modern data driven approach.
 - Enhancement of mechanisms, such as improved collection and analysis of research impact data, that can identify high quality research in Australia.
 - Undertake an internal financial sustainability review of the ARC and work with the department to undertake a policy review of ARC programs to determine program needs following the ARC Review.
- The LoE was welcomed by the university research sector, particularly regarding the priorities surrounding improving timeliness and transparency for ARC grant processes, discontinuing the 2023 ERA round and making refinements to the NIT to make it simpler and clearer for stakeholders.

Relationship with the ARC Review

- Actioning the priority areas of the LoE will occur at the same time as the independent review of the *Australian Research Council Act 2001* (ARC Review) (see SB22-000289).

- The ARC Review will examine the ARC's enabling legislation to ensure it reflects new ambition and focus within the organisation and is appropriately set up to respond to current and future needs of the research sector.
- A breakdown between the scope of work for both the ARC Review and the LoE is found at [Attachment B](#).

Research

- NIL

Stakeholder Response

Stakeholder	Response summary
Group of Eight (Go8)	On 30 August 2022, the Group of Eight (Go8) published a media release on its website welcoming the priorities outlined in the LoE, particularly the reframing of the National Interest Test to include excellent research that does not have a clearly defined application or short-term outcome and the development of a data-driven approach to the Excellence in Research for Australia assessment.
Universities Australia	In a media release published on its website on 30 August 2022 Universities Australia welcomed the Government's LoE to the ARC as well as the establishment of the ARC Review. The media release outlined that Universities Chief Executive Catriona Jackson was particularly pleased to see that the Minister was committed to addressing issues created by the National Interest Test in his LoE.
Greens	On 30 August 2022, Education spokesperson for the Greens Senator Mehreen Faruqi announced on Twitter criticised the Minister's expectation of the ARC to refine the National Interest Test (NIT). Senator Faruqi called on the Government to ditch the NIT entirely, labelling it as 'completely unnecessary and onerous'.
Research Australia	Posted on its member organisation BioNetwork Melbourne's website on 7 September 2022, Research Australia welcomed the new LoE, believing that the reforms are a step in the right direction and broadly align with the objectives of the National Strategy for Health and Medical Research announced by the then-Minister for Health in December 2022.

Media

- ***Jason Clare has just put the Australian Research Council on notice. This brings (some) good news for academics, The Conversation, 1 September 2022***

The article provided an overview of the Minister's announcements of establishing an independent review of the *Australian Research Council Act 2001* and his LoE to the ARC.

The article commends the decision for ERA 2023 to be cancelled and the push for more timely and transparent processes for the ARC's grant procedures. The article is concerned that the National Interest Test was not abolished by the Minister.

- ***Academics welcome Australian Research Council overhaul following controversial grant decisions, The Guardian, 30 August 2022***

The article notes the research community's generally positive reaction to Minister's announcements of establishing an independent review of the *Australian Research Council Act 2001* and his LoE to the ARC.

However, the article outlines that both researcher and Greens Senator Mehreen Faruqi are concerned that the Albanese Government has chosen to continue with the application of the National Interest Test for ARC grant procedures.

- ***Heads of ARC review named by education minister, The Mandarin, 31 August 2022***

The article outlines the establishment of the ARC Review as well noting the Minister's request to the ARC in creating a clearer and simple National Interest Test as outlined in his LoE.

The article notes the Group of Eight's positive reaction to both the ARC Review and the LoE, outlining that will work with both the Government and the ARC to ensure the council is fit for purpose.

- ***Jason Clare's Aust Research Council overhaul takes shape, InnovationAus.com, 30 August 2022***

The article outlines an extensive overview all of the priorities outlined in the Minister's LoE, as well as noting the establishment of the ARC Review.

The article references that the controversial National Interest Test will remain but in a simpler form, which has attracted positive feedback from such stakeholders as Universities Australia

Last Cleared By	Dom ENGLISH
Date Last Cleared	29 September 2022

BACKGROUND

- The Letter of Expectations (LoE) was developed in collaboration between the Minister's office, the department and the ARC.
- Minister Clare's LoE replaces the one previously sent by then Acting Minister for Education and Youth to the ARC in December 2021.

National Interest Test

- Peer review assessments are a fundamental component of research grant approvals. It is the peer review process which allows the ARC to support research excellence and am grateful to the thousands of university assessors and members of the College of Experts who facilitate this fundamental process.
- To complement the recommendations, the ARC uses three other assessment tools to identify potential grant recipients—the due diligence test (Countering Foreign Interference), the eligibility test, and the National Interest Test (NIT).
- The ARC CEO cannot recommend an application to the Minister if it does not satisfy all four assessments.
- The NIT statement is an important requirement in all ARC application forms for funding within the National Competitive Grants Program, and this test will continue.
- The NIT allows the applicant to share how their research will benefit the country. It should be a clear and concise statement which can be understood easily by the general public (rather than a peer expert or the academic community).
- The ARC is undertaking consultations to improve the NIT to ensure it demonstrates a clear public interest; make it more accessible to potential end-users and build support for continuing that investment; enhance and expand the role of industry and other end-user experts in assessing the NIT; and increase transparency of the process.



The Hon Jason Clare MP
Minister for Education

Reference: MS22-000756

Ms Judi Zielke PSM
Chief Executive Officer
Australian Research Council
GPO Box 2702
CANBERRA ACT 2601

By email: ceo@arc.gov.au

Dear Ms *Judi* Zielke

I am writing to outline my expectations of the Australian Research Council (ARC).

The ARC plays a key role in facilitating world class Australian university research, including as the only Commonwealth research agency funding the body of basic research in all areas (excluding medical). Countries that produce the highest quality research have effective research councils that not only manage funding allocation processes, but also play a role in providing the feedback that shapes their research policy landscape.

This Letter of Expectations acknowledges the work of the ARC in supporting high quality university research and outlines my expectations in the immediate future.

Streamlining the processes undertaken during National Competitive Grant Program funding rounds must be a high priority for the ARC. As I have stated publicly, it is important that all future grants rounds are delivered on time, to a pre-determined timeframe. In considering improvements to the grants process, I ask that the ARC identify ways to minimise administrative burden on researchers. I also ask that the ARC advise me of any regulatory or legislative changes required to ensure grants rounds are delivered on time and to a transparent, predetermined timeframe.

It is my view that the National Interest Test (NIT) should continue, but should be clearer, simpler and easily understood.

I ask that the ARC develop processes and clear guidance that will minimise the workload for the sector associated with the application of the NIT and that you consult with the higher education sector and advise me on reforms to improve the NIT process.

I ask that you also consider how the NIT is applied to different grant categories, recognising, for example, that the Discovery Program includes fundamental research that by its very nature may not have a clearly defined application or outcome.

I also ask that you continue to ensure that the ARC assesses the NIT for each application in conjunction with the assessments from the expert peer review process, eligibility, and due diligence.

The Government expects that the ARC will focus on the impact of university research and its contribution to areas of national importance. In line with this, I propose that the role of the National Manufacturing Priorities in the Linkage Program grants consideration be replaced by priorities aligned to the National Reconstruction Fund. I also ask that you review the

Parliament House, Canberra ACT 2600

Linkage Grant process with a view to drive more focused and scaled investment in key national challenges. It is important that the Linkage Program delivers impact with industry and aims to take research further along the translation pathway.

I note the work the ARC has recently undertaken to fast track the implementation of the outcomes from the review of the Excellence in Research for Australia (ERA) and Engagement and Impact (EI) assessments, and the early work with the Department of Education to develop metrics for both assessments.

I note the higher education sector's concern regarding the workload required for the current mode of delivery of the ERA assessment. It is important that the ERA process continues to be valued as an important source of information, in the context of the existing available evidence of the quality of Australian research.

In light of the sector's concerns about workload, I ask that you discontinue preparations for the 2023 ERA round and commence work to develop a transition plan, in consultation with the sector and my Department, to establish a modern data driven approach informed by expert review. In addition, I ask you to continue your work with my Department on developing research engagement and impact indicators to inform the Engagement and Impact assessments.

I ask you provide me with a transition plan by the end of 2022, which in addition to any recommendations from the ARC review, can be considered for implementation in 2024-2025.

Further, I ask that you look to enhance mechanisms that can identify the highest quality university research in Australia, particularly basic research, beyond the current functions of grants reporting. This would include improved collection and analysis of impact data to enhance the reporting on the impact value of grants funded so that more robust evaluations of ARC funded programs and initiatives can be undertaken.

As you are aware I have asked my Department to establish an independent review of the role and function of the ARC as set out in its enabling legislation. I recognise ARC's important role in supporting that review. I also ask that you undertake an internal financial sustainability review of the ARC and work with my Department to undertake a policy review of ARC programs to determine program needs following the review of the ARC legislation. This will lead to a broadening and deepening of the role of the ARC in strengthening relationships with the university research sector, industry, and government and establish a link to the Australian Universities Accord process.

I ask that the ARC continue to engage with the higher education sector and to work with me and my Department to drive high-quality Australian university research. The Government understands the importance of a strong Australian university research system and the valuable impact it has on the nation's economy and wider society. A renewed and refocused ARC will be strategically placed to effectively optimise that contribution.

I look forward to continuing to work with you in providing support to the Australian university research community.

Yours sincerely



JASON CLARE

26/8/2022

OFFICIAL: Sensitive

Attachment B

Scope comparison of the ARC Review and Letter of Expectations

Review of the <i>Australian Research Council Act 2001</i>	Letter of Expectations
<p>The ARC Review will examine the Council’s enabling legislation to ensure it reflects new ambition and focus within the organisation and is appropriately set up to respond to current and future needs of the research sector. In its Terms of Reference, the ARC Review will consider:</p> <ul style="list-style-type: none"> • Whether the role and purpose of the ARC as set out in the legislation remains relevant, including consideration of the contribution the ARC can make to identifying reforms to its programs to actively shape the research landscape in Australia and better align with comparable research agencies. • Consider the ARC governance model and management functions and structures to ensure they are contemporary, fit for purpose, and meet the needs of stakeholders. • Look for opportunities to improve the legislation to better facilitate globally competitive research and partnerships, reduce unnecessary administrative and legislative burden and increase agility. • How the legislation could be revised to reflect the breadth of functions of the ARC and its evolution, including the measurement of the impact and excellence of Australian research and advise on contemporary best practice for modernising and leveraging these measures. 	<p>The Letter of Expectations sets out the Minister’s priorities regarding the operations of the ARC. The Letter is aimed at ensuring the ARC is responsive to the Government and the research sector and reflects the level of ambition required for a dynamic research agency. The priorities set out in the Letter of Expectations include:</p> <ul style="list-style-type: none"> • A focus on improved transparency and timeliness of National Competitive Grant Program rounds. • Aligning research projects to the priorities set out in the National Reconstruction Fund. • Reviewing the Linkage Grant process to drive more focused and scaled investment in challenges. • Reaffirming the importance of the National Interest Test (NIT) and seeking more work to ensure the test is easy to follow and is less burdensome for researchers. • Discontinue the preparations for the 2023 Excellence in Research for Australia (ERA) round and commence work to develop a transition plan to establish a modern data driven approach. • Enhancement of mechanisms (e.g. improved collection and analysis of research impact data) that can identify high quality research in Australia. • Undertake an internal financial sustainability review of the ARC and work with the department to undertake a policy review of ARC programs to determine program needs following the ARC Review.

OFFICIAL: Sensitive

Issue: Startup Year
Contact: Tony Cook
 Ph: s 22
 Deputy Secretary

Key Points

Overview

- Startup Year is a new income-contingent loan program designed to support increased participation in higher education-based incubator and accelerator programs, boosting entrepreneurship, job growth and economic opportunity.
- From mid-2023, the program will provide up to 2,000 income contingent loans each year for final year undergraduate students, post-graduate students and recent graduates to undertake a business-focused year through an accelerator program, based at an Australian higher education provider.
- The Startup Year program will deliver income-contingent loans to students through the Higher Education Loan Program (HELP) architecture established under the *Higher Education Support Act 2003* (HESA). Legislative amendments are required to the HESA.
- Students will be able to access a newly established Startup Year (SY-HELP) loan type, up to the maximum value of the student contribution in band three (projected to be \$11,800 in 2023), to support their participation in a recognised accelerator program based at a higher education provider, with funding going to the providers and their accelerator.

Funding

- Finalised costings for the Startup Year program were agreed in the 2022–23 October Budget context.
- \$15.4 million in total across multiple departments over the four years from 2022–23.
- This includes:
 - \$1.7 million to the Department of Education to administer the program, including costs for ICT upgrades to the Tertiary Collection of Student Information (TCSI) system, in order to enable the SY-HELP loan type.
 - \$7.9 million to the Department of Social Services for the expansion of eligibility of student support payments like youth allowance and Austudy to include Startup Year students.

- \$5.7 million to Services Australia for upgrades to ICT systems required to properly process and track HELP debts and debt history.
- \$0.1 million to the Department of Health and Aged Care to cover the additional costs associated with increased access to benefits such as subsidised medications from Startup Year students receiving student support payments like Youth Allowance and Austudy.
- The Parliamentary Budget Office costed the program in the context of the 2022 federal election at \$14.6 million over the forward estimates. This costing did not account for ICT system enhancements for the HELP loan and the income support payments.

Student loan assignment

- Up to 2,000 SY-HELP loans will be allocated through an annual process in a manner similar to OS-HELP assistance.
- Higher education-based accelerators will be invited to apply to register as Startup Year providers.
- The department will establish a registration process for participating accelerator programs based in higher education providers. The department envisages this would include new and existing accelerator programs.
- Each year registered accelerators will bid for an allocation of the 2,000 places. The factors that will determine this allocation by the department may include: links to priority areas, industry and regional connections, market value and commercialisation opportunities, social and community impact, and diversity metrics.
- Accelerators will then assign students to their allocated places according to their own criteria, and SY-HELP loans will then be assigned to students.
- It is anticipated that the Startup Year program design will be built around prioritising support for female entrepreneurship, Indigenous Australian participation, participation for people with disability, and community-based startups solving regional and rural issues.
- Final design of the program, including criteria for eligible accelerators and students, and criteria for the allocation of Startup Year places will be settled following extensive consultation with stakeholders.

Consultation

- Consultation on the final design elements of the Startup Year initiative commenced on 29 September 2022 with the release of the consultation paper. The consultation period will last approximately six weeks, with submissions due by 15 November 2022.
- Targeted consultation with key stakeholders will be undertaken by the department throughout this period, in collaboration with the Department of Industry, Science and Resources (DISR).
- The key components of the program design for feedback in the consultations include:
 - accelerator eligibility
 - program design to meet intended outcomes
 - student eligibility requirements.

Next steps

- Outcomes of the consultation period will inform the refinement of the final design elements of the Startup Year program, and the final drafting of the enabling legislative amendments.
- It is anticipated that the legislation will be introduced in early 2023 for the program to commence in July 2023.

Rationale

- Australia has a world-class research system, with universities providing a bedrock for creation and innovation. However, Australia has been falling in the Global Innovation Index—which measures science and innovation investments, technological progress, and socioeconomic impact—from 17th in 2014 to 25th in 2021.¹
- Startups have an important role in job creation, commercialising ideas, solving social and community-based issues, and strengthening links between universities and the broader community.
- Startups have a high impact on the creation of new jobs. In 2015 young SMEs made the highest contribution to net job creation, with startup activity being the driver of this growth².

¹ WIPO (2021) *Global Innovation Index*, www.globalinnovationindex.org/analysis-indicator

² Hendrickson, L. Bucifal, S. Balaguer, A. Hansell, D. (2015) *The employment dynamics of Australian Entrepreneurship*. [the_employment_dynamics_of_australian_entrepreneurship.pdf\(industry.gov.au\)](http://the_employment_dynamics_of_australian_entrepreneurship.pdf(industry.gov.au))

- University-based accelerator programs bring together industry, academic expertise and access to financial and physical resources to offer immersive, wraparound services to support students and first-time entrepreneurs with their startup ideas.
- It is envisaged funding through the Startup Year loan will allow Australian universities to expand the range of programs and supports provided in accelerator programs, with resources to invest in student participation such as access to founders' workshops, mentoring and coaching sessions, business and budget advice, and media and PR advice and support. Funding will also be able to be used for access to services and facilities such as labs and facilities to build and prototype concepts, ICT infrastructure and programs co-working spaces, and networks and industry partners.
- The program will help higher education accelerator programs expand their offerings to more participants, providing greater support to people at all stages of their startup journey, leading to greater flourishing of Australian startup culture and entrepreneurial businesses.

Research

Australia's falling performance in economic indicators

- Global Innovation Index³:
 - The Index measures science and innovation investments, technological progress, and socioeconomic impact.
 - Australia has fallen from 17th in 2014 to 25th in 2021.
- World Economic Forum's Global Competitiveness Index 4.0⁴:
 - The GCI 4.0 provides a detailed map of the factors and attributes that drive productivity, growth and human development.
 - Australia has fallen two places since 2018 to 16th overall, ranking as low as 29th in areas such as infrastructure and ICT adoption.
- Harvard University's Economic Complexity Index (ECI)⁵:
 - Measures the current state of a country's productive knowledge.
 - Australia ranked 60th in 2000 and fell to 91st in 2020.

³ WIPO (2021) Global Innovation Index, www.globalinnovationindex.org/analysis-indicator

⁴ World Economic Forum (2022) Australia, <https://reports.weforum.org/global-competitiveness-report-2019/economy-profiles/#economy=AUS>

⁵ ATLAS of Economic Complexity (2022) Country & Product Complexity Rankings, <https://atlas.cid.harvard.edu/rankings>

Startups in the Economy

- On average across OECD countries, young firms account for approximately 20 per cent of employment and create almost half of all new jobs⁶.
- In Australia, startups have a high impact on the creation of new jobs. Research from the DISR Office of the Chief Economist from 2015 found that young SMEs made the highest contribution to net job creation (40 per cent), with startup activity being the driver of this growth⁷.
- Research also suggests that job creation is highly concentrated. In 2020, an increase of over 3,000 employees could be attributed to Australia's eight most successful startups⁸.

Stakeholder Response

Stakeholder	Response summary
Universities and peak bodies	Early discovery engagement work has been undertaken, meeting with a number of key members of the university accelerator community and industry to inform the broader consultation phase.
Industry groups	To date, stakeholders have generally been supportive of the program and are keen to support the policy direction through the consultation process.
Existing Accelerators	

Media

Uni leaders call for Labor's \$14.6 million Startup Year scheme to reach founders from all backgrounds, Smart Company, 26 May 2022

- The article outlines positive reactions to the announcement of the Startup Year program from Information technology and university groups and peak bodies. Including Go8, Australian Information Industry Association, Australian Technology Network and UNSW

Last Cleared By	Dom ENGLISH
Date Last Cleared	29 September 2022

⁶ Hendrickson, L. Bucifal, S. Balaguer, A. Hansell, D. (2015) The employment dynamics of Australian Entrepreneurship. [the_employment_dynamics_of_australian_entrepreneurship.pdf](#) (industry.gov.au)

⁷ Hendrickson, L. Bucifal, S. Balaguer, A. Hansell, D. (2015) The employment dynamics of Australian Entrepreneurship, [www.industry.gov.au/sites/default/files/June%202018/document/pdf/the_employment_dynamics_of_australian_entrepreneurship.pdf?acsf_files_redirect](#)

⁸ G20 Entrepreneurship Roundtable (2021), Entrepreneurship in Australia: Promotion of entrepreneurship and startups in the digital era

BACKGROUND

- Startup Year was announced in the 2021 Budget Reply. In the lead up to the 2022 May election, this measure was announced as a \$14.6 million income contingent loan program for final year undergraduate students and recent graduates, as costed by the Parliamentary Budget Office.
- Startup Year requires amendments to the *Higher Education Support Act 2003* (HESA) and creation of a new legislative instrument to establish it as a new type of loan under the Higher Education Loan Program (HELP) architecture for eligible students to participate in accelerator programs at higher education providers.
- The anticipated HESA amendments will establish the loan (to be known as SY-HELP) in a manner similar to existing HELP assistance types (such as HECS-HELP or FEE-HELP), specifying basic eligibility and course requirements, as well as other information about incurring the debt associated with the loan.
- Consistent with existing HELP arrangements, amendments to HESA will also include the ability for the Minister for Education to make SY-HELP Guidelines. These guidelines would contain more detailed information on the loan, such as establishing rules on funding use, and the number of students providers may select for SY-HELP assistance.
- It is anticipated Startup Year will prioritise loans to startup ideas that align with the priority areas outlined in the National Reconstruction Fund. This will drive investment in people and projects to build prosperity across the country, invest in national sovereign capability, and focus on enabling capabilities in the tech space to support tech-based job creation.

Issue: Research Commercialisation (AEA and Trailblazers)
Contact: Tony Cook
 Ph: s 22
 Deputy Secretary

Key Points

- The previous Government announced the \$2.27 billion University Research Commercialisation Action Plan to reform Australia's university research commercialisation landscape on 1 February 2022.
- The Package is focused on supporting more university research to build scale and have real-world impact through the translation pathway activity and building increased research workforce capability.
- Key elements of the Action Plan comprise:
 - Australia's Economic Accelerator (AEA): \$1.6 billion over 10 years
 - the Trailblazer Universities Program: \$362.5 million over four years
 - new Industry PhD programs: \$296 million over five years, including an expansion of the CSIRO iPhD program and a new suite of Industry focused Australian Research Council (ARC) Fellowship grants (iFellowships).
- While the Department of Education has continued work to implement all of the programs for which it has responsibility, formal commencement of the programs has been subject to the Government's line by line Budget review.

If asked about implementation of each element:

- Implementation of the AEA is dependent on the passage of legislation to establish the AEA Board and overarching governance arrangements.
- The department is preparing for the enabling legislation to establish the AEA program to be re-introduced to Parliament in 2023. The scheduling of this matter is a question for the Parliamentary Business Committee.
- The department is currently negotiating with each Trailblazer University to finalise their Conditions of Grant, and it is anticipated the program will commence later in 2022.
- The department is working to finalise the Guidelines for the National Industry PhD programs, and to settle arrangements for the administration of the program.

- Questions relating to CSIRO's iPhD program should be referred to CSIRO, and questions on the ARC's iFellowship grants should be referred to the ARC.
- The Higher Education Research Commercialisation Intellectual Property Framework was released on 31 August 2022 to facilitate greater university-industry collaboration and is now voluntary following stakeholder feedback on its development.

If asked about re-profiling of funding under the Action Plan

- Australia's Economic Accelerator and the Industry-based PhD and fellowship programs will start from July 2023.
- The bill that establishes these programs lapsed at the end of the last Parliament. As a result, these program will start later than planned.
- This means the funding for the program has changed across the forwards, but the total amount remains the same.
- Funding of \$140.2 million over four years from 2022–23 (and \$161.6 million over 12 years to 2033–34) has been re-profiled within the University Research Commercialisation Action Plan
- The changes are driven by:
 - Moving to interim pilot arrangements for Australia's Economic Accelerator Program ahead of the revised start date of 1 July 2023.
 - Revised start date of 1 July 2023 for the National Industry PhD Program.

Research

Australian businesses invest and reap reward from innovation, but compared with its peers, research commercialisation is relatively weak in Australia

- Although business remains the largest overall contributor to total Research and Development (R&D) spending, its dominance has been steadily declining since 2008–2009, with the higher education sector being the strongest recent contributor to overall growth in R&D.¹
- Of the R&D investment, business accounted for more than half, and higher education contributed to around one-third (or \$12.7 billion) of total R&D spending in 2019–20.

¹ Research and Experimental Development, Businesses, Australia, 2019-20 financial year, Australian Bureau of Statistics.

- In 2018–19, Australia ranked last in the Organisation for Economic Co-operation and Development (OECD) for business-higher education collaboration on innovation, with only three per cent of innovation active firms reporting they had collaborated with the higher education sector (compared to the OECD average of 12 per cent).²
- Over the past 15 years, higher education expenditure on research and development has increased by nearly 300 per cent.³ But in the same period, commercialisation performance has not improved in noticeably.

Stakeholder Response

Stakeholder	Response summary
Universities and peak bodies	University and industry stakeholders have been very supportive of the University Research Commercialisation reform package since the announcement. Universities have raised concerns over the delay in the commencement of the Trailblazer projects and AEA Program, and are seeking assurances of the Government's commitment and investment to research commercialisation.
Industry group	
Research organisations	

Media

The Treasurer, the Hon Dr Jim Chalmers MP, and Minister for Finance, Senator the Hon Katy Gallagher, Joint press conference, Parliament House, Canberra, 25 May 2022

At the press conference where the Treasurer and the Minister for Finance announced that the Government will conduct a line by line review of the Budget to ensure investment is going towards key priority areas that will create jobs, boost participation, improve and increase productivity, generate new business investment, and increase wages and household incomes.

Australia's Economic Accelerator Program

- In a speech at the Universities Australia Conference Gala Dinner on 6 July 2022, the Minister for Education reaffirmed to the higher education sector the Government would build on the work of the previous government to encourage translation and boost commercialisation. The AEA is the central program under the University Research Commercialisation Package.

² OECD 2021 Innovation Indicators.

³ Australian Bureau of Statistics, Research and Experimental Development, Businesses, Australia, 2019-20.

Trailblazer Universities Program

- The previous government announced the Trailblazer Universities Program funding recipients through a series of media releases from 19 April 2022 to 15 May 2022 with no significant media issues identified.

Last Cleared By	Tony Cook
Date Last Cleared	08 November 2022

BACKGROUND

Australia's Economic Accelerator (AEA)

- The AEA was established as a new \$1.6 billion ongoing program in the 2021–22 Mid-Year Economic and Fiscal Outlook (\$505.2 million over five years), and was included as a measure in the March 2022–23 Budget.
- The AEA was announced on 1 February 2022 as the central program under the University Research Commercialisation Package and was scheduled to commence on 1 July 2022. To date, the program has not commenced because the enabling legislation did not pass Parliament prior to the 2022 election.
- AEA is designed to shift the dial on Australian research by supporting the translation and commercialisation of our world-leading research in the university sector.
- Subject to the passage of legislation, the AEA will operate as a priority-driven grant program to support projects aligned with national research priority areas with high commercial opportunity.
- The AEA is a fast-fail model designed to attract projects at a proof of concept or proof of scale level of commercial readiness that have high commercialisation potential.
- Projects will progress through the program, based on continued success and achievement of milestones. To incentivise ongoing excellence, the quantum of AEA funding increases as projects mature towards at-scale commercialisation.
- Industry participation will be critical to the success of the program. Examples of industry involvement include embedded industry experts, memoranda of understanding, in-kind support, formal partnerships and co-investment.
- The AEA will be governed by an expert commercialisation board, supported by expert Priority Managers. The AEA Board will consist of up to eight members, who will possess experience and knowledge in research and its commercialisation, and represent government, industry and research sectors.
- Subject to the passage of legislation, the AEA Board will be appointed by the Minister to oversee the Priority Managers and advise the Minister for Education on the commercialisation of research through a Research Commercialisation Strategy, which is to be developed every five years from program commencement.
- Priority Managers will represent each of the national research priority areas and be highly qualified, experienced and motivated business and technology specialists. Priority Managers will work with successful applicants to help foster connections and secure formal collaboration arrangements with industry partners.

Industry PhD and fellowships programs

- The industry PhD and research fellowship programs will encourage mobility and collaboration between university researchers and industry, build capacity and understanding of research translation and provide recognised university career paths at all levels.
- In total, there will be six programs covering the academic career from Industry PhDs to Laureate Fellowships:

Department of Education

- Industry Linked PhD: This stream will encourage PhD candidates to undertake university-industry co-designed PhD projects, with a phased implementation over four years, \$16 million for 225 Industry PhD places. Each PhD place is funded for up to four years.
- Industry Researcher PhD: This stream will support industry professionals to undertake PhD training, with a phased implementation over four years, \$36 million for 230 PhD places. Each PhD place is funded for up to four years.

CSIRO

- CSIRO Industry PhD: This stream will expand CSIRO's existing Industry PhD program, with a phased increase over four years, \$26 million for 150 Industry PhD places. Each PhD place is funded for four years.

ARC

- Industry Early Career Fellowships: This stream will boost industry capability of early career researchers, with a \$78 million injection in funding for 200 fellowships. The length of the fellowship is for three years.
- Mid-Career Industry Fellowship: This stream will embed mid to senior career researchers within an industry research setting, with a \$74 million injection in funding for 100 fellowships. The length of the fellowship is for up to four years.
- Industry Laureate Fellowship: This stream will provide high-quality researchers with support to lead ground-breaking industry-linked projects, with a \$67 million injection in funding for 32 fellowships. The length of the fellowship is for up to five years.

Trailblazer Universities Program

- The Trailblazer Universities Program provides \$362.5 million over four years (including departmental funding) to support six universities to boost collaboration with industry with a focus on commercialisation of prioritised research and develop close collaboration between Australian Government, Australian universities and industry partners.
- Trailblazer Universities will each receive \$50 million with annual indexation applied, with funding matched by the university and industry partners, to boost their research translation and commercialisation capability at speed.
- An additional \$45 million will be available to Trailblazer Universities through the CSIRO to access specialist equipment and expertise to support delivery of their projects.
- One of these projects is regionally headquartered at the University of Southern Queensland and a further two, led by Curtin University and Deakin University, will deliver significant impact in regional Australia.
- The six Trailblazer Universities are:
 - **Curtin University**, Resources Technology and Critical Minerals Trailblazer, is in partnership with the University of Queensland and James Cook University. The project has anticipated funding of \$196 million including \$109 million of co-contributions from partner universities and industry partners. Curtin University will work with 34 industry partners to fast-track the commercialisation of new products, services and process improvements that meet the need and expansion of the resources sector.

- **Deakin University**, Recycling and Renewable Energy Commercialisation Hub (REaCH), is in partnership with Royal Melbourne Institute of Technology, University of Southern Queensland and Federation University. The REaCH has anticipated funding of \$384 million including \$241 million of co-contributions from partner universities and industry partners as well as direct investment in small and medium-sized companies. The REaCH is an industry-led approach to deliver a manufacturing ecosystem for the circular economy. This pipeline will have extensive capability to support industry, researchers, and new ventures to commercialisation.
- **The University of Adelaide**, Defence Trailblazer for Concept to Sovereign Capability (CSC), is in partnership with the University of New South Wales. The CSC has anticipated funding of \$244 million including \$169 million of co-contributions from the partner university and industry partners. The CSC will work with over 50 industry partners including small and medium-sized companies. The CSC aims to build Australia's defence capability for national, regional and global security, and drive collaboration between universities and businesses to deliver products to support the Australian Defence Force.
- **The University of Queensland**, Accelerating Growth in Australia's Food and Beverage Manufacturing (FaBA), is in partnership with Queensland University of Technology and the University of Southern Queensland. The FaBA has anticipated funding of \$174 million including \$88 million of co-contributions from partner universities and industry partners. The FaBA will work with 14 industry partners and aims to shape Australia's reputation as a clean and green producer and create the global opportunities in the food and beverage industry.
- **University of New South Wales**, Australian Trailblazer for Recycling and Clean Energy (ATRaCE), is in partnerships with University of Newcastle. The ATRaCE has anticipated funding of \$263 million including \$157 million of co-contributions from the university partner and industry partners. The ATRaCE will work with 27 industry partners to create over 50 new patents by 2042 and aims to establish a fully integrated ecosystem for recycling and clean energy research commercialisation.
- **University of Southern Queensland**, Innovative Launch, Automation, Novel Materials, Communications and Hypersonics Hub (iLAuNCH), is in partnership with the University of South Australia and the Australian National University. The iLAuNCH has anticipated funding of \$180 million including \$78 million of co-contributions from partner universities and industry partners. The iLAuNCH will work with 23 industry partners and aims to fill critical gaps in Australia's space market, including the production of rocket and launch facilities, satellite manufacturing, communication technologies and integrated sensing systems.

Trailblazer Universities Program – Assessment Process

- The Trailblazer Universities Program assessment comprised a two-stage of application process including:
 - stage 1 - Expression of Interest (EOI)
 - stage 2 - Business case for shortlisted applicants from EOI process.

Stage 1 - EOI Process

- EOIs for the Trailblazer Universities opened on 24 November 2021 and closed on 17 January 2022.
- The department received a total of 22 applications which were assessed by an expert panel with significant experience and expertise across government, higher education, industry and innovation sectors. The Department chaired the panel with the following members:
 - Mr Tony Cook, Deputy Secretary, Department of Education (Chair)
 - Ms Janean Richards, First Assistant Secretary, Department of Industry, Science, Energy and Resources
 - Ms Judi Zielke, Chief Executive Officer, Australian Research Council (at EOI stage only)
 - Emeritus Professor Paul Wellings CBE, former Vice-Chancellor of the University of Wollongong
 - Mr Andrew Stevens, Chair of Industry Innovation and Science Australia
 - Mr Dom English, First Assistant Secretary, Department of Education.
- On 28 January 2022, the Government announced the following eight shortlisted university applicants:
 - The University of Queensland, Food and beverage – Accelerating growth in Australia’s Food and Beverage manufacturing
 - Charles Sturt University, Food and beverage – Reshaping Australian Manufacturing: Food and Beverage Commercialisation Hub
 - Deakin University, Recycling and clean energy – Recycling and Renewable Energy Commercialisation Hub (REACH)
 - University of New South Wales, Recycling and clean energy – Australian Trailblazer for Recycling and Clean Energy (ATRaCE)
 - The University of Adelaide, Defence – Defence Trailblazer for Concept to Sovereign Capability (CSC)
 - The University of Melbourne, Medical products – Medical Products Trailblazer
 - University of Southern Queensland, Space – Innovative Launch, Automation, Novel Materials, Communications and Hypersonics Hub (The iLAUNCH Hub)
 - Curtin University, Resources Technology and critical minerals processing – Resources Technology Trailblazer.

Stage 2 – Business Case Assessment Process

- The eight shortlisted university applicants submitted business case proposals to the Department on 15 March 2022 and delivered a presentation to the panel members on 22 March 2022.
- Following a competitive process, the panel selected six Trailblazer Universities on 4 April 2022 and the announcement of the selected Universities was made between 19 April 2022 to 15 May 2022.

Higher Education Research Commercialisation (HERC) Intellectual Property (IP) Framework

- The HERC IP Framework has been developed in response to concerns raised around the challenge of working with universities in relation to IP and reflects feedback from a comprehensive consultation process with the greater IP

community. The Framework includes 12 standardised agreements plus plain English guidance for each agreement, and online guidance materials including a Practical Guide.

- On 31 August 2022, the Hon Jason Clare MP, Minister for Education, released the HERC IP Framework to apply on a voluntary basis. Included in the media release was an announcement of the establishment of a Framework Advisory Committee (FAC) to assist in overseeing the initial implementation of the Framework and to provide further governance oversight.
- The FAC is comprised of experts from across the higher education, industry and government sectors. It will also advise the department on future application and any changes and updates required to ensure the Framework remains fit for purpose. The composition of the FAC is still being finalised by the department, with the first meeting of the FAC expected to occur in late 2022.
- With regard to the funding received under the Trailblazer Universities Program and Australia's Economic Accelerator Program, the Framework will provide the basis for benchmarking the IP framework applied by universities under these two programs.

Issue: Australian universities Accord
PBS Pg No. 23

Contact: Tony Cook
Ph: s 22
Deputy Secretary

Key Points

The Accord

- As announced in the Budget, the Australian Government has committed \$2.7 million to implement the Australian Universities Accord. The Accord will involve a review of Australia's higher education system delivering recommendations to deliver accessibility, affordability, quality, certainty, sustainability and prosperity.
- The review will be led by a Panel of eminent Australians, who will engage across all sectors and groups affected by higher education policy, including universities, other higher education and vocational education providers, businesses, unions, staff and students.
- The Accord will commence in the coming months.
The Hon Jason Clare MP, Minister for Education, will release further detail, including final Terms of Reference (ToRs) in due course.
- The ToRs will guide the review to consider a wide range of issues across research, teaching and learning and international education.

Terms of Reference Development

- The Department of Education undertook limited, targeted consultation with higher education peak bodies, unions, and industry groups in the sector to inform development of the ToRs.
 - The full list of bodies engaged in the consultation process can be found in **Background**.
- This consultation was undertaken between 28 August 2022 and 1 September 2022.
- Final ToRs will be released by the Minister for Education.

Review of Job Ready Graduates

- The Minister has indicated the Accord process will include a review of the changes made by the previous Government's Job-ready Graduates package (see media for details).
 - The former government committed to conducting a review of the JRG reforms 18 months after implementation.

Linkages to Australian Research Council Review

- The review will occur at the same time as the independent review into the *Australian Research Council Act 2001* (ARC Review) announced on 30 August 2022. The ARC review will hand down its final report by 31 March 2022.
- The Panel of eminent Australians will have capacity to consider whether outcomes from the ARC review have broader implications for the higher education system, including financial and regulatory impacts.

Costs

- \$2.7 million has been provided from the Budget over the 2022–23 and 2023–24 financial years to deliver this election commitment. This funding includes remuneration for panel members, consultation and facilitation costs and independent research.

Research

- The review will build an evidence base, from which the Government and key bodies in the sector can base decisions and leverage to implement the recommendations of the review.

Media

- ***University peak bodies. 26 October 2022.***
Peak bodies have welcomed the accord process as an opportunity for an open dialogue with government to achieve positive outcomes for the sector and the nation. Universities Australia, the Group of Eight, Australian Technology Network and Innovative Research Universities expressed support for the process, noting importance for process to provide for genuine funding reform and delivers in all abiding aspects of higher education - teaching, research and international education and research.

- ***Minister Clare: Speech to 12th National Conference on University Governance, 13 October 2022***

“Next month I will announce the details of the Universities Accord, the Panel of eminent Australians and their Terms of Reference.

They will be broad. And I want the outcome of this Accord to define Australian higher education as one of the most accessible, equitable, integrated, quality systems in the world. And I want to partner with you to do it.”

- ***Professor Mark Scott AO, Address to the National Press Club, 31 August 2022***

In his address, the University of Sydney VC and President argued that universities are “central to Australia’s security, prosperity, and well-being.” He encouraged Minister Clare’s “openness to engage with big picture thinking and substantive reform.” The challenges in the ‘ecosystem’ of the higher education sector were noted as Professor Scott welcomed the government’s engagement and willingness to review the sector as part of the Accord.

- ***The Hon Jason Clare MP, Keynote Speech to the AFR Higher Education Summit, 30 August 2022***

In his speech, Minister Clare reflected that the government and sector acting together will play a major role in the Accord. Further light was shone on the Minister’s intention for the Accord, elucidating that both how the pandemic has affected students and universities, and what the pandemic has meant for the ways staff and universities work, will be included in the process.

- ***The Hon Jason Clare MP, The Conversation Podcast: Politics with Michelle Grattan, 7 July 2022***

In this interview with Michelle Grattan, the Minister states his intention for the Accord to look at the changes brought about by JRG, subsuming the previous Government’s 18-month deadline to review the package. The Minister states that it makes sense for the JRG review to become part of the overarching Accord process.

- ***The Hon Jason Clare MP, Speech to the Universities Australia 2022 Gala Dinner, 6 July 2022***

In this speech, the Minister set out his vision for the Accord, that it would provide a ‘reset’ and long-term plan for universities, and that the Accord would draw on the advice of university leadership, staff, unions, businesses, students, parents, and all political parties. The Minister stated it will be, “looking at everything from funding and

Andrew Norton. The inequity of Job-ready Graduates for students must be brought to a quick end. 6 June 2022

Andrew Norton sets out the case that whilst taking time to get the policy right and build support for the Accord is a good approach, the problems caused by JRG call for swift action. He supports his argument by stating course preferences and difference in job and salary prospects drive enrolment patterns as opposed to JRG's intended price signals. Norton states to fix the system, courses that are too expensive would have student contributions decreased and Commonwealth contributions increased. Courses that are too cheap would have the inverse apply. This change is stated to be close to budget neutral. Further, Norton believes the new price system should not be grandfathered, as if the new pricing system was introduced for 2023, "students facing higher charges would have benefitted from up to two years of discounted student contributions. Their total course cost at graduation would still be lower than for other students." Norton states that a fast fix for the problems of JRG does not preclude later changes coming through the Accord, "it is an interim measure to correct errors rather than a long-term policy."

Other documentation

Last Cleared By	Kelly Pearce
Date Last Cleared	26 October 2022

BACKGROUND**Consultation on Terms of Reference**

- Consultation on the Terms of Reference was undertaken by engaging with higher education peak bodies, unions and industry groups and seeking their feedback on an embargoed draft copy of the ToRs between 28 August 2022 and 1 September 2022.
- The following groups were consulted:
 - Australian Chamber of Commerce
 - Australian Industry Group
 - Australian Research Council
 - Australian Technology Network
 - Business Council of Australia
 - Group of Eight Universities
 - Independent Higher Education Australia
 - Independent Tertiary Education Council Australia
 - Innovative Research Universities
 - National Tertiary Education Union
 - National Union of Students

- Regional Universities Network
- TEQSA
- Universities Australia
- University Chancellors Council
- These groups represent the parties who are affected stakeholders in the sector and parties to the future Accord.
- Additionally, the department consulted with the following representatives of those from disadvantaged backgrounds:
 - Australian Disability Clearinghouse on Education and Training
 - Equity Practitioners in Higher Education Australasia
 - National Aboriginal & Torres Strait Islander Higher Education Consortium
- Consultation was undertaken in confidence; however stakeholders broadly welcomed the proposed review, including its focus on improving outcomes for disadvantaged students, intersections with the VET sector and appropriate levels of regulation.

Issue: 20,000 extra university places
PBS Pg No. 17, 31
Contact: Tony Cook
 Ph: s 22
 Deputy Secretary

Key Points

- The Australian Government is providing up to \$485.5 million over 2022–23 to 2025–26 (\$587 million to the end of 2027) to deliver a one-off boost of 20,000 commencing Commonwealth supported places (CSPs).
- These CSPs are for commencement in 2023 and 2024 **only**, to increase opportunities for students from underrepresented groups to access a higher education, and meet national skills needs. Funding for these places will terminate by the end of 2027.
- Places can be delivered for sub-bachelor and bachelor level courses. Providers are not eligible to use these CSPs for postgraduate courses.
- Of a total 51 providers eligible to apply for these CSPs, the department received applications from 42 providers, requesting a total of 37,606 EFTSL, equivalent to \$1,296 million in funding from 2023 to 2028.
- In total, 42 providers will receive \$587 million from 2023 to 2028 to deliver 20,038 places commencing in 2023 and 2024 (breakdown by institution and state are at [Attachment A](#)). This includes:
 - Table A Universities have been allocated 19,329 additional places amounting to \$566 million from 2023 to 2028
 - University Colleges have been allocated 170 additional places amounting to \$7 million from 2023 to 2028
 - Table B Universities (including Avondale University) have been allocated 340 additional places amounting to \$6 million from 2023 to 2028
 - Eligible non-university higher education providers have been allocated 199 additional places amounting to \$8 million from 2023 to 2028.
- The fields of education which received the highest levels of funding were Education and Nursing, which received \$160 million (28%) and \$128 million (22%) respectively (further data on disciplines funded and the skills list used in assessment is at [Attachment B](#)).
- Each provider's final funding amount will be subject to actual utilisation of their allocation.

- The number of places allocated may differ from announcement, as exact funding for each course depends on the funding cluster.
- The department will monitor universities and providers' enrolment data around the utilisation of these places. This will include additional provider reporting as part of standard estimates processes to provide assurance that places are being utilised for the target groups and skills.
- Verified data on enrolments in these places from 2023 will not be available until 2024.

Innovative Places

- Concurrently, the department also invited applications for up to 300 Innovative Places funding for courses in areas of national priority with strong industry linkages. Universities and University Colleges were eligible to apply.
- Initial funding for Innovative Places was previously announced in the 2020 Budget. These places are specifically focussed on courses that demonstrated strong industry integration and innovation in course content, structure or delivery.
- The 2022 allocation process allocated unused funding for commencing CSPs in 2023 **only** (including appropriate pipeline funding). This is in line with the current 2021–2023 Commonwealth Grant Scheme (CGS) funding agreement period.
- Innovative places are not allocated to providers in perpetuity. Commencing places are allocated for the duration of providers' CGS funding agreements only. A new process to allocate up to 900 Innovative Places will occur in 2023 for the 2024–26 CGS funding agreement period.
- Of the 42 providers eligible to apply, the department received applications from 11 providers, requesting a total of 1,040 EFTSL, equivalent to \$38 million in funding.

Research

- **NIL**

Media

Andrew Norton – “The legal and bureaucratic problems of the government’s 20,000 additional student places policy”

Andrew Norton’s blog - 24 August 2022

- Professor Andrew Norton commented on the legal and implementation requirements to administer these places. He noted a number of perceived inconsistencies with the program guidelines and the *Higher Education Support Act 2003* which have been considered and addressed by the department.
- Professor Norton also correctly noted that the implementation of this measure will require making changes to the *Commonwealth Grant Scheme Guidelines 2020*. These necessary changes will be made shortly.

Charles Sturt University (CSU) – “V-C: give regional universities first dibs on extra equity places” *Times Higher Education* – 14 September 2022

- Vice-Chancellor Professor Renee Leon commended that the decision to allocate the new places to socially disadvantaged students could inadvertently weaken regional institutions due to “unrestrained competition”. Professor Leon said that the government should preferentially allocate them to regional universities with strong equity track records.

Other documentation

- Attachment A – Allocation of places by provider and jurisdiction
- Attachment B – Allocations by discipline and skills assessment information.

Last Cleared By	Kelly Pearce
Date Last Cleared	26 October 2022

BACKGROUND

Provider Eligibility

- Providers eligible to apply for an allocation of the 20,000 additional places included:
 - Australian universities as registered by the Tertiary Education Quality and Standards Agency (TEQSA), including those listed at Table A and B of the Higher Education Support Act 2003 (HESA)
 - Universities colleges as registered by TEQSA
 - Institutes of higher education as registered by TEQSA and for the purposes of subparagraph 30-1(1)(b)(i) of HESA listed in the Commonwealth Grant Scheme Guidelines 2020 for the purpose of receiving an allocation of CGS funding to increase the number of persons undertaking Education and Nursing courses of study (Chapter 3 – National Priorities (10)(a)).

Application Process

- On 17 August 2022, the department released an application pack to all eligible providers to apply for an allocation of the 20,000 places. The application period closed on 19 September 2022.
- Providers were required to respond to a range of selection criteria in making an application. Applications were then assessed against a range of criteria including:
 - How well the proposed courses met areas of national priority, skills needs and workforce shortages
 - Identified methods of each provider to ensure the places would achieve an increase in participation of students from underrepresented groups
 - Each provider's capacity to demonstrate levels of current unmet demand from students from underrepresented backgrounds.
- In making recommendations to the Minister, the department also considered data collected through Commonwealth Grant Scheme estimates and TCSI data reporting processes relating to providers' past performance in supporting students from under-represented groups.
- Final allocations were announced by the Minister on 24 October 2022.
- 9 eligible providers did not submit an application to receive an allocation of additional places. A list of these providers is included at [Attachment A](#).

Monitoring of take-up

- The department will track providers progress in meeting the objects of the measure to achieve an increase in commencing enrolments of students from underrepresented or disadvantaged backgrounds.
- This will include additional provider reporting as part of standard estimates processes, where providers will be required to report the CHESN (element 488) and USI (element 584) of students enrolled in these places and the equity group(s) to which the student belongs. The department will then verify this information against data reported through its regular collection processes.
- There are limitations to the department's capabilities to identify some areas of students' educational disadvantage, including socio-economic and first in family status, based on currently collected data.

- Providers are expected to consider each individual student's cumulative educational disadvantage when determining their eligibility for places, rather than applying broad tests across groups of students.
- Where there are limitations or the educational disadvantage of students enrolled into an additional place is unclear, the department will work with providers to identify how educational disadvantage has been determined.
- While the department does report data on a student socioeconomic (SES) status, these figures are based on students' residential postcode, which is not an accurate measure of individual disadvantage.

Funding and Reconciliation processes

- Initial funding allocations based on course assessment were moderated on the basis of a university's expected utilisation of their existing funding (known as maximum basic grant amount, or MBGA) for 2023 and 2024.
- Following each delivery year, the department will undertake a reconciliation of the places after providers' utilisation of their MBGAs have been taken into account. Providers will be required to exhaust all higher education course funding under their existing MBGAs prior to receiving further funding through this measure.
- The department will also engage with providers regularly to seek advice on the utilisation of these places to ensure it is in line with program objectives, and may request additional information as part of the condition of grant.

Innovative Places

- Innovative Places were first announced as part of the Job-ready Graduates package in October 2020. This involved an initial allocation of 300 commencing places for 2021 to deliver courses in areas of national priority increasing to 900 commencing places by 2024.
- Following a competitive process in 2020, providers were allocated funding for 174 places in 2021, 318 in 2022, 416 in 2023 and 419 in 2024.
- The latest process (run concurrently with the 20,000 additional CSPs process) allocated 137 CSPs not allocated through the previous round. Places were allocated for 2023 only (including appropriate pipeline funding) in line with the current 2021–2023 Commonwealth Grant Scheme funding agreement period. No additional funding is required for this process.
- Providers who currently receive Innovative Places funding, or are successful in receiving an allocation of funding in this current round, are eligible to re-apply for allocations as part of the 2024–2026 funding agreement period. From 2024, around 900 commencing CSPs will be available under the program.
- To be eligible for Innovative Places providers were required to be either an:
 - Australian university listed at Table A of the Higher Education Support Act 2003 (HESA); or
 - University college as registered by TEQSA.
- Provider applications were assessed using the following criteria:
 - Proposed places will address areas of national priority, skills needs and workforce shortages

- Proposes courses will bolster industry collaboration and linkages, support labour market needs, and advance the National Priority and Industry Linkage Fund's purpose to:
 - Increase the number of internships, practicums and other innovative approaches to work-integrated learning
 - Increase the number of STEM-skilled graduates and improve their employment outcomes
 - Support universities to develop and strengthen partnerships with industry.
- Evidence of innovation in course content, structure or delivery.
- Innovative Places are restricted to bachelor level courses only.
- These places were only allocated to courses which met areas of national priority, skills needs and workforce shortages.
- Providers were welcome to request CSPs in existing course offerings as long as they were targeted to new commencing students and met all eligibility requirements.

		Requested places	Allocation (places)	Allocation \$	Share of allocation (\$)
Provider					
ACT	The Australian National University	238	237	3,545,772	0.6%
	University of Canberra	295	108	2,822,026	0.5%
	Total ACT	533	345	6,367,798	1.1%
Other	Torrens University	950	148	5,423,290	0.9%
	Australian Catholic University	749	715	23,361,557	4.0%
	Total other	1,699	863	28,784,847	4.9%
NSW	Charles Sturt University	2,250	1,084	27,229,961	4.6%
	Southern Cross University	1,129	932	26,820,859	4.6%
	The University of Newcastle	2,473	967	28,713,618	4.9%
	University of Wollongong	1,410	936	29,265,179	5.0%
	University of New South Wales	1,500	733	24,597,139	4.2%
	Western Sydney University	1,604	755	24,494,237	4.2%
	Macquarie University	750	488	11,296,993	1.9%
	University of Technology Sydney	480	480	16,439,823	2.8%
	The University of Sydney	537	195	5,421,060	0.9%
	Alphacrucis College	425	170	7,026,524	1.2%
	Avondale University	200	64	219,468	0.0%
	The University of New England	63	63	1,622,559	0.3%
	Total NSW	12,821	6,867	203,147,419	34.6%
NT	Charles Darwin University	3,899	831	29,322,516	5.0%
	Total NT	3,899	831	29,322,516	5.0%
Qld	Queensland University of Technology	1,204	780	27,362,463	4.7%
	The University of Queensland	700	379	8,381,113	1.4%
	CQUniversity	365	364	7,194,713	1.2%
	James Cook University	1,000	123	3,987,230	0.7%
	University of the Sunshine Coast	415	120	4,088,098	0.7%
	University of Southern Queensland	113	113	2,474,020	0.4%
	Total Qld	3,797	1,879	53,487,637	9.1%
SA	The University of Adelaide	890	890	28,272,254	4.8%
	University of South Australia	600	600	16,245,120	2.8%
	Flinders University	155	155	3,665,067	0.6%
	Total SA	1,645	1,645	48,182,441	8.2%
Tas	University of Tasmania	1,450	292	5,493,442	0.9%
	Total Tas	1,450	292	5,493,442	0.9%

Vic	Monash University	1,130	934	26,665,353	4.5%
	Victoria University	1,660	890	28,143,082	4.8%
	RMIT University	1,124	740	18,043,407	3.1%
	Deakin University	800	652	19,761,386	3.4%
	Swinburne University of Technology	495	464	13,071,587	2.2%
	The University of Melbourne	840	276	5,885,391	1.0%
	MCD University of Divinity	200	128	354,982	0.1%
	Eastern College Australia	150	92	3,785,465	0.6%
	Holmesglen Institute of TAFE	100	64	3,239,414	0.6%
	Melbourne Polytechnic	270	43	1,209,215	0.2%
	Total Vic	6,769	4,283	120,159,282	20.5%
WA	Curtin University	2,280	1,023	29,041,721	4.9%
	Edith Cowan University	1,000	840	28,917,817	4.9%
	University of Notre Dame Australia	980	613	24,061,274	4.1%
	The University of Western Australia	488	319	4,085,093	0.7%
	Murdoch University	245	237	5,867,796	1.0%
	Total WA	4,993	3,033	91,973,702	15.7%
Total	37,606	20,038	586,919,083	100%	

Eligible providers that did not apply

Federation University Australia
 Griffith University
 La Trobe University
 Bond University
 Christian Heritage College
 Tabor Adelaide
 National Institute of Dramatic Arts
 Moore Theological College
 Australian Film, Television and Radio School

Allocated Places	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	Other	Total
Education	1,351	870	213	76	1,126	-	195	15	190	4,036
Nursing	1,084	376	216	60	366	54	198	10	236	2,600
Engineering	747	243	316	227	85	49	52	20	-	1,738
Information Technology	827	556	210	428	78	-	11	40	126	2,275
Health	525	652	206	430	510	79	181	46	110	2,740
Other Funding Cluster 3	55	42	32	34	20	-	14	6	-	203
Other Funding Cluster 2	100	169	21	80	11	-	69	-	-	450
Funding Cluster 1	2,177	1,376	665	311	836	110	111	208	202	5,996
Total	6,867	4,283	1,879	1,645	3,033	292	831	345	863	20,038

	Places to be delivered			Associated Funding 2023—2027
	2023	2024	Total	
PRIORITY BACHELOR				
Education	1,800	1,800	3,600	\$ 148,395,288
Nursing	1,200	1,200	2,401	\$ 121,369,985
Engineering	494	488	982	\$ 49,666,318
IT	850	831	1,681	\$ 69,278,133
Health	880	867	1,747	\$ 71,993,371
Other Cluster 2	150	195	345	\$ 14,263,725
Other Cluster 3	45	62	107	\$ 5,428,864
Total priority bachelor	5,419	5,443	10,862	
PRIORITY SUB-BACHELOR				
Education	193	244	436	\$ 11,261,752
Nursing	47	152	199	\$ 6,368,446
Engineering	295	461	756	\$ 23,989,444
IT	300	294	594	\$ 15,283,653
Health	500	493	993	\$ 25,531,478
Other Cluster 2	42	63	105	\$ 2,715,253
Other Cluster 3	34	62	96	\$ 3,052,348
Total priority sub-bach	1,411	1,769	3,180	
Total priority places	6,830	7,212	14,042	
Cluster 1 places any FOE				
Bachelor	2,170	2,149	4,320	\$ 14,751,048
Sub-bach	856	820	1,676	\$ 3,569,979
Total places	9,856	10,181	20,038	\$ 586,919,083

Attachment B**National priority areas***Allocation of CSPs*

CSP allocation processes took into account the ability of identified courses to meet the Government's commitment to address skills shortages labour force needs. Priority was given to courses addressing current National Labour Market shortages areas, have a strong level of expected future demand, and account for the largest levels of expected growth in employment opportunity.

Areas identified in election commitment

The Government's election commitment identified the following areas of national priority to help fix areas of skill shortages and to fill future skills needs:

- Nursing
- Engineering
- Health and aged care
- Teaching (including early childhood teachers)
- Disability care
- Digital and cybersecurity
- Advanced manufacturing
- Clean energy

National Skill Commission (NSC) Skills Priority List 2021¹

The NSC regularly reviews the national skills needs of Australia and produces the Skills Priority List (SPL). The SPL provides a current labour market rating and a future demand rating for occupations.

The future demand rating, ranked as soft, moderate or strong, is a proportional measure that expresses the prospects for an occupation relative to that occupation's size. The SPL provides a crucial piece of labour market analysis on occupations that inform NSC advice on a range of labour market issues.

The below table summarises the SPL and lists occupations facing national shortages, with strong or moderate future demand levels, and where a bachelor degree or higher educational attainment level is required.

Broad Occupation Field	Expected Future Demand	Current National Labour Market Rating
Managers	Moderate/Strong	Shortage
Accountants	Strong	Shortage
Auditors	Strong	Shortage
Engineers	Strong	Shortage
Scientists	Moderate/Strong	Shortage/Regional Shortage
Health Professionals	Moderate/Strong	Shortage/Regional Shortage
Nurses	Moderate	Shortage
ICT Professionals	Strong	Shortage
Psychologists	Strong	Shortage

Table D.1. (below) contains a detailed list of these occupations.

¹ [Skills Priority List | National Skills Commission](#)

Attachment B*NSC Employment Projections to 2026 (29 March 2022)²*

Each year the NSC produces employment projections by industry, occupation and required skill level for the following five years. The following employment projections are based on forecast and projected total employment growth rates published in the 2021–22 Mid-Year Economic and Fiscal Outlook and Labour Force Survey employment data to November 2021.

Occupations listed in the table below represent those skills areas that require a bachelor degree or higher educational attainment level where the NSC has projected employment levels will increase by over 10,000 workers between 2021 and 2026. **Areas with employment levels projected to increase by over 10,000 workers between 2021-2026**

Occupation	Projected employment growth - five years to November 2026 ('000)
Human Resource Managers	19.3
Construction Managers	11.4
ICT Managers	14.4
Other Specialist Managers	11.2
Accountants	17.9
Human Resource Professionals	10.3
Management and Organisation Analysts	28.2
Other Information and Organisation Professionals	13.3
Graphic and Web Designers, and Illustrators	13.9
Early Childhood (Pre-primary School) Teachers	10.6
University Lecturers and Tutors	10.6
Registered Nurses	40.4
Software and Applications Programmers	42.2
Database and Systems Administrators, and ICT Security Specialists	29.1
Solicitors	20.4

² [Projecting employment to 2026 | National Skills Commission](#)

Issue: Removal of 10% upfront discount
Contact: Damian Coburn
 Ph: s 22
 Assistant Secretary, HELP and Provider Integrity

Key Points

- The Australian Government made an election commitment to remove, from 1 January 2023, the 10 per cent discount for HECS-HELP assisted students who make upfront payments of \$500 or more, up to 90 per cent of their student contribution amount.
- This requires amendments to the *Higher Education Support Act 2003* to take place in 2022 for commencement on 1 January 2023. The legislative changes are planned to be made in the 2022 Spring sittings.
- Student records from 2019, prior to the discount being introduced, to 2021, show very little change in upfront student contributions.
 - So, whilst an estimated 54,000 students (approximately 38,000 Equivalent Full Time Student Load) each year will no longer receive a 10 per cent discount on their student contribution, the great majority of them would be making upfront payments without the incentive of a discount.
- Ending this discount will provide a saving, with a positive underlying cash balance impact of \$144.1 million 2022–23 to 2025–26.

Research

- NIL

Media

- **Election 2022: Labor accused of being ‘sneaky’ over plan to cut discount for 40,000 uni students, news.com.au, 20 May 2022**
 The article is critical of the removal of the discount on the grounds that it will negatively affect university students who are facing ‘the highest repayment [indexation] rates in more than 10 years’.

Last Cleared By	Kelly Pearce
Date Last Cleared	30 September 2022

BACKGROUND

- The Portfolio Budget Office provided a costing of election commitments which excluded any departmental expenses.

Table 1: Ending the 10 per cent upfront fee discount – Financial implications (\$m)^(a)

	2022-23	2023-24	2024-25	2025-26	Total to 2025-26
Fiscal balance	17.8	36.6	38.6	40.6	133.6
Underlying cash balance	19.6	40.0	41.7	43.4	144.7
Headline cash balance	8.4	17.3	18.7	20.2	64.6

(a) A positive number represents an increase in the relevant budget balance; a negative number represents a decrease.

- The department originally included \$0.8 million in departmental funds for system changes in the submission for a positive underlying cash impact of \$143.3 million, but these were agreed to be absorbed from existing funding.

Issue: Financial Position of Higher Education Providers – 2021 results
Contact: Damian Coburn
Ph: s 22
Assistant Secretary, HELP and Provider Integrity

Key Points

- The Department of Education has received information from universities on their financial results for 2021. This data is currently being verified by the department, with final results expected to be published in the near future.
- The preliminary results suggest a significant improvement in the overall financial performance of universities in 2021, driven by increased Commonwealth funding, strong growth in investment income, and ongoing careful management of operating costs by universities, despite further declines in international student fees.
- Overall results reported across the sector in 2021 include:
 - total revenue of \$38.9 billion, up \$3.7 billion (10.5 per cent) from \$35.2 billion in 2020, and above the \$36.9 billion reported pre-COVID in 2019.
 - a record net operating surplus after expenses of \$5.3 billion, up from \$706.9 million in 2020 and well above the \$2.3 billion surplus reported prior to the onset of the pandemic in 2019.
 - net assets of \$70.1 billion, including cash of \$8.3 billion, and investments of \$22.5 billion. This is substantially higher than the net assets of \$63.1 billion reported in 2020, which included cash of \$6.6 billion and investments of \$18.3 billion, and continues the upward trend in these asset categories reported in recent years.
 - Commonwealth funding of \$20.2 billion (52.0 per cent of total revenue), up from \$18.4 billion in 2020, including the one-off \$1 billion in funding provided for research block grants in 2021 to mitigate the impact of COVID-19.
 - International student fees of \$8.7 billion (22.4 per cent of revenue), down from \$9.5 billion or 26.9 per cent of total revenue in 2020, and a further reduction from the pre-COVID high of \$10.2 billion reported in 2019.
 - Investment income of \$3.2 billion, up \$2.3 billion from \$934.5 million in 2020 due to strong global market performance.
- Continued efforts by most universities to constrain operating costs resulted in total operating expenses declining to \$33.6 billion, down from \$34.5 billion in 2020 and \$34.2 billion in 2019.

- Employee expenses continued to be the most significant cost for universities, \$19.4 billion reported in 2021. This represents a decrease of \$1 billion or 5.1 per cent from \$20.4 billion in 2020 and follows staff cuts at a number of universities.
- At the individual institution level results are mixed. In general the 2021 outcomes are significantly better than those reported in 2020. Of the 42 Table A and Table B universities:
 - All but four have reported an improved performance compared to 2020, with an increase in net result and net operating margin.
 - 39 of the 42 universities have reported a net surplus, ranging between \$0.5 million and \$1.05 billion, with an average surplus of \$125.8 million and median of \$75.3 million. Fourteen of these reported a return to a surplus after reporting a deficit in 2020.
 - Three universities have reported a deficit in 2021, down from 17 in 2020 and six in 2019.
 - 24 universities have reported strong performance, with operating margins of between 10.0 per cent and almost 30 per cent. The average margin across the sector is 13.6 per cent.
 - 38 universities reported a decline in international student fee revenue as a result of the ongoing border closures throughout 2021, however, increases in Commonwealth funding more than made up for these declines at many universities.
- Comparing 2021 outcomes to the pre-COVID results from 2019 shows that the majority of universities have returned to or improved on their normal financial performance prior to the impact of the pandemic, with 31 universities reporting a stronger surplus in 2021 than 2019.
- With international borders now open it is anticipated that universities will continue their recovery from the financial impact of the pandemic throughout 2022 and beyond, with expected growth in international student fee revenue.
- While a full recovery from the effects of the pandemic may take some time, overall, the Australian university sector remains in a good financial position, with sufficient resources and cash reserves to support operations as it continues to move forward.
- Further detail on the sector results is at [Attachment A](#).

Research

- N/A.

Media

- ***\$600m budget collapse looms at Melbourne Uni, The Australian, 19 October 2022***

Discusses the University of Melbourne's announcement that it is facing a decline in revenue of almost \$600 million in 2022, mostly due to a plunge in investment income following the strong gains reported in 2021. The article states that an overall deterioration in university financial results is expected in 2022 as the tight cost controls applied during the pandemic are eased.

- ***WA unis finances: a strong 2021 – The four public unis had a collective surplus twice that of pre-Covid 2019, Campus Morning Mail, 31 August 2022***

Highlights the strong financial recovery of WA universities in 2021, continuing the trend by the eastern state universities. The four WA universities reported higher income in 2021 than prior to the onset of COVID-19 in 2019, despite lower international student fees, aided by increased government assistance and gains in investment income.

- ***Firing to hiring: unis on hunt for staff, The Australian, 23 August 2022***

Discusses plans recently announced by a number of Australian universities to hire more staff following 'better than expected' financial results last year. This comes after universities have had to defend their spending decisions and bumper surpluses experienced in 2021.

- ***Queensland public unis 2021 financials, Campus Morning Mail, 11 August 2022***

Analyses the financial performance of Queensland universities in 2021, saying the 2021 outcomes represent an impressive recovery from the 2020 shortfalls. The Queensland university sector has remained financially healthy throughout the pandemic with combined surpluses achieved in all 3 years, the largest being in 2021. It says that 6 of the 7 universities reported a surplus, with 5 of these being more than 10 per cent of total revenue, and 4 universities reported a larger surplus in 2021 than prior to the pandemic in 2019.

- ***Post-Covid uni surpluses shame the golden era, The Australian, 25 May 2022***

By Tim Dodd, this focused on the strength of 2021 financial results; the \$1.05 billion surplus reported by the University of Sydney, as well Monash University (\$416 million), University of NSW (\$308 million), University of Qld (\$342 million) and expected strong surplus of the University of Melbourne. It notes these universities have bounced

back from COVID-19 and explores why 2021 results were so much better than the pre-COVID 'golden era' of surpluses buoyed by international students. Reasons include 2021 expenses down as campuses remained closed and staff numbers down due to job cuts, strong investment returns, and \$1 billion in one-off grants to support research during COVID-19. It also notes the successful retention of international students by the largest universities. It notes that while smaller universities are not reporting surpluses as large as the big five, some are reporting surplus to revenue ratios just as strong, and most have reported very good results for 2021.

Other documentation

- Attachment A – 2021 University Financial Results

Last Cleared By	Kelly Pearce
Date Last Cleared	31 October 2022

BACKGROUND

- The department collects financial data from Australian universities and publishes this data on the department's website each year as the Financial Reports of Higher Education Providers (Finance Publication).
- This data comes from Table A and B university financial statements. These financial statements are required to be prepared in accordance with the Financial Statement Guidelines for Australian Higher Education Providers. This is a requirement under section 19-10 of the *Higher Education Support Act 2003*.
- University financial statements are audited. These audits are generally undertaken by the relevant state government Auditor-General.
- The department has received the audited financial statements for the 42 Table A and B universities for the 2021 reporting period and is currently completing verification processes. The consolidated information will be published once this process is complete.
 - This year will be the first year that Table B university results are published, to provide a more comprehensive picture of university finances.

2021 University Financial Results

Table 1: Summary of 2019-2021 Revenue¹

Operating Revenue	2019	2020	2021	Increase /Decrease 2020-21	
	\$'000	\$'000	\$'000	\$'000	%
Australian Government Grants	11,988,182	12,150,696	14,054,602	1,903,906	15.7%
HELP Payments	5,944,953	6,228,873	6,177,235	-51,638	-0.8%
Australian Government Financial Assistance	17,933,135	18,379,569	20,231,837	1,852,268	10.1%
State and Local Government Financial Assistance	725,773	764,136	836,014	71,878	9.4%
Upfront Student Contributions	459,066	455,532	459,142	3,610	0.8%
International Student Fees	10,192,186	9,481,913	8,724,947	-756,966	-8.0%
Other Fees and Charges	1,879,931	1,509,211	1,598,765	89,554	5.9%
Investment Revenue	2,195,690	934,450	3,222,463	2,288,013	244.9%
Consultancy and Contracts	1,569,625	1,630,771	1,734,591	103,820	6.4%
Other Income ²	2,016,656	2,028,681	2,085,079	56,398	2.8%
Total Revenues from Continuing Operations	36,972,062	35,184,263	38,892,838	3,708,575	10.5%

Table 2: Summary of 2019-2021 Expenses¹

Operating Expenses	2019	2020	2021	Increase /Decrease 2020-21	
	\$'000	\$'000	\$'000	\$'000	%
Academic Employee Benefits	10,148,408	10,684,202	10,195,058	-489,144	-4.6%
Non-Academic Employee Benefits	9,238,789	9,718,205	9,160,572	-557,633	-5.7%
Total Employee Benefits	19,387,197	20,402,407	19,355,630	-1,046,777	-5.1%
Depreciation and Amortisation	2,682,456	2,724,096	2,751,690	27,594	1.0%
Repairs and Maintenance	833,429	791,332	821,474	30,142	3.8%
Other Expenses ³	11,767,057	10,544,554	10,664,339	119,785	1.1%
Total Expenses from Continuing Operations	34,670,139	34,462,389	33,593,133	-869,256	-2.5%

¹ Data for table B universities is being published for the first time in 2021. 2019 and 2020 data above has been adjusted from the 2019 and 2020 published data in the Finance Publication to include Table B universities to allow accurate comparison. Data may in some cases be different from comparative figures published in the relevant annual report due to changes in presentation.

² Other income includes donations and bequests, scholarships and prizes, non-government grants, net gain on disposal of assets, royalties, trademarks and licenses, the share of net result of associates and joint ventures accounted for using the equity method and other revenue.

³ Other expenses include scholarships, grants and prizes, non-capitalised equipment, advertising, marketing and promotional costs, defined benefits expense, impairments of assets, borrowing costs and other expenditure.

Issue:	Industrial issues - casualisation, contract staff and wage theft
Contact:	Damian Coburn Ph: s 22 Assistant Secretary, HELP and Provider Integrity

Key Points

- The Fair Work Ombudsman (FWO) and the Tertiary Education Quality and Standards Agency (TEQSA) have been working together to investigate large-scale underpayment of staff by a number of Australian universities. The FWO and TEQSA have met regularly and share information, where the law permits, to ensure a coordinated response and avoid duplication.
- The FWO is the lead agency, as it has investigatory, enforcement and prosecutorial powers in relation to breaches of the *Fair Work Act 2009*.
- The FWO's priorities for 2022–23 include compliance and enforcement in the university sector (<https://www.fairwork.gov.au/newsroom/media-releases/2022-media-releases/june-2022/20220622-fwo-2022-23-priorities-media-release>).
- TEQSA's 2021 Compliance Report, published in March 2022 (<https://www.teqsa.gov.au/latest-news/publications/teqsa-compliance-report-2021>) states that TEQSA has engaged with 15 universities, since August 2020, either named in the media, self-reported to the FWO, or that provided information to TEQSA under notification obligations.
- Wage underpayment is a significant issue for TEQSA—it goes to the reputation of individual providers and of the sector as a whole, in complying with national workplace laws and upholding relevant standards within the Higher Education Standards Framework (Threshold Standards) 2021.
- Any questions on the specifics of the investigation should be directed to FWO or to TEQSA.

Casual staff

- The use of casual academic staff by universities is a related issue, with the National Tertiary Education Union having raised concerns for some time about the lack of access to professional development and time to engage in scholarship, and expectations for work to be performed that is unpaid, such as attendance at meetings.

- The Australian Government has committed to deliver an Australian Universities Accord, bringing together stakeholders from the universities with business, unions, students and staff. The Accord will provide new vision for the sector and a new way for all stakeholders to work together. No area of the system is considered out of scope for discussion, including industrial relations.

Staff data

- Data reported to the department shows a reduction in full-time equivalent staff numbers of 8,400 between 2019 and 2021.
- Of these, 54% were “estimated casual” staff.
- “Estimated casual” staff as a proportion of all Full-Time Equivalent (FTE) staff was 18% in 2019, 17% in 2020 and 15.7% in 2021
- Staff data by university for 2019, 2020 and 2021 is provided at Attachment A. Explanatory notes on the data are provided at the Background, below.

Research

- **NIL**

Stakeholder Response

- It has been reported in the media that the Office of the FWO has been conducting investigations into 11 named universities and making inquiries into or investigating several other universities which have not yet been publicly named. The named universities are:
 - University of Tasmania
 - University of Melbourne
 - University of New England
 - University of New South Wales
 - University of Newcastle
 - University of Sydney
 - La Trobe University
 - Monash University
 - RMIT University
 - University of Technology Sydney
 - Charles Darwin University.

(Australian Payroll Association, <https://www.austpayroll.com.au/fair-work-ombudsman-investigating-over-a-dozen-universities/>)

- The FWO reported on 30 August 2022 that the University of Newcastle and Charles Sturt University have each signed an enforceable undertaking with the FWO to backpay staff about \$6.2 million and \$3.2 million respectively, plus superannuation and interest. Both universities self-reported non-compliance, fully cooperated to provide assurance on their remediation.
- TEQSA's 2021 report notes that some universities have been proactive in addressing the issue, including engaging external professionals to undertake a comprehensive review of payroll practices and provide advice on the interpretation and application of relevant enterprise agreements and legislation, as well as implementing contemporaneous record-keeping systems.
- On 31 August 2021, TEQSA wrote to all universities, acknowledging the steps taken by some institutions and urging those providers that had not already done so to proactively review payroll and record-keeping practices and cooperate with the FWO in its investigations.
- TEQSA Chief Commissioner, Professor Peter Coaldrake, and the Fair Work Ombudsman, Ms Sandra Parker, met with peak bodies in a webinar late September 2021, and with universities at the Universities Australia plenary in late October 2021.

Media

Following are some more recent articles.

- ***University of Newcastle and Charles Sturt University sign Enforceable Undertakings after underpayments, 30 August 2022***

This FWO media release state that the University of Newcastle and Charles Sturt University have each signed an enforceable undertaking with the FWO to backpay staff about \$6.2 million and \$3.2 million respectively, plus superannuation and interest.

- ***Universities on workplace watchdog's wage theft priority list, Sydney Morning Herald, 21 June 2022***

The article notes that 11 universities are being investigated by the FWO for underpayments, which has become a systemic issue, linked to use of casual academics.

- ***Melbourne University pursued over alleged coercion of casual academics, The Age, 11 August 2022***

The article states the FWO has launched a legal case against the University of Melbourne over what it says was coercion and punishment of two casual academics who sought to be paid for the extra hours they had worked.

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SB22-000297

Last Cleared By	Dom ENGLISH
Date Last Cleared	29 September 2022

Background

Notes on data in Attachment A

- The data included at Attachment A is publicly available at <https://www.education.gov.au/higher-education-statistics/staff-data>.
- Staff data is reported annually to the department by each higher education provider: data items include full-time staff, fractional full-time staff and estimated casual staff.
- Actual casual staff are also reported annually, but are 12 months behind other staff data. Therefore actual casual staff is not currently available for 2021.
- The table at Attachment A utilises “estimated casual” staff numbers to allow for comparability across 2019, 2020 and 2021.

State	Institution	2019						2020						2021						Diff 19 to 21	
		FT + FFT		Total	FTE	Estimated		FT + FFT		Total	FTE	Estimated		FT + FFT		Total	FTE	Total	% change		
		Casual	Estimated	Casual	Estimated	Casual	Estimated	Casual	Estimated	Casual	Estimated	Casual	Estimated	Casual	Estimated	Casual	Estimated				
New South Wales	Avondale College of Higher Education	135	51	186	139	45	184	125	40	165	-10	-11	-11	-21	-11.3%	-11	-21	-11.3%			
	Charles Sturt University	2,079	375	2,454	2,120	285	2,405	1,895	340	2,175	-244	-35	-279	-11.4%	-35	-279	-11.4%				
	Macquarie University	3,060	740	3,800	3,079	775	3,854	2,791	602	3,393	-269	-138	-407	-10.7%	-138	-407	-10.7%				
	Southern Cross University	840	311	1,151	884	332	1,216	764	285	1,049	-76	-26	-102	-8.9%	-26	-102	-8.9%				
	The University of New England	1,230	230	1,460	1,279	200	1,479	1,118	230	1,348	-112	0	-112	-7.7%	0	-112	-7.7%				
	The University of Newcastle	2,766	513	3,279	2,859	474	3,333	2,745	480	3,225	-21	-33	-54	-1.6%	-33	-54	-1.6%				
	The University of Sydney	7,298	1,762	9,060	7,601	1,862	9,463	7,301	1,566	8,867	3	-196	-193	-2.1%	-196	-193	-2.1%				
	University of New South Wales	6,737	1,200	7,937	6,693	1,140	7,833	6,008	925	6,933	-729	-275	-1,004	-12.6%	-275	-1,004	-12.6%				
	University of Technology Sydney	3,358	811	4,169	3,589	819	4,408	3,155	702	3,857	-203	-109	-312	-7.5%	-109	-312	-7.5%				
	University of Wollongong	2,425	500	2,925	2,490	361	2,851	2,211	295	2,506	-214	-205	-419	-14.3%	-205	-419	-14.3%				
Western Sydney University	2,759	789	3,548	2,689	821	3,510	2,416	622	3,038	-343	-167	-510	-14.4%	-167	-510	-14.4%					
Victoria	Deakin University	4,321	920	5,241	4,527	813	5,340	4,265	653	4,918	-56	-267	-323	-6.2%	-267	-323	-6.2%				
	Federation University Australia	1,046	230	1,276	1,160	210	1,370	1,119	190	1,309	73	-40	33	2.6%	-40	33	2.6%				
	La Trobe University	2,824	467	3,291	2,860	327	3,187	2,453	251	2,704	-371	-216	-587	-17.8%	-216	-587	-17.8%				
	Monash University	7,340	1,531	8,871	7,712	1,584	9,296	7,147	1,412	8,559	-193	-119	-312	-3.5%	-119	-312	-3.5%				
	RMIT University	3,547	900	4,447	3,930	800	4,730	3,623	694	4,317	76	-206	-130	-2.9%	-206	-130	-2.9%				
	Swinburne University of Technology	1,966	900	2,866	1,974	900	2,874	1,695	800	2,495	-271	-100	-371	-12.9%	-100	-371	-12.9%				
	The University of Melbourne	7,761	1,619	9,380	8,320	1,733	10,053	8,004	1,358	9,362	243	-261	-18	-0.2%	-261	-18	-0.2%				
	The University of Divinity	178	30	208	165	50	215	159	14	173	-19	-16	-35	-16.8%	-16	-35	-16.8%				
	Victoria University	1,308	390	1,698	1,368	388	1,756	1,299	306	1,605	-9	-84	-93	-5.5%	-84	-93	-5.5%				
	Bond University	728	290	1,018	730	240	970	683	170	853	-45	-120	-165	-16.2%	-120	-165	-16.2%				
Queensland	COUniversity	1,535	360	1,895	1,655	350	2,005	1,470	230	1,700	-65	-130	-195	-10.3%	-130	-195	-10.3%				
	Griffith University	3,714	856	4,570	3,779	885	4,664	3,393	642	4,035	-321	-214	-535	-11.7%	-214	-535	-11.7%				
	James Cook University	1,784	286	2,070	1,765	266	2,031	1,741	263	2,004	-43	-23	-66	-3.2%	-23	-66	-3.2%				
	Queensland University of Technology	3,886	930	4,816	4,048	1,000	5,048	3,771	806	4,577	-115	-124	-239	-5.0%	-124	-239	-5.0%				
	The University of Queensland	6,962	1,068	8,030	7,208	1,154	8,362	6,911	952	7,863	-51	-116	-167	-2.1%	-116	-167	-2.1%				
	University of Southern Queensland	1,470	290	1,760	1,446	280	1,726	1,459	280	1,719	-11	-30	-41	-2.3%	-30	-41	-2.3%				
	University of the Sunshine Coast	1,075	275	1,350	1,144	240	1,384	1,064	230	1,294	-11	-45	-56	-4.1%	-45	-56	-4.1%				
	Curtin University	3,139	620	3,759	3,173	626	3,799	2,977	605	3,582	-162	-15	-177	-4.7%	-15	-177	-4.7%				
	Edith Cowan University	1,596	335	1,931	1,618	312	1,930	1,625	302	1,927	29	-33	-4	-0.2%	-33	-4	-0.2%				
	Murdoch University	1,368	366	1,734	1,469	390	1,859	1,343	365	1,708	-25	-1	-26	-1.5%	-1	-26	-1.5%				
South Australia	The University of Notre Dame Australia	779	113	892	782	108	890	669	111	780	-110	-2	-112	-12.6%	-2	-112	-12.6%				
	The University of Western Australia	3,365	345	3,710	3,389	317	3,706	3,270	245	3,515	-95	-100	-195	-5.3%	-100	-195	-5.3%				
	Flinnders University	1,983	447	2,430	2,064	481	2,545	1,977	361	2,338	-6	-86	-92	-3.8%	-86	-92	-3.8%				
	Torrens University Australia	150	1,248	1,398	235	337	572	251	367	618	101	-881	-780	-55.8%	-881	-780	-55.8%				
	The University of Adelaide	3,386	505	3,891	3,457	504	3,961	3,150	485	3,635	-236	-20	-256	-6.6%	-20	-256	-6.6%				
	University of South Australia	2,675	492	3,167	2,740	520	3,260	2,598	494	3,092	-77	2	-75	-2.4%	2	-75	-2.4%				
	University of Tasmania	2,662	383	3,045	2,765	340	3,105	2,766	292	3,058	104	-91	13	0.4%	-91	13	0.4%				
	Batchelor Institute of Indigenous Tertiary Education	27	50	77	21	50	71	23	4	27	-4	-46	-50	-64.9%	-46	-50	-64.9%				
	Charles Darwin University	619	99	718	566	80	646	561	98	659	-58	-1	-59	-8.2%	-1	-59	-8.2%				
	The Australian National University	4,116	662	4,778	4,504	759	5,263	4,058	629	4,687	-58	-33	-91	-1.9%	-33	-91	-1.9%				
Australian Capital Territory	University of Canberra	952	94	1,046	1,023	143	1,166	1,029	104	1,133	77	10	87	8.3%	10	87	8.3%				
	Australian Catholic University	1,756	490	2,246	1,840	645	2,485	1,849	525	2,374	93	35	128	5.7%	35	128	5.7%				
Total		112,705	24,873	137,578	116,859	23,946	140,805	108,873	20,305	129,178	-3,834	-4,568	-8,402	-6.1%	-4,568	-8,402	-6.1%				
	% of total FTE per year	81.9%	18.1%	100.0%	83.0%	17.0%	100.0%	84.3%	15.7%	100.0%	45.6%	54.4%	100.0%	n/a	54.4%	100.0%	n/a				

NOTES: FTE = full time equivalent | FT = full time | FFT = fractional full-time

Issue: **Student safety and Respect@Work implementation**
Contact: Damian Coburn
 Ph: [s 22](#)
 Assistant Secretary, HELP and Provider Integrity

Key Points

- In light of the most recent Universities Australia (UA) National Student Safety report, universities have committed to further work, including review of and improvements to existing policies, reporting processes and support services.
- Universities have also taken steps such as improving campus lighting, security, and reviewing student accommodation, implementing first responder training and mandatory consent training.
- On 23 March 2022, UA released the results of the 2021 National Student Safety Survey. The results indicated there has been no significant decrease in reported incidents of sexual harassment and sexual assault on university campuses (a summary of the survey results is at [Attachment A](#)).
- Higher education providers must meet the requirements of the Higher Education Standards Framework (Threshold Standards) 2021. Student wellbeing and safety requirements are in Standard 2.3.
 - The Tertiary Education Quality and Standards Agency (TEQSA) assesses all higher education providers' student wellbeing and safety activities during the renewal of their registration, which takes place on a cyclical basis (usually seven years).
 - TEQSA can also undertake a compliance assessment at any time if there are concerns that a provider is not meeting its obligations to provide a safe environment for students.
 - TEQSA works with higher education providers to build sector capacity to address sexual harassment and sexual assault, through education and support.
- The Department of Social Services provided funding of \$1.5 million to UA to roll out a sexual violence prevention campaign in 2023.
- The Department of Education and TEQSA are working with the Australian Human Rights Commission (AHRC) to implement Recommendations 11 and 12 of the Respect@Work report which concern tertiary education:
 - Recommendation 11: Building on work already underway in response to the recommendations in Change the Course, all tertiary and higher education providers deliver evidence-based information and training on sexual harassment for staff and

- students that addresses the drivers of gender-based violence and includes content on workplace rights.
- Recommendation 12: Recognising that some smaller tertiary and higher education providers lack the necessary resources and expertise to deliver the information and training identified in Recommendation 11, the Australian Government should support those providers to do so, for example through TEQSA and the Australian Skills Quality Authority.
 - The AHRC is developing new resources about sexual harassment in the workplace, and workplace rights for young people, which are expected to be available in late-2022.
 - TEQSA will use these resources to support higher education providers to implement training for staff and students.
 - TEQSA has issued a sector update about Respect@Work, which is available at www.teqsa.gov.au/sector-update-respect-work.

Research

- The ANU's Social Research Centre administered the 2021 National Student Safety Survey on behalf of Universities Australia.
Ref: Heywood, W., Myers, P., Powell, A., Meikle, G., & Nguyen, D. (2022). National Student Safety Survey: Report on the prevalence of sexual harassment and sexual assault among university students in 2021. Melbourne: The Social Research Centre. www.nsss.edu.au/results
- The AHRC report, *Change the Course*, resulted from the first National Student Safety Survey conducted in 2016.
Ref: Australian Human Rights Commission, "Change the Course: National Report on Sexual Assault and Sexual Harassment at Australian Universities," August 2017, https://www.humanrights.gov.au/sites/default/files/document/publication/AHRC_2017_ChangeTheCourse_UniversityReport.pdf
- The Australian Bureau of Statistics (ABS) *Personal Safety Survey 2016* provides general community data on rates of sexual harassment and sexual assault:
Ref: Australian Bureau of Statistics (ABS). 2017. Personal Safety Survey, Australia, 2016 (ABS cat. no. 4906.0). Canberra, ACT: ABS. www.abs.gov.au/statistics/people/crime-and-justice/personal-safety-australia/latest-release

Stakeholder Response

Stakeholder	Response summary
Greens	Greens Senator Larissa Waters issued a media release following the release of the 2021 National Student Safety Survey calling on universities to take a zero-tolerance approach to sexual violence and harassment on campuses. She called for the National Plan to End Violence Against Women to include specific indicators for university settings to hold universities to account and ensure students are safe and respected.
National Tertiary	The NTEU issued a media release following the release of the 2021 National Student Safety Survey calling on the former

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Education Union (NTEU)	government to prioritise the prevention of sexual violence at universities, including allocating funding and forcing universities to implement better policies. They also called for a national round table on sexual violence in universities to establish a national plan.
Universities Australia	UA Chair, Professor John Dewar, issued a statement at the time of the 2021 National Student Safety Survey release apologising to students who had been impacted by sexual harassment and sexual assault and outlining a zero-tolerance approach. He called for increased efforts from universities to address the issue.
Universities	A large number of universities issued media releases following the publication of the 2021 National Student Safety Survey results, outlining the actions they are taking to address the matter.

Media

- Sexual assault campus crisis, Herald Sun, 9 July 2022**
This article outlines that several Victorian universities are facing legal action as more reports of sexual assaults, harassment and inappropriate behaviour come from students.
- The academic beatup of sexual statistics, Quadrant Online, 19 June 2022**
This article questions the validity of the 2021 National Student Safety Survey statistics, arguing (incorrectly) that the response rate makes the report statistically invalid.
- Students demand uni takes action, Newcastle Herald, 25 May 2022**
This article provides an overview of protests led by students at the University of Newcastle who stated they don't feel safe on campus.
- Five years on, Campus Review National, 1 May 2022**
This article provided an overview of action taken by universities in the five years since the Australian Human Rights Commission released its 2017 *Change the Course* report on sexual violence in universities.

Other documentation

- A summary of key data from the 2021 National Student Safety Survey is at [Attachment A](#).

Last Cleared By	Kelly Pearce
Date Last Cleared	30 September 2022

BACKGROUND

Respect@Work

- There are three Respect@Work recommendations impacting the Education portfolio – one in relation to schools, and two in relation to tertiary education (shared with the Department of Employment and Workplace Relations).
- Recommendations 11 and 12, relating to tertiary education, are:
 - Recommendation 11: Building on work already underway in response to the recommendations in Change the Course, all tertiary and higher education providers deliver evidence-based information and training on sexual harassment for staff and students that addresses the drivers of gender-based violence and includes content on workplace rights.
 - Recommendation 12: Recognising that some smaller tertiary and higher education providers lack the necessary resources and expertise to deliver the information and training identified in Recommendation 11, the Australian Government should support those providers to do so, for example through TEQSA and the Australian Skills Quality Authority.
- TEQSA and the Department of Education are working with the Attorney General's Department and AHRC on the development of resources about workplace sexual harassment for young people. Once the resources are released, the Minister will write to all higher education providers to inform them of the new resources, to initiate their roll-out, which is anticipated in late 2022.

Universities Australia role in sexual assault and sexual harassment

- UA has led the response to the issue of sexual harassment and sexual assault on behalf of universities and has undertaken a range of initiatives.
- UA funded the 2016 and 2021 national student safety surveys on behalf of its 39 member universities.
- In 2016 UA launched the 'Respect. Now. Always' campaign in response to incidents of sexual assault and harassment on Australian university campuses.
- On 20 July 2018, UA released Guidelines for university responses to sexual assault and sexual harassment. These guidelines contain advice in a range of areas, including training of university staff as first responders, minimising the number of times a student needs to recount a traumatic experience, arrangements for academic special consideration, and engagement with residential colleges to ensure consistency in their responses.
 - There was some criticism of these guidelines, as it recommends that the 'balance of probabilities' is used as the standard of proof when determining whether misconduct has occurred. The guidelines advise that universities cannot determine whether a crime or civil wrong has occurred but instead consider whether their code of conduct has been breached.
- In 2019, UA announced a partnership with violence prevention organisation Our Watch (a leading organisation in prevention of violence against women and children) and the Victorian Government to develop a respectful relationships education program, including a trial of an online module for students.
- In 2020, UA launched a Toolkit for Universities to support online safety, developed in conjunction with the e-Safety Commissioner. The resources aim to create university communities that are well-informed about online safety risks, proactive about online safety measures, and prepared to implement best practice responses to online safety incidents.

- UA launched a new program titled 'Educating for Equality' on 10 March 2021, which is a whole-of-university approach to preventing gender-based violence. Resources have been developed in conjunction with Our Watch.
- In September 2021, DSS announced \$1.5 million funding to UA to roll out a sexual violence prevention campaign beginning in O-Week 2023.

TEQSA's role in sexual assault and sexual harassment

- Student wellbeing and safety is a core standard that all higher education providers are assessed against during every registration renewal by TEQSA. The relevant standard in Higher Education Standards Framework is section 2.3, Wellbeing and Safety, sub-points 4 and 5.
- TEQSA can also undertake a compliance assessment against particular standards at any time.
- Compliance actions by TEQSA can range from giving guidance, to imposing conditions on registration or, in extreme cases, cancellation of registration.
- TEQSA does not investigate individual sexual assault or sexual harassment allegations, which are usually matters for providers and police. TEQSA would normally only have a role if there were concerns that a provider was not meeting its obligations to provide a safe environment for students. Any matter that posed a serious risk to student safety could result in action by TEQSA.
- TEQSA's main focus in regard to sexual assault or sexual harassment is to build sector capacity, through education and support. TEQSA has been working with higher education peak bodies and quality assurance networks to establish communities of practice with a focus on preventing sexual assault or sexual harassment
- TEQSA was tasked with monitoring universities' responses to the 2017 *Change the Course* report, which resulted from the 2016 National Student Safety Survey. In January 2019 TEQSA provided a *Report to the Minister for Education: Higher education sector response to the issue of sexual assault and sexual harassment* outlining how the higher education sector had responded.
- TEQSA found that overall universities had implemented most of the recommendations of the *Change the Course* report. However, it found that non-university higher education providers did not have as comprehensive a response.
- In 2020, TEQSA released a *Good Practice Note: Preventing and responding to sexual assault and sexual harassment in the Australian higher education sector*.
- TEQSA has also published Guidance Notes for Wellbeing and Safety, and Grievance and Complaint Handling, which both have relevance to providers' handling of this issue. These are currently under review.
- TEQSA could take action against a provider that did not meet the Standards – for example, whether a university had an appropriate grievance process in place and whether it was followed. But it is outside TEQSA's remit to adjudicate the merits of a specific student grievance – for example, TEQSA would not have a role in determining whether a university disciplinary committee made a correct decision about excluding a student accused of sexual assault from a campus
- Guidelines from both TEQSA and UA make it clear that criminal matters are beyond the purview of higher education providers, and that they should seek advice from appropriate authorities regarding the impact of any sexual misconduct hearings on criminal matters

Role of universities in adjudicating student misconduct

- The role of universities in holding disciplinary hearings that involve alleged student sexual misconduct was brought into question in a 2019 Queensland Supreme Court case. The court initially ruled that the University of Queensland (UQ) Disciplinary Board did not have jurisdiction to hold a disciplinary hearing into allegations that a student had sexually assaulted another student.
- UQ appealed this decision, and on 2 October 2020, the Queensland Court of Appeal found the original judge was incorrect. The court found that alleged sexual misconduct, which was not the subject of a criminal conviction, was within the scope of the university's disciplinary processes.
- However, as the student in question had subsequently graduated from UQ, the court found that the university no longer had jurisdiction.
- There has been considerable public debate about the role of universities in investigating and conducting misconduct hearings on allegations involving sexual violence. Some believe that these hearings are unfair for the person facing an allegation, as a lower burden of proof is used than in the criminal justice system. In common with other corporate entities and civil matters, universities apply a 'balance of probability' test in disciplinary processes, rather than 'beyond reasonable doubt' as applies in criminal matters. 'Balance of probability' is a standard commonly used in non-criminal hearings, including in the Australian Public Service for alleged code of conduct breaches.
- TEQSA's *Good Practice Note: Preventing and responding to sexual assault and sexual harassment in the Australian higher education sector* was the subject of some criticism, led by men's rights campaigner Bettina Arndt. Critics claimed (incorrectly) that it encourages higher education providers to judge criminal matters in quasi courts.

'Change the course' report 2017

- On 1 August 2017, the AHRC released the, Change the Course report, into sexual harassment and sexual assaults involving university students. Over 30,000 students participated in the survey

Key data from the 2016 national survey

Sexual harassment	Sexual assault
51% of students had been sexually harassed in the last 12 months	6.9% of students had been sexually assaulted in the last 12 months
21% of students had been sexually harassed in a university setting	1.6% had been sexually assaulted in a university setting
Women were almost twice as likely to be sexually harassed	Women were three times as likely to have been sexually assaulted
45% of those sexually harassed knew all or some of their perpetrators	51% of those sexually assaulted knew some or all of their perpetrators
71% said the perpetrator was male	83% said that the perpetrator was male
94% of those sexually harassed did not make a formal report or complaint to their university	87% of those sexually assaulted did not make a formal report or complaint to their university

Summary of Change the Course recommendations

1	Vice-Chancellors should take direct responsibility for the implementation of these recommendations, including decision-making and monitoring and evaluation of actions taken.
2	Universities should develop a plan and education programs to address the drivers of sexual assault and sexual harassment.
3	Universities should provide information to students and staff about support services and reporting processes for sexual assault or sexual harassment.
4	Universities should commission an independent, expert led review of existing university policies and response pathways in relation to sexual assault and sexual harassment.
5	Universities should identify staff members and student representatives most likely to receive disclosures of sexual assault and sexual harassment and ensure they receive training.
6	Universities should ensure that information about individual disclosures and reports of sexual assault and sexual harassment is collected and stored confidentially and used for continuous improvement of processes.
7	Within six months of the report, universities should conduct an audit of university counselling services and make additional services available if necessary.
8	Universities to conduct a national student survey of sexual assault and sexual harassment every three years.
9	Residential colleges and university residences should commission an independent, expert-led review of the factors which contribute to sexual assault and sexual harassment in residential settings.

The 39 universities involved in the survey accepted most of the recommendations and 32 universities accepted all nine.

Actions taken by universities since the Change the Course release

- On 19 December 2017, the AHRC released a 'report card' on the response of universities to the Change the Course report. It requested further updates from universities in 2018 and 2019, to mark 12 and 18 months since the *Change the Course* report's release. In August 2020, the AHRC sought a three-year update from all universities, and published updated reports from each university.
- Universities have implemented a range of initiatives to address the Change the Course report recommendations. These include:
 - Vice-Chancellors taking responsibility for implementing the recommendations.
 - Implementing communication campaigns and developing online information alongside the Respect. Now. Always. Campaign, driven by UA.
 - Implementing training programs for staff to respond to disclosures of sexual assault and sexual harassment. Consent training courses have been made compulsory for staff and students at most universities.
 - Most universities have a dedicated advisory team for student wellbeing.
 - Staff leaders at universities have been identified for specialised training to create a safe environment for students.
 - Audit or review of reporting systems undertaken at a number of universities.
 - Internal/external reviews of counselling services at most universities.
 - Universities participating in the follow-up national student survey.
 - Universities have included events to welcome new students that focus on setting clear behaviour and conduct expectations for those living in residential halls. There are also code of conduct contracts for incoming students to sign.

Universities Australia National Student Safety Survey 2021

- Key results of survey include:
 - 16.1 per cent of students had been sexually harassed, and 4.5 per cent of students had been sexually assaulted during their time at university. During the last 12 months, rates were 8.1 per cent and 1.1 per cent respectively (noting that around 60 per cent of students surveyed were not on campus in 2021 due to pandemic restrictions).
 - Prevalence levels appear consistent with those in the general Australian community.
 - The survey indicates disproportionate rates of sexual harassment and sexual assault for women and sexuality diverse students. Students with disability and Indigenous students were also more likely to experience sexual harassment and sexual assault than other students.
 - Very low numbers of students are opting to formally report incidents to their university (3 per cent for sexual harassment and 5.6 per cent for sexual assault). Of those who did make a complaint to the university, the majority did not report the incident to police.
 - Around half of students did not know about formal reporting processes, or where to seek support from their university.
 - Student accommodation is a higher risk setting for sexual assault. Clubs, societies and events on campus were also highly reported as locations for sexual assault.
 - The vast majority of perpetrators are male, students at the university, and known to the victim.
 - 12.5 per cent of students reported being harassed in online spaces.
 - International students are less likely to be sexually harassed or sexually assaulted than domestic students.
 - Post-graduate research students reported proportionally higher rates of sexual harassment and sexual assault than undergraduate students and were more likely to report that the perpetrator was a university staff member.
- The survey was delivered online at 38 UA member universities in September 2021, with students at one university completing the survey later in November 2021 (results for this university are not included in the national report). 43,819 university students participated in the survey, with a response rate of 11.6 per cent.
- This is the second national survey conducted, with the first in 2016 conducted by the Australian Human Rights Commission (AHRC). This resulted in the 2017 *Change the Course* report and recommendations. Due to significant differences in methodology and definitions, results in the two reports are not readily comparable.
- The 39 UA affiliated universities participated in the survey and received their own reports with results for their university. All have publicly released their institution's survey results at www.nsss.edu.au/results. Universities that are not UA members were not involved in the survey (Avondale, Torrens, Carnegie Mellon, University of Divinity).
- Alongside the national survey, an open-ended qualitative research project was conducted for students enrolled in an Australian university in the past five years. Students were invited to anonymously share information about their experiences of sexual harassment, sexual assault or unwanted sexual behaviour, and the impact it has had on their academic and personal lives. 1,835 students participated in the qualitative study.

Key data

When	Sexual harassment	Sexual assault
Last 12 months in a university context	8.1%	1.1%
Since starting university	16.1%	4.5%
Lifetime experience	48%	30.6%

Gender	Sexual harassment (last 12 months)	Sexual assault (last 12 months)
Female	10.5%	1.4%
Male	3.9%	0.6%
Transgender	14.7%	3.2%
Non-binary	22.4%	2.2%

Age of those sexually harassed in a university context:	Age of those sexually assaulted in a university context:
<ul style="list-style-type: none"> • 20.5% of students harassed were aged 22-24 • 16.3% of students harassed were aged 18-21 • 15.7% of students harassed were aged 25-34 	<ul style="list-style-type: none"> • 6.5% of students assaulted were aged 22-24 • 3.7% of students assaulted were aged 18-21

Types of students

Sexual harassment	Sexual assault
<ul style="list-style-type: none"> • Postgraduate research students proportionally higher rate of being sexually harassed in a university context than undergraduate students. • Students with disability more likely to experience sexual harassment in a university context (29.1% compared with 13.5% of other students) • Aboriginal and Torres Strait Islander students more likely to experience sexual harassment in a university context (21.4% compared with 16% of other students) • Students who are gay, lesbian, bisexual or pansexual more likely (51.5%) to be sexually harassed than heterosexual students (6.4%) • International students <u>less</u> likely to be sexually harassed (8.6%) than domestic students (17.9%) 	<ul style="list-style-type: none"> • Students with disability more likely to experience sexual assault in a university context (10% compared with 3.4% of other students) • Aboriginal and Torres Strait Islander students more likely to experience sexual assault in a university context (7.8% compared with 4.5% of other students) • Student who are gay, lesbian, bisexual or pansexual more likely (5%) to be sexually assaulted than heterosexual students (0.8%) • International students <u>less</u> likely to be sexually assaulted (1.7%) than domestic students (5.2%)

Where	Sexual harassment	Sexual assault
General campus area	43.3%	17.9%
Lecture theatre/labs	17.5%	6%
Library	15.6%	7%
Clubs, societies, events	13.9%	26.7%
Student accom / residences	10.6%	27.3%
Private residence	8.1%	20.7%
Hospitality or retail off-campus	7.7%	16.6%

Perpetrator	Sexual harassment	Sexual assault
Someone they knew	50.7%	65.7%
Male	84%	85.7%
Student(s) at their university	60.7%	58.8%

Taking action	Sexual harassment	Sexual assault
Formal complaint made to university	3%	5.6%
Reported incident to the police	18.9% of those who made a formal complaint to the university.	40.2% of those who made a formal complaint to the university.
Sought support from university	16.8%	25.5%
Sought support from another source	61.5%	66.2%
Didn't know about formal reporting process	51%	53.6%
Didn't know where to seek support	46.7%	43.5%

Higher Education, Research and International: 2022–23 Budget Estimates (Oct 2022)

Issue	Response/Facts
<p data-bbox="325 1518 347 1917">Recovery of international education</p> <p data-bbox="376 1771 399 1917">SB22-000286</p>	<ul style="list-style-type: none"> <li data-bbox="325 286 395 1485">● The COVID-19 pandemic had a significant impact on the international education sector. <ul style="list-style-type: none"> <li data-bbox="416 293 560 1406">○ Preliminary ABS data (4 August 2022) shows export income from international students studying in Australia was \$20.2 billion in 2021–22, a 27 per cent decline on 2020–21 (when it was \$27.6 billion) and a 46 per cent decline on 2019–20 (when it was \$37.3 billion). <li data-bbox="576 349 646 1485">● There are promising signs of recovery and growing numbers of international student arrivals in Australia. <ul style="list-style-type: none"> <li data-bbox="667 286 737 1440">○ This year, there have been 254,841 international student commencements, a 20 per cent increase on the same period in 2021 (year-to-date July 2022). <li data-bbox="753 338 823 1440">○ However, overall enrolments are down by 6 per cent from last year (2021) and down by around 25 per cent on pre-covid levels (2019). <li data-bbox="839 338 909 1485">● Student enrolments from China have been resilient through COVID-19 travel restrictions. <ul style="list-style-type: none"> <li data-bbox="930 315 1000 1440">○ Between 2019 and 2021, Chinese higher education enrolments dropped by 7 per cent, compared to the rest of the world which dropped by 24 per cent. <li data-bbox="1016 331 1114 1440">○ During the height of the pandemic, up to two-thirds of Chinese primary student visa holders were outside Australia, compared with one quarter of such visa holders from the rest of the world. <li data-bbox="1129 286 1228 1440">○ While we have seen arrivals by Chinese students in Australia grow in the first half of 2022, they are under-represented (16 per cent of total) compared to the same period in 2019 (38 per cent of total).

Higher Education, Research and International: 2022–23 Budget Estimates (Oct 2022)

Issue	Response/Facts
	<ul style="list-style-type: none"> ○ Limited flights, travel disruptions, requirements for quarantine on return to China and concerns about COVID-19 could all be factors contributing to the return of Chinese students. ● Commencements in 2022 by students from the rest of the world (not including China), increased by 34 per cent, compared with the same period in 2021 (year-to-date July 2022). The top five markets: <ol style="list-style-type: none"> 1) China, 48,812 commencements – a 16.3 per cent decline 2) India, 46,605 commencements – a 37 per cent increase 3) Nepal, 30,595 commencements – 95.6 per cent increase 4) Vietnam, 9,921 commencement – 32.6 per cent increase 5) Indonesia, 6,790 commencements – 13.8 per cent increase <p>Student experience</p> <ul style="list-style-type: none"> ● We value international students who have chosen to study with an Australian university and want to ensure they have a positive experience as they return to study with us. <ul style="list-style-type: none"> ○ 93 per cent of international undergraduate students rated their living experience in Australia highly in 2021 up from 91 per cent in 2020 (2021 International Student Experience Survey). ○ The overall satisfaction rate of international students in 2021 improved 4 percentage points from 2020 (63 per cent to 67 per cent).
<p>Student visa issues and post study work rights SB22-000287</p>	<ul style="list-style-type: none"> ● Visa measures announced as outcomes of the Jobs and Skills Summit on 1–2 September 2022 included two measures related to international students:

Higher Education, Research and International: 2022–23 Budget Estimates (Oct 2022)

Issue	Response/Facts
	<ul style="list-style-type: none"> ○ Increasing the duration of post study work rights by allowing two additional years of stay for recent graduates with select degrees in areas of verified skills shortages. This measure will strengthen the pipeline of skilled labour in Australia. ○ Extending the relaxation of work restrictions for student and training visa holders until 30 June 2023 to help ease skills and labour shortages. ● Both measures will be informed by a working group. ● The Post-Study Work Rights Working Group provided advice to the Ministers for Education and Home Affairs on the measures and other relevant issues at the end of October 2022. ● The Working Group advised on a methodology to determine the scope of ‘verified skill shortages’, and to select corresponding qualifications. ● The announced two-year increase will give graduates in the Temporary Graduate visa (485) – Post-Study Work Stream in areas of verified skills shortage a total of: <ul style="list-style-type: none"> ○ 4 years of post-study work rights with a bachelor degree ○ 5 years of post-study work rights with a masters degree ○ 6 years of post-study work rights with a doctoral degree. ● Increasing the length of stay allowed in the Post-Study Work Stream will strengthen the pipeline of skilled workers for Australian industry. ● The Temporary Graduate visa (subclass 485) has seen significant growth over the past 10 years.

Higher Education, Research and International: 2022–23 Budget Estimates (Oct 2022)

Issue	Response/Facts
	<ul style="list-style-type: none"> • Most of this growth has been in the Post-Study Work Stream. Since its introduction in 2013, lodgements have grown from fewer than 1500 in 2013–14 to over 72,000 in 2020–21. • The Working Group first met on 15 September 2022. It met weekly ahead of reporting to the Ministers for Education and Home Affairs by 28 October 2022. <p>Student visa processing</p> <ul style="list-style-type: none"> • Student visa processing times are a significant concern. • For the year to date to July 2022, over 190,000 offshore lodgements were received, a sharp increase on previous years. • In both June and July 2022, the Department of Home Affairs received the largest number of offshore applications in those two months in the last 10 years, with over 30,000 applications received in July alone. • At National Cabinet on 17 June 2022, the Commonwealth committed to work urgently to address a backlog in processing visa applications and reduce visa processing times. • Home Affairs is processing offshore visa applications as a priority. • Current processing times show 83 per cent of offshore student visas are now being processed within three months. • Over 138,000 offshore student visas were finalised between 1 June and 30 September 2022.

Higher Education, Research and International: 2022–23 Budget Estimates (Oct 2022)

Issue	Response/Facts
	<ul style="list-style-type: none"> ○ This is higher than the same period in COVID-19 impacted years (23,000-26,000), and much higher than offshore finalisations prior to the pandemic in 2018 and 2019 (94,000–96,000). ● As an outcome of the Jobs and Skills Summit, the Government has also committed to providing an additional \$36.1 million to Home Affairs to accelerate visa processing and resolve the visa backlog.
<p>2021 Higher Education Student Enrolments SB22-000288</p>	<ul style="list-style-type: none"> ● Higher education providers are now required to submit their enrolment data through the Tertiary Collection of Student Information system (TCSI). The following data is final 2021 data and was verified on 31 October 2022. <p>Commencing undergraduates</p> <ul style="list-style-type: none"> ● The number of domestic students in commencing undergraduate Commonwealth supported places (CSPs) has increased by 0.5 per cent in 2021, an increase of 1,256 students since 2020 (from 275,722 to 276,978). ● Growth has been strongest in Medical Studies, Dentistry and Veterinary Studies, up 41.7 per cent, Other Education, up 22.7 per cent, Early Childhood Teacher Education, up 18.7 per cent, and Foreign Languages up 12.1 per cent. <p>Total undergraduates</p> <ul style="list-style-type: none"> ● The total number of domestic students in undergraduate CSPs has increased by 2.1 per cent in 2021, an increase of 16,534 students since 2020 (from 796,501 to 813,035).

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Issue	Response/Facts
	<ul style="list-style-type: none"> • Growth has been strongest in Pathology, up 28.9 per cent, Early Childhood Teacher education, up 10.4 and Medical Studies, Dentistry and Veterinary Studies, up 10.1 per cent. • Enrolments were also stronger than average in Information Technology, up 9.8 per cent, Other Education, up 8.0 per cent, and Human Movement, up 6.6 per cent.
<p>Australian Research Council (ARC) Review SB22-000289</p>	<ul style="list-style-type: none"> • On 30 August 2022, the Minister for Education announced an independent review of the <i>Australian Research Council Act 2001</i> (the ARC Review). • The ARC Review will consider and provide recommendations on: <ul style="list-style-type: none"> ○ the role and purpose of the ARC within Australia’s university research system to ensure it meets current and future needs. ○ how Australian Research Council legislation can provide clarity on objectives and processes to drive renewed focus. ○ whether the scope of the legislation is sufficient to support an effective and efficient university research system. • The Minister appointed a three-person review Panel, comprising: <ul style="list-style-type: none"> ○ Professor Margaret Sheil AO (Panel Chair), Vice-Chancellor and President, Queensland University of Technology ○ Professor Susan Dodds, Senior Deputy Vice-Chancellor and Vice President (Research & Industry Engagement), La Trobe University ○ Professor Mark Hutchinson, Director of the Centre for Nanoscale BioPhotonics, University of Adelaide.

Higher Education, Research and International: 2022–23 Budget Estimates (Oct 2022)

Issue	Response/Facts
	<ul style="list-style-type: none"> • The Panel will provide the Minister with an interim report by 31 December, with a final report due 31 March 2023. • The Panel will seek stakeholder views, including a call for submissions between early November and early December. • The department is providing secretariat support to the Review, which includes ^{s47E} seconded from the ARC. <p>Perceived overlap with the Excellence in Research for Australia (ERA) review</p> <ul style="list-style-type: none"> • The ARC Review is considering whether the legislation is sufficient to support an effective and efficient university research system and can be improved to drive renewed ambition within the organisation. • The Minister has tasked the ARC and department with urgently developing options to make the ERA measurement system more effective and efficient. <ul style="list-style-type: none"> ○ The timing is unrelated to the ARC Review and the Minister’s letter of expectations to the ARC CEO envisaged the two processes running in parallel • The ARC Review panel has been asked whether the functions of the ARC are adequately described in the legislation in respect of the measurement research performance, not whether the ARC should measure research performance or how it should do it.
<p>Australian Research Council (ARC) Letter of expectation SB22-000290</p>	<ul style="list-style-type: none"> • On 26 August 2022, the Minister for Education, sent a Letter of Expectations (LoE) to the ARC CEO, Ms Judi Zielke, setting out priority areas of work. • The priorities set out in the LoE include:

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Issue	Response/Facts
	<ul style="list-style-type: none"> ○ A focus on improved transparency and timeliness of National Competitive Grant Program rounds. ○ Aligning research projects to the priorities set out in the National Reconstruction Fund. ○ Reviewing the Linkage Grant process to drive more focused and scaled investment in challenges. ○ Reaffirming the importance of the National Interest Test (NIT) and seeking more work to ensure the test is easy to follow and is less burdensome for researchers. ○ Discontinue the preparations for the 2023 ERA round and commence work to develop a transition plan to establish a modern data driven approach. ○ Enhancement of mechanisms, such as improved collection and analysis of research impact data, that can identify high quality research in Australia. ○ Undertake an internal financial sustainability review of the ARC and work with the department to undertake a policy review of ARC programs to determine program needs following the ARC Review. <ul style="list-style-type: none"> ● The LoE was welcomed by the university research sector, particularly regarding the priorities surrounding improving timeliness and transparency for ARC grant processes, discontinuing the 2023 ERA round and making refinements to the NIT to make it simpler and clearer for stakeholders. <p>Relationship with the ARC Review</p> <ul style="list-style-type: none"> ● Actioning the priority areas of the LoE will occur at the same time as the independent review of the <i>Australian Research Council Act 2001</i> (ARC Review).

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Issue	Response/Facts
<p>Startup Year SB22-000291</p>	<ul style="list-style-type: none"> • Startup Year is a new income-contingent loan program designed to support increased participation in higher education-based incubator and accelerator programs, boosting entrepreneurship, job growth and economic opportunity. • From mid-2023, the program will provide up to 2,000 income contingent loans each year for final year undergraduate students, post-graduate students and recent graduates to undertake a business-focused year through an accelerator program, based at an Australian higher education provider. • The income-contingent loans will be delivered to students through the Higher Education Loan Program (HELP) architecture established under the <i>Higher Education Support Act 2003</i> (HESA). Legislative amendments are required to the HESA. • Students will be able to access a newly established Startup Year (SY-HELP) loan type, up to the maximum value of the student contribution in band three (projected to be \$11,800 in 2023), to support their participation in a recognised accelerator program based at a higher education provider, with funding going to the providers and their accelerator. <p>Funding</p> <ul style="list-style-type: none"> • The 2022–23 October Budget provided \$15.4 million in total across multiple departments over the four years from 2022–23. • This includes: <ul style="list-style-type: none"> ○ \$1.7 million to the Department of Education to administer the program, including costs for ICT upgrades to the Tertiary Collection of Student Information (TCSI) system, to enable the SY-HELP loan type.

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Issue	Response/Facts
	<ul style="list-style-type: none"> ○ \$7.9 million to the Department of Social Services for the expansion of eligibility of student support payments like youth allowance and Austudy to include Startup Year students. ○ \$5.7 million to Services Australia for upgrades to ICT systems required to properly process and track HELP debts and debt history. ○ \$0.1 million to the Department of Health and Aged Care to cover the additional costs associated with increased access to benefits such as subsidised medications from Startup Year students receiving student support payments like Youth Allowance and Austudy. <ul style="list-style-type: none"> ● The Parliamentary Budget Office costed the program in the context of the 2022 federal election at \$14.6 million over the forward estimates. This costing did not account for ICT system enhancements for the HELP loan and the income support payments. <p>Consultation</p> <ul style="list-style-type: none"> ● Consultation on the final design elements of the Startup Year initiative commenced on 29 September 2022 with the release of the consultation paper. The consultation period will last approximately six weeks, with submissions due by 15 November 2022. ● Targeted consultation with key stakeholders will be undertaken by the department throughout this period, in collaboration with the Department of Industry, Science and Resources (DISR). <p>Next steps</p>

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Issue	Response/Facts
<p>Research Commercialisation (AEA and Trailblazers) SB22-000292</p>	<ul style="list-style-type: none"> • Outcomes of the consultation period will inform the refinement of the final design elements of the Startup Year program, and the final drafting of the enabling legislative amendments. • It is anticipated that the legislation will be introduced in early 2023 for the program to commence in July 2023. • The previous Government announced the \$2.27 billion University Research Commercialisation Action Plan to reform Australia's university research commercialisation landscape on 1 February 2022. • The Package is focused on supporting more university research to build scale and have real-world impact through the translation pathway activity and building increased research workforce capability. • Key elements of the Action Plan comprise: <ul style="list-style-type: none"> ○ Australia's Economic Accelerator (AEA): \$1.6 billion over 10 years ○ the Trailblazer Universities Program: \$362.5 million over four years ○ new Industry PhD programs: \$296 million over five years, including an expansion of the CSIRO iPhD program and a new suite of Industry focused Australian Research Council (ARC) Fellowship grants (iFellowships). • While the department has continued work to implement all of the programs for which it has responsibility, formal commencement of the programs has been subject to the Government's line by line Budget review.

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Issue	Response/Facts
	<p>If asked about implementation of each element:</p> <ul style="list-style-type: none"> • Implementation of the AEA is dependent on the passage of legislation to establish the AEA Board and overarching governance arrangements. • The department is preparing for the enabling legislation to establish the AEA program to be re-introduced to Parliament in 2023. The scheduling of this legislation is a matter for the Parliamentary Business Committee. • The department is currently negotiating with each Trailblazer University to finalise their Conditions of Grant, and it is anticipated the program will commence later in 2022. • The department is working to finalise the Guidelines for the National Industry PhD programs, and to settle arrangements for the administration of the program. • Questions relating to CSIRO's iPhD program should be referred to CSIRO, and questions on the ARC's iFellowship grants should be referred to the ARC. • The Higher Education Research Commercialisation Intellectual Property Framework was released on 31 August 2022 to facilitate greater university-industry collaboration and is now voluntary following stakeholder feedback on its development. <p>If asked about re-profiling of funding under the Action Plan</p> <ul style="list-style-type: none"> • Australia's Economic Accelerator and the Industry-based PhD and fellowship programs will start from July 2023. • The bill that establishes these programs lapsed at the end of the last Parliament. As a result, these programs will start later than planned.

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Issue	Response/Facts
<p>Australian Universities Accord SB22-000293</p>	<ul style="list-style-type: none"> • This means the funding for the program has changed across the forwards, but the total amount remains the same. • Funding of \$140.2 million over four years from 2022-23 (and \$161.6 million over 12 years to 2033-34) has been re-profiled within the University Research Commercialisation Action Plan • The changes are driven by: <ul style="list-style-type: none"> ○ Moving to interim pilot arrangements for Australia’s Economic Accelerator Program ahead of the revised start date of 1 July 2023. ○ Revised start date of 1 July 2023 for the National Industry PhD Program. • As announced in the Budget, the Australian Government has committed \$2.7 million to implement the Australian Universities Accord. The Accord will involve a review of Australia’s higher education system delivering recommendations to deliver accessibility, affordability, quality, certainty, sustainability and prosperity. • The review will be led by a Panel of eminent Australians, who will engage across all sectors and groups affected by higher education policy, including universities, other higher education and vocational education providers, businesses, unions, staff and students. • The Accord will commence in the coming months. The Minister for Education, will release further detail, including final Terms of Reference (ToRs) in due course. • The ToRs will guide the review to consider a wide range of issues across research, teaching and learning and international education.

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Terms of Reference Development

- The department undertook limited, targeted consultation with higher education peak bodies, unions, and industry groups in the sector to inform development of the ToRs.
- This consultation was undertaken between 28 August 2022 and 1 September 2022.
- Final ToRs will be released by the Minister for Education.

Review of Job Ready Graduates

- The Minister has indicated the Accord process will include a review of the changes made by the previous Government’s Job-ready Graduates package
 - The former government committed to conducting a review of the JRG reforms 18 months after implementation.

Linkages to Australian Research Council Review

- The review will occur at the same time as the independent review into the *Australian Research Council Act 2001* (ARC Review) announced on 30 August 2022. The ARC review will hand down its final report by 31 March 2022.
- The Panel of eminent Australians will have capacity to consider whether outcomes from the ARC review have broader implications for the higher education system, including financial and regulatory impacts.

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Issue	Response/Facts
<p>20,000 extra university places SB22-000294</p>	<p>Costs</p> <ul style="list-style-type: none"> • \$2.7 million has been provided from the Budget over the 2022–23 and 2023–24 financial years to deliver this election commitment. This funding includes remuneration for panel members, consultation and facilitation costs and independent research. • The review will build an evidence base, from which the Government and key bodies in the sector can base decisions and leverage to implement the recommendations of the review. • The Australian Government is providing up to \$485.5 million over 2022–23 to 2025–26 (\$587 million to the end of 2027) to deliver a one-off boost of 20,000 commencing Commonwealth supported places (CSPs). • These CSPs are for commencement in 2023 and 2024 only, to increase opportunities for students from underrepresented groups to access a higher education, and meet national skills needs. Funding for these places will terminate by the end of 2027. • Places can be delivered for sub-bachelor and bachelor level courses. Providers are not eligible to use these CSPs for postgraduate courses. • Of a total 51 providers eligible to apply for these CSPs, the department received applications from 42 providers, requesting a total of 37,606 EFTSL, equivalent to \$1,296 million in funding from 2023 to 2028. • In total, 42 providers will receive \$587 million from 2023 to 2028 to deliver 20,038 places commencing in 2023 and 2024. This includes:

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Issue	Response/Facts
	<ul style="list-style-type: none"> ○ Table A Universities have been allocated 19,329 additional places amounting to \$566 million from 2023 to 2028 ○ University Colleges have been allocated 170 additional places amounting to \$7 million from 2023 to 2028 ○ Table B Universities (including Avondale University) have been allocated 340 additional places amounting to \$6 million from 2023 to 2028 ○ Eligible non-university higher education providers have been allocated 199 additional places amounting to \$8 million from 2023 to 2028. <ul style="list-style-type: none"> ● The fields of education which received the highest levels of funding were Education and Nursing, which received \$159 million (28%) and \$128 million (22%) respectively. ● The number of places allocated may differ from announcement, as exact funding for each course depends on the funding cluster. ● The department will monitor universities and providers' enrolment data around the utilisation of these places. This will include additional provider reporting as part of standard estimates processes to provide assurance that places are being utilised for the target groups and skills. ● Verified data on enrolments in these places from 2023 will not be available until 2024. <p>Innovative Places</p> <ul style="list-style-type: none"> ● Concurrently, the department also invited applications for up to 300 Innovative Places funding for courses in areas of national priority with strong industry

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Issue	Response/Facts
	<p>linkages. Initial funding for Innovative Places was announced in the 2020 Budget. Universities and University Colleges were eligible to apply.</p> <ul style="list-style-type: none"> Initial funding for Innovative Places was previously announced in the 2020 Budget. These places are specifically focussed on courses that demonstrated strong industry integration and innovation in course content, structure or delivery. The 2022 allocation process allocated unused funding for commencing CSPs in 2023 only (including appropriate pipeline funding). This is in line with the current 2021–2023 Commonwealth Grant Scheme (CGS) funding agreement period. Innovative places are not allocated to providers in perpetuity. Commencing places are allocated for the duration of providers' CGS funding agreements only. A new process to allocate up to 900 Innovative Places will occur in 2023 for the 2024–26 CGS funding agreement period. Of the 42 providers eligible to apply, the department received applications from 11 providers, requesting a total of 1,040 EFTSL, equivalent to \$38 million in funding.
<p>Removal of 10% upfront discount SB22-000295</p>	<ul style="list-style-type: none"> From 1 January 2023, the Australian Government has committed to remove the 10 per cent discount for HECS-HELP assisted students who make upfront payments of \$500 or more, up to 90 per cent of their student contribution amount. This requires amendments to the <i>Higher Education Support Act 2003</i> to take place in 2022 for commencement on 1 January 2023. The legislative changes are planned to be made in the 2022 Spring sittings.

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Issue	Response/Facts
<p>Financial Position of Higher Education Providers – 2021 results SB22-000296</p>	<ul style="list-style-type: none"> • Student records from 2019, prior to the discount being introduced, to 2021 show very little change in upfront student contributions. <ul style="list-style-type: none"> ○ So, while an estimated 54,000 students (approximately 38,000 Equivalent Full Time Student Load) each year will no longer receive a 10 per cent discount on their student contribution, the great majority of them would be making upfront payments without the incentive of a discount. • Ending this discount will provide a saving, with a positive underlying cash balance impact of \$144.1 million 2022–23 to 2025–26. • The Department has received information from universities on their financial results for 2021. This data is currently being verified by the department, with final results expected to be published in the near future. • The preliminary results suggest a significant improvement in the overall financial performance of universities in 2021, driven by increased Commonwealth funding, strong growth in investment income, and ongoing careful management of operating costs by universities, despite further declines in international student fees. • Overall results reported across the sector in 2021 include: <ul style="list-style-type: none"> ○ total revenue of \$38.9 billion, up \$3.7 billion (10.5 per cent) from \$35.2 billion in 2020, and above the \$36.9 billion reported pre-COVID in 2019. ○ a record net operating surplus after expenses of \$5.3 billion, up from \$706.9 million in 2020 and well above the \$2.3 billion surplus reported prior to the onset of the pandemic in 2019.

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Issue	Response/Facts
	<ul style="list-style-type: none"> ○ net assets of \$70.1 billion, including cash of \$8.3 billion, and investments of \$22.5 billion. This is substantially higher than the net assets of \$63.1 billion reported in 2020, which included cash of \$6.6 billion and investments of \$18.3 billion, and continues the upward trend in these asset categories reported in recent years. ○ Commonwealth funding of \$20.2 billion (52.0 per cent of total revenue), up from \$18.4 billion in 2020, including the one-off \$1 billion in funding provided for research block grants in 2021 to mitigate the impact of COVID-19. ○ International student fees of \$8.7 billion (22.4 per cent of revenue), down from \$9.5 billion or 26.9 per cent of total revenue in 2020, and a further reduction from the pre-COVID high of \$10.2 billion reported in 2019. ○ Investment income of \$3.2 billion, up \$2.3 billion from \$934.5 million in 2020 due to strong global market performance. ● Continued efforts by most universities to constrain operating costs resulted in total operating expenses declining to \$33.6 billion, down from \$34.5 billion in 2020 and \$34.2 billion in 2019. ● Employee expenses continued to be the most significant cost for universities, \$19.4 billion reported in 2021. This represents a decrease of \$1 billion or 5.1 per cent from \$20.4 billion in 2020 and follows staff cuts at a number of universities. ● At the individual institution level results are mixed. In general the 2021 outcomes are significantly better than those reported in 2020. Of the 42 Table A and Table B universities: <ul style="list-style-type: none"> ○ All but four have reported an improved performance compared to 2020, with an increase in net result and net operating margin.

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Issue	Response/Facts
	<ul style="list-style-type: none"> ○ 39 of the 42 universities have reported a net surplus, ranging between \$0.5 million and \$1.05 billion, with an average surplus of \$125.8 million and median of \$75.3 million. Fourteen of these reported a return to a surplus after reporting a deficit in 2020. ○ Three universities have reported a deficit in 2021, down from 17 in 2020 and six in 2019. ○ 24 universities have reported strong performance, with operating margins of between 10.0 per cent and almost 30 per cent. The average margin across the sector is 13.6 per cent. ○ 38 universities reported a decline in international student fee revenue as a result of the ongoing border closures throughout 2021, however, increases in Commonwealth funding more than made up for these declines at many universities. ● Comparing 2021 outcomes to the pre-COVID results from 2019 shows that the majority of universities have returned to or improved on their normal financial performance prior to the impact of the pandemic, with 31 universities reporting a stronger surplus in 2021 than 2019. ● With international borders now open it is anticipated that universities will continue their recovery from the financial impact of the pandemic throughout 2022 and beyond, with expected growth in international student fee revenue. ● While a full recovery from the effects of the pandemic may take some time, overall, the Australian university sector remains in a good financial position, with sufficient resources and cash reserves to support operations as it continues to move forward.

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Issue	Response/Facts
<p>Industrial issues - casualisation, contract staff and wage theft</p> <p>SB22-000297</p>	<ul style="list-style-type: none"> • The Fair Work Ombudsman (FWO) and the Tertiary Education Quality and Standards Agency (TEQSA) have been working together to investigate large-scale underpayment of staff by a few Australian universities. The FWO and TEQSA have met regularly and share information, where the law permits, to ensure a coordinated response and avoid duplication. • The FWO is the lead agency, as it has investigatory, enforcement and prosecutorial powers in relation to breaches of the <i>Fair Work Act 2009</i>. • Wage underpayment is a significant issue for TEQSA—it goes to the reputation of individual providers and of the sector, in complying with national workplace laws and upholding relevant standards within the Higher Education Standards Framework (Threshold Standards) 2021. • Any questions on the specifics of the investigation should be directed to FWO or to TEQSA. <p>Casual staff</p> <ul style="list-style-type: none"> • The use of casual academic staff by universities is a related issue, with the National Tertiary Education Union having raised concerns for some time about the lack of access to professional development and time to engage in scholarship, and expectations for work to be performed that is unpaid, such as attendance at meetings. • The Australian Government has committed to deliver an Australian Universities Accord, bringing together stakeholders from the universities with business, unions, students and staff. The Accord will provide new vision for the sector and

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Issue	Response/Facts
<p>Student safety and Respect@Work implementation SB22-000298</p>	<p>a new way for all stakeholders to work together. No area of the system is considered out of scope for discussion, including industrial relations.</p> <p>Staff data</p> <ul style="list-style-type: none"> • Data reported to the department shows a reduction in full-time equivalent staff numbers of 8,400 between 2019 and 2021. • Of these, 54 per cent were “estimated casual” staff. • “Estimated casual” staff as a proportion of all Full-Time Equivalent (FTE) staff was 18 per cent in 2019, 17 per cent in 2020 and 15.7 per cent in 2021. • As a result of the most recent Universities Australia (UA) National Student Safety report, universities have committed to further work, including review of and improvements to existing policies, reporting processes and support services. • Universities have also taken steps such as improving campus lighting, security, and reviewing student accommodation, implementing first responder training and mandatory consent training. • On 23 March 2022, UA released the results of the 2021 National Student Safety Survey. The results indicated there has been no significant decrease in reported incidents of sexual harassment and sexual assault on university campuses. • Higher education providers must meet the requirements of the Higher Education Standards Framework (Threshold Standards) 2021. Student wellbeing and safety requirements are in Standard 2.3.

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Issue	Response/Facts
	<ul style="list-style-type: none"> ○ The Tertiary Education Quality and Standards Agency (TEQSA) assesses all higher education providers' student wellbeing and safety activities during the renewal of their registration, which takes place on a cyclical basis (usually seven years). ○ TEQSA can also undertake a compliance assessment at any time if there are concerns that a provider is not meeting its obligations to provide a safe environment for students. ○ TEQSA works with higher education providers to build sector capacity to address sexual harassment and sexual assault, through education and support. ● The Department of Social Services provided funding of \$1.5 million to UA to roll out a sexual violence prevention campaign in 2023. ● The Department of Education and TEQSA are working with the Australian Human Rights Commission (AHRC) to implement Recommendations 11 and 12 of the Respect@Work report which concern tertiary education: <ul style="list-style-type: none"> ○ Recommendation 11: Building on work already underway in response to the recommendations in Change the Course, all tertiary and higher education providers deliver evidence-based information and training on sexual harassment for staff and students that addresses the drivers of gender-based violence and includes content on workplace rights. ○ Recommendation 12: Recognising that some smaller tertiary and higher education providers lack the necessary resources and expertise to deliver the information and training identified in Recommendation 11, the Australian

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Issue	Response/Facts
	Government should support those providers to do so, for example through TEQSA and the Australian Skills Quality Authority.

Hot Topic Briefs

Financial Management

CP1

- 1 SB22-000299 Contracts and Consultancies
- 2 SB22-000300 Grant Management
- 3 SB22-000301 Contractors
- 4 SB22-000302 2022-23 Budget (March 2022)
- 5 SB22-000303 2022-23 Budget (October 2022)
- 6 SB22-000304 Machinery of Government changes
- 7 SB22-000306 Cyber Security

People, Parliamentary and Communications

CP2

- 1 SB22-000305 Questions on Notice from 2022-23 Budget Estimates (April 2022)
- 2 SB22-000307 COVID-19 Internal Response
- 3 SB22-000308 HR Facts and Figures
- 4 SB22-000309 Campaigns Overview
- 5 SB22-000310 Notifiable Data Breaches
- 6 SB22-000502 Climate Change

Issue: Contracts and Consultancies

Contact: Marcus Markovic
Ph: s 22
Deputy Secretary

Key Points

Table 1: Non-Consultancy Contracts and Consultancy Contracts published on AusTender as at 31 August 2022 (data extracted 12 September 2022)

	1 July 2022 to 31 August 2022 – Department of Education		2021–22 FY - DESE	
	#	Total Contract Value	#	Total Contract Value
Non-Consultancy Contracts				
<i>Administered</i>	14	\$4,606,685	717	\$2,951,525,510
<i>Departmental</i>	34	\$10,419,001	1750	\$476,187,172
Total contracts	48	\$15,025,686	2467	\$3,427,712,682
Consultancy Contracts				
<i>Administered</i>	3	\$1,628,166	37	\$29,795,476
<i>Departmental</i>	0	\$0	77	\$23,118,690
Total consultancies	3	\$1,628,166	114	\$52,914,166
Totals ¹	51	\$16,653,852	2581	\$3,480,626,848

Note: All contracts and consultancies over \$10,000 GST inclusive as published on AusTender, including all amendments published as at 31 August 2022 (extracted on 12 September 2022). Data includes only the latest published record for each contract to ensure the number of contracts and value is not overstated. All figures are GST inclusive.

- The top 10 **non-consultancy contracts** (by value), published in financial year **2022–23 YTD to 31 August 2022** (data extracted 12 September 2022), are listed at [Attachment A](#).
- The majority (by value) for the Department of Education's non-consultancy contracts for financial year 2022–23 as at 31 August 2022 relate to Temporary personnel services, Management advisory services, Management information systems (MIS), Personnel recruitment, Education and Training Services, Management support services, Research programs and Computer Services.

¹ Contract data is dynamic - changes occur throughout the term of the contract through reportable variation, including cancellation of reported contracts, which impacts the number and/or value of contracts reported on AusTender.

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SB22-000299**Table 2a: Top Categories for Non-consultancy contracts in financial year 2022–23 as at 31 August 2022 (Department of Education)**

Category	1 July 2022 to 31 August 2022	
	%	Total Value (GST inclusive)
Temporary personnel services	31%	\$4,655,186
Management advisory services	11%	\$1,627,454
Management information systems MIS	11%	\$1,595,385
Personnel recruitment	10%	\$1,531,000
Education and Training Services	10%	\$1,508,430
Management support services	8%	\$1,133,337
Research programs	7%	\$1,060,897
Computer services	7%	\$1,060,324
Other	5%	\$853,673
Total	100%	\$15,025,686

Note: 'Other' category includes 7 categories, all of which have an overall value of less than 5 per cent

Table 2b: Top Categories for Non-consultancy contracts in financial year 2021–22 (former DESE)

Category	2021-22 FY	
	%	Total Value (GST inclusive)
Employment services	79%	\$2,694,117,027
Computer services	6%	\$209,487,822
Education and Training Services	5%	\$179,384,953
Temporary personnel services	2%	\$76,329,151
Management advisory services	<1%	\$32,600,018
Computer Equipment and Accessories	<1%	\$26,093,226
Components for information technology or broadcasting or telecommunications	<1%	\$25,841,672
Other	5%	\$183,858,813
Total	100%	\$3,427,712,682

Note: 'Other' category includes 95 categories, all of which have an overall value of 5 per cent

- The top **consultancy contracts** (by value) published in financial year 2022–23 YTD to 31 August 2022 data extracted 12 September 2022) are listed in Attachment B.
 - Dandolo Partners was awarded the largest contract by value at \$937,905 for one year for the Evaluation of Literacy and Mathematics Initiatives
- The top 10 **non-consultancy contracts** (by value) published in financial year 2021–22 are listed at Attachment C – DESE.

- The top 10 **consultancy contracts** (by value) published in **financial year 2021–22** are listed at **Attachment D - DESE**.
- The former department's Annual Report **2021–22** (page 106) contains information about **actual expenditure** on contracts for **consultancy services** in **2021–22**, which included:
 - \$17,557,049 (GST inclusive) expended on 105 new consultancies
 - \$9,575,969 (GST inclusive) expended on 62 ongoing consultancies (i.e. those entered into in previous years).
- Actual expenditure is different to the value of contracts published on AusTender in the same financial year due to multi-year contracts.

Table 3: The 'big four' Non-Consultancy contracts and Consultancy contracts

	1 July 2022 to 31 August 2022 - Department of Education		2021–22 FY - DESE	
	#	Total Contract Value	#	Total Contract Value
Non-consultancy Contracts				
<i>Deloitte</i>	1	\$72,952	8	\$2,966,545
<i>Ernst & Young</i>	–	–	5	\$282,601
<i>KPMG</i>	–	–	10	\$6,023,174
<i>PWC</i>	–	–	10	\$8,280,728
Total contracts	1	\$72,952	33	\$17,553,048
Consultancies				
<i>Deloitte</i>	–	–	6	\$2,456,711
<i>Ernst & Young</i>	–	–	5	\$2,868,226
<i>KPMG</i>	–	–	3	\$1,033,435
<i>PWC</i>	1	\$434,803	8	\$3,494,429
Total consultancies	1	\$434,803	22	\$9,852,801
Totals	2	\$507,755	55	\$27,405,849

Note: All contracts and consultancies over \$10,000 GST inclusive as published on AusTender, including all amendments published as at 31 August 2022 (extracted on 1 September 2022). Data includes only the latest published record for each contract to ensure the number of contracts and value is not overstated. All figures are GST inclusive.

- The department's contracts with the 'big four' represent **3 per cent** of the total contract value for financial year 2022–23 YTD to 31 August 2022.
- The former DESE contracts with the 'big four' represent less than **1 per cent** of the total contract value for financial year **2021–22**.
- Information regarding the top **contracts** (by value) entered into with each of the big four during financial year **2022–23 YTD to 31 August 2022 and 2021–22** are listed in **Attachment E**.

Table 4: Reasons for consultancy contracts as a proportion to the number of contracts

Reasons for consultancy	1 July 2022 to 31 August 2022 – Department of Education	2021–22 FY - DESE
Need for independent research or assessment	66%	40%
Need for specialised or professional skills	34%	57%
Skills currently unavailable within agency	0%	3%
Total	100%	100%

Note: All consultancies over \$10,000 GST inclusive as published (by published date) on AusTender.

Table 5: Categories for consultancy contracts

Category	1 July 2022 to 31 August 2022 – Department of Education		2021–22 FY - DESE	
	%	Total Value (GST inclusive)	%	Total Value (GST inclusive)
Research programs	100%	\$1,628,166	34.7%	\$18,349,549
Management advisory services	–	–	31.7%	\$16,800,851
Education and Training Services	–	–	20.2%	\$10,670,440
Management support services	–	–	7.9%	4,198,150
Other	–	–	5.5%	\$2,895,176
Total	100%	\$1,628,166	100%	\$52,914,166

Note: All consultancies over \$10,000 GST inclusive as published on AusTender.

Note: 'Other' category includes 12 categories

Definition of consultancy

Consultants are defined as (per RMG423) as the provision of professional, independent advice, and other strategic services that involve the development of an intellectual output which represents the independent view of the Service Provider and assists with entity decision-making.

The intellectual output represents a view of the service provider as opposed to the department's view.

Cost associated with monitoring consultancy and non-consultancy contracts

- The cost associated with monitoring consultancies, contracts and individual contractors is not separately identifiable in the department's finance system.

Table 6a: Expenditure on Top 10 vendors for financial year 2022–23 as at 31 August 2022 – Department of Education

Vendor Names	Expenditure Value (GST Inc)
KU CHILDREN'S SERVICES	\$10,084,956
COMMUNITY CHILD CARE ASSOCIATION	\$3,684,501
COMMUNICARE INC	\$1,602,811
GOWRIE SA	\$1,267,406
THE SOCIAL RESEARCH CENTRE	\$1,212,342
INTRACT AUSTRALIA	\$1,004,853
DANDOLOPARTNERS	\$872,183
HUDSON GLOBAL RESOURCES (AUST) PTY	\$740,514
FAMILY DAY CARE ASSOCIATION QLD LTD	\$702,048
NSW FAMILY DAY CARE ASSOCIATION	\$642,257
Total	\$21,813,871

Table 6b: Expenditure on Top 10 vendors for financial year 2021–22 - DESE

Vendor Names	Expenditure Value (GST Inc)
VENTIA (BROADSPECTRUM)	\$68,254,913
MTC Work Solutions	\$32,010,482
HAYS	\$30,147,744
KU CHILDREN'S SERVICES	\$26,354,795
AUSTRALIAN CHILDREN'S EDUCATION &	\$21,195,671
DATA#3 LTD	\$17,188,419
QUEENSLAND TERTIARY ADMISSIONS	\$15,550,959
DXC AUSTRALIA PTY LIMITED	\$15,157,101
Education Services Australia Ltd	\$14,545,872
THE SOCIAL RESEARCH CENTRE	\$14,059,417
Total	\$254,465,373

Note – The data is reflective of the expenditure values and timeframes and not the start date of the contract. Hence, the number of contracts may look high as could include multi financial year contracts. The number of contracts data has been calculated by manual matching of the document number provided by the Finance team to the invoice number in the BI report. The expenditure data for FY2021-22 could also include contracts currently shared between DE and DEWR

Table 7: Contracts not published within 42 days on AusTender

Requirement Breached	1 July 2022 to 31 August 2022 – Department of Education	2021–22 FY - DESE
42-day AusTender Reporting instances	5	163

- Breaches of the Commonwealth Procurement Rules (CPRs) are recorded against section 105B of the *Public Governance, Performance and Accountability Act 2013*.
- The top 10 AusTender reporting breaches (by value) **YTD 2022–23 and in the financial year 2021–22 as at 31 August 2022** (data extracted 12 September 2022) are at [Attachment F](#).
- There are five potential breaches identified in FY 2022–23 up to 31 August 2022 that are currently being investigated so they can be finalised in the department’s compliance system FMCS. The breaches data for FY 2021–22 have been finalised in FMCS.

Actions taken

- In each instance, the breaching official and their SES manager have been notified and training offered to the breaching official.
- Procurement officials with multiple breaches of the same requirement are required to attend mandatory face-to-face training on the relevant requirements. Branch level training sessions have also been undertaken through this period and are continuing.
- The procurement intranet page, Procurement - Always BuyRight, provides staff with a single source of procurement advice broken down by category and value. An updated LearnHub module on Procurements and official roles and responsibilities is currently being developed.
- The Executive Board receives quarterly reporting on non-compliance.
- An intranet page, providing a range of information in regard to the use of Memoranda of Understanding (MoUs) has been established in order to support procurement officials and delegates who are considering using an MoU. The page also links to the Accountable Authority Instructions 2.14 Inter-entity cooperation and agreement.
- The Procurement and Grants Policy and Services team has commenced self-reporting process on non-compliance for business areas and will start liaison with business areas on this non-compliance, on a monthly basis to improve awareness and outcomes. In addition, the team is undertaking education sessions on

compliance related to procurement and grants in October 2022 as part of the department's Finance Month.

Commonwealth Procurement Rules (CPRs) – Department of Finance issued changes commencing 1 July 2022

- The Department of Finance issued a new version of the Commonwealth Procurement Rules (CPR'S) on 1 July 2022 replacing the version of 14 December 2020 CPRs.
- The new CPRs applies to any new procurements undertaken from 1 July 2022.
- The CPRs include additional changes reflecting the Australian Government's commitment to sourcing from small and medium enterprises (SMEs) and ensuring more opportunities are available to SMEs to participate in Commonwealth procurement.
- Other changes include:
 - Amended text under 'Achieving value for money' to include climate change impacts in relevant financial and non-financial considerations of value for money
 - New text advising officials to approach multiple potential suppliers from a standing offer, to maximise competition
 - Amended text stipulates that non-corporate Commonwealth entities and prescribed Commonwealth corporate entities must comply with procurement-connected policies where the policy indicates that it is applicable to the procurement process and to the entity
 - Amended text reflecting the removal of the \$1 million threshold in the Supplier Pay On-Time or Pay Interest Policy – Resource Management Guide (RMG 417)
 - New text to provide that suppliers do not need to take out insurance until a contract is to be awarded and to limit insurance imposts in contracts and embed the principle of risk sharing by better reflecting the actual risk in contractual liability

- Amended text allowing the Department of Defence to directly engage an SME for procurements valued up to \$500,000 (note: the requirements under the Indigenous Procurement Policy must first be satisfied before this exemption is applied).

Non-compliance with other Commonwealth entities 2021–22

- In the **2022–23** financial year, none of the of non-compliance related to arrangements for services received from other Commonwealth entities.
- In May 2022 the Department of Finance published *Resource Management Guide 423 - Procurement Publishing and Reporting Obligations*. Part 3 of this guide states that if a Non-Corporate Entity (NCE) has acquired goods and services directly from another NCE without approaching other suppliers then this should not be reported as a procurement on AusTender. This should reduce instances of non-compliance related to arrangements for services received from other Commonwealth entities.

Conflict of interest in procurement

- Terms and conditions contained within the Commonwealth Contracting Suite require suppliers to declare any real or perceived conflicts of interest that might arise relevant to the performance of their obligations under the contract.
- It is mandatory for procurement officials to utilise the Commonwealth Contracting Suite for all procurements valued up to \$200,000 and it is strongly encouraged for use up to \$1 million.
- For contracts above \$1 million a bespoke contract can be used. These are drafted in consultation with Legal Services and would contain clauses in regard to conflict of interest.

Research

- NIL

Media

IMAA praise Federal Government's decision to source 20% of annual procurement from SMEs – Mediaweek 27 July 2022

- This article states the Independent Media Agencies of Australia (IMAA) has welcomed the Federal Government's decision to require its departments and agencies to source 20% of their annual procurement from small and medium enterprises (SMEs).

- The article states:
 - “IMAA CEO, **Sam Buchanan**, said: “We congratulate the Federal Government on this important initiative and welcome these changes. It levels the playing field for independent media agencies, giving them a fighting chance to tender for Federal Government business, and it is an important boost to Australian-owned businesses in a challenging economic climate.
 - The new rules will also allow for profits to remain in Australia and be re-invested into Australian businesses, allowing them to grow and flourish which the Federal Government has recognised. We would welcome all state and territory Governments adopting the same model to give the same level of recognition and a fair go to Australian owned media agencies.
 - This comes after the NSW Government refused to review its \$78 million master media expression of interest the (EOI), or call a halt to the process, which effectively locked out independent media agencies from the tender process, despite almost 10 months of intense petitioning by the IMAA.”

Agriculture Department consultant spend a \$5k-a-day mark-up for APS, The Canberra Times, Doug Dingwall, 7 February 2022.

- This news article states the federal government is paying consultants nearly \$6,000 a day to advise the Department of Agriculture, Water and the Environment on biosecurity reforms - work that Labor says public servants could perform for thousands less.
- The article states:
 - “PriceWaterhouseCoopers won a three-month contract to help the Department of Agriculture, Water and the Environment develop its Future Border Roadmap 2030, part of \$500 million in government spending on reforms including biosecurity.”
 - Daily costs per worker range between \$1,800 and \$5,800 to deliver “change and transformation”, “marketing, communications, and engagement”, and “strategy and policy”.
 - “The work could and should be performed by public servants in the department for between just \$226 and \$420 per person per day, but the government’s staffing cap forces departments to outsource the work.”

Winners’ circle: McKinsey makes millions in government contracts as APS shrivels, Crikey, 9 December 2021.

- This news article focuses on McKinsey & Company entering into \$46.6 million worth of government contracts in 2021, based on AusTender data, according to the article.

- The article states:
 - “This is a marginal increase on the \$45.5 million worth of government contracts they entered into in 2020.”
 - “The growth in the use of consultants has doubled since the Coalition came into government and there are concerns about the impact this is having on the APS.”

Labor backs consulting hub for bureaucrats, The Australian Financial Review, Tom Burton, 29 November 2021.

- This news article focuses on the recommendation to create an internal consulting hub for the public service that would help stem the loss of federal public sector capability, save money and promote ‘frank and fearless’ advice.
- This recommendation was included in the report, www.aph.gov.au/Parliamentary_Business/Committees/Senate/Finance_and_Public_Administration/CurrentAPSCapabilities/Report, released by the Senate Finance and Public Administration References Committee in November 2021.

The new breed of public servant: influential, unaccountable, beholden to their firm, not you, Crikey, 11 November 2021.

- This news article focuses on KPMG, since 2017, earning over \$200 million in federal government contracts each year, based on AusTender data, according to the article.
- The bulk of these contracts are for management advisory and consulting services.

Last Cleared By	Craig Boyd
Date Last Cleared	08 November 2022

OFFICIAL**Attachment A****Top ten non-consistency contracts (by value) published in financial year 2022-23 as at 31 August 2022 - Department of Education (data extracted 12 September 2022)**

Rank	CN ID	Group	Start Date	End Date	Contract Value	Funding Source	Description	Category	Supplier Name
1	CN3906568	Higher Edu, Research and International	30/06/2022	30/06/2025	\$1,595,385	Departmental	Research Management Service (RMS) for Australia's Economic Accelerator (AEA) Program	Management information systems MIS	Australian Research Council
2	CN3908808	Higher Edu, Research and International	1/09/2022	1/09/2023	\$1,400,000	Departmental	Temporary Personnel Services	Personnel recruitment	Chandler MacLeod
3	CN3895543	Schools	1/07/2022	31/01/2023	\$1,112,562	Administered	Legal and Privacy Advice	Management advisory services	Mills Oakley
4	CN3895522	Schools	1/07/2022	31/12/2024	\$947,870	Administered	Administration Services	Management support services	Busy at Work
5	CN3894480	Schools	31/05/2022	30/06/2027	\$785,743	Administered	Support Australia's Participation in Teaching and Learning International Survey (TALIS) 2024	Research programs	Australian Council for Educational Research
6	CN3895552	Early Childhood and Child Care	29/06/2022	29/12/2023	\$753,436	Administered	Regulatory Project	Education and Training Services	NT Department of Education
7	CN3890992	Higher Edu, Research and International	8/06/2022	8/10/2022	\$494,208	Departmental	Procurement of Professional Services	Professional procurement services	Universities Admissions Centre
8	CN3908805	Higher Edu, Research and International	22/08/2022	21/08/2023	\$302,940	Departmental	ICT contractor - Business Analyst	Computer services	Octango Pty Ltd
9	CN3908807	Higher Edu, Research and International	29/08/2022	30/08/2023	\$285,000	Departmental	Temporary Personnel Services	Computer services	Hays
10	CN3895565	Higher Edu, Research and International	16-May-22	16-May-23	\$280,000	Departmental	Provision of Training	Education and Training Services	The Australia and New Zealand School of Government Limited

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Attachment B

Top consultancy contracts (by value) published in financial year 2022-23 as at 31 August 2022 Department of Education (data extracted 12 September 2022)

1	CN3900644	Schools	29/06/2022	30/06/2023	\$937,905	Administered	Evaluation of Literacy and Mathematics Initiatives	Research programs	Dandolo Partners
2	CN3908812	Early Childhood and Child Care	17/08/2022	20/08/2022	\$434,803	Administered	Strategic Support	Research programs	PWC
3	CN3900649	Schools and Youth Group	25/07/2022	11/11/2022	\$255,459	Administered	National School Chaplaincy Evaluation	Research programs	Dandolo Partners

Attachment C

Top ten non-consultancy contracts (by value) published in financial year 2021–22 DESE (data extracted 12 September 2022)

Rank	CN ID	Group	Start Date	End Date	Contract Value	Funding Source	Description	Category	Supplier Name
1	CN3857153	Employment	1/07/2022	30/06/2027	\$117,837,449	Administered	Transition to Work Deed 2022-2027	Employment services	Asuna People Services Pty Ltd
2	CN3857249	Employment	1/07/2022	30/06/2027	\$110,956,430	Administered	Transition to Work Deed 2022-2027	Employment services	Work skill Australia Ltd.
3	CN3857166	Employment	1/07/2022	30/06/2027	\$101,807,803	Administered	Transition to Work Deed 2022-2027	Employment services	The BUSY Group Ltd
4	CN3857179	Employment	1/07/2022	30/06/2027	\$87,967,571	Administered	Transition to Work deed 2022-2027	Employment services	VERTO Ltd
5	CN3857184	Employment	1/07/2022	30/06/2027	\$86,911,960	Administered	Transition to Work Deed 2022-2027	Employment services	Mission Australia
6	CN3857244	Employment	1/07/2022	30/06/2027	\$74,752,887	Administered	Transition to Work Deed 2022-2027	Employment services	Yourtown
7	CN3867798	Employment	1/07/2022	30/06/2027	\$66,924,190	Administered	Employability Skills Training Deed 2022-2027	Employment services	Serendipity (WA) Pty Ltd
8	CN3857170	Employment	1/07/2022	30/06/2027	\$65,017,809	Administered	Transition to Work deed 2022-2027	Employment services	Enterprise & Training Company Limited
9	CN3857268	Employment	1/07/2022	30/06/2027	\$64,978,713	Administered	Transition to Work Deed 2022-2027	Employment services	Joblink Plus Limited
10	CN3867936	Employment	1/07/2022	30/06/2027	\$61,225,925	Administered	Employability Skills Training Deed 2022-2027	Employment services	The Trustee for the Australian Employment & Training Solutions Unit Trust

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Attachment D

Top 10 consultancy contracts (by value) published in financial year 2021-22 DESE (data extracted 12 September 2022)

Rank	CN ID	Group	Start Date	End Date	Contract Value	Funding Source	Description	Category	Supplier Name
1	CN3864838	Early Childhood and Child Care	31/03/2022	31/12/2026	\$10,400,500	Administered	Early Years Education Program Replication Trial	Education and Training Services	Parkville Institute Ltd
2	CN3886997	Early Childhood and Child Care	1/07/2022	30/06/2025	\$6,611,146	Administered	Connected Beginnings and the Community Child Care Fund Restricted Program	Management advisory services	SNAICC
3	CN3823983	Employment	20/09/2021	30/05/2022	\$2,983,200	Departmental	Provision of Second Pass Business Case Documents	Management support services	The Boston Consulting Group Pty Ltd
4	CN3860606	Skills and Training Group	25/03/2022	31/12/2022	\$1,802,302	Departmental	Expert Advice on Qualification Reform	Research programs	PWC
5	CN3873690	Early Childhood and Child Care	11/04/2022	26/04/2023	\$1,702,344	Departmental	Early Childhood Education and Care Market Monitoring Project	Research programs	Accenture Australia Pty Ltd
6	CN3884136	Early Childhood and Child Care	15/06/2022	30/06/2023	\$1,419,990	Administered	Connected Beginnings Mid-Term Evaluation	Management advisory services	Inside Policy
7	CN3798103	Employment	7/06/2021	29/08/2021	\$1,364,880	Departmental	Inter-Departmental Workforce Taskforce	Research programs	McKinsey & Company
8	CN3868708	Skills and Training Group	29/03/2022	30/06/2022	\$1,058,860	Departmental	NSC Data Consultancy and Implementation Services	Management advisory services	Pragma Partners Pty Ltd
9	CN3831040	Skills and Training Group	10/11/2021	31/08/2022	\$992,816	Administered	AgATTRACT Career Mapping Project	Graphic design	Pragma Partners Pty Ltd
10	CN3832036	Skills and Training Group	12/11/2021	30/04/2022	\$991,100	Administered	Financial Management Advisory Services	Management advisory services	Ernst and Young

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Attachment E

**Table E1 - Top contracts (by value) with each of the big four (by value) published in financial year 2022-23 as at 31 August 2022
Department of Education (data extracted 12 September 2022)**

CN ID	Group	Start Date	End Date	Contract Value	Funding Source	Description	Category	Supplier Name
CN3908812	Early Childhood and Child Care	17/08/2022	20/08/2022	\$434,803	Administered	Strategic Support	Research programs	PWC
CN3891017	Higher Edu, Research and International	27/06/2022	9/07/2022	\$72,952	Departmental	Data Portal Solution	Computer services	Deloitte

Table E2 - Top 10 contracts (by value) with each of the big four (by value) published in financial year 2021-22 DESE (data extracted 12 September 2022)

CN ID	Group	Start Date	End Date	Contract Value	Funding Source	Description	Category	Supplier Name
CN3862130	Higher Edu, Research and International	5/04/2022	30/06/2024	\$2,800,000	Administered	Developing Critical Skills Courses	Research programs	PWC
CN3807383	Employment	30/08/2021	30/06/2024	\$2,791,915	Administered	Career Revive Expansion Business Consultant	Management advisory services	KPMG
CN3809344	Corporate and Enabling Services	27/08/2021	26/02/2023	\$1,988,987	Departmental	IT Project Management Office as a Service DAT ID 14074	Project management	Deloitte
CN3850520	Corporate and Enabling Services	3/02/2022	20/12/2024	\$1,945,900	Departmental	Internal Audit Services	Internal audits	PWC

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CN ID	Group	Start Date	End Date	Contract Value	Funding Source	Description	Category	Supplier Name
CN3860606	Skills and Training	25/03/2022	31/12/2022	\$1,802,302	Departmental	Expert Advice on Qualification Reform	Research programs	PWC
CN3820600	Schools	1/10/2021	30/09/2022	\$1,264,978	Administered	Project Assurance Services for the Schools Unique Student Identifier	Management advisory services	PWC
CN3818182	Skills and Training Group	4/10/2021	30/06/2022	\$1,234,880	Administered	Requirements Gathering and Portfolio Planning	Research programs	KPMG
CN3832036	Skills and Training	12/11/2021	30/04/2022	\$991,100	Administered	Financial Management Advisory Services Modelling and Performance Management	Management advisory services	Ernst and Young
CN3873694	Skills and Training	11/03/2022	22/11/2022	\$952,602	Administered	Skills Demand and Supply Model	Management advisory services	Ernst and Young
CN3797810	Corporate and Enabling Services	16/07/2021	30/11/2021	\$829,306	Departmental	Workforce Communication Strategy	Graphic design	PWC

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OFFICIAL**Attachment F****Table F1 - AusTender reporting breaches (by value) in financial year 2022-23 as at 31 August 2022 – Department of Education****(data extracted 14 September 2022)**

Rank	CN ID	Date published	Reporting date required to comply with 42 days	Days late	Organisation unit	Contract Value	How breach occurred
1	CN3906568	19 August 2022	11 August 2022	8	Higher Education	\$1,595,385	AUSTRALIAN RESEARCH COUNCIL contract 30 June 2022 to 30 June 2025 was not recorded on AusTender 19 August 2022
2	CN3895565	13 July 2022	27 June 2022	16	Higher Education	\$280,000	AUST & NEW Z/LAND SCHOOL OF GOV contract 16 May 2022 to 16 May 2023 was not recorded on AusTender 13 July 2022
3	CN3890995	4 July 2022	11 June 2021	388	Higher Education	\$275,154	UNIVERSITY OF CANBERRA contract 04 July 2021 to 30 June 2023 was not recorded on AusTender 4 July 2022
4	CN3903218	08 August 2022	26 March 2022	133	Early Childhood	\$16,617	MICHAEL PAGE INTERNATIONAL contract 14 February 2022 to 31 August 2022 was not recorded on AusTender 08 August 2022
5	CN3895549	13 July 2022	04 July 2022	9	Early Childhood	\$11,687	CAPITAL RECRUIT PTY LTD contract 23 May 2022 to 14 June 2022 was not recorded on AusTender 13 July 2022

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Table F2 - Top 10 AusTender reporting breaches (by value) for financial year 2021-22 (data extracted 14 September 2022) - DESE

Rank	CN ID	Date published	Reporting date required to comply with 42 days	Days late	Organisation unit	Contract Value	How breach occurred
1	CN3829119	19 November 2021	31 December 2021	64	Employment	\$24,959,355	MISSION AUSTRALIA contract 19 November 2021 to 30 June 2024 was not recorded on AusTender 19 November 2021
2	CN3829151	19 November 2021	31 December 2021	64	Employment	\$23,942,518	OCTEC Limited contract 19 November 2021 to 30 June 2024 was not recorded on AusTender 19 November 2021
3	CN3828972	19 November 2021	31 December 2021	64	Employment	\$15,479,136	ASURIA PEOPLE SERVICES (FORMERLY PEOPLEPLUS AUSTRALIA) contract 19 November 2021 to 30 June 2024 was not recorded on AusTender 19 November 2021
4	CN3829064	19 November 2021	31 December 2021	64	Employment	\$15,139,607	CVGT AUSTRALIA LIMITED contract 19 November 2021 to 30 June 2024 was not recorded on AusTender 19 November 2021
5	CN3829211	19 November 2021	31 December 2021	64	Employment	\$14,249,700	WESLEY COMMUNITY SERVICES LIMITED contract 19 November 2021 to 30 June 2024 was not recorded on AusTender 19 November 2021

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Rank	CN ID	Date published	Reporting date required to comply with 42 days	Days late	Organisation unit	Contract Value	How breach occurred
6	CN3829091	19 November 2021	31 December 2021	64	Employment	\$12,815,009	SYC LIMITED contract 19 November 2021 to 30 June 2024 was not recorded on AusTender 19 November 2021
7	CN3828974	19 November 2021	31 December 2021	64	Employment	\$12,520,938	BAMARA PTY LTD (INDIGENOUS) contract 19 November 2021 to 30 June 2024 was not recorded on AusTender 19 November 2021
8	CN3828950	19 November 2021	31 December 2021	64	Employment	\$10,175,360	ACCORAS LIMITED contract 19 November 2021 to 30 June 2024 was not recorded on AusTender 19 November 2021
9	CN3829191	19 November 2021	31 December 2021	64	Employment	\$9,558,544	South Metropolitan Youth Link Inc. contract 19 November 2021 to 30 June 2024 was not recorded on AusTender 19 November 2021
10	CN3829148	19 November 2021	31 December 2021	64	Employment	\$9,101,178	ENTERPRISE MANAGEMENT GROUP PTY LTD contract 19 November 2021 to 30 June 2024 was not recorded on AusTender 19 November 2021

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Issue: Grant Management
Contact: Marcus Markovic
 Ph: s 22
 Deputy Secretary

Key Points

- The Department of Education undertakes all its granting activity in line with all legislative and policy frameworks. This includes the *Public Governance, Performance and Accountability Act 2013* (PGPA Act) and the Commonwealth Grants Rules and Guidelines 2017 (CGRGs).
- The department ensures the selection process used to award grant funding is proportional to the scale and risk profile of the grant opportunity and provides value.
- The department uses grants administration hubs consistent with the whole-of-government policy.
- In making recommendations to the Minister or their delegate, the department ensures the decision maker is aware of the relevant requirements of the PGPA Act and the CGRGs, the specifics of the grant opportunity guidelines, and other relevant information.
- The department meets its public reporting requirements including:
 - publishing grant opportunity guidelines and information on individual grants awarded on GrantConnect
 - reporting against Senate Orders 13 (Murray) and 16 (Minchin).
- The department ensures it is compliant with requirements under the CGRGs when awarding funding through all selection processes. This includes:
 - creating and publishing grant opportunity guidelines
 - ensuring the appropriateness of the organisation receiving funding (i.e., assessment against eligibility criteria)
 - reporting of the awarded grant funding on GrantConnect.

If additional explanation is required regarding the role of the Minister:

- Where a Minister is involved in the role as an approver, the department ensures the Minister is aware of relevant requirements of the PGPA Act and CGRGs. For example:
 - outlining the selection processes used to select grant recipients
 - making recommendations based on the process outcome.

- It is normal practice, where the department is the delegate, to brief the Minister before grants are announced.
- Ministers must report annually to the Finance Minister on all instances where they have decided to approve a grant which the relevant official has recommended be rejected (CGRGs Section 4.12 (a)).
- For the 2021–22 reporting period, and to 31 August 2022, there are no instances of a Minister approving a grant where a departmental official recommends it be rejected (this is for all the Portfolio Ministers in the department).

National Redress Scheme

- This is the whole-of-government grant policy in relation to non-government institutions that are not participating in the National Redress Scheme (the Scheme) for people who have experienced Institutional Child Sexual Abuse.
- The department supports this policy.
- The department has no current funding arrangements in place with institutions identified as not joining or showing intent to join the Scheme.
- The Grants Policy and Services Team will continue to engage with new and existing grant programs to ensure the policy is complied with.

Australian Research Council funding

- Questions about the Australian Research Council (ARC) funding should be referred to the ARC.
- The Australian Government's commitment to research addresses Australia's domestic challenges in health, social cohesion, the environment, the economy, and security, as well as global challenges.
- The Government's commitment also drives smart ideas that create business growth, local jobs, and global success – delivering genuine outcomes that benefit all Australians.
- The ARC funds a range of research under the National Competitive Grants Program (NCGP).
- Funding is awarded to support the highest quality researches and projects.

Grants Awarded – 2021–22 and 2022–23 YTD to 31 August 2022

- In 2021–22 and 2022–23 YTD to 31 August 2022 the following grants were awarded:

2022 - 2023 Budget Estimates | Oct/Nov 2022
SB22-000300

	1 July 2022 to 31 August 2022*		2021-22** (DESE)	
	Instances of Publication	Grant Agreements Total Value	Instances of Publication	Grant Agreements Total Value
New Agreements	89	\$30,914,141	1,867	\$5,085,387,546
Variations to Existing Agreements	15	\$94,275,252	1,917	\$425,008,599
Total	104	\$125,189,393	3,784	\$5,510,396,145

Grants Awarded by Process

	1 July 2022 to 31 August 2022*		2021-22** (DESE)	
	Instances of Publication	Value	Instances of Publication	Value
Open Competitive	4	\$27,694,193	771	\$328,954,781
Demand Driven	9	\$61,926	77	\$4,422,225,044
Targeted or Restricted Competitive	0	\$0	500	\$44,193,024
Closed Non-Competitive	1	\$990,000	14	\$93,508,751
Ad hoc, One-Off	75	\$2,168,022	505	\$196,505,945
Total	89	\$30,914,141	1,867	\$5,085,387,546

* All data contained in these tables was taken from GrantConnect as at 31 August 2022.

* This data does not count variations as a new process hence the differing value figures between this and the grants awarded table.

* Value = grant agreement value awarded as published on GrantConnect. This is not expenditure.

* All grant data is a point in time and will change from last estimates, due to variations to the awarded grants over time.

* The amount of funding published in the Grant Award (GA) to KU Children's Services on GrantConnect (GA9648-V4) as \$468,083,000 for the period 29 Jun 2018 to 30 Sept 2022 relates to the Inclusion Development Fund Subsidy (including funding since May 2016) provided to over 8,000 childcare agencies and incorrectly shows that KU Children's Services have been granted \$468 million for their own use. Back Pocket Brief EC21-004648 has more details.

** The figures provided for the 2021-22 FY consists of data for the Department of Education, Skills and Employment (DESE).

Ministerial Involvement and Requirements

- Ministers may approve the awarding of grant funding.
However, Ministers must:
 - not approve the grant without first receiving written advice from officials on the merits of the proposed grant or group of grants (CGRGs Section 4.10 (a))

- record, in writing, the basis for the approval relative to the grant opportunity guidelines and the key principle of achieving value with relevant money (CGRGs Section 4.10 (b)).
- Two grant programs that constitute majority of the **Open Competitive** processes in the portfolio, held in 2021–22 and 2022–23 YTD to 31 August 2022, former Portfolio Ministers have approved **grant opportunity guidelines**:
 - Destination Australia (Round 1, 2 and 3) – Guidelines were approved by the Minister without change.
 - The former Minister for Education (The Hon Dan Tehan MP) was provided with the opportunity to make comment on the grant opportunity guidelines before approving and did not make any comment.
 - Community Child Care Fund (Round 1, 2 and 3) – Guidelines were approved by former Ministers.
 - The former Minister for Education and Training (Senator the Hon Simon Birmingham) was consulted on the design of the Child Care Fund and its implementation, ahead of consultation on the Guidelines and his final approval of the Round 1 Guidelines.
 - The former Minister for Education (Mr Tehan) was briefed on the eligibility, funding approach and methodology for selection proposed for Round 2 and 3. The agreement for proposed changes was sought ahead of final approval of Guidelines for each Round. The former Minister for Education (Mr Tehan) provided final approval of Guidelines for Round 2 and 3.
- Two grant programs that constitute majority of the **Open Competitive** processes in the portfolio, held in 2021–22 and 2022–23 YTD to 31 August 2022 the following action was undertaken regarding the **awarding of funding**:
 - Destination Australia (Round 1 and 2) – the former Minister for Education (Mr Tehan) approved grants funding based on advice from the department without change.
 - Destination Australia (Round 3) – the former Minister for Education and Youth (The Hon Alan Tudge MP) approved grants funding based on advice from the department without change.
 - Community Child Care Fund (Round 1, 2 and 3) – a departmental delegate awarded grants funding.

- The former Minister for Education and Youth (Mr Tudge) was provided with a noting brief on the outcomes of Round 3.
- The former Minister for Education (Mr Tehan) was provided with a noting brief on the outcomes of Round 2.
- Round 1 was run in 2017–18 (funding was awarded in 2018–19), with the same approach.

Further detail in relation to Destination Australia and the Community Child Care Fund is contained in the background of this brief.

Grants not published within 21 days on GrantConnect

Requirement Breached	2022–23 (as at 31 August 2022)	2021-22 (DESE data)
21-day GrantConnect Reporting instances	45	1610

- The department publishes information on grants awarded in line with requirements of the CGRGs and Resource Management Guide 421 – Publishing and Reporting Grants on GrantConnect.
- Information on grants is published on GrantConnect no later than 21 calendar days after the grant agreement takes effect.
- Breaches are recorded against section 5.3 of the CGRGs.
- Breaches in the 2021–22 FY were for the following:
 - The bulk of GrantConnect publishing breaches for the Department of Education, Skills and Employment was for *the Community Child Care Fund Open Competitive – Community Support (176) and Sustainability Support (501)*. These grants are published by the Community Grants Hub.
 - Breaches also occurred for the programs Commonwealth Scholarships Program for Young Australians (248) and Innovative Solutions Support (221) and Skills Development for Young Australians (202).
- For the period 1 July 2022 to 31 August 2022, the majority of the GrantConnect publishing breaches are related to the Community Child Care Fund - Special Circumstances - Special Appropriation. These grants are published by the Community Grants Hub. The Grant Policy and Services Team is working with the Community Grants Hub on this issue.
- The Grant Policy and Services Team within the department is now undertaking weekly reviews of the Grants Management System to

minimise the risk of publishing delays. Communication on the requirement to publish grants in a timely manner is circulated to SES regularly. This has resulted in a reduction in breaches for grants managed within the department.

- The Grant Policy and Services Team includes reminders about the importance of timely reporting in its education sessions and quarterly communication to program areas.

Research

- NIL

Media

‘Academics welcome Australian Research Council overhaul following controversial grant decisions,’ The Guardian, 30 August 2022.

- The article focused on the Hon Jason Clare MP’s, Minister for Education, announcement of a review of the ARC.
- Researchers from major universities have welcomed the review.
- The focus of the article is about matters surrounding the veto powers of a minister and the national interest test.
- The article notes that researchers raised concerns regarding the national interest test.

‘Media articles focused on the denial of funding to proposed Australian Research Council (ARC) grants,’ 11 January 2022.

- Media articles were published regarding proposed ARC grants being denied funding, with six grants reportedly being vetoed by the former Acting Minister for Education and Youth, the Hon Stuart Robert MP.
- The media articles included coverage from InnovationAus, ABC News and the Mandarin.
- Articles allege that on 24 December 2021, 2,508 groups of researchers were informed that their projects were denied funding.
- 587 groups of researchers reviewed news on 24 December 2021 that their projects were granted funding.

- There is a focus on six grants focused on humanities that were allegedly vetoed by the former Acting Minister for Education and Youth, the Hon Stuart Robert MP, on the grounds that “they do not demonstrate value for taxpayers’ money nor contribute to the national interest”.
- In response, 63 ARC laureates penned an open letter, calling the action “political and short-sighted”.
- Australian National University (ANU) Vice-Chancellor Brian Schmidt wrote that the decision was “completely inappropriate for grants to be removed by politicians, unless the grant rules were not followed”.
- The six grant proposals rejected included two surrounding modern-day China and one on school students participating in climate change protests.
- There was also an interview with Lynette Russell, ARC Laureate Professor at Monash University, where she alleges that the humanities are being “hammered”.

Attachments

Attachment A – Department Granting Activity – Education (2022–23 Financial Year to Date)

Attachment A1 – Department Granting Activity – Education, Skills and Employment (2021–22 Financial Year)

Attachment B – Senate Order 16 List of Grants – Education and Youth

Attachment C – ARC Hot Topic Brief SB22-000487

Last Cleared By	Craig Boyd
Date Last Cleared	08 November 2022

BACKGROUND

Departmental Grant Programs

- A list of grant programs and the process used to award funding for these programs in 2021–22 and YTD 31 August 2022 is at [Attachment A](#).
- The list has been condensed to a manageable aggregated list instead of individual grantees to be viewed as a snapshot only.
- This list as published on GrantConnect by the responsible program areas has been subsequently cleansed for the attached list by the Grants Policy and Services Team to improve consistency of the published program names and Portfolio Budget Statement (PBS) outcome.

Selection Processes Definitions

- The department utilises multiple selection processes to award grant funding:
 - Closed non-competitive
 - Open competitive
 - Targeted (or restricted) competitive
 - Ad-hoc, one-off
 - Demand driven

Closed Non-Competitive Process

- Applicants are invited by the entity to submit applications for a particular grant and the applications and proposals are not assessed against other applicants but assessed individually against other criteria.

Open Competitive Processes

- Any providers operating in the market can apply in an open competitive selection process.
- Open competitive grant rounds have open and closing dates for applications, and eligible applications are assessed against set selection criteria.

Targeted (or Restricted) Processes

- A targeted (or restricted) selection process is used where there are few providers available in the market and the selection process is only open to a limited number of potential grant recipients (this can be restricted to one applicant).
- This process may be used because of highly specialised services or expertise required, geographical considerations or time constraints.
- A restricted grant round can be treated as competitive or a non-competitive process.

Ad-hoc and One-off Processes

- These grants are determined on an ad-hoc basis. They generally do not involve planned selection processes, but are instead designed to meet a specific need, often due to an urgent matter or other circumstances.
- Ad-hoc grants generally do not run for more than one year and are not varied or extended.

Demand Driven Process

- A demand driven or, 'first in, first served' process where applications that satisfy stated eligibility criteria receive funding up to the limit of available appropriations.

Non-Competitive Open Processes (not currently in use by department):

- A non-competitive process is where applicants are invited by the entity to submit applications for a particular grant and the applications or proposals are not assessed against other applicants' submissions but assessed individually against other criteria (for e.g., eligibility criteria).
- Applications may be submitted at any time over the life of the grant opportunity.
- Applications are assessed individually against the selection criteria.

KEY POINTS ON GRANT PROGRAMS OF NOTE

Open Competitive Processes held in 2018–19, 2019–20, 2020–21, 2021-22 and YTD 31 August 2022

Community Child Care Fund Open Competitive Grant Opportunity

- The third round of Community Child Care Fund Open Competitive Grant Opportunity round closed on 1 March 2021. Round three offered \$100.3 million (GST exclusive) over three years (from 2021 to 2024) to more than 640 childcare services in disadvantaged, regional and remote communities in Community Child Care Fund priority areas around the country.
- Round one awarded \$112 million (GST exclusive) over five years (from 2018 to 2023) to more than 700 childcare services in vulnerable and disadvantaged communities in Community Child Care Fund priority areas.
- Round two provided up to \$7 million (GST exclusive) over two years (2019 to 2021) to 75 childcare services in vulnerable and disadvantaged communities. This round particularly benefited priority regional and remote communities, as well as In Home Care services (which were not eligible in the first round).
- The former Minister for Education, the Hon Dan Tehan MP, approved grant opportunity guidelines for these Community Child Care Fund Open Competitive funding rounds.
- A competitive grant round opportunity establishing up to 20 new child care services in areas where there is an absence or limited supply of care was announced in the Coalition's 2022–23 Budget. Progress of this round is currently subject to Government budget deliberations.
- For each round, a departmental delegate awards grants funding based on the assessment of applications against the guidelines.
- The Minister for Education is provided with a noting brief on the outcomes of each grant funding round.

Destination Australia

- The Destination Australia Program (DAP) was announced in 2019 and provides funding for scholarships for Australian and international students to study at Australian tertiary education providers in regional Australia for up to 4 years.

- The ongoing program receives \$19.47 million annually, with tertiary education providers applying for funding through a competitive grants process.
 - The number of scholarships available each year depends on how many multi-year scholarships were allocated in prior program years.
- Scholarships are available to students enrolled in qualifications ranging from Certificate IV through to PhD, and support students for the duration of their qualification from one to four years.
 - A total of approximately 1,180 scholarships will be supported annually, partly through new grants and partly existing scholarship holders with multiple year agreements.
- Round one opened in 2019 and provided funding to 35 Australian tertiary education providers across 89 campuses to support 1,180 students commencing studies in 2020.
- In response to the challenges created by COVID-19 border restrictions, the department provided greater flexibility to tertiary education providers and international students during the 2020 and 2021 academic years.
- Round 2, which opened in 2020 to support students beginning studies in 2021, awarded 264 scholarships to 17 tertiary education providers across 33 campuses.
- Round 3, announced in November 2021, awarded 383 scholarships to 28 tertiary education providers across 74 campuses.
- It is anticipated Round 4 of the Destination Australia Program will open for applications in the second half of 2022.

Destination Australia Cheung Kong Exchange Program

Note: While this program is branded under the umbrella of 'Destination Australia', it is a separate program with different policy objectives and is not focussed on regional Australia.

- The program is funded by an annual funding contribution of \$830,000 from the Cheung Kong Group and a \$5.4 million contribution, over 10 years, from Outcome 2.7 - International Education Support.
- The Destination Australia Cheung Kong Exchange Program (DACKEP) provides short term mobility and/or exchange opportunities for students from both Australia and 14 Asian countries. The program builds on the previous, long-standing partnership between the department and the Cheung Kong Group through the Endeavour scholarship program.
- \$1.1 million was allocated for Round 1 of the program.
- All Table A and Table B universities were eligible to apply for the grants.
 - 31 of 42 eligible universities submitted applications to support short-term mobility for Australian and international students.
 - All 31 universities were deemed eligible for the grant opportunity.
- Program funding is evenly divided among invited universities that nominate to participate in the program and can only be expended on student mobility expenses.

- In June 2021, in response to the ongoing travel restrictions experienced globally as a result of COVID-19, the then Minister for Education and Youth, the Hon Alan Tudge, deferred the DACKEP program to 2022.
- In April 2022, this decision was reviewed, and it was agreed to resume the program.
- Grant agreements with universities were executed in May 2022 with each participating university receiving \$35,484. Universities have until 30 June 2023 to deliver mobility opportunities for Round 1.
- It is anticipated Round 2 of the DACKEP will be opened in the second half of 2022.

Innovation Fund

- On 30 April 2021, the then Minister for Education and Youth, the Hon Alan Tudge MP announced a \$9.4 million Innovation Fund as part of a broader \$53.6 million package of targeted support for international education providers affected by COVID-19 border closures.
- The Innovation Fund provided grant funding of up to \$150,000 to support to private higher education and private English Language Intensive Courses for Overseas Students (ELICOS) providers to diversify their online and offshore education offerings.
- English Australia, as the program administrator, was responsible for the application process, grant agreements, grant payments and monitoring and acquittal of program funding.
- Applications for the 2021 competitive grant round closed on 30 June 2021.
- 63 providers were assessed as eligible and received funding of up to \$150,000 from July 2021.
 - These providers had until 31 December 2021 to spend or commit the funding on eligible activities.
 - All progress reports and acquittals have been assessed and approved by English Australia.
- The Innovation Fund is well received by key international education peak bodies.
 - The Innovation Fund has been used by providers to invest in digital infrastructure marketing, content development and new programs required to support online and offshore course delivery.
 - Many of these investments mark the start of multi-year commitments by providers.

Innovation Development Fund

- On 26 November 2021, the Australian Government released the Australian Strategy for International Education 2021-2030 and key initiatives supporting its implementation, which included the establishment of a \$9.4 million Innovation Development Fund.
- Building on the fully subscribed Innovation Fund announced in early 2021, the fund provided further short-term targeted support to private English Language Intensive Courses for Overseas Students (ELICOS) providers to diversify their education offerings into online and offshore delivery.

- The new program commenced in January 2022 and provided targeted funding for six months.
- English Australia was again appointed to act as the Program Administrator.
- The competitive grant round opened on 4 January 2022, following the release of the program guidelines, and eligible providers were encouraged to apply for grant funding of up to \$150,000 to invest in infrastructure, staff expertise, marketing and promotion of education services, service delivery costs, and to fund the design of curricula and innovative digital teaching solutions for online and offshore delivery.
 - Applications closed midnight AEST 28 January 2022. 52 applications were received.
 - 48 providers were successful and were awarded a total of \$6.63 million by English Australia.
 - The Fund was not fully subscribed, with the underspend being returned to consolidated revenue.
 - English Australia entered into agreements with successful applicants by 11 February 2022.
 - All progress reports and acquittals were assessed and approved by English Australia by 31 July 2022.

SENATE REPORTING REQUIREMENTS

Senate Order 16 – Minchin Order

- The Procedural Order of Continuing Effect: Departmental and Agency Grants (also known as Senate Order 16 or the 'Minchin Order') requires the Minister to table a list of grants two weeks prior to the commencement of each estimates hearing.
- Tabling for this reporting period is to include all new and variations to existing grants published in the period 11 March 2022 to 6 October 2022.
- A tabling list for the Minister for Education portfolio, which includes the Early Childhood Education and Youth outcomes are included at [Attachment B](#) to this brief and was presented by the Minister to the President of the Senate on the due date of 21 October 2022.

Streamlining Government Grants Administration (SGGA)

- The SGGA program aims to deliver a simpler and more consistent approach to the administration of grants across the Australian Government.
- Two grants administration hubs have been established under the SGGA program (the Community Grants Hub and Business Grants Hub).
- The grants administration hubs are currently managing 30+ grant programs on behalf of the department.
- The department internally manages approximately 20 grant programs and sub streams to various grant programs.
- This list includes legacy programs pre-Grants Hubs and select programs that are exempt or will transition to a grants hub once guidelines are renewed.

Attachment A

Department of Education Granting Activity
1 July 2022 to 31 August 2022

Note:

This is a condensed and aggregated list of grants activities awarded and published to Grant Connect for the reporting period.
 *Value of grants awarded is the value published on Grant Connect and does not represent expenditure.
 *Grant Programs not being managed by a Grants Hub were either established prior to the establishment of the Hub, obtained an exemption, or are anticipated to transition to a Hub in future.
 *Hub Services Column 2: COF Program streams utilize Grants Hub services in full, part or not at all. Services provided by Grants Hubs can vary.

Group	PBS Program Name	Grant Program/Title	Selection Process	Delegate for Grant Funding	Value of Grants Awarded	Minister funding Awarded Under	Funding Awarded in Minister's Electorate	Did the Minister Approve a Non Recommended Application for Funding	Are Hub services utilised?
ECCC	DE 2223 DET Output 1.1 Support for the Child Care System	CCCF Open Competitive Community Support	Open Competitive	Departmental	\$ 190,542	Clare	No	No	Yes
ECCC	DE 2223 DET Output 1.1 Support for the Child Care System	CCCF Open Competitive Community Support	Ad hoc/One-off	Departmental	\$ 53,642	Clare	No	No	Yes
ECCC	DE 2223 DET Output 1.1 Support for the Child Care System	CCCF Open Competitive Sustainability Support	Open Competitive	Departmental	\$ 55,974	Clare	No	No	Yes
ECCC	DE 2223 DET Output 1.1 Support for the Child Care System	CCCF Open Competitive Sustainability Support	Open Competitive	Departmental	\$ 383,277	Clare	No	No	Yes
ECCC	DE 2223 DET Output 1.1 Support for the Child Care System	CCCF Open Competitive Sustainability Support	Ad hoc/One-off	Departmental	\$ 98,163	Clare	No	No	Yes
ECCC	DE 2122 DET Output 1.1 Support for the Child Care System	Special Circumstances - Special Appropriation	Ad hoc/One-off	Departmental	\$ 363,876	Clare	No	No	Yes
ECCC	DE 2122 1.1 Support for the Child Care System	Innovative Solutions Support	Ad hoc/One-off	Departmental	\$ 22,765	Robert alg as Edu	No	No	No
ECCC	DE 2223 1.1 Support for the Child Care System	Innovative Solutions Support	Demand Driven	Departmental	\$ 61,928	Aly	No	No	No
ECCC	DE 2223 1.1 Support for the Child Care System	Special Circumstances - Special Appropriation	Ad hoc/One-off	Departmental	\$ 153,324	Aly	No	No	No
ECCC	DE 2223 DET Output 1.1 Support for the Child Care System	Special Circumstances - Special Appropriation	Ad hoc/One-off	Departmental	\$ 1,476,452	Clare	No	No	Yes
Schools	DE 2223 DET Output 1.5 Admin 2019-20 Early Learning and Schools Support Sponsorship of the Young Australian of the Year	Special Circumstances - Special Appropriation	Closed Non-Competitive	Departmental	\$ 990,000	Robert alg as Edu	No	No	Yes
Schools	DE 2223 DET Output 1.5 Admin 2019-20 Early Learning and Schools Support City-Country Partnerships Grant	Special Circumstances - Special Appropriation	Open Competitive	Departmental	\$ 27,064,400	Clare	No	No	Yes
					\$ 30,914,141				

Corporate - Hot Topics (Oct 2022) - Hot Topic Briefs

Department of Education, Skills and Employment Granting Activity
1 July 2021 - 30 June 2022

Note:

This is a condensed and aggregated list of grant activities awarded and published to Grant Connect for the reporting period.
 *Value of grants awarded is the value published on Grant Connect and does not represent expenditure.
 *Grant Programs not being managed by a Grants Hub were either established prior to the establishment of the Hubs, obtained an exemption, or are anticipated to transition to a Hub in future.
 *Hub Services Column 2: CCFP program streams utilise Grants Hub services in full, part or not at all. Services provided by Grants Hubs can vary.

Group	PBS Program Name	Grant Program/Title	Selection Process	Delegate for Grant Funding	Value of Grants Minister funding Awarded was Awarded Under	Funding Awarded in Minister's Electorate	Did the Minister Approve a Non Recommended Application for Funding	Are Hub services utilised?
ECCC	DE 2122 DET Output 1.1	Support for the Child Care Sys CCFP Open Competitive Capital Support	Open Competitive	Departmental	\$ 3,806,115	Tudge	No	Yes
ECCC	DE 2122 DET Output 1.1	Support for the Child Care Sys CCFP Open Competitive Capital Support	Open Competitive	Departmental	\$ 45,468	Tudge	Yes	Yes
ECCC	DE 2122 DET Output 1.1	Support for the Child Care Sys CCFP Open Competitive Community Support	Open Competitive	Departmental	\$ 66,000	Tudge	No	Yes
ECCC	DE 2122 DET Output 1.1	Support for the Child Care Sys CCFP Open Competitive Community Support	Open Competitive	Departmental	\$ 22,189,844	Tudge	No	Yes
ECCC	DE 2122 DET Output 1.1	Support for the Child Care Sys CCFP Open Competitive Sustainability Support	Open Competitive	Departmental	\$ 80,546,656	Tudge	No	Yes
ECCC	DE 2122 DET Output 1.1	Support for the Child Care Sys CCFP Open Competitive Sustainability Support	Open Competitive	Departmental	\$ 287,000	Tudge	No	Yes
ECCC	DE 2122 DET Output 1.1	Support for the Child Care Sys CCFP Restricted Non-Competitive Sustainability Support	Targeted or Restricted Competitive	Departmental	\$ 882,064	Tudge	No	Yes
ECCC	DE 2021 1.1	Support for the Child Care System	Ad hoc/One-off	Departmental	\$ 1,315,600	Tudge	No	Yes
ECCC	DE 2021 1.1	Support for the Child Care System	Demand Driven	Departmental	\$ 38,205	Tudge	No	No
ECCC	DE 2122 1.6	Support for the Child Care System	Targeted or Restricted Competitive	Departmental	\$ 486,319	Tudge	No	No
ECCC	DE 2122 1.1	Support for the Child Care System	Targeted or Restricted Competitive	Departmental	\$ 8,643,579	Tudge	No	No
ECCC	DE 2021 1.1	Support for the Child Care System - Innovative Solutions	Targeted or Restricted Competitive	Departmental	\$ 14,348,585	Aly	No	No
ECCC	DE 2122 DET Output 1.1	Support for the Child Care Sys Inclusion Support Programme - Innovative Solutions	Closed Non-Competitive	Departmental	\$ 38,205	Tudge	No	Yes
ECCC	DE 2122 DET Output 1.1	Support for the Child Care Sys Inclusion Support Programme - Innovative Solutions	Closed Non-Competitive	Departmental	\$ 626,846	Robert a/g as Edu	No	Yes
ECCC	DE 2021 1.1	Support for the Child Care System - Innovative Solutions	Ad hoc/One-off	Departmental	\$ 1,506,836	Tudge	No	No
ECCC	DE 2122 1.1	Support for the Child Care System	Demand Driven	Departmental	\$ 108,018	Robert a/g as Edu	No	No
ECCC	DE 2122 1.1	Support for the Child Care System	Ad hoc/One-off	Departmental	\$ 1,819,742	Robert a/g as Edu	No	Yes
ECCC	DE 2122 DET Output 1.1	Support for the Child Care Sys Special Circumstances - Special Appropriation	Demand Driven	Departmental	\$ 5,691,428	Clare	No	Yes
HERI	DE 2122 DET Output 2.7	International Education Support/ Cheung Kong Exchange	Open Competitive	Departmental	\$ 1,064,520	Robert a/g as Edu	No	Yes
HERI	DE 2122 DET Output 2.7	International Education Support/ Destination Australia Program	Open Competitive	Departmental	\$ 247,500	Robert a/g as Edu	No	Yes
HERI	DE 2122 DET Output 2.7	International Education Support/ Destination Australia Program	Targeted or Restricted Competitive	Departmental	\$ 16,394,500	Robert a/g as Edu	No	Yes
HERI	DE 2122 2.7	International Education Support/ Enabling Growth and Innovation	Ad hoc/One-off	Departmental	\$ 8,024,425	Tudge	No	No
HERI	DE 2122 2.6	Research Capacity	Closed Non-Competitive	Departmental	\$ 36,330,852	Tudge	No	No
Schools	DE 2021 1.5	Early Learning and Schools Support - Student Support Package	Ad hoc/One-off	Departmental	\$ 3,300,000	Tudge	No	No
Schools	DE 2122 DET Output 1.5	Admin 2019-20 Early Learning Emerging Priorities Program Grant	Ad hoc/One-off	Departmental	\$ 4,805,000	Robert a/g as Edu	No	Yes
Schools	DE 2122 1.5	Early Learning and Schools Support - Grants and Awards (The Duke of Edinburgh's International Award - Australia Disadvantaged Youth Program)	Ad hoc/One-off	Departmental	\$ 3,300,000	Tudge	Yes	No
Schools	DE 2122 DET Output 1.5	Admin 2019-20 Early Learning MultiLit Program Grants	Closed Non-Competitive	Departmental	\$ 8,800,000	Tudge	Yes	Yes
Schools	DE 2122 DET Output 1.5	Admin 2019-20 Early Learning National History Challenge	Closed Non-Competitive	Departmental	\$ 92,628	Tudge	Yes	Yes
Schools	DE 2122 1.5	Early Learning and Schools Support - National Schools Reform	Closed Non-Competitive	Departmental	\$ 5,234,702	Tudge	Yes	No
Schools	DE 2122 1.3	Early Learning and Schools Support - Quality Outcomes	Closed Non-Competitive	Departmental	\$ 165,000	Tudge	Yes	No
Schools	DE 2122 DET Output 1.5	Dept 2019-20 Early Learning a Sponsorship of the Young Australian of the Year Youth Engagement	Closed Non-Competitive	Departmental	\$ 41,015,700	Tudge	Yes	No
Schools	DE 2122 1.5	Early Learning and Schools Support - Commonwealth Scholarships Program for Young Australians	Targeted or Restricted Competitive	Departmental	\$ 300,000	Tudge	Yes	Yes
Skills and Training	DEWR 2021 3.1	Building Skills and Capability - Australian Apprenticeships Incentives Programme	Ad hoc/One-off	Departmental	\$ 31,500	Robert	No	No
Skills and Training	DEWR 2122 3.1	Building Skills and Capability - Australian Apprenticeships Incentives Programme	Demand Driven	Departmental	\$ 153,758,903	Robert	No	No
Skills and Training	DEWR 2122 3.1	Building Skills and Capability - Australian Apprenticeships Incentives Programme	Demand Driven	Departmental	\$ 4,398,075	Robert	No	No
Skills and Training	DEWR 2021 3.1	Building Skills and Capability - Civil Construction and Hospitality Skill Builders	Targeted or Restricted Competitive	Departmental	\$ 29,364	Robert	No	No
Skills and Training	DEWR 2122 3.1	Building Skills and Capability - Commonwealth Scholarships Program for Young Australians	Targeted or Restricted Competitive	Departmental	\$ 2,094,750	Robert	No	No
Skills and Training	DEWR 2122 3.1	Building Skills and Capability - Industry Training Hubs	Ad hoc/One-off	Departmental	\$ 23,482,899	Robert	No	No
Skills and Training	DEWR 2122 2.8	Building Skills and Capability - Mining Skills Builder Course	Open Competitive	Departmental	\$ 27,320	Robert	No	No
Skills and Training	DEWR 2021 3.1	Building Skills and Capability - National Careers Institute	Targeted or Restricted Competitive	Departmental	\$ 18,674,500	Robert	No	Yes
Skills and Training	DEWR 2122 3.1	Building Skills and Capability - Novice Shearing and Woolhandling Course	Ad hoc/One-off	Departmental	\$ 9,371	Robert	No	No
Skills and Training	DEWR 2122 3.1	Building Skills and Capability - Skills Development For Young Australians	Targeted or Restricted Competitive	Departmental	\$ 1,414,500	Robert	No	No
Skills and Training	DEWR 2122 3.1	Building Skills and Capability - Support for the National Training System	Ad hoc/One-off	Departmental	\$ 2,689,880	Robert	No	No
					\$ 5,085,367	546		

Senate Procedural Order of Continuing Effect 16 Grants Approved for the Period 11 March to 06 October 2022 Education and Youth Granting		
Grant Title	Recipient Name Published	Value Published (Incl. GST)
Cheung Kong Exchange	Various (Aggregate*)	\$1,064,520.00
City-Country Partnerships Grant	Yadha Muru Foundation Limited	\$27,064,400.00
Connected Beginnings	Various (Aggregate*)	\$14,348,595.24
Inclusion Support Programme - Innovative Solutions	Early Childhood Australia	\$626,846.00
Innovative Solutions Support	Various (Aggregate*)	\$691,269.22
Phase 1 - Secondary school-aged students and schools surveys on consent education	The Australian Human Rights Commission	\$264,000.00
Special Circumstances - Special Appropriation	Various (Aggregate*)	\$6,054,918.72
Youth Engagement	Australian Youth Affairs Coalition	\$400,000.00

*This data has been aggregated due to the significant volume of grants awarded.

Issue: ARC | Australian Research Council

Contact: Dr Richard Johnson
Ph: s 22
Deputy CEO

Key Points

- The Australian Research Council (ARC) through the National Competitive Grants Program in 2022–23 will invest \$850 million to support our best and brightest researchers to explore, discover and deliver outcomes that benefit the nation.
- A high performing research sector is important to the growth of the Australian economy and the reputation of the Australian higher education sector.
- Funding is awarded based on a competitive and rigorous peer review process to support the highest-quality researchers and research projects.

Letter of Expectations

- On 26 August 2022, the Hon Jason Clare MP, Minister for Education, issued the ARC with a Statement of Expectations, which sets out details on a range of priorities to be delivered by the ARC.
 - This includes important clarity on the National Interest Test, transitioning the Excellence in Research for Australia to a data-driven approach supported by peer review, developing the ARC as a data-driven organisation, and the next steps of the independent review of the ARC and its enabling legislation.

National Interest Test (NIT)

- The ARC has been consulting with the sector about achieving a clearer, simpler and easier to understand NIT.
- Advice on the proposed amendments will be announced shortly.

Excellence in Research for Australia (ERA)

- The ERA round scheduled for 2023 has been postponed in line with the Minister's Statement of Expectations to the ARC.
- The ARC is in the process of developing a transition plan for a more modern, data driven ERA.

- The ARC CEO has convened an expert working group to support this process. The group is chaired by the CEO and comprises representatives from across the university sector.
- The transition plan is expected to be completed by the end of 2022, for implementation in 2024-25.
- No decisions have been taken about timing of the next round of the Engagement and Impact Assessment (EI), currently scheduled to take place in 2024.

Independent Review

- The Minister noted the establishment of an independent panel to review the role and function of the ARC and its governance arrangements as set out in its enabling legislation.
- The ARC has welcomed this Review, which offers a great opportunity to examine its purpose and functions.
- The ARC is working closely with the Review Secretariat in the Department of Education to facilitate requests for information and data to inform the Review and assist the Panel.
- The Independent Review Panel will engage with the ARC Advisory Committee as required, with the ARC managing conflict of interest considerations with the two Committee Members who are also members of the Review Panel (Professor Susan Dodds and Professor Mark Hutchinson).

Research

- NIL

Media

- ***Statement of Expectations 2022, the Hon Jason Clare, Minister for Education, 26 August 2022***

The Statement of Expectations was addressed to the ARC CEO, Ms Judi Zielke on 26 August 2022. The letter sets out the Minister's expectation for the ARC and a range of priorities ([Attachment A](#)).

- Media interest has been minimal but ARC CEO, Ms Judi Zeilke did address the Statement of Expectations in an interview with Research Professional News published 16 September. In the interview Ms Zielke welcomed the pause for ERA as it allows time to finalise reforms to the research assessment process and that the requested financial review will cover the "capital investment" in the body's research management systems.

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SB22-000487

Last Cleared By	Judi Zielke
Date Last Cleared	19 October 2022

Attachment A

The Hon Jason Clare MP
Minister for Education

Reference: MS22-000756

Ms Judi Zielke PSM
Chief Executive Officer
Australian Research Council
GPO Box 2702
CANBERRA ACT 2601

By email: ceo@arc.gov.au

Dear Judi Zielke,

I am writing to outline my expectations of the Australian Research Council (ARC).

The ARC plays a key role in facilitating world class Australian university research, including as the only Commonwealth research agency funding the body of basic research in all areas (excluding medical). Countries that produce the highest quality research have effective research councils that not only manage funding allocation processes, but also play a role in providing the feedback that shapes their research policy landscape.

This Letter of Expectations acknowledges the work of the ARC in supporting high quality university research and outlines my expectations in the immediate future.

Streamlining the processes undertaken during National Competitive Grant Program funding rounds must be a high priority for the ARC. As I have stated publicly, it is important that all future grants rounds are delivered on time, to a pre-determined timeframe. In considering improvements to the grants process, I ask that the ARC identify ways to minimise administrative burden on researchers. I also ask that the ARC advise me of any regulatory or legislative changes required to ensure grants rounds are delivered on time and to a transparent, predetermined timeframe.

It is my view that the National Interest Test (NIT) should continue, but should be clearer, simpler and easily understood.

I ask that the ARC develop processes and clear guidance that will minimise the workload for the sector associated with the application of the NIT and that you consult with the higher education sector and advise me on reforms to improve the NIT process.

I ask that you also consider how the NIT is applied to different grant categories, recognising, for example, that the Discovery Program includes fundamental research that by its very nature may not have a clearly defined application or outcome.

I also ask that you continue to ensure that the ARC assesses the NIT for each application in conjunction with the assessments from the expert peer review process, eligibility, and due diligence.

The Government expects that the ARC will focus on the impact of university research and its contribution to areas of national importance. In line with this, I propose that the role of the National Manufacturing Priorities in the Linkage Program grants consideration be replaced by priorities aligned to the National Reconstruction Fund. I also ask that you review the Linkage Grant process with a view to drive more focused and scaled investment in key national challenges. It is important that the Linkage Program delivers impact with industry and aims to take research further along the translation pathway.

I note the work the ARC has recently undertaken to fast track the implementation of the outcomes from the review of the Excellence in Research for Australia (ERA) and Engagement and Impact (EI) assessments, and the early work with the Department of Education to develop metrics for both assessments.

I note the higher education sector's concern regarding the workload required for the current mode of delivery of the ERA assessment. It is important that the ERA process continues to be valued as an important source of information, in the context of the existing available evidence of the quality of Australian research.

In light of the sector's concerns about workload, I ask that you discontinue preparations for the 2023 ERA round and commence work to develop a transition plan, in consultation with the sector and my Department, to establish a modern data driven approach informed by expert review. In addition, I ask you to continue your work with my Department on developing research engagement and impact indicators to inform the Engagement and Impact assessments.

I ask you provide me with a transition plan by the end of 2022, which in addition to any recommendations from the ARC review, can be considered for implementation in 2024-2025.

Further, I ask that you look to enhance mechanisms that can identify the highest quality university research in Australia, particularly basic research, beyond the current functions of grants reporting. This would include improved collection and analysis of impact data to enhance the reporting on the impact value of grants funded so that more robust evaluations of ARC funded programs and initiatives can be undertaken.

As you are aware I have asked my Department to establish an independent review of the role and function of the ARC as set out in its enabling legislation. I recognise ARC's important role in supporting that review. I also ask that you undertake an internal financial sustainability review of the ARC and work with my Department to undertake a policy review of ARC programs to determine program needs following the review of the ARC legislation. This will lead to a broadening and deepening of the role of the ARC in strengthening relationships with the university research sector, industry, and government and establish a link to the Australian Universities Accord process.

I ask that the ARC continue to engage with the higher education sector and to work with me and my Department to drive high-quality Australian university research. The Government understands the importance of a strong Australian university research system and the valuable impact it has on the nation's economy and wider society. A renewed and refocused ARC will be strategically placed to effectively optimise that contribution.

I look forward to continuing to work with you in providing support to the Australian university research community.

Yours sincerely,

Jason Clare
26/8/2022

Issue: Contractors
Contact: Marcus Markovic
 Ph: s 22
 Deputy Secretary

Key Points

Contractor Overview

- The department hires contractors (individuals not employed under Section 22 of the *Public Service Act 1999*) to:
 - provide surge capacity
 - obtain specialist skills
 - undertake short-term roles.
- Contractors support the department to **meet short-term demand across several categories**, including:
 - project and program management
 - compliance and regulation
 - service delivery
 - research
 - administration.

Contractor numbers

- As at 31 August 2022 the department had 98 contractors engaged, or approximately 6.6 per cent of the total workforce.
- The number of labour hire staff by Group as at 31 August 2022:

Group	ICT	Non-ICT	Total
Corporate and Enabling Services	0	11	11
Early Childhood and Youth	s 47F	53	s 47F
Higher Education, Research and International		22	
Schools	0	6	6
Total	6	92	98

Expenditure on contractors

- Departmental expenditure for all contractors, including through labour hire firms.

Financial Year	Total departmental expenditure on contractors (GST exclusive)
2022-23 (YTD 31 August 2022)	\$3,628,175

Contractor engagements

New engagements	Jul 2022	Aug 2022
ICT	0	s 47F
Non-ICT	s 47F	
Total		6

- Between 1 July 2022 and 31 August 2022, the department had ^s_{47F} contractor engagements. Engagements are contractors joining the department or being re-engaged under a new contract. It does not:
 - include contract extensions, or
 - take into account contractors leaving the department during the month they were engaged.
- Six labour hire staff have been re-engaged under a new contract, from 1 July 2022 to 31 August 2022.

Contractor pay rates

- Contractors are engaged in accordance with the Commonwealth Procurement Rules (CPRs).
- Assessing value for money is a core component of the CPRs.
- Contractor pay rates differ due to:
 - markets in different locations
 - skill sets
 - levels of responsibility
- The department supports fair pay conditions for contractors.
- Contractors are generally sourced through government panel arrangements.
- The department doesn't collect information on the margin charged by labour hire firms, it is not a requirement for labour hire firms to disclose this information.
- Concerns regarding the margin collected by a labour hire firm is a matter between the contractor and their labour hire firm.

Hourly Rate of Contractors Active as at 31 August 2022

- As at 31 August 2022, hourly rates for:
 - Non-ICT contractors range from \$49 to \$185 (GST inclusive).
 - ICT contractors range from \$148 to \$209 (GST inclusive).

Management

- All SES managers in the department are public servants.
- All contractors are managed by APS staff.

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SB22-000301

- The annual APS Employee Census (Census) is used to ascertain how staff feel about working in the department. Contractors actively participated in the 2022 Census. Contractors will be invited to participate in future censuses.

Contractor definition

- A contractor may be engaged to perform functions of the department, under the supervision of the department, for output produced on behalf of the department.
- The majority of the department's contractors are engaged through external labour hire firms.
- The department can also engage directly through a sole trader, however instances of this are rare.

Current contracts with the department by Supplier by value (multiple years)

Supplier	Contractors	Contracts	Value	% Total
Hays Personnel Services	22	11	\$11,557,699	40.6%
Hudson Global Resources (Aust)	15	12	\$3,460,806	12.2%
Randstad	6	4	\$2,399,665	8.4%
First People Recruitment Solutions	^s 4	3	\$2,248,171	7.9%
Chandler Macleod	9	7	\$1,748,709	6.1%
Horizon One Recruitment	7	7	\$1,136,890	4.0%
Face 2 Face Recruitment	^s 47F	3	\$639,452	2.2%
Capital Recruitment		4	\$601,000	2.1%
Ignite Limited		2	\$590,000	2.1%
Ultimum ICT		1	\$420,734	1.5%
Onpoint 365		2	\$383,000	1.3%
Adecco Australia		2	\$379,281	1.3%
Karlka Recruiting Group		4	\$377,331	1.3%
GMT People		1	\$369,191	1.3%
Polis Partners		1	\$337,920	1.2%
Octango		1	\$302,940	1.1%
Canberra Consulting		1	\$261,189	0.9%
Effective People		1	\$193,600	0.7%
DFP Recruitment Services		1	\$186,774	0.7%
Chartertech		1	\$180,573	0.6%
Manpower Services (Australia)		2	\$155,700	0.5%
IT Alliance Australia		1	\$140,951	0.5%
Michael Page International		2	\$133,619	0.5%
Encore IT Services		1	\$109,842	0.4%
SOS Recruitment		1	\$104,000	0.4%
Communication Link		1	\$45,142	0.2%
Grand Total	98	77	\$28,464,179	100.0%

Notes: Data (as at 31 August 2022) includes the latest available record for each contract. Some variations may not yet be published on AusTender and some contracts may not yet be published. Figures are GST inclusive.

Contractors Active at 31 August 2022 by AusTender Category

AusTender Category	Total
Computer services	s 47F
Education and Training Services	
Management advisory services	
Personnel recruitment	
Temporary personnel services	
Grand Total	98

Note: These categorisations are based on the AusTender category under which the contractor's contract has been published.

Contractors Active at 31 August 2022 by Job Family

Job Family	Total
Accounting and Finance	s 47F
Administration	10 s 47F
Communications and Marketing	
Compliance and Regulation	14
Engineering and Technical	s 47F
ICT	
Intelligence	
Project and Programme	29
Research	11
Service Delivery	11
Strategic Policy	6
Grand Total	98

Notes:

(1) These categorisations have been provided by business areas.

(2) Differences in the total number of ICT contractors shown in this table s as compared to figures reported elsewhere (six) are due to the nature of categorisation. For example, an ICT Business Analyst may be reported under Research.

Indigenous Procurement Policy

- The department is committed to increasing engagement with Indigenous owned businesses. Procurement activities must consider recruitment agencies listed on Supply Nation.
- The department currently has 11 contractors (11.2 per cent of total contractors) engaged from Indigenous owned businesses.

Practising a diverse and fair approach to the market

- Contractor engagement is undertaken through a fair and competitive approach resulting in arrangements with a diverse cohort of suppliers.
- This practice is also demonstrated within single procurement activities where more than one firm may be chosen to supply contractors for a particular outcome. Examples are at [Attachment A](#).

Value of Hays contracts

- Hays Personnel Services are members of several government procurement panels.

- As at 31 August 2022, the total value of current Hays contracts with the department is \$11.6 million. This includes one high value procurement of \$8.5 million for labour hire staff to support the delivery of Family Day Care Payment Integrity measures (CN3621961-A3).
 - Note the total value for this contract includes extensions to the original contract in place with the former Department of Education, Skills and Employment.

Integrity of our contracted workforce Security

- The department's security policies require all personnel including contracted personnel to:
 - undergo pre-engagement checks
 - have Baseline Security Clearances

Fraud and Conflict of Interest

- All contracted personnel are required to:
 - be aware of their fraud and conflict of interest obligations prior to commencing.
 - sign a Fraud and Conflict of Interest Responsibilities Form agreeing to comply with the departments Fraud Control and Conflict of Interest policies
 - undertake Fraud Awareness training.

Training for Contracted Personnel

- All contracted personnel are required to complete a suite of mandatory training.

Exit Process for Contracted Personnel

- Supervisors are required to complete an Exit Advice Notice for all contracted personnel separating from the department at least one week before the contract end date.
- This ensures that all departmental resources allocated to the exiting contracted personnel are returned.

COVID-19 arrangements

- The department acts on advice from the Australian Public Service Commission regarding working from home arrangements and ensures advice from local and federal health authorities in relation to COVID-19 is adhered to.
- The department's guidance has extended to contracted personnel and both contracted personnel and their managers work together to

ensure appropriate arrangements are in place, including addressing labour hire agency policies regarding working from home arrangements.

- In relation to COVID-19, leave arrangements and EAP supports are the responsibility of the contractor's labour hire agency.
- Unlike APS staff, contractors do not receive leave entitlements, but are paid at a higher hourly rate to compensate for this.
- The department continues to advise and provide guidance to personnel (including our contracted workforce) regarding up to date working arrangements for COVID-19 arrangements respective to their locality.

Research

NIL

Media

- ***Labour hire soar in sight (Task to fix 'systematic dismantling' of APS), The Canberra Times, 19 September 2022***

The article states that the cost of labour hire has soared for Federal Government agencies in the first three months of the new Government. The article notes that labour hire contracts peaked in June with over 3000 contracts totalling nearly \$800 million.

Senator the Hon Katy Gallagher, Minister for the Public Service indicates in the article that the APS reliance on contractors will be curbed with APS staffing "ceilings" scrapped. The new Department of Employment and Workplace Relations is mentioned as having large monthly contractor bills in the millions. There is no mention of the Department of Education.

Other documentation

- **Attachment A** – Single Procurement - Multiple Suppliers
- **Attachment B** – Media Article, Labour hire soar in sight, The Canberra Times, 19 September 2022

Last Cleared By	Craig Boyd
Date Last Cleared	05 October 2022

BACKGROUND

DESE 2021 – 22 Labour Hire headcount

- The following table provides the labour hire headcount for the 2021 – 22 financial year.
 - Labour hire staff made up approximately 26% of the total workforce each month.
 - Total workforce is calculated as labour hire staff plus APS staff.

	31 Jan 2022	28 Feb 2022	31 Mar 2022	30 Apr 2022	31 May 2022	30 Jun 2022
ICT	551	567	556	582	578	559
Non-ICT	868	821	906	900	945	891
Total	1,419	1,388	1,462	1,482	1,523	1,450

DESE 2021 – 22 expenditure on contractors

- The following table provides total departmental expenditure for all contractors, including contractors hired through labour hire firms.

Financial Year	Total departmental expenditure on contractors (GST exclusive)
2021–22	\$330,645,593

Attachment A

Examples of procurement rounds for non-ICT contractors resulting in the use of more than one supplier (published Austender data as at 31 August 2022 for Education portfolio)

Early Childhood and Youth Group

CN ID	Publish Date	Start and End Date	Contract Value	Category/Description	Supplier Name
CN3870472	28-Jun-2022	19-Apr-2022 to 30-Jun-2023	\$358,927	Temporary personnel services	Hays Personnel Services
CN3870470	5-May-2022	19-Apr-2022 to 30-Jun-2023	\$177,281	Temporary Personnel Services	Adecco Australia
CN3870471	5-May-2022	19-Apr-2022 to 30-Jun-2023	\$148,210	Temporary Personnel Services	Ranstad

Early Childhood and Youth Group

CN ID	Publish Date	Start and End Date	Contract Value	Category/Description	Supplier Name
CN3867331	22-Apr-2022	14-Apr-2022 to 13-Mar-2023	\$215,000	Management Advisory Services	Capital Recruitment
CN3888928	28-Jun-2022	20-Jun-2022 to 16-Jun-2023	\$243,000	Management Advisory Services	Horizon One Recruitment

Higher Education, Research and International

CN ID	Publish Date	Start and End Date	Contract Value	Category/Description	Supplier Name
CN3883098	14-Jun-2022	14-Jun-2022 to 14-Jun-2023	\$186,000	Temporary Personnel Services	Horizon One Recruitment
CN3885143	20-Jun-2022	22-Jun-2022 to 22-Jun-2023	\$228,000	Personnel Recruitment	Chandler MacLeod

Higher Education, Research and International

CN ID	Publish Date	Start and End Date	Contract Value	Category/Description	Supplier Name
CN3841748	14-Jan-2022	17-Jan-2022 to 23-Dec-2022	\$301,000.00	Management Advisory Services	Hays Personnel Services
CN3857811	22-Mar-2022	18-Mar-2022 to 23-Dec-2022	\$157,000.00	Management Advisory Services	Capital Recruitment

Labour hire soar in sight

By Sarah Basford Canales

The Canberra Times

Monday 19th September 2022

747 words

Page 1,7 | Section: NEWS

481cm on the page



Labour hire soar in sight

PUBLIC SERVICE \$800 million in contracts in first months of Labor government

Sarah Basford Canales

THE cost of labour hire has soared during the first three months of the Albanese government, despite its election promise to bring the work of public servants back in house.

More than 3000 labour hire contracts have been entered into by federal government agencies since the start of June, totalling nearly \$800 million, tender documents show.

But Public Service Minister Katy Gallagher insists work has already started on curbing the public service's reliance on contractors, adding it will take longer than three months to "undo the damage" inflicted by the pre-

vious government.

Analysis by *The Canberra Times* shows labour hire contracts peaked in June and July with more than 1200 contracts entered into each month, costing \$260 million and \$386 million, respectively.

Prior to the May election, April was the most expensive month with nearly \$200 million being spent across 1019 contracts.

Veterans' Affairs, Health and Aged Care and Agriculture were among the departments spending the most on outsourced workers, ranking frequently in the top five for each month.

Services Australia, which has been in the spotlight over its reliance on contracted

workers in recent years, was one of the lowest spenders this year.

Newly-formed departments, including the Employment and Work Relations and Climate Change departments, had monthly contractor bills reaching into the millions.

Ms Gallagher said she would be wasting no time to fulfil the election promise made months before polling day.

She promised the staffing ceiling - designed to limit workforce numbers and cut costs - would be scrapped, and an audit would be undertaken to understand the total reliance on labour hire staff.

■ Continued Page 7



Task to fix 'systematic dismantling' of APS

■ From Page 1

"On coming into government, there was no central data on the use of labour hire, consultants and contractors across the APS," Ms Gallagher said.

"Before we can start rebuilding capability we must understand the full extent of the external labour problem, including how we transition to new arrangements whilst maintaining service delivery.

"It is impossible to fix a decade of systematic dismantling of internal APS capability in the first three months of a Labor government, but we have started the work that will rebalance the APS from its current over reliance on external labour to greater internal capacity."

The main public sector union was supportive of the changes it had seen so far.

According to the Community and Public Sector Union, Services Australia had more than 1000 labour hire workers engaged at the agency in June this year.

But the number had dropped to just 68 by the end of August.

The union's national sec-

retary Melissa Donnelly said she expected it would take many more months before the changes were seen across other agencies, too.

"There is more to do to ensure that staff across the sector have secure jobs. It's well-understood that labour hire arrangements cost the government more and contribute to job insecurity, staff turnover and loss of expertise from these essential government services," Ms Donnelly told *The Canberra Times*.

"We expect agencies to be significantly reducing reliance on labour hire arrangements, and creating secure job opportunities as quickly as possible.

"We need a secure jobs audit across the whole of the APS to ensure that staff have security and the community has the services it needs. We look forward to continuing to work on that with the Albanese government."

Spokespeople for the Health and Education departments said they had not received a ministerial direction to limit their reliance on labour hire or contract workers.

The Social Services Department had a workforce made up of 87 per cent APS officers, a spokesperson confirmed.

But Services Australia acknowledged its higher reliance on a contracted workforce over the past two years but added it was "bringing staff back in house" this financial year.

Former finance ministers Simon Birmingham and Mathias Cormann have previously defended the Coalition's push toward labour hire arrangements, saying they were an effective and efficient measure for fluctuating operational pressures on agencies.

Mr Cormann had also behind sweeping efficiency reforms for the public service, which capped staffing levels each year and required agencies to find areas that could be cut in order to repair the government's bottom line.

While in opposition, Minister Gallagher was supportive of undoing the Coalition's work, signalling she would look to David Thodey's landmark 2019 review into the public service.

Issue: 2022-23 Budget (March 2022)
PBS Pg No. 7-95 (Education, Skills and Employment PBS)
Contact: Marcus Markovic
 Ph: s 22
 Deputy Secretary

Key Points

2022-23 Budget — as published in the Education, Skills and Employment Portfolio Budget Statements at the 2022-23 Budget

- Approximately \$59.1 billion* will be spent on Education, Skills and Employment-programs in 2022-23, including:
 - \$11.0 billion for child care (Programs 1.1 to 1.2, PBS page 28).
 - \$27.2 billion for early learning and schools (Programs 1.3 to 1.5, PBS page 28 and the National Partnership on the National School Chaplaincy Program; the National Partnership on Universal Access to Early Childhood Education; and the National Partnership on the Preschool Reform Agreement; Budget Paper No. 3 pages 39-43).
 - \$13.6 billion for higher education, research and international (Programs 2.1 to 2.7, PBS pages 47-49).
 - \$5.4 billion for skills and training (Programs 3.1 and 3.2, PBS page 67 and the National Skills and Workforce Development SPP, and National Partnership Payments for the JobTrainer Fund, Skilling Australians Fund, Revitalising TAFE campuses across Australia, and Energising Tasmania, Budget Paper No. 3 pages 44-47).
 - \$1.9 billion for employment (Program 4.1, PBS page 77).
- Over the forward estimates to 2025-26, this equates to more than \$242.7 billion* including:
 - \$47.5 billion for child care
 - \$115.1 billion for early learning and school
 - \$56.1 billion for higher education
 - \$16.0 billion for skills and training
 - \$7.9 billion for employment.
- * The program expenditure totals above include:
 - appropriations managed by the department
 - appropriations for portfolio agencies
 - appropriations managed by Treasury relating to specific purpose payments and National Partnership payments in schools and skills.
- A breakdown of funding and program expenditure by each Outcome is at **Attachments A.1: 2022-23 Administered Program Estimates, A.2: Program by Outcome 1, A.3: Program by Outcome 2, A.4: Program by Outcome 3 and A.5: Program by Outcome 4.**

Budget measures

- The measures table for the department commences on PBS page 23.
- A narrative of measures can be found on PBS pages 11–19.
- Full descriptions of the Education, Skills and Employment measures are provided in Budget Paper 2: *Budget Measures* (DESE Payment Measures commence on page 74).

Outcome 1 led:

School Education Support (PBS pages 16–19; BP2 pages 77–78)

- \$228.5 million over 5 years from 2021–22 (and \$1.3 million per year ongoing) to implement recommendations from the *Next Steps: Report of the Quality Initial Teacher Education Review*.
- Funding includes:
 - \$62.4 million over 2 years from 2022–23 to extend the National Schools Reform Fund and Non-Government Support Reform Fund to support national educational reforms in the schools sector
 - \$29.4 million over 4 years from 2022–23 to extend the Indigenous Boarding Schools Grants program for one year and establish a Commonwealth Regional Scholarship Program to assist families with the costs of boarding
 - \$10.4 million in 2021–22 to expand the Emerging Priorities Program for projects that assist school communities to respond to emerging priorities in school education, including recovery from COVID-19
 - \$7.2 million over 4 years from 2021–22 for a range of integrated measures to support teachers and school leaders to lift student performance, address disruptive behaviour and improve student engagement
 - \$6.4 million over 5 years from 2021–22 (and \$1.3 million per year ongoing) to establish the Initial Teacher Education Quality Assessment Expert Panel to develop a new performance framework for assessing the delivery of quality initial teacher education courses by higher education providers
 - \$6.3 million in 2022–23 to support the construction of a purpose-built boarding facility in Tennant Creek to provide accessible housing for secondary school children under the Barkly Regional Deal
 - \$6.1 million over 5 years from 2022–23 to provide Life Education Australia with funding to develop additional education modules on online safety, mental health, and wellbeing and respectful relationships.

- The cost of this measure will be partially met from within the existing resources of DESE. Partial funding for this measure has already been provided for by the Government.
- Separate briefing has been provided at: [School Education Support HTB SB22-000152](#).

Outcome 2 led:

Investing in Australia's University Research Commercialisation

(PBS page 16, BP2 page 75-76)

- \$988.2 million over 5 years from 2021-22 (and around \$325.1 million per year ongoing) to deliver an ambitious research reform package that will drive university-industry collaboration, workforce mobility and research translation and commercialisation.
- Funding includes:
 - \$505.2 million over 5 years from 2021-22 (and around \$182.3 million per year ongoing) to establish Australia's Economic Accelerator (AEA) grants to support university research projects from proof-of-concept and proof-of-scale through to commercialisation. Funded projects will align with the National Manufacturing Priorities and be done in partnership with industry
 - \$295.2 million over 5 years from 2021-22 (and around \$142.8 million per year ongoing) to establish new research training pathways for students and researchers, creating new opportunities to work with industry through new Industry PhDs and Fellowships, and deliver reforms to the Australian Research Council's *Linkage Program* from 2026-27
 - \$150.0 million in equity funding over 5 years from 2021-22 to expand the Commonwealth Scientific and Industrial Research Organisation's (CSIRO) Innovation Fund (Main Sequence Ventures). The venture capital investment will progress AEA projects with high commercialisation potential to reach at-scale test and prototype stages
 - \$37.4 million over 4 years from 2022-23 to establish CSIRO's Research Translation Start program to take research from the lab into the market by building the entrepreneurial capacity of the research workforce with a focus on the National Manufacturing Priorities.
- The cost of this measure will be partially met from within the existing resources of DESE. Partial funding for this measure has already been provided for by the Government.

Outcome 3 led:**Skill Reform to Support Future Growth** (PBS page 12, BP2 page 78–79)

- \$3.7 billion over 6 years from 2021–22 (and \$284.6 million per year ongoing) to increase investment in Australia’s skills development, address critical skills needs and meet the demands of a growing economy.
- Funding includes:
 - \$3.7 billion over 5 years from 2022–23 (and \$284.6 million per year ongoing from 2027–28) to work with states, to agree a new NSA under the Heads of Agreement for Skills Reform to invest in the skills system to support economic growth and resilience
 - \$28.5 million over 5 years from 2021–22 to establish assurance functions to support the VET system for ASQA.
- Partial funding for this measure has already been provided for by the Government.
- Background:
 - This measure provides an additional \$91.3 million to DESE support the ongoing NSA negotiations.
 - (If pressed) The department has been appropriated \$6.0 million departmental in 2022–23 to provide resourcing to support the National Skills Agreement negotiations.
 - An additional \$85.3 million has been provisioned and will be appropriated when an agreement with the states and territories has been reached.
 - The Government has committed up to \$12 billion over five years from 2022–23 to 2026–27 for the National Skills Agreement (NSA) which includes:
 - \$8.3 billion of existing NASWD allocation
 - \$3.7 billion of additional allocation for the NSA.
 - In Budget Paper 3, the existing NASWD allocation is \$8.2 billion as it is presented over five years from 2021–22.
 - The existing NASWD allocation over the NSA period from 2022–23 to 2026–27 is slightly higher at \$8.3 billion which is due to the effect of indexation to 2026–27.

Investing in Skills Development and Growing Australia’s Workforce (PBS pages 12–13, Budget Paper No. 2 pages 76–77)

- \$1.3 billion over 5 years from 2021–22 to support employers to engage and retain new apprentices, and reform the Australian Apprenticeships system to sustain a skilled and responsive workforce.

- Funding includes:
 - \$954.0 million over 5 years from 2021–22 to introduce a new Australian Apprenticeships Incentive System from 1 July 2022
 - \$365.3 million to extend the BAC/CAC wage subsidies by 3 months to 30 June 2022
 - \$2.8 million in 2022-23 to increase apprenticeship In-Training Support by an additional 2,500 places for Australians aged 15–20.
- The cost of this measure will be partially met from within the existing resources of DESE.

Outcome 4 led:

Boosting Participation and Building Australia's Workforce

(PBS pages 14–16; BP2 pages 74–75)

- \$153.5 million over 5 years from 2021–22 to address workforce shortages, support job seekers to find employment, and make it easier for vulnerable Australians to participate in the workforce.
- Funding includes:
 - \$52.8 million over 5 years from 2021–22 to deliver the new ReBoot initiative and support Workforce Australia to support up to 5,000 disadvantaged young
 - \$49.5 million over 2 years from 2022–23 to provide an additional 15,000 low and fee-free training places in aged care courses under the JobTrainer Fund (**Outcome 3 item**)
 - \$44.6 million over 2 years from 2022–23 to continue support for businesses who employ mature-aged Disability Employment Services program participants through the Restart Wage Subsidy
 - \$3.2 million in 2022–23 to extend the Time to Work Employment Services program for 12 months to provide continued in-person pre-employment services for Aboriginal and Torres Strait Islander prisoners
 - \$1.5 million in 2022–23 to extend the trial of career coaching for job seekers of all ages participating in Digital Services under Workforce Australia. The trial will provide career coaching to digitally serviced job seekers, to help them secure employment
 - expanding eligibility for the Local Recovery Fund to include job seekers self-managing through Digital Services under Workforce Australia from 1 July 2022.
- The cost of this measure will be partially met from within the existing resources of DESE.

Measures led by other Portfolios:**Agriculture – continuing to deliver Agriculture 2030 (DAWE)**

(PBS page 15, BP2 page

- \$135.6 million over 5 years from 2021–22 to support the agricultural sector’s ambition of a \$100 billion industry by 2030 through strengthening biosecurity arrangements and agriculture communities.
- Funding for DESE includes:
 - \$6.6 million over 2 years from 2021–22 to expand the AgMove program and extend it to 31 December 2022 to support more eligible job seekers who relocate to take up short-term agricultural work, including harvest work in Australia.
- PBS Table 1.3 includes a footnote (j) indicating that a component of the measure was previously published in the DESE 2021–22 Portfolio Additional Estimates Statements.
- The PBS narrative includes funding in the Budget of \$1.7 million.

Digital Economy Strategy (PM&C)

(PBS page 14, BP2 pages 157–158)

- \$130.1 million over 4 years from 2022–23 to continue implementation of the Digital Economy Strategy and drive digital transformation.
- Funding for DESE includes:
 - \$3.9 million over 2 years from 2022–23 to support women to pursue career opportunities in Australia’s growing tech workforce.

Flood Package (Cross Portfolio)

(PBS page 11, BP2 pages 62–63)

- The Government will provide support for the recovery from the February / March 2022 floods in NSW and Queensland.
- Funding for DESE includes:
 - \$22.1 million over 2 years from 2021–22 to increase the Community Child Care Fund Special Circumstances grant to assist services experiencing financial viability issues resulting from the recent floods and the COVID-19 pandemic
 - \$6.9 million in 2021–22 to provide Business Continuity Payments of \$10,000 to Early Childhood Education and Care services in flood affected locations that close for 7 days or longer.

Guaranteeing Medicare – Supporting Rural Health (Health)

(PBS pages

- The Government will provide \$224.4 million over 4 years from 2022–23 to improve access to health services and support doctors delivering primary care in rural and remote Australia.

- Funding which incorporates funding for DESE includes:
 - \$36.2 million over 4 years from 2022–23 to fund 2 new University Departments of Rural Health in the South West and Goldfields regions of Western Australia to support rural medical training.
- PBS Table 1.2 and the PBS narrative includes amounts totalling \$11.3 million over the forward estimates for DESE.

Prioritising Mental Health (led by Department of Health)
(PBS page 17, BP2 page 108)

- \$547.0 million over 5 years from 2021–22 to provide mental health Stage 2 reforms through the 5 pillars of the National Mental Health and Suicide Prevention Plan – Prevention and Early Intervention, Suicide Prevention, Treatment, Supporting Vulnerable Australians and Workforce and Governance.
- Funding for DESE includes:
 - \$9.7 million over 3 years from 2022–23 for nationally consistent mechanisms to better manage mental health and wellbeing concerns in schools, including a national measure of student wellbeing, national guidelines for the accreditation of mental health and wellbeing programs and trauma informed professional development support for teachers.

Regional Accelerator Program – establishment (DITRDC)
(not in PBS, BP2 page 150, Regional Glossy pages 16–17)

- \$2.0 billion over 5 years from 2022–23 to establish the Regional Accelerator Program (RAP) to drive transformative economic growth and productivity in regional areas. The RAP will provide dedicated funding for regional businesses and communities to access programs targeted to local priorities in infrastructure, manufacturing and industry development, skills and training, research and development, and education.
- Programs receiving the regional extension funding include (but are not limited to) the Modern Manufacturing Initiative, Australian Apprenticeships initiatives, Critical Minerals Accelerator Initiative, Export Market Development Grants, Recycling Modernisation Fund and Defence Industry programs.
- The program will take a whole-of-government approach to drive regional investment, targeted at regions experiencing high levels of population growth and economic performance or undergoing long-term structural adjustment.
- The Regional Glossy (*Building Australia and strengthening our regions*) includes reference to:
 - Australian Apprenticeship Initiatives: \$144.1 million

- Regional Trailblazer Universities \$118.9 million
- Background:
 - This measure provides \$2 billion to support regional initiatives, which will be appropriated to DITRDC.
 - Questions concerning the RAP should be directed to DITRDC.

Supporting Regionalisation (DITRDC)

(PBS page 18, BP2 pages 152–153)

- The Government will provide \$67.7 million over 8 years from 2021–22 for a package of measures to support sustainability, resilience, and job creation in regional Australia.
- Funding for DESE includes:
 - \$19.4 million over 5 years from 2021–22 to establish a new open grant round of the CCCF to support the establishment of new child care services in rural, remote and regional areas where there is limited supply of current child care services
 - The costs of this measure will be partially met from within the existing resources of DESE.
- PBS Table 1.2 includes amounts totalling \$1.4 million over the forward estimates for DESE.
 - The amounts are not identified in the PBS narrative.

Women's Leadership Package (Cross Portfolio)

(PBS page 13, BP2 pages 65–66)

- \$106.9 million over 5 years from 2021–22 to further promote women in leadership.
- Funding for DESE includes:
 - \$38.6 million over 4 years from 2022–23 (and \$9.3 million per year ongoing) to provide additional support for women who commence in trade occupations that are higher paying trade occupation on the Australian Apprenticeships Priority List, in order to boost the number of women participating in these roles

Women's Safety Package (Cross Portfolio)

(PBS pages 17, 18, BP2 pages 66–67)

- \$1.3 billion over 6 years from 2021–22 towards initiatives to reduce all forms of family, domestic and sexual violence (FDSV) against women and children, and to establish, enhance and expand initiatives that address the full life cycle of violence across prevention, early intervention, response and recovery. These measures will form the first phase of the Commonwealth's contribution to the National Plan to End Violence against Women and Children 2022–2032.
- Funding which incorporates funding for DESE includes:

- \$40.1 million from 2021–22 for further initiatives aimed at the prevention of FDSV, including the continuation of existing community-led prevention activities, updating respectful relationships, education, resources to align with the new curriculum, and funding for the Australian Human Rights Commission to undertake a survey of secondary school-age students on attitudes towards consent.
- PBS Table 1.2 includes amounts totalling \$38.6 million over the forward estimates for DESE.

Other measures led by other portfolios:

- *Changes to Visa Rules – supplementing Australia’s workforce during the recovery* (Home Affairs) (BP2 page 11)
- *Humanitarian Program 2022–23 and Update on Afghan Arrivals* (Home Affairs) (BP2 page 117)
- *Migration Program – 2022–23 planning levels* (Home Affairs) (BP2 page 12)

Efficiency Dividend

- The efficiency dividend will be applied at a rate of 1.0 per cent in 2022–23. It was 1.5 per cent in 2021–22.

Average Staffing Levels

- The average staffing levels (ASL) for the department as published in the 2022–23 PBS are shown against the Department of Education, Skills and Employment resource statement (page 21 of the PBS) and by each Outcome (pages 29, 49, 68 and 78 of the PBS).
- Total ASL:
 - 2022–23
 - 3,655 (Outcome 1: 779 / Outcome 2: 535 / Outcome 3: 956 / Outcome 4: 1,385).
 - 2021–22
 - 3,651 (Outcome 1: 797 / Outcome 2: 513 / Outcome 3: 924 / Outcome 4: 1,417).
 - 2020–21:
 - 3,340 (Outcome 1: 767 / Outcome 2: 458 / Outcome 3: 800 / Outcome 4: 1,315).
- ASL information is published by each portfolio in Budget Paper 4: Agency Resourcing. The Education, Skills and Employment Portfolio is shown on page 155.

Contingency Reserve

- DESE does not have visibility of the contents of the Contingency Reserve.

- [If pushed]
My understanding is that items typically contained in the Contingency Reserve include for example, commercial-in-confidence and national security-in-confidence matters, and items that have a significant amount of uncertainty at the time of publication, such as programs still under negotiation with State and Territory governments (2021-22 Budget, Budget Paper 1, Statement 6, page 193 and 2021-22 MYEFO, Appendix B, page 308).
- [If pushed] Matters around the Contingency Reserve are best directed to the Department of Finance.
- Background:
 - The Contingency Reserve (CR) is an allowance within the government's budget forecasts for items that either cannot, or should not, be allocated to specific programs at the time of publication.
 - The CR is used to ensure that the estimates are based on the best information available at the time of the budget forecast. It is not a general policy reserve (2021-22 Budget, Budget Paper 1, Statement 6, page 193 and 2021-22 MYEFO, Appendix B, page 308).

Financial Implications

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22 ⁴	2022-23 March
Number of copies printed¹	700	750	550	550	450	550	570	550
Pages	240	250	254	236	240	240	231	229
Printing cost (\$)	s 47G							
Overtime charge²								
Total cost (\$)								
Supplier	Canprint	Canprint	Canprint	Canprint	Canprint	Canprint	Canprint	Canprint

¹ The number of copies printed includes copies required for tabling, distribution to libraries, portfolio entities, the audit committee, and all SES in the department.

² s 47G

³ Invoice received on 29 May 2018. s 47G
s 47G

⁴ An omitted table was identified in the 2021-22 PBS prior to **Budget Day**. This was rectified immediately. The reprinted PBS was available ahead of the Budget lockup.

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SB22-000302

Research

- NIL

Media

- NIL

Last Cleared By	Craig Boyd
Date Last Cleared	27 September 2022

2022-23 BUDGET FACT SHEET No. 1**Education, Skills and Employment Portfolio
Administered Program Estimates****1. Administered Program Forward Estimates and Portfolio Agency funding as at 2022-23 Budget**

The estimates provided in Table 1 below represent the Department of Education, Skills and Employment and portfolio agencies. They also include appropriations held by Treasury.

The total administered expenses for the portfolio for 2022-23 are \$59.1 billion and \$242.7 billion across the forward estimates.

The net increase in total portfolio program spending over the forward estimates is \$3.8 billion.

Caution should be used when interpreting the forward estimates as they can fluctuate due to changes in projected growth rates for demand driven programs, indexation, and government decisions.

Table 1: Department of Education, Skills and Employment Administered Expenses and Portfolio Agency Funding as at 2022-23 Budget

Description	\$'000				
	2022-23	2023-24	2024-25	2025-26	Total
Child Care	11,015,508	11,617,982	12,132,160	12,705,022	47,470,672
Schools ¹	27,143,874	28,405,875	29,316,747	30,267,502	115,133,998
HERI	12,664,581	12,814,212	13,234,505	13,527,093	52,240,391
Skills and Training ¹	5,361,070	3,676,171	3,509,581	3,289,351	15,836,173
Employment	1,911,638	2,072,522	1,966,428	1,964,291	7,914,879
Total Department of Education, Skills and Employment	58,096,671	58,586,762	60,159,421	61,753,259	238,596,113
Portfolio Agencies					
ACARA ²	13,844	14,081	14,320	0	42,245
AITSL ²	9,312	8,049	8,111	0	25,472
ARC - Administered Expenses and Departmental Revenue from Government ³	882,683	924,163	967,326	1,004,109	3,778,281
ASQA - Revenue from Government ³	45,165	44,428	42,596	42,886	175,075
TEQSA - Revenue from Government ³	20,373	20,328	20,369	20,508	81,578
Total Portfolio Agencies	971,377	1,011,049	1,052,722	1,067,503	4,102,651
Grand Total	59,068,048	59,597,811	61,212,143	62,820,762	242,698,764

1. Includes estimates for amounts appropriated to Treasury for National Partnerships: National School Chaplaincy Program, Preschool Reform, National Skills and Workforce Development, Skilling Australians Fund, Energising Tasmania and TAFE Infrastructure Revitalisation Initiative and JobTrainer Fund.
2. ACARA/AITSL have funding arrangements to 2024-25, therefore the decrease is not a true reflection of funding for agencies. i.e. new agreements will be in place to continue funding in due course.
3. ARC, ASQA and TEQSA are directly appropriated from Government.

Chart 1: Administered Program forward estimates as at 2022-23 Budget

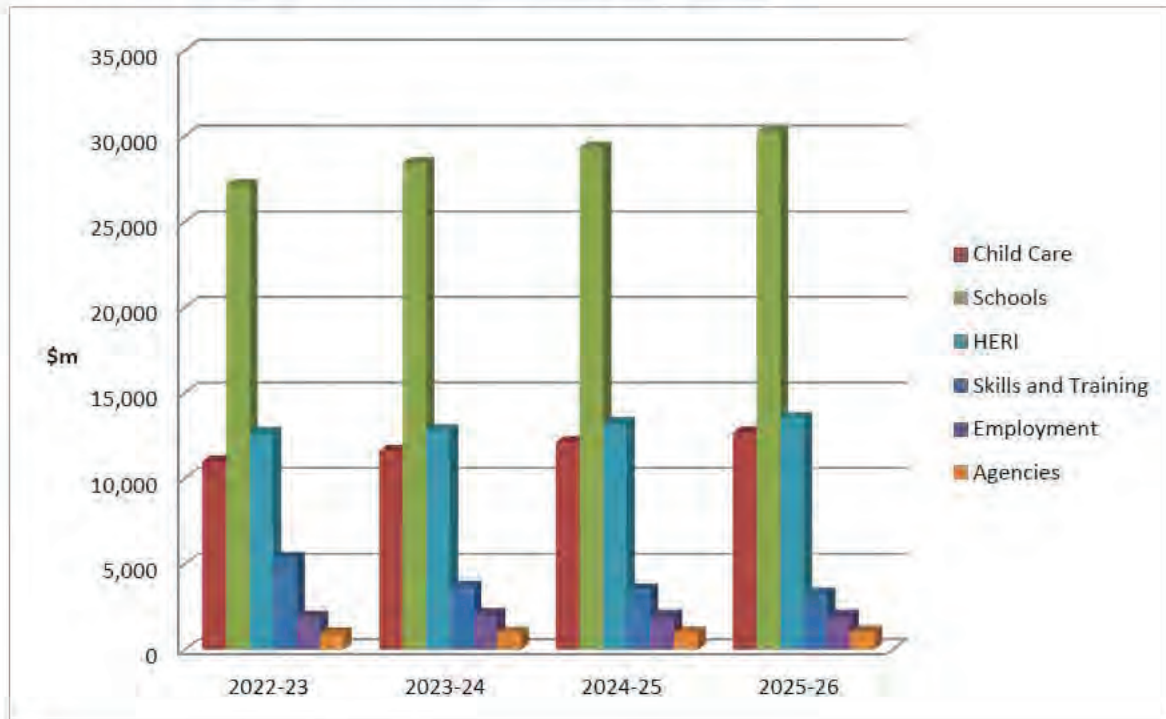


Chart 2: Education Portfolio forward estimates as at 2022-23 Budget

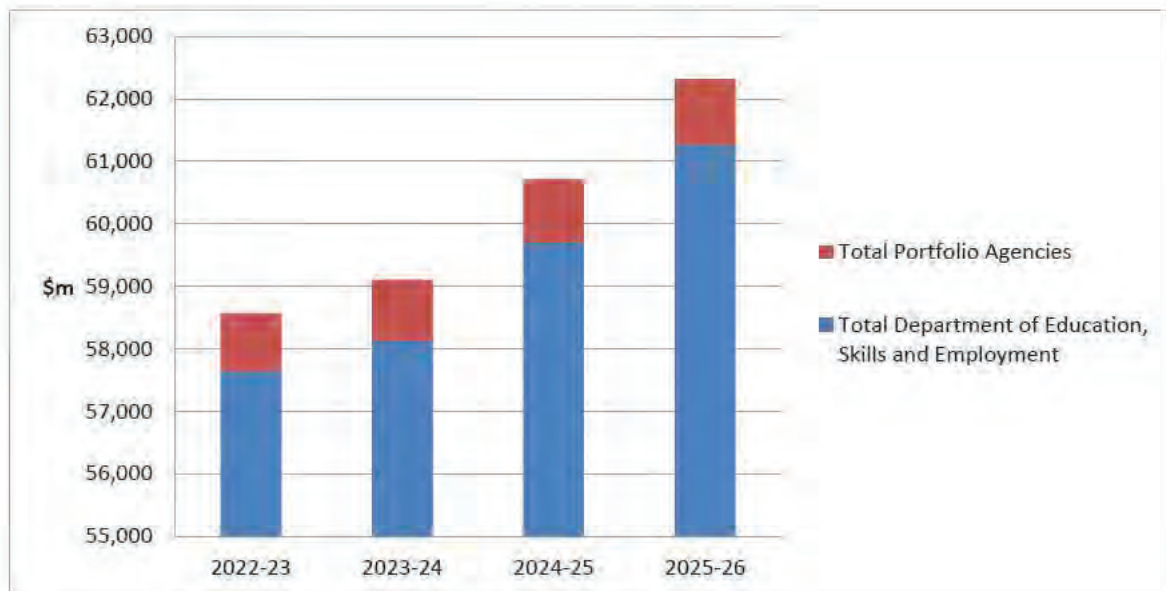
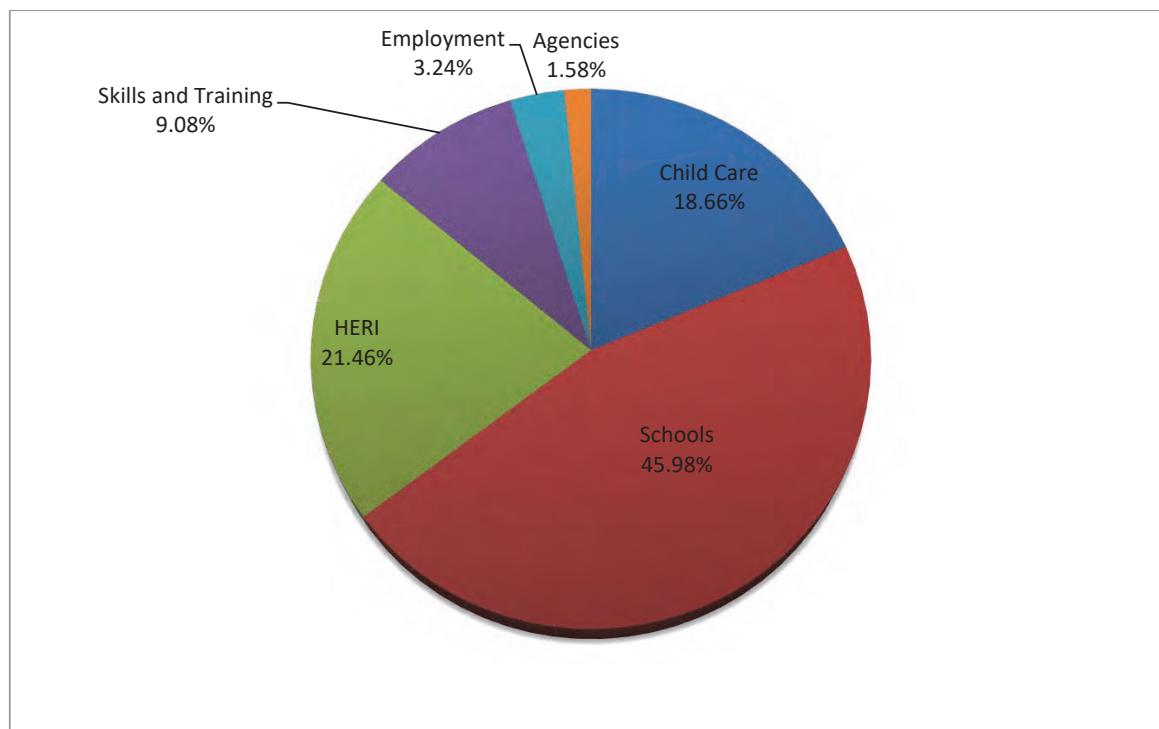


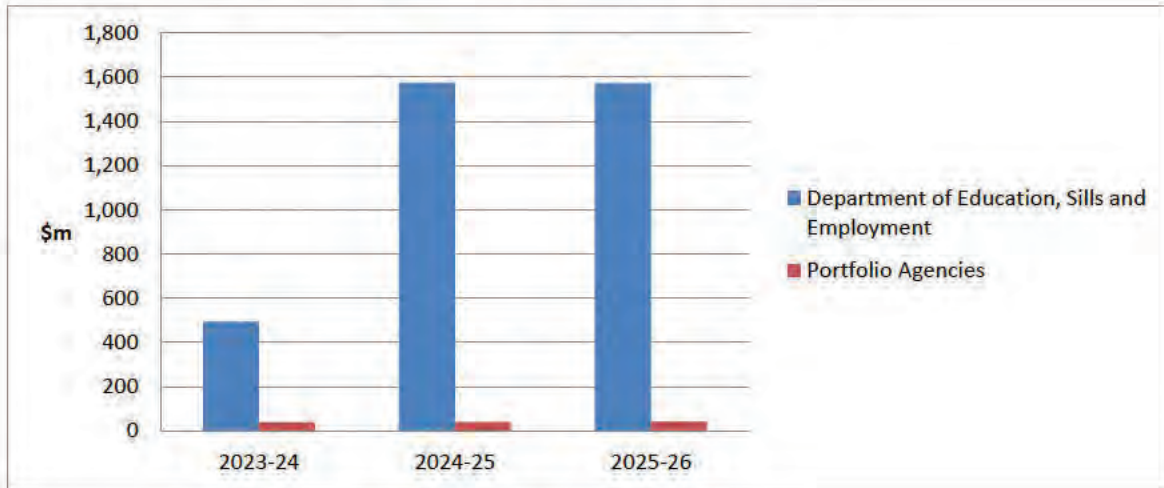
Chart 3: Distribution of the Education Portfolio 2022-23 program estimates

The year on year movement in the portfolio program estimates (shown in Table 1) is provided in Table 2 and presented in Chart 4 below.

Table 2: Year on Year Movement

Description	\$'000				
	2022-23	2023-24	2024-25	2025-26	Total
Outcome 1 - Administered Expenses		1,864,475	1,425,050	1,523,617	4,813,142
Outcome 2 - Administered Expenses		149,631	420,293	292,588	862,512
Outcome 3 - Administered Expenses		-1,684,899	-166,590	-220,230	-2,071,719
Outcome 4 - Administered Expenses		160,884	-106,094	-2,137	52,653
Total Department of Education, Skills and Employment	0	490,091	1,572,659	1,593,838	3,656,588
Portfolio Agencies					
ACARA		237	239	-14,320	-13,844
AITSL		-1,263	62	-8,111	-9,312
ARC		41,480	43,163	36,783	121,426
ASQA		-737	-1,832	290	-2,279
TEQSA		-45	41	139	135
Total Portfolio Agencies	0	39,672	41,673	14,781	96,126
Department of Education, Skills and Employment	0	490,091	1,572,659	1,593,838	3,656,588
Portfolio Agencies	0	39,672	41,673	14,781	96,126
Total Education, Skills and Employment Portfolio	0	529,763	1,614,332	1,608,619	3,752,714

Chart 4: Year on year movement in Education Portfolio program estimates



Outcome 1 Administered Programs as at 2022-23 Budget

Description	Appropriation Type	2021-22 Estimated Actual	Forward Estimates as at 2022-23 Budget (\$'000)				4 Yr Total 2022-23 to 2025-26
			2022-23	2023-24	2024-25	2025-26	
Program 1.1 Support for the Child Care System							
Child Care Services Support							
Interim Home Based Carer Subsidy	Annual Appropriation Bill No. 1	12	12	12	12	12	48
Inclusion Support Program	Annual Appropriation Bill No. 1	211,644	132,696	132,696	132,696	133,296	531,384
Community Child Care Fund	Annual Appropriation Bill No. 1	111,510	107,461	107,072	108,264	109,670	432,467
Child Care Subsidy Annual Costs	Annual Appropriation Bill No. 1	1,105	1,105	1,105	1,105	1,105	4,420
Quality Support	Annual Appropriation Bill No. 1	20,711	23,278	18,840	18,403	18,641	79,162
Program Support	Annual Appropriation Bill No. 1	1,005	1,019	1,032	1,043	1,057	4,151
Child Care Early Learning Projects	Annual Appropriation Bill No. 1	1,986	2,014	2,040	2,062	2,089	8,205
In Home Care	Annual Appropriation Bill No. 1	5,000	5,000	5,000	5,000	5,000	20,000
Early Years Education Program	Annual Appropriation Bill No. 1	1,425	1,800	2,700	3,070	-	7,570
Early Learning Teaching Trial	Annual Appropriation Bill No. 1	1,300	250	300	-	-	550
Connected Beginnings Program	Annual Appropriation Bill No. 1	16,373	20,341	24,697	28,398	27,210	100,646
Community Child Care Fund - Special Circumstances	Special Appropriation	22,392	7,700	4,000	4,000	4,000	19,700
<i>Child Care Services Support</i>		394,463	302,676	299,494	304,053	302,080	1,208,303
Total 1.1 Support for the Child Care System ²		394,463	302,676	299,494	304,053	302,080	1,208,303
Program 1.2 Child Care Subsidy							
Child Care Subsidy ¹	Special Appropriation	9,917,781	10,712,844	11,318,500	11,828,119	12,402,954	46,262,417
Total 1.2 Child Care Subsidy		9,917,781	10,712,844	11,318,500	11,828,119	12,402,954	46,262,417
Total Child Care		10,312,244	11,015,520	11,617,994	12,132,172	12,705,034	47,470,720

Description	Appropriation Type	2021-22 Estimated Actual	Forward Estimates as at 2022-23 Budget (\$'000)				4 Yr Total 2022-23 to 2025-26
			2022-23	2023-24	2024-25	2025-26	
Program 1.3 Government Schools National Support							
Government Schools - Recurrent	Special Appropriation	9,711,774	10,272,131	10,798,362	11,212,293	11,647,746	43,930,532
Additional Support for Northern Territory Schools (SPP745)	Annual Appropriation Bill No. 2	14,242	12,263	10,035	7,536	4,745	34,579
Total 1.3 Government Schools National Support		9,726,016	10,284,394	10,808,397	11,219,829	11,652,491	43,965,111
Program 1.4 Non-Government Schools National Support							
Non-Government Schools - Recurrent	Special Appropriation	14,967,663	15,779,560	16,567,852	17,144,726	17,668,632	67,160,770
Non-Government Schools - Capital	Special Appropriation	180,253	193,262	196,317	205,371	215,033	809,983
NGRB - AIS (SPP656)	Annual Appropriation Bill No. 2	19,503	17,851	5,100	-	-	22,951
NGRB - Catholic Education Commissions (SPP656)	Annual Appropriation Bill No. 2	25,510	24,162	6,904	-	-	31,066
Adjustment Assistance (SPP740)	Annual Appropriation Bill No. 2	1,676	491	-	-	-	491
Choice and Affordability Fund (SPP775)	Annual Appropriation Bill No. 2	107,682	110,912	114,240	117,667	121,197	464,016
Total 1.4 Non-Government Schools National Support		15,302,287	16,126,238	16,890,413	17,467,764	18,004,862	68,489,277
Total Students First Funding		25,028,303	26,410,632	27,698,810	28,687,593	29,657,353	112,454,388

Description	Appropriation Type	2021-22 Estimated Actual	Forward Estimates as at 2022-23 Budget (\$'000)				4 Yr Total 2022-23 to 2025-26
			2022-23	2023-24	2024-25	2025-26	
Program 1.5 Early Learning and Schools Support							
Early Learning Support							
Universal Access to Pre-School - Research Component	Annual Appropriation Bill No. 1	2,679	1,000	-	-	-	1,000
Preschools Data Framework	Annual Appropriation Bill No. 1	2,770	8,903	6,591	4,581	4,691	24,766
Australian Early Development Census	Annual Appropriation Bill No. 1	12,315	4,496	12,508	10,559	6,018	33,581
Total Early Learning Support		17,764	14,399	19,099	15,140	10,709	59,347
Schools Support							
English Language Learning for Indigenous Children	Annual Appropriation Bill No. 1	1,084	-	-	-	-	-
Grants-in-Aid	Annual Appropriation Bill No. 1	1,408	1,430	1,452	1,474	1,496	5,852
Helping Children with Autism	Annual Appropriation Bill No. 1	6,139	6,237	6,330	6,425	6,522	25,514
National Assessment Reform	Annual Appropriation Bill No. 1	2,200	2,200	2,200	2,200	2,200	8,800
National School Resourcing Board	Annual Appropriation Bill No. 1	960	979	994	1,012	1,030	4,015
Delivering Respect Matters	Annual Appropriation Bill No. 1	1,875	-	-	-	-	-
Life Education - Being Healthy, Being Active	Annual Appropriation Bill No. 1	700	900	1,700	1,700	1,700	6,000
Online Teaching and Learning Courses to Support Mathematics	Annual Appropriation Bill No. 1	2,825	2,824	-	-	-	2,824
National Phonics Check	Annual Appropriation Bill No. 1	4,300	-	-	-	-	-
Rural Inspire	Annual Appropriation Bill No. 1	500	-	-	-	-	-
High Achieving Teachers Program and Future Leaders Program	Annual Appropriation Bill No. 1	15,900	2,250	-	-	-	2,250
Respectful Interfaith School Education	Annual Appropriation Bill No. 1	1,000	500	-	-	-	500
Supporting Quality Boarding for Rural and Remote Students	Annual Appropriation Bill No. 1	-	19,250	3,500	3,450	1,900	28,100
Engaged Classrooms	Annual Appropriation Bill No. 1	3,650	2,050	300	-	-	2,350
Literacy Support for Tasmanian Students - Government (SPP747)	Annual Appropriation Bill No. 2	2,000	2,000	2,000	2,000	2,000	8,000
School Education Support	Annual Appropriation Bill No. 1	7,500	25,750	33,176	23,062	9,436	91,424
Quality Outcomes							
Quality Outcomes - Other	Annual Appropriation Bill No. 1	2,129	2,162	2,194	2,228	2,262	8,846
PACER	Annual Appropriation Bill No. 1	135	6,088	6,180	6,272	6,366	24,906
Australian Government Quality Teacher Program ³	Annual Appropriation Bill No. 1	4,288	4,357	4,422	4,488	4,556	17,823
Civics and Citizenship	Annual Appropriation Bill No. 1	1,106	1,377	1,398	1,419	1,440	5,634
Schools National Projects	Annual Appropriation Bill No. 1	2,150	2,184	2,217	2,250	2,284	8,935
ACARA Baseline ⁴	Annual Appropriation Bill No. 1	12,522	12,604	12,678	12,758	12,835	50,875
AITSL Baseline ³	Annual Appropriation Bill No. 1	3,640	3,640	3,640	3,640	3,640	14,560
Endeavour Language Teacher Fellowships	Annual Appropriation Bill No. 1	700	700	700	700	700	2,800
Framework for Open Learning	Annual Appropriation Bill No. 1	518	527	539	553	568	2,187
Supporting Artificial Intelligence in Schools	Annual Appropriation Bill No. 1	300	-	-	-	-	-
Australian Constitution Centre	Annual Appropriation Bill No. 1	-	-	-	-	-	-
Arts Education	Annual Appropriation Bill No. 1	570	320	-	-	-	320
Connected Youth and Communities	Annual Appropriation Bill No. 1	1,925	2,006	2,064	2,112	-	6,182
Duke of Edinburgh's International Award Australia	Annual Appropriation Bill No. 1	3,000	-	-	-	-	-
Quality Outcomes		32,983	35,965	36,032	36,420	34,651	143,068

Science, Technology, Engineering and Mathematics (STEM)							
Summer Schools for STEM	Annual Appropriation Bill No. 1	550	550	700	-	-	1,250
<i>Science, Technology, Engineering and Mathematics (STEM)</i>		550	550	700	-	-	1,250
National Schools Reform							
National Schools Reform Program ^{3,4}	Annual Appropriation Bill No. 1	7,590	14,000	8,128	-	-	22,128
Nationally Consistent Collection of Data	Annual Appropriation Bill No. 1	7,295	6,159	5,456	6,906	-	18,521
National School Reform Agreement ⁵							-
Learning Progressions	Annual Appropriation Bill No. 1	NFP	NFP	NFP	NFP	NFP	-
Formative Assessment	Annual Appropriation Bill No. 1	NFP	NFP	NFP	NFP	NFP	-
Review of Senior Secondary Education	Annual Appropriation Bill No. 1	NFP	NFP	NFP	NFP	NFP	-
National Teacher Workforce Strategy	Annual Appropriation Bill No. 1	NFP	NFP	NFP	NFP	NFP	-
Strengthening Teacher Education Accreditation Systems - AITSL ³	Annual Appropriation Bill No. 1	NFP	NFP	NFP	NFP	NFP	-
Unique Student Identifier (Schools)	Annual Appropriation Bill No. 1	NFP	NFP	NFP	NFP	NFP	-
Australian Education Research Organisation	Annual Appropriation Bill No. 1	10,000	10,000	10,000	10,000	10,000	40,000
Data Quality (Schools)	Annual Appropriation Bill No. 1	NFP	NFP	NFP	NFP	NFP	-
<i>National Schools Reform</i>		24,885	30,159	23,584	16,906	10,000	80,649
Students Support Package							
Supporting Transitions to Work and Study for Disadvantaged Youth	Annual Appropriation Bill No. 1	9,600	11,000	13,500	-	-	24,500
Good to Great Schools - Effective Instruction	Annual Appropriation Bill No. 1	1,890	1,990	995	-	-	2,985
STEM	Annual Appropriation Bill No. 1	6,120	5,925	6,525	5,450	-	17,900
Islamic Museum of Australia	Annual Appropriation Bill No. 1	700	700	300	-	-	1,000
Anti-Defamation Commission - Holocaust Education	Annual Appropriation Bill No. 1	750	750	750	-	-	1,500
Emerging Priorities	Annual Appropriation Bill No. 1	23,657	4,050	-	-	-	4,050
Clontarf Foundation ⁶	Annual Appropriation Bill No. 1	-	16,065	16,306	-	-	32,371
<i>Students Support Package</i>		42,717	40,480	38,376	5,450	-	84,306
Supporting Australia's teacher workforce							
Australian Teacher Workforce Data Collection	Annual Appropriation Bill No. 1	1,513	1,413	1,416	1,429	1,453	5,711
Literacy and Numeracy Test for Initial Teacher Education	Annual Appropriation Bill No. 1	1,600	800	800	800	1,000	3,400
<i>Supporting Australia's teacher workforce</i>		3,113	2,213	2,216	2,229	2,453	9,111
Closing the Gap - Schools and Youth Initiatives							
City-Country School Partnerships Measure	Annual Appropriation Bill No. 1	8,860	8,965	7,166	-	-	16,131
Building on Country Boarding Schools Measure	Annual Appropriation Bill No. 1	65	130	130	195	-	455
Building on Country Boarding Schools Measure	Annual Appropriation Bill No. 2	2,575	26,850	26,850	9,775	-	63,475
Scaling Up Proven Reading Programs Measure	Annual Appropriation Bill No. 1	3,294	7,169	7,169	3,819	1,900	20,057
<i>Closing the Gap - Schools and Youth Initiatives</i>		14,794	43,114	41,315	13,789	1,900	100,118
Respectful Relations Education							
Respectful Relationships Program	Annual Appropriation Bill No. 1	-	4,123	196	198	363	4,880
National Consent Survey	Annual Appropriation Bill No. 1	2,000	3,000	-	-	-	3,000
<i>Respectful Relations Education</i>		2,000	7,123	196	198	363	7,880
Total Schools Support		173,083	225,974	194,071	116,315	75,651	612,011
Total 1.5 Early Learning and Schools Support		190,847	240,373	213,170	131,455	86,360	671,358

National Partnerships*		Forward Estimates as at 2022-23 Budget (\$'000)					4 Yr Total 2022-23 to 2025-26
		2021-22 Estimated Actual	2022-23	2023-24	2024-25	2025-26	
Description	Appropriation Type						
Program 1.5 Early Learning and Schools Support							
Universal Access ⁷	Special Appropriation - Treasury	317,221	-	-	-	-	-
National School Chaplaincy	Special Appropriation - Treasury	61,435	61,435	61,435	61,435	61,435	245,740
Preschool Reform Agreement ⁷	Special Appropriation - Treasury	166,702	454,590	458,695	462,354	326,589	1,702,228
Total 1.5 Early Learning and Schools Support		545,358	516,025	520,130	523,789	388,024	1,947,968
Total National Partnerships		545,358	516,025	520,130	523,789	388,024	1,947,968

¹ From 1 July 2021 the ACCS will be reported under the Child Care Subsidy following administrative changes to the way ACCS is administered resulting from the Better Child Care Regulation measure.

² Slight difference to 2.1 expense table in 2022-23 PBS document. This is due to an accounting treatment for childcare centre leases.

³ AITSL total funding is made up of AITSL base line funding Australian Government Quality Teacher Program Strengthening Teacher Education Accreditation Systems - AITSL and contributions from National School Reform Program.

⁴ ACARA total funding made up of ACARA Baseline and contributions from the National Schools Reform Program and Embracing the Digital Age.

⁵ The financial implications for components of this 2018-19 MYEFO measure are not for publication.

⁶ Clontarf Foundation funding for 2020-21 and 2021-22 is being delivered by the National Indigenous Australians Agency (NIAA).

⁷ Replaced by the new Preschool Reform Agreement commencing 2022. Note in 2021-22: amount for Implementation Funding is included.

*Appropriation held by Treasury

SUMMARY - EXPENSES BY FUNDING SOURCE						
Description	2021-22 Estimated Actual	Forward Estimates as at 2022-23 Budget				4 Yr Total 2022-23 to 2025-26
		2022-23	2023-24	2024-25	2025-26	
Students First - Special Appropriation	24,859,690	26,244,953	27,562,531	28,562,390	29,531,411	111,901,285
Child Care - Special Appropriation	9,940,173	10,720,544	11,322,500	11,832,119	12,406,954	46,282,117
Appropriation Bill No. 1	558,343	506,499	479,814	419,733	382,440	1,788,486
Appropriation Bill No. 2	173,188	194,529	165,129	136,978	127,942	624,578
Outcome 1 Total	35,531,394	37,666,525	39,529,974	40,951,220	42,448,747	160,596,466
Special Appropriation - Treasury	545,358	516,025	520,130	523,789	388,024	1,947,968
Outcome 1 with Treasury Total	36,076,752	38,182,550	40,050,104	41,475,009	42,836,771	162,544,434

Outcome 2 Administered Programs as at 2022-23 Budget

Description	Appropriation Type	2021-22 Estimated Actual	Forward Estimates as at 2022-23 Budget (\$000)				4 Yr Total 2022-23 to 2025-26
			2022-23	2023-24	2024-25	2025-26	
Program 2.1 Commonwealth Grant Scheme							
Cluster Fund and Place Loadings	Special Appropriation	7,206,905	7,198,709	7,172,847	7,362,284	7,678,388	29,412,228
Transition Fund Loading	Special Appropriation	348,420	154,245	48,946	-	-	203,191
Total 2.1 Commonwealth Grant Scheme		7,555,325	7,352,954	7,221,793	7,362,284	7,678,388	29,615,419
Program 2.2 Higher Education Superannuation Program							
Higher Education Support Act 2003 - Superannuation Programme	Special Appropriation	131,494	125,148	118,512	111,800	105,029	460,489
Total 2.2 Higher Education Superannuation Program		131,494	125,148	118,512	111,800	105,029	460,489
Program 2.3 Higher Education Support							
National Disability Coordination Officer	Appropriation Bill No. 1	4,480	4,556	4,624	4,698	4,769	18,647
Quality Indicators for Learning and Teaching	Appropriation Bill No. 1	7,126	7,281	7,920	8,071	9,714	32,986
Australian Mathematical Sciences Institute (AMSI)	Special Appropriation	528	540	556	569	584	2,249
Disability Support Program	Special Appropriation	8,023	8,132	8,367	8,572	8,791	33,862
National Institutes	Special Appropriation	233,895	239,055	245,962	251,993	258,417	995,427
Jobs and Growth in Tasmania	Special Appropriation	65,000	25,000	12,000	-	-	37,000
Rural and Regional Enterprise Scholarships	Appropriation Bill No. 1	15,449	4,500	-	-	-	4,500
Improved Support for Regional Universities	Special Appropriation	14,021	10,862	12,561	14,640	14,522	52,585
Central Coast Health and Wellbeing Precinct	Special Appropriation	2,500	2,500	750	-	-	3,250
Central Queensland School of Mining and Manufacturing	Special Appropriation	15,000	1,500	-	-	-	1,500
Collaboration Pilots - Naval Shipbuilding	Special Appropriation	521	-	-	-	-	-
Collaboration Pilots - Industry 4.0	Special Appropriation	3,560	3,140	-	-	-	3,140
National Microcredentials Marketplace	Appropriation Bill No. 1	1,060	530	-	-	-	530
National Priorities and Industry Linkage Fund	Special Appropriation	226,264	231,255	237,938	243,771	249,986	962,950
Indigenous, Regional and Low SES Attainment Fund	Special Appropriation	267,749	265,033	272,725	278,928	286,018	1,102,704
Tertiary Access Payment (University)	Special Appropriation	1,816	-	-	-	-	-
Tertiary Access Payment	Appropriation Bill No. 1	25,768	40,298	50,930	52,899	52,824	196,951
Women in STEM	Special Appropriation	6,549	7,882	6,448	2,815	-	17,145
Higher Education and Offshore Microcredentials	Special Appropriation	-	9,036	6,131	4,696	6,888	26,751
Total 2.3 Higher Education Support		899,309	861,100	866,912	871,652	892,513	3,492,177
Program 2.4 Higher Education Loan Program							
Higher Education Loan Program	Special Appropriation	2,044,656	1,790,635	1,873,465	1,959,727	1,897,762	7,521,589
Higher Education Tuition Protection Fund	Special Account	2,679	2,783	2,892	3,008	3,129	11,812
Total 2.4 Higher Education Loan Program		2,047,335	1,793,418	1,876,357	1,962,735	1,900,891	7,533,401
Program 2.5 Investment in Higher Education Research							
Research Support Program	Special Appropriation	930,659	951,188	978,674	1,002,668	1,028,230	3,960,760
Research Training Program	Special Appropriation	1,069,182	1,092,766	1,124,344	1,151,909	1,181,153	4,550,172
Total 2.5 Investment in Higher Education Research		1,999,841	2,043,954	2,103,018	2,154,577	2,209,383	8,510,932
Program 2.6 Research Capacity							
National Collaborative Research Infrastructure Strategy	Appropriation Bill No. 1	273,567	286,043	396,826	496,739	454,441	1,634,049
Grants in Aid - ANZAAS	Special Appropriation	25	26	27	27	28	108
Learned Academies	Special Appropriation	5,170	5,351	5,474	5,616	5,756	22,197
Australian Academy of Health and Medical Sciences	Special Appropriation	505	521	531	544	557	2,153
Enhance Research Capacity of Regional Universities	Special Appropriation	13,255	15,254	18,429	20,527	20,577	74,787
Strategic University Reform Fund	Special Appropriation	20,090	10,381	10,483	-	-	20,864
Centre for Augmented Reasoning	Special Appropriation	5,000	5,000	5,000	-	-	10,000
Trailblazer Universities Program	Special Appropriation	-	81,760	53,044	54,371	55,729	244,904
Increase Workforce Mobility	Special Appropriation	-	5,660	9,647	15,183	20,964	51,454
Launch Australia's Economic Accelerator	Special Appropriation	12	49,160	99,444	149,498	154,601	452,703
Total 2.6 Research Capacity		317,624	459,156	598,905	742,505	712,653	2,513,219
Program 2.7 International Education Support							
International Education Support	Appropriation Bill No. 1	47,505	23,519	23,179	23,201	22,260	92,159
Overseas Students Tuition Fund	Special Account	9,153	4,350	4,556	4,772	4,999	18,677
SOETM - Chueng Kong	Special Account	1,538	982	980	979	977	3,918
Total 2.7 International Education Support		58,196	28,851	28,715	28,952	28,236	114,754

SUMMARY - EXPENSES BY FUNDING SOURCE

Description	2021-22 Estimated Actual	Forward Estimates at 2022-23 Budget (\$000)				4 Yr Total 2022-23 to 2025-26
		2022-23	2023-24	2024-25	2025-26	
Higher Education Support Act - Special Appropriation	12,620,799	12,289,739	12,322,305	12,640,138	12,973,980	50,226,162
Special Account	13,370	8,115	8,428	8,759	9,105	34,407
Appropriation Bill No. 1	374,955	366,727	483,479	585,608	544,008	1,979,822
Outcome 2 Total	13,009,124	12,664,581	12,814,212	13,234,505	13,527,093	52,240,391

Outcome 3 Administered Programs as at 2022-23 Budget

Description	Appropriation Type	2021-22 Estimated Actual	Forward Estimates as at 2022-23 (S000)				4 Yr Total 2022-23 to 2025-26
			2022-23	2023-24	2024-25	2025-26	
3.1.1 Skills Development							
Australian Apprenticeship Support Network	Appropriation Bill No. 1	329,563	263,869	235,797	214,387	205,807	919,860
Australian Apprenticeship Incentives Program	Appropriation Bill No. 1	3,946,458	2,600,511	1,169,201	1,050,560	803,572	5,623,844
Commonwealth Scholarships Program for South Australia	Appropriation Bill No. 1	100	-	-	-	-	-
Commonwealth Scholarships Program for Young Australians	Appropriation Bill No. 1	5,582	-	-	-	-	-
Mid-Career Checkpoint	Appropriation Bill No. 1	12,150	24,747	36,473	-	-	61,220
Skills Checkpoint for Older Workers Program	Appropriation Bill No. 1	5,687	7,428	7,489	4,222	4,287	23,426
Trades Recognition Australia - Job Ready Program	Appropriation Bill No. 1	13,774	10,442	11,793	13,168	13,168	48,571
Trades Recognition Australia - Outsourced services administration fee	Appropriation Bill No. 1	30,717	30,717	30,717	30,717	30,717	122,868
Accelerating Australian Apprenticeships Pilot	Appropriation Bill No. 1	2,955	6,895	-	-	-	6,895
Migrant Skills Incentive	Appropriation Bill No. 1	11,476	6,681	100	-	-	6,781
Trade Support Loans	Special Appropriation	61,106	63,543	70,415	75,050	75,602	284,610
Total 3.1.1 Skills Development		4,419,568	3,014,833	1,561,985	1,388,104	1,133,153	7,098,075
Program 3.1.2 Access to Training							
Skills for Education and Employment	Appropriation Bill No. 1	99,461	125,418	132,094	140,118	142,221	539,851
Foundation Skills for Your Future Program	Appropriation Bill No. 1	14,283	14,283	12,139	-	-	26,422
Foundation Skills for Your Future - Remote Community Pilots	Appropriation Bill No. 1	3,284	3,326	-	-	-	3,326
Total 3.1.2 Access to Training		117,028	143,027	144,233	140,118	142,221	569,599
Program 3.1.3 Support for the National Training System							
Australian Industry and Skills Committee	Appropriation Bill No. 1	1,550	787	-	-	-	787
Industry Training Hubs	Appropriation Bill No. 1	14,722	16,735	-	-	-	16,735
Industry Workforce Training	Appropriation Bill No. 1	40,025	29,094	9,145	8,794	8,925	55,958
Integrated Information Service	Appropriation Bill No. 1	1,820	847	876	903	916	3,542
Licensing of International Vocational Education and Training (VET) courses	Appropriation Bill No. 1	1,193	1,193	1,193	1,193	1,193	4,772
My Skills Website	Appropriation Bill No. 1	585	594	604	612	-	1,810
National Career Institute and Ambassador	Appropriation Bill No. 1	14,009	16,601	1,067	-	-	17,668
National Centre for Vocational Education Research	Appropriation Bill No. 1	715	726	737	748	759	2,970
National Skills Commission	Appropriation Bill No. 1	7,200	4,365	2,400	1,900	1,900	10,565
National Training System COPE - Other	Appropriation Bill No. 1	41,457	48,249	32,090	32,365	32,851	145,555
National Training System COPE - USI	Appropriation Bill No. 1	5,523	5,618	5,702	5,793	5,880	22,993
Skills Communication Campaign	Appropriation Bill No. 1	19,433	-	-	-	-	-
Skills Organisation Pilots	Appropriation Bill No. 1	15,195	9,839	-	-	-	9,839
VET Data Streamlining	Appropriation Bill No. 1	16,111	13,032	9,001	6,678	6,778	35,489
VET Information Strategy	Appropriation Bill No. 1	787	1,024	574	589	603	2,790
Nationally Consistent and Accessible Subsidy and Apprenticeship Information	Appropriation Bill No. 1	2,100	5,645	1,547	1,547	1,547	10,286
Industry Clusters	Appropriation Bill No. 1	7,044	74,127	105,265	107,479	109,091	395,962
Total 3.1.3 Support for the National Training System		189,469	228,476	170,201	168,601	170,443	737,721
Program 3.2 VET Student Loans							
VET Student Loans	Special Appropriation	134,563	133,580	144,575	152,213	156,774	587,142
VSL Tuition Protection Fund Special Account ¹	Special Account	917	2,478	2,580	2,687	2,791	10,536
Total 3.2 VET Student Loans		135,480	136,058	147,155	154,900	159,565	597,678

¹ This special account is funded by Annual Appropriation Bill (No.1) and receipts from Independent Sources.

National Partnerships*

Description	Appropriation Type	2021-22 Estimated Actual	Forward Estimates as at 2022-23 (S000)				4 Yr Total 2022-23 to 2025-26
			2022-23	2023-24	2024-25	2025-26	
National Skills and Workforce Development - Government	Special Appropriation - Treasury	1,577,500	1,605,737	1,630,546	1,657,858	1,683,969	6,578,110
Skilling Australians Fund	Special Appropriation - Treasury	127,100	-	-	-	-	-
Energising Tasmania	Special Appropriation - Treasury	4,629	4,698	-	-	-	4,698
TAFE Infrastructure Revitalisation Initiative	Special Appropriation - Treasury	27,270	1,780	-	-	-	1,780
JobTrainer Fund	Special Appropriation - Treasury	413,598	226,461	22,051	-	-	248,512
Total National Partnerships		2,150,097	1,838,676	1,652,597	1,657,858	1,683,969	6,833,100

*Appropriation held by Treasury

SUMMARY - EXPENSES BY FUNDING SOURCE

Description	2021-22 Estimated Actual	Forward Estimates as at 2022-23 (S000)				4 Yr Total 2022-23 to 2025-26
		2022-23	2023-24	2024-25	2025-26	
Special Appropriation - Trade Support Loans Act 2014	61,106	63,543	70,415	75,050	75,602	284,610
Special Appropriation - VET Student Loans Act 2016	134,563	133,580	144,575	152,213	156,774	587,142
Special Account	917	2,478	2,580	2,687	2,791	10,536
Appropriation Bill No. 1	4,664,959	3,322,793	1,806,004	1,621,773	1,370,215	8,120,785
Outcome 3 Total	4,861,545	3,522,394	2,023,574	1,851,723	1,605,382	9,003,073
Special Appropriation - Treasury	2,150,097	1,838,676	1,652,597	1,657,858	1,683,969	6,833,100
Outcome 3 with Treasury Total	7,011,642	5,361,070	3,676,171	3,509,581	3,289,351	15,836,173

Outcome 4 Administered Programs as at 2022-23 Budget

Description	Appropriation Type	2021-22 Estimated Actual	Forward Estimates as at 2022-23 (\$000)				4 Yr Total 2022-23 to 2025-26
			2022-23	2023-24	2024-25	2025-26	
4.1 Employment Services							
jobactive - Demand driven	Appropriation Bill No. 1	1,604,981	122,121	-	-	-	122,121
jobactive - Non- Demand driven							
JA LMSS	Appropriation Bill No. 1	13,595	-	-	-	-	-
JA Evaluation	Appropriation Bill No. 1	1,823	-	-	-	-	-
JA Harvest Labour Services	Appropriation Bill No. 1	15,530	2,511	-	-	-	2,511
JA NEIS	Appropriation Bill No. 1	139,991	-	-	-	-	-
JA Communications	Appropriation Bill No. 1	6,487	-	-	-	-	-
JA Launch into Work	Appropriation Bill No. 1	6,820	-	-	-	-	-
JA Targeted Compliance Framework	Appropriation Bill No. 1	1,741	-	-	-	-	-
JA Flexible Funding Yarrabah	Appropriation Bill No. 1	1,300	-	-	-	-	-
JA New Remote Employment Model	Appropriation Bill No. 1	335	-	-	-	-	-
jobactive - Non- Demand driven		187,622	2,511	-	-	-	2,511
Total jobactive		1,792,603	124,632	-	-	-	124,632
Workforce Australia - Demand driven	Appropriation Bill No. 1	124	1,086,316	1,338,878	1,276,854	1,309,913	5,011,961
Workforce Australia - Non- Demand driven							
WA - LMSS	Appropriation Bill No. 1	-	13,500	13,500	13,500	13,500	54,000
WA - Evaluation	Appropriation Bill No. 1	-	2,164	1,676	2,042	1,603	7,485
WA - Harvest Trail Services	Appropriation Bill No. 1	-	10,676	10,676	10,676	10,676	42,704
WA - Communications	Appropriation Bill No. 1	-	2,040	2,000	-	-	4,040
WA - Launch into Work	Appropriation Bill No. 1	-	19,755	19,755	19,805	19,980	79,295
WA - Flexible Funding Yarrabah	Appropriation Bill No. 1	-	1,300	1,300	1,300	1,300	5,200
WA - Workforce specialists	Appropriation Bill No. 1	-	12,480	12,480	12,480	12,480	49,920
WA - Capacity Building Fund	Appropriation Bill No. 1	2,000	2,000	500	500	500	3,500
WA - NEIS	Appropriation Bill No. 1	6,332	160,119	174,412	176,936	184,213	695,680
Workforce Australia - Non- Demand driven		8,332	224,034	236,299	237,239	244,252	941,824
Total Workforce Australia		8,456	1,310,350	1,575,177	1,514,093	1,554,165	5,953,785
Seasonal Worker Programme	Appropriation Bill No. 1	500	-	-	-	-	-
Time to Work (TWES)	Appropriation Bill No. 1	3,422	2,681	-	-	-	2,681
Transition to Work (TtW)							
Transition to Work (TtW)	Appropriation Bill No. 1	236,173	287,491	299,243	275,368	291,096	1,153,198
Transition to Work - Evaluation	Appropriation Bill No. 1	-	157	246	-	-	403
Transition to Work - Youth Advisory Sessions	Appropriation Bill No. 1	-	2,500	2,500	2,500	-	7,500
Total Transition to Work		236,173	290,148	301,989	277,868	291,096	1,161,101
ParentsNext							
ParentsNext evaluation	Appropriation Bill No. 1	499	201	87	-	-	288
ParentsNext	Appropriation Bill No. 1	102,686	110,797	115,144	113,069	111,542	450,552
Total ParentsNext		103,185	110,998	115,231	113,069	111,542	450,840
Skills and Training Incentive	Appropriation Bill No. 1	10,864	17,424	17,382	-	-	34,806
Entrepreneurship Facilitators	Appropriation Bill No. 1	4,927	-	-	-	-	-
Career Revive Initiative	Appropriation Bill No. 1	937	1,073	1,073	-	-	2,146
Local Jobs - COVID-19 Recovery	Appropriation Bill No. 1	58,361	49,072	49,072	48,975	-	147,119
ReBoot	Appropriation Bill No. 1	-	5,260	12,598	12,423	7,488	37,769
Total 4.1 Employment Services		2,219,428	1,911,638	2,072,522	1,966,428	1,964,291	7,914,879

SUMMARY - EXPENSES BY FUNDING SOURCE

Description	2021-22	Forward Estimates as at 2022-23 (\$000)				4 Yr Total 2021-22 to 2024-25
		2022-23	2023-24	2024-25	2024-26	
Appropriation Bill No. 1	2,219,428	1,911,638	2,072,522	1,966,428	1,964,291	7,914,879
Outcome 4 Total	2,219,428	1,911,638	2,072,522	1,966,428	1,964,291	7,914,879

Issue: 2022-23 Budget (October 2022)
PBS Pg No. 26-37 (Education PBS)
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 Corporate and Enabling Services

Key Points

2022–23 Budget — as published in the Education Portfolio Budget Statements at the October 2022–23 Budget

- Approximately \$54.8 billion* will be spent on Education programs in 2022–23, including:
 - \$11.0 billion for child care (Programs 1.1 to 1.2, PBS page 37).
 - \$27.9 billion for early learning and schools, Government and Non-Government Schools National Support, the National Partnership on the National School Chaplaincy Program; the National Partnership on Universal Access to Early Childhood Education; and the National Partnership on the Preschool Reform Agreement; (Programs 1.3 to 1.5, PBS pages 37-38) Budget Paper No. 3 pages 1, 37, 40).
 - \$15.9 billion for higher education, research and international (Programs 2.1 to 2.7, PBS pages 57-59).
- Over the forward estimates to 2025–26, this equates to more than \$234.0 billion* including:
 - \$52.4 billion for child care
 - \$118.5 billion for early learning and school
 - \$63.1 billion for higher education

-
- * The program expenditure totals above include:
- appropriations managed by the department
 - appropriations for portfolio agencies
 - appropriations managed by Treasury relating to specific purpose payments and National Partnership payments in schools.

Budget measures

- The measures table for the department commences on PBS page 29.
- A narrative of measures can be found on PBS pages 15 to 24.
- Full descriptions of the Education measures are provided in Budget Paper 2: *Budget Measures* (Education Payment Measures commencing on page 91).

Outcome 1 led:**Cheaper Child Care** (PBS page 29, BP2 page 93)

- \$4.5 billion to increase Child Care Subsidy (CCS) rates from July 2023, protect the CCS against fraud and non-compliance, and provide a base level of 36 hours of subsidised early education and care per fortnight for First Nations children.
 - The Budget Papers refer to an investment of \$4.7 billion, which includes all new spending measure on early education and care, but not saving from measures to increase integrity.
- \$33.7 million over four years from 2022–23 to increase subsidised early childhood education and care to a minimum of 36 hours per fortnight for families with First Nations children, regardless of activity levels.
- \$10.2 million over three years to establish the Early Childhood Care and Development Policy Partnership between Australian governments and First Nations representatives.

Office for Youth and Youth Engagement Strategy (PBS page 31, BP2 page 93)

- \$10.5 million for a new Youth Engagement model to ensure young people from diverse and at-risk cohorts are specifically represented in consultations and engagement with government, including First Nations young people.

Schools Upgrade Fund (PBS page 31, BP2 page 94)

- \$270.8 million over two years in a Schools Upgrade Fund to improve school facilities and help keep students and teachers safe. Includes:
 - \$215 million in 2023 to help public schools meet the cost of important refurbishments and upgrades
 - \$32 million to help improve ventilation and air quality and make small school improvements like building outdoor learning spaces, upgrading computing equipment, and refurbishing classrooms
 - \$18 million to support capital projects announced for government and non-government schools in the leadup to the 2022 election.

Student Wellbeing Boost (PBS page 30, BP2 page 96)

- \$203.7 million over two years to 2023–24 to support the immediate mental health and wellbeing needs of school students.

Teacher Shortages (PBS page 31, BP2 page 96)

- A package of measures to address teacher shortages that includes:
 - \$56.2 million to provide up to 5,000 bursaries of up to \$40,000 over four years to encourage the best and brightest into teaching
 - \$68.3 million to expand the High Achieving Teachers program to support up to an additional 1,500 high-quality candidates, including mathematicians and scientists, to retrain as teachers
 - \$27.6 million to implement recommendations from the Quality Initial Teacher Education Review.

Consent and Respectful Relationships Education (PBS page 30, BP2 page 91)

- \$83.5 million over six years from 2022–23 in funding for state and territory governments and non-government systems to provide consent education that is age-appropriate, evidence-based and developed by experts.

Teaching First Nations Languages in Schools (PBS page 31, BP2 page 97)

- \$14.1 million over four years to 2025–26 to teach First Nations languages in primary schools across Australia

Outcome 2 led:**Strengthening Australia's Higher Education Sector** (PBS page 29 and 31, BP2 pages 1, 26, 95-96)

- \$491.8 million over four years from 2022–23 (and \$570.1 million over 11 years).
- Funding includes:
 - \$485.5 million over four years from 2022–23 (and \$563.8 million over 11 years) to provide a one off boost of 20,000 additional Commonwealth Supported Places at universities, university colleges, and institutes of higher education.
 - \$3.6 million in 2022–23 to the Department of Education to develop a business case for a new university and schools payment system, to manage the timely and accurate administration of entitlements.
 - \$2.7 million over two years from 2022–23 to deliver an Australian Universities Accord, including a review of Australia's higher education system led by a panel of experts delivering recommendations to drive accessibility, affordability, quality, certainty, sustainability, and prosperity.

- The measure also includes savings of \$144.1 million over four years from 2022–23 (and \$484.9 million over 11 years) by ending the 10 per cent upfront discount for students who elect to pay their student contributions upfront rather than defer payment through the Higher Education Contribution Scheme – Higher Education Loan Program.
- The cost of this measure will be partially met from within the existing resources of Education. Partial funding for this measure has already been provided for by the Government.

Startup Year - establishment (PBS page 29 and 31, BP2 pages 1, 26, 31, 36, 37, 95)

- \$15.4 million over four years from 2022–23 (and \$2.8 million per year ongoing) to establish the Startup Year program to deliver income contingent Higher Education Loan Program loans to up to 2,000 postgraduate and final year undergraduate students per year.
- The cost of this measure will be partially met from within the existing resources of Education. Partial funding for this measure has already been provided for by the Government.

Measures led by other Portfolios:

Health – Rural Health and Medical Training for Far North Queensland
(PBS page 29 and 31, BP2 page 138)

- \$13.2 million over 3 years from 2023-24 to James Cook University to provide 20 additional Commonwealth supported places on an ongoing basis, and to establish a new medical training campus in Cairns.
- Funding for Education includes:
 - \$3.0 million over four years from 2022–23.

Home Affairs – Pacific Engagement Visa

(PBS page 29-30, BP2 page 150)

- \$175.1 million over four years from 2022–23 (and \$80.3 million per year ongoing from 2026–27), to boost permanent migration to Australia by creating a new Pacific Engagement Visa for nationals of Pacific Island countries and Timor-Leste.
- Funding for Education includes:
 - \$34.0 million over four years from 2022–23

Infrastructure, Transport, Regional Development, Communications and the Arts – Responsible Investment to Grow Our Regions

(PBS page 31, BP2 page 163-164)

- \$5.4 billion over seven years from 2022–23 to support economic growth and development across regional Australia.

- Funding for Education includes:
 - \$103.9 million over four years (plus \$15 million for CSIRO) from 2022–23 for the Trailblazer Universities Program to support select regional universities to boost research and development.

Social Services – Fraud Fusion Taskforce (PBS page 29, BP2 page 9)

- \$126.3 million over four years from 2022–23 to establish a cross-agency Fraud Fusion Taskforce to address fraud and serious non-compliance in the National Disability Insurance Scheme.
- Funding for Education includes:
 - 1.5 million over four years from 2022–23.

Social Services – Support for Community Sector Organisation
(PBS page 30, BP2 page 84)

- \$560.0 million over four years from 2022–23 to support Community Sector Organisations at need of funding supplementation due to additional staff wages pressures and higher inflation outcomes.
- Funding for Education includes:
 - \$2.7 million over four years from 2022–23

Efficiency Dividend

- The efficiency dividend will be applied at a rate of 1.0 per cent in 2022–23.

Average Staffing Levels

- The average staffing levels (ASL) for the department as published in the 2022–23 PBS are shown against the Department of Education resource statement (page 26 of the PBS) and by each Outcome (pages 39 and 59 of the PBS).

Budget ASL	2022-23 October Budget	2022-23 March Budget
	2022-23	2022-23
Outcome 1	795	779
Outcome 2	466	535
Total	1,261	1,314
Estimated actual ASL	2022-23 March Budget	Final Budget Outcome
	2021-22	2021-22
Outcome 1	797	810
Outcome 2	513	512
Total	1,310	1,322

- ASL information is published by each portfolio in Budget Paper 4: Agency Resourcing. The Education Portfolio is shown on page 52.

Contingency Reserve

- Education does not have visibility of the contents of the Contingency Reserve.

Financial Implications

- Printing costs

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22 ⁴	2022-23 March	2022-23 October
Number of copies printed¹	700	750	550	550	450	550	570	550	600
Pages	240	250	254	236	240	240	231	229	240
Printing cost (\$)	s 47G								
Overtime charge²									
Total cost (\$)									
Supplier	Canprint	Canprint	Canprint	Canprint	Canprint	Canprint	Canprint	Canprint	Canprint

¹ The number of copies printed includes copies required for tabling, distribution to libraries, portfolio entities, the audit committee, and all SES in the department.

² s 47G

³ Invoice received on 29 May 2018. s 47G

⁴ An omitted table was identified in the 2021-22 PBS prior to Budget day. This was rectified immediately. The reprinted PBS was available ahead of the Budget lockup.

Research

NIL

Media

NIL

Last Cleared By	Craig Boyd
Date Last Cleared	03 November 2022

Issue: Machinery of Government changes
Contact: Marcus Markovic
Ph: s 22
Deputy Secretary, Corporate and Enabling Services

Key Points

- Following the 21 May 2022 Federal Election, the Prime Minister's new Ministry was announced on 31 May 2022.
- The Administrative Arrangements Order made on 1 June 2022 provided that from 1 July 2022 the Department of Education, Skills and Employment (DESE) would become the Department of Education (the department) and a new entity would be created, the Department of Employment and Workplace Relations (DEWR).
- Early Childhood and Youth, Schools, and Higher Education, Research and International remained with the department. The Skills and Training, and Employment functions transferred to DEWR on 1 July 2022.

Implementation of the Machinery of Government (MoG) changes

- Work commenced immediately to implement the MoG changes in accordance with the *Machinery of Government Changes, A Guide for Agencies – 2019* issued jointly by the Australian Public Service Commission (APSC) and the Department of Finance.
- A MoG Governance Committee was established under the DESE CFO with daily meetings held with key SES.
- The interim Section 75 was signed on 20 June 2022.
- The final Section 75 was signed on 2 September 2022.
- The Section 72 was signed on 6 July 2022 and took effect on 7 July 2022.

What opportunities does the MoG provide?

- The split of DESE's functions and responsibilities between DEWR and the department reflects the importance the Government places on education and provides an opportunity for the department to focus our resources on contributing to Australia's economic prosperity and social wellbeing by creating opportunities and driving better outcomes through access to quality education and learning.

Cost to Implement the MoG changes

- The MoG changes were facilitated within the department's existing resources. Costs relating to the MoG are not separately recorded in the department's financial system.

Staffing Snapshot

- The following staff remained with the department:
 - Headcount: 1,406 (excluding inactive employees, casuals and Public Office Holders)
 - ASL Cap: 1,165
- The following staff transferred to DEWR through the s72 agreement:
 - Headcount: 2,744 (including ongoing, non-ongoing and staff on long-term leave)
 - ASL Cap: 2,490

Funding Snapshot

- The 2022–23 DESE funding was split as follows:
 - Department of Education:
 - Departmental Operating (appropriation and revenue) \$279.2 million
 - Equity \$5.6 million
 - DCB \$5.7 million
 - DEWR:
 - Departmental Operating (appropriation and revenue) \$593.5 million
 - Equity \$34.4 million
 - DCB \$63.9 million

Detailed summary of transfers

	ASL			
	2022-23	2023-24	2024-25	2025-26
DESE	3,655	3,642	3,599	3,599
Education	1,165	1,168	1,150	1,150
DEWR	2,490	2,474	2,449	2,449

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Contractors		
	30-Jun-22	1-Jul-22
DESE	1,450	-
Education	-	134
DEWR	-	1,316

Note: some DEWR contractors may have ceased on 30 June 2022.

Departmental Operating Appropriation				
	2022-23 \$'000	2023-24 \$'000	2024-25 \$'000	2025-26 \$'000
DESE	830,405	745,176	733,867	720,070
Education	275,642	268,939	269,987	266,722
DEWR	554,763	476,238	463,880	453,348

Departmental Capital Budget				
	2022-23 \$'000	2023-24 \$'000	2024-25 \$'000	2025-26 \$'000
DESE	69,544	51,143	51,323	51,651
Education	5,678	17,845	17,894	18,010
DEWR	63,866	33,298	33,429	33,641

Equity Injection				
	2022-23 \$'000	2023-24 \$'000	2024-25 \$'000	2025-26 \$'000
DESE	39,915	15,676	-	-
Education	5,555	5,802	-	-
DEWR	34,360	9,874	-	-

Last Cleared By	Marcus Markovic
Date Last Cleared	08 November 2022

Issue: Cyber Security
Contact: Marcus Markovic
Ph: s 22
Deputy Secretary

Key Points

- The Department of Education is committed to the protection of government and public information, and the integrity and availability of ICT systems, from the threat of cyber security incidents.
- The department adopts a risk-based approach to the management of information risk in accordance with:
 - the Protective Security Policy Framework (PSPF)
 - the Australian Cyber Security Centre's (ACSC) Information Security Manual
 - the ACSC's Strategies to Mitigate Cyber Security Incidents, in particular, the 'Essential Eight'.
- The department provides an annual report on its protective security maturity to the Attorney-General's Department under the PSPF.
- Under a shared service arrangement, the Department of Employment and Workplace Relations (DEWR) provides IT infrastructure to assist in managing IT security threats. At a high level the controls implemented by DEWR include:
 - system access controls
 - the use of an ASD certified gateway
 - implementation of the essential eight cyber security strategies.
- The department participates in governance arrangements with DEWR to implement other IT security measures as necessary to further strengthen the security posture of the department.
- Publicly reporting on the department's protective security maturity and vulnerabilities would provide details that malicious actors may exploit and increase the department's risk of its protective security arrangements. Questions relating to the PSPF are a matter for the Attorney-General's Department, who can respond on behalf of the Commonwealth.
- To ensure the ongoing safeguarding of information held by the department, we do not publicly discuss the details of our information security arrangements.

- The department applies the principle of proportionate security, with the level of effort and expenditure allocated appropriate to the likelihood and consequence of cyber security risks to the Department's information and systems.
- The department has several internal activities to educate its staff on their responsibilities in the evolving threat environment including:
 - mandatory online security education and awareness training for all new staff within four weeks of commencement, which includes content on cyber security
 - a requirement for all staff to complete the mandatory online security training annually to reinforce their security responsibilities
 - regular communications to staff to remind them of their security obligations.

Research

- NIL

Media

- NIL

Last Cleared By	Marcus Markovic
Date Last Cleared	30 September 2022

BACKGROUND

- The following five core elements underpin the department's cyber security approach. These elements are provided under the shared services arrangement with DEWR:
 - **Secure by design:** due diligence on all hardware and software implemented within the DEWR ICT environment. Security measures are applied throughout the system lifecycle, including capturing security requirements alongside business requirements and incorporating these into system designs.
 - DEWR security hardens the configuration of operating systems and applications.
 - **Rapid mitigation:** Proactively monitoring publicly known vulnerabilities – through vendors, the ACSC and other sources, and patches or mitigates as quickly as possible.
 - **Assurance:** Carrying out security assessments internally and by independent third parties to identify security gaps and act to close these gaps. This includes assessment carried out under the Information Security Registered Assessors Program (IRAP), penetration tests and vulnerability assessments.
 - **Collaboration:** Partnering with the ACSC, vendors and service providers, and with other Australian Government agencies, sharing intelligence and knowledge, to reduce the risk of cyber threats.
 - **Cyber resilience:** Monitoring and responding to risks posed by cyber security threats to maintain business operations.

Essential Eight

- The ACSC released an enhanced Essential Eight Model in July 2021, that included the following changes:
 - Redefining the number of maturity levels and what they represent
 - Moving to a stronger risk-based approach to implementation
 - Implementing the mitigation strategies as a package.
- The 2022–23 Essential Eight Work Program has been developed around these changes.

Issue: Questions on Notice from 2022-23 Budget Estimates (April 2022)
Contact: Marcus Markovic
 Ph: s 22
 Deputy Secretary

Key Points

- The former Department of Education, Skills and Employment (DESE) appeared at the 2022–23 Budget Estimates hearing on 1, 6 and 7 April 2022.
- DESE took 61 Questions on Notice (QoNs). The Department of Education had responsibility for **31** QoNs. The remaining 30 QoNs were the responsibility of the Department of Employment and Workplace Relations.
- The department authors and finalises responses to QoNs. These answers are noted by the relevant portfolio Minister's office as a courtesy when portfolio information is being published publicly.
- QoNs were due for tabling by 27 May 2022.
- Due to the timing of the federal election, the department provided **31** QoNs for noting to the office of the Hon Jason Clare MP, Minister for Education, on 20 June 2022.
 - Minister Clare's office consulted the office of the Hon Dr Anne Aly MP, Minister for Early Childhood Education and Minister for Youth, on related QoNs.
- The department tabled all QoNs on 27 July 2022.

Senate order of continuing effect No. 21: Estimates hearings – Unanswered Questions on Notice (Senate Order 21)

- Letters to the President of the Senate to comply with Senate Order 21 for QoNs taken at the 2022–23 Budget Estimates hearing on 1-7 April 2022 were tabled by the Minister for Education on 14 October 2022.
- There were no unanswered QoNs to report.

Research

- Nil

Media

- Nil

Last Cleared By	Craig Boyd
Date Last Cleared	25 October 2022

BACKGROUND**April Hearing**

- DESE took 61 QoNs at the April hearing (**55** spoken and **six** written).
- The Department of Education had responsibility for 31 QoNs.
- The remaining 30 QoNs were the responsibility of DEWR.
- The distribution of QoNs was:

Entity	QoNs
DESE (Cross Portfolio, Higher Education Research and International, Early Childhood and Child Care, Schools and Youth, Skills and Training, Employment and Workforce)	51
National Skills Commission	–
Australian Curriculum, Assessment and Reporting Authority (ACARA)	2
Australian Institute for Teaching and School Leadership (AITSL)	2
Australian Research Council	–
Australian Skills Quality Authority (ASQA)	–
Tertiary Education Quality and Standards Agency (TEQSA)	6
TOTAL	61

Breakdown of QoNs

- The tables below provide a breakdown of QoNs by department, group and portfolio entities.

Owning Department	Group	Total
Department of Education (21 QoNs)	Early Childhood and Child Care	1
	Schools and Youth	12
	Higher Education, Research and International	8
DEWR (30 QoNs)	Skills and Training	2
	Employment and Workforce	20
	National Skills Commission	–
	Cross Portfolio	8
	<i>Sub total</i>	<i>51</i>

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	Entity	Total
	ACARA	2
Department of Education (10 QoNs)	AITSL	2
	ARC	–
	TEQSA	6
DEWR (0 QoNs)	ASQA	–
	<i>Sub total</i>	<i>10</i>
	Grand Total	61

Previous hearing: 2021–22 Additional Estimates hearing

- DESE and related portfolio entities appeared before the Senate Education and Employment Legislation Committee on 17 February 2022.
- **140 QoNs** resulted from the hearing – 68 were requested during the hearing and 72 were received in writing after the hearing.
 - All QoN responses were due to the Committee Secretariat for tabling on **25 March 2022**.
 - **Four** QoNs were provided on 21 March 2022 (Relating to the Regional Education portfolio) (3 per cent).
 - **122** QoNs were provided on 25 March 2022 (90 per cent).
 - **Six** QoNs on 28 March 2022 (94 per cent).
 - **Two** QoNs on 29 March 2022 (95 per cent).
 - **Two** QoNs on 30 March 2022 (97 per cent).
 - **Four** QoNs on 31 March 2022 (100 per cent).
- The below table provides a breakdown against ministerial oversight:

Tabled	By Minister				Total
	Min. for Emp, Wf & Skills	Min. for Edu & Yth	Min. for Regional Edu	* Shared	
21 March 2022	–	–	4	–	4
25 March 2022	25	95	–	2	122
28 March 2022	1	5	–	–	6
29 March 2022	–	2	–	–	2
30 March 2022	1	1	–	–	2
31 March 2022	2	2	–	–	4
Total	29	105	4	2	140

* Shared responsibility across the Minister for Education and Youth portfolio and the Minister for Employment, Workforce, Skills, Small and Family Business portfolio.

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- The following table provides a breakdown of QoNs by group/entity for DESE from the February hearing:

Group	Spoken	Written	Total
Cross Portfolio	5	3	8
Early Childhood and Child Care	13	10	23
Schools and Youth	12	6	18
Higher Education, Research and International	11	6	17
Skills and Training	5	5	10
Employment and Workforce	6	7	13
National Skills Commission	–	2	2
<i>Sub total</i>	<i>52</i>	<i>39</i>	<i>91</i>
Entity	Spoken	Written	Total
ACARA	6	6	12
AITSL	1	–	1
ARC	8	20	28
ASQA	–	1	1
TEQSA	1	6	7
<i>Sub total</i>	<i>16</i>	<i>33</i>	<i>49</i>
Grand Total	68	72	140

Issue: COVID-19 Internal Response
Contact: Marcus Markovic
 Ph: s 22
 Deputy Secretary, Corporate and Enabling Services

Key Points

- Throughout the COVID-19 pandemic, the Department of Education (including the previous Department of Education, Skills and Employment (DESE)), responded to the guidance of public health agencies, the Department of Health, Safe Work Australia, Comcare and the Australian Public Service Commission (APSC).
- The department continues to adhere to and implement a joint agency COVID-19 response with the Department of Employment and Workplace Relations (DEWR).
- Between 1 July 2021 and 30 June 2022, DESE received 1,764 positive COVID-19 notifications from staff.
- Between 1 July 2022 and 15 September 2022, the department received 142 positive COVID-19 notifications from staff.

Governance

- Following the Machinery of Government (MoG), governance arrangements and actions to respond to COVID-19 are jointly managed and consistent across the department and DEWR.
- The department manages its response to COVID-19 cases in the workplace in close consultation with DEWR due to co-located office locations, nationally.

Continuity Management Team (CMT)

- The joint Continuity Management Team (CMT) provides centralised coordination of the two departments' response to COVID-19. The joint CMT is convened based on the changing COVID-19 environment and when a need to consider business continuity is identified.

COVID-19 Working Group

- The CMT is supported by the interdepartmental Corporate COVID-19 Working Group (Working Group). The Working Group informs and implements the two departments' response to COVID-19, including considering relevant health advice.

- The Working Group ensures actions implemented, and guidance provided to staff, is informed by expert advice from relevant sources including the Australian Health Protection Principal Committee, Australian Public Service Commission, State and Territory governments and their agencies.

COVID-safe Plan and Transition Framework

- The department has in place a framework to manage the health and safety of workers, including the COVID-safe Plan, COVID-safe Transition Framework, the *WHS COVID-19 Workplace Hazard Identification and Risk Assessment*, and supporting resources.
- A COVID-safe Plan is in place to provide information on actions implemented by the department to ensure the health and safety of employees during the COVID-19 pandemic.
- The COVID-safe Transition Framework, which commenced in DESE, has been maintained. It outlines three levels of transition to determine work arrangements during the pandemic according to local health advice:
 1. (COVID-normal) – all staff work in their usual place of work
 2. Workforce is split between working from home and the office
 3. Office is closed except for authorised personnel.
- The COVID-safe Transition Framework supports the COVID-safe Plan which outlines safe working arrangements to accord with changing local and/or federal health advice and respond to evolving circumstances in different jurisdictions.
- A comprehensive COVID-19 risk assessment is in place and updated regularly to ensure currency with the pandemic situation and identify any additional risk management controls required. The risk assessment was reviewed in June 2022 prior to MoG changes and again in August 2022 to adopt revised public health advice.

Staff Protocols and Workplace Arrangements

- Protocols for suspected or confirmed COVID-19 cases are in place to determine the most appropriate actions to mitigate risk to staff safety and business continuity.

- The department supports employees obtaining COVID-19 vaccinations by providing access to paid miscellaneous leave (including reasonable travel time) to attend an appointment.
- The *Flexible Work Framework* supports staff to access flexible work arrangements, including formal working from home arrangements.
- The *Returning to Usual Workplaces Guidelines* were developed to support staff and managers when transitioning back to usual workplaces from longer terms of working from home due to COVID-19.

Communication Strategies

- An ongoing and robust communications campaign including messaging from senior management regularly conveys key COVID-19 safe messages and reminders to staff. Communication frequency is increased in the event of outbreaks.
- A dedicated COVID-19 intranet site (COVID-safe Central) is in place and is regularly updated with resources, information, and FAQs for staff.

Research

- NIL

Media

- NIL

Last Cleared By	Marcus Markovic
Date Last Cleared	27 September 2022

Issue: HR Facts and Figures
Contact: Marcus Markovic
 Ph: s 22
 Deputy Secretary

Key Points

Organisation Chart

- The Department of Education organisation chart, as published on the department's website in November 2022, is provided at **Attachment A**.

Key Workforce Statistics at 31 August 2022

- **Headcount** (HC) at 31 August 2022 was 1,390 compared to 1,400 at 31 July 2022 (and 1,406 at 1 July 2022). This represents the department post MoG changes and is a net decrease of 10.
- The department's **ASL cap** for 2022–23 is 1,261 following the October Budget, up from 1,165 following the transfer of functions to the Department of Employment and Workplace Relations (DEWR) as part of the MoG (refer SB22-000304).
- At 31 August 2022, there were 189 staff acting in a higher classification and 23 employees who were on temporary transfer at level.
- Consistent with the Regional Ministerial Budget Statement 2022–23, as at 31 August 2022, the **Education Portfolio** employed 1,632 staff under the *Public Service Act 1999*. Of this total, 1,543 are employed in Canberra, central Melbourne and central Sydney (94.55 per cent), 82 in other capital cities (5.02 per cent) and 7 in regional areas including Alice Springs, Newcastle, Mackay, and Townsville (0.43 per cent).

Gender pay gap

- As indicated in the APS Remuneration Report 2021, the former Department of Education, Skills and Training (DESE) recorded a significantly lower gender pay gap at 1.8 per cent in 2021, compared to the APS overall gender pay gap of 6.0 per cent.
- This was a decrease of 0.3 per cent from the DESE gender pay gap of 2.1 per cent in 2020.

Enterprise Agreement

- The former DESE held a staff survey from 20–21 October 2021 for staff employed under the Enterprise Agreement (excludes SES) to gauge support for a further s24(1) determination in lieu of bargaining.

- A total of 2,625 of the 3,757 eligible staff (70 per cent) participated in the survey, with 83 per cent of participants expressing support for the determination as an alternative to bargaining.
- The APS Commissioner formally approved the determination on 26 October 2021, and it was signed by acting Secretary, Mr Marcus Markovic, on 29 October 2021.
- From 1 July 2022, Department of Education staff will be covered by the former DESE s24(1) determination.
- All staff covered by the Enterprise Agreement received a wage increase of 1.9 per cent on 9 April 2022. Two subsequent wage adjustments will be made on 9 April 2023 and 9 April 2024.
- The department will work closely with the Australian Public Service Commission (APSC) to draft an amended section 24(1) determination to reflect the one-off 3 per cent pay increase (from 9 April 2023) in accordance with the *Public Sector Interim Workplace Arrangements 2022*.

Table 1: General Staffing Information

Type	31 Jul 2022	31 Aug 2022*	Change Jul-Aug 22
Headcount	1,400	1,390	-10
Ongoing	1,334	1,322	-12
Non-Ongoing	66	68	2
Full Time	1,162	1,155	-7
Part Time	238	235	-3
FTE	1,297.2	1,287.7	-9.5
Ongoing	1,249.6	1,237.9	-11.7
Non-Ongoing	47.6	49.8	2.2
Full Time	1,132.0	1,125.0	-7.0
Part Time	165.2	162.7	-2.5

Note: Headcount excludes inactive employees, casuals, contractors, Public Office Holders, and the Secretary. FTE excludes LWOP >90 days. Data based on actual positions. Includes individuals in acting arrangements in system at time of reporting. Percentage total may not equal 100% due to rounding.

*s 47F was transferred from the department to DEWR in August 2022 however the change came into effect in the HR Information System on 5 September 2022. As at 31 August 2022 s 47F is included in the department's figures.

Table 2: Average Staffing Level (ASL)

	31 Aug 2022	31 Oct 2022	Budget ASL 2022-23	Variance
Total	1,276	1,255	1,261	6
Outcome 1	778	775	781	6
Outcome 2	498	480	480	0

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SB22-000308**Table 3: Employee Classification by Headcount and Gender at 31 Aug 2022***

Classification	Female		Male		Indeterminate**	Total workforce	
	s 47F	s 47F	s 47F	s 47F		s 47F	s 47F
Total						1,390	100.0
TRNAPS1 (Trainees)	s 4	s 47F	s 4	s 47F		s 4	s 47F
APS2	20	71.4%	8	28.6%		28	2.0%
APS3	10	31.3%	22	68.8%		32	2.3%
IAGD/IAP (APS3)	s 4	s 47F %		0.0%		s 4	s 47F
GRAD (APS3)	24	54.5%	20	45.5%		44	3.2%
APS4	72	74.2%	25	25.8%		97	7.0%
APS5	119	70.0%	51	30.0%		170	12.2 %
APS6	211	72.0%	82	28.0%		293	21.1 %
GOVLWR1 (APS 5/6)	s 4	s 47F	s 4	s 47F		6	0.4%
EXEC1	284	66.5%	143	33.5%		427	30.7 %
GOVLWRS1 (EXEC1)	14	77.8%	s 4	s 47F		s 47	s 47F
EXEC2	124	63.3%	72	36.7%		196	14.1 %
GOVLWRP2 (EXEC2)	7	77.8%	s 4	s 47F		s 4	s 47F
SEB1	30	65.2%	16	34.8%		46	3.3%
SEB2	s 4	s 47F	8	61.5%		s 47	s 47F
SEB3	s 4	s 47F	s 4	s 47F		s 4	s 47F

Note: Data based on actual classification. Data includes individuals in acting arrangements in the system at time of reporting. Totals may not equal due to rounding.

*s 47F was transferred from the department to DEWR in August 2022 however the change came into effect in the HR Information System on 5 September 2022. As at 31 August 2022 s 47F is included in the department's figures.

**To protect employees who identify as indeterminate gender and to protect identification, headcounts have been included in total figure only.

2022 - 2023 Budget Estimates | Oct/Nov 2022
SB22-000308**Table 4: Headcount by Location at 31 Aug 2022***

Location	Headcount
Total	1,390
ACT	1,225
New South Wales (Sydney)	32
Victoria (Melbourne)	33
Queensland (Brisbane, Mackay, Townsville, Cairns)	31
South Australia (Adelaide)	21
Tasmania (Hobart)	7
Northern Territory (Alice Springs, Darwin)	9
Western Australia (Perth)	22
Overseas (Beijing, Brazil, Delhi, Hanoi, Jakarta, Kuala Lumpur, Mexico, Tokyo)	10

s 47F was transferred from the department to DEWR in August 2022 however the change came into effect in the HR Information System on 5 September 2022. As at 31 August 2022 s 47F is included in the department's figures.

Table 5: FTE by Group

	31 Jul 2022	31 Aug 2022*	Change Jul-Aug 22
Department of Education	1,297.2	1,287.7	-9.5
Executive Group	16.0	16.0	0.0
Corporate and Enabling Services	236.7	236.8	0.1
Early Childhood and Youth	289.5	292.7	3.2
Higher Education, Research and International	412.0	410.3	-1.7
Schools	343.0	331.9	-11.1

Note: Data based on actual FTE. FTE excludes LWOP >90 days, inactive employees, casuals, contractors, Public Office Holders, contractors, and the Secretary. Data includes individuals in acting arrangements in the system at time of reporting. Totals may not equal due to rounding.

s 47F was transferred from the department to DEWR in August 2022 however the change came into effect in the HR Information System on 5 September 2022. As at 31 August 2022 s 47F is included in the department's figures.

SES Staffing and Remuneration

- The department's SES Cap for 2022–23 is 58. This reflects the 78 SES transferred to DEWR as part of the MoG changes.
- At 31 August 2022, the SES staffing level was 55.7.

Table 6: SES Staffing (FTE and Headcount (HC))

	Band 3	Band 2	Band 1	Total SES (FTE)	SES as % of Staff (HC)	Female (HC)	Female as % of SES (HC)
31 Jul 2022	s 4	12	39.7	s 47F	3.9%	30	54.4%
31 Aug 2022	s 4	12	39.7	s 47F	4.0%	31	56.4%

Note: Figures are calculated in line with APSC SES Cap Reporting requirements. Includes substantive SES staff and staff acting in an SES role for greater than three months and excludes SES on leave for three months or greater.

2022 - 2023 Budget Estimates | Oct/Nov 2022
SB22-000308**Table 7: New SES Recruitment by Average Age and Gender**

	FYTD 31 Aug 2022	
	Headcount	Average Age
Female	0	-
Male	0	-

Note: New SES recruitment has been defined as those individuals promoted from an EL2 to the SES classification and excludes the promotion, appointment, or transfer of existing SES to equivalent or higher SES Classifications.

Table 8: Recruitment rounds

FYTD 31 Aug 2022	Internal	External	Total
Rounds held	22	4	26
Rounds cancelled	0	0	0

- The department is operating within its approved staffing levels. The recruitment of staff is managed by groups within their allocated budgets and staffing levels.
- The department's current separation rate is approximately 3.0 per cent.
- As at 31 October 2022, the department had 26 external recruitment processes underway.
- 16 new staff are due to commence in November 2022.

Table 9: Commencements by Reason

FYTD 31 Aug 2022	Non-SES	SES	Total
Engagement – Ongoing	7	0	7
Engagement – Non-Ongoing	12	0	12
Transfer/Promotion	11	5	16
Transfer – Temporary	0	4	4
Total Commencements	30	9	39

Table 10: Commencements from Outside the APS by headcount

	Ongoing	Non-Ongoing	Total	Per cent of commencements
FYTD 31 Aug 2022	7	12	19	57.6%

Entry Level Employment Programs**Table 11: Entry Level Employment Programs**

Entry Level Program	Total Commenced in DESE	Total Department of Education – at 31 August 2022	Notes
Graduate program (commenced 3 February 2022)	83	44*	As at 31 August 2022, there were 78 graduates across both departments: - 34 in DEWR - 44 in the department - s 47F
Graduates are undertaking a Graduate Certificate in Public Administration through the University of Canberra.			
2022 ICT DTA Graduates (commenced 27 January 2022)	7	0	As at 31 August, all ICT graduates are placed in DEWR: - 6 ICT graduates - s 47F
Graduates are undertaking either a Graduate Certificate in (Networking and Cyber Security) at CIT or a Graduate Certificate (Government Informatics) at the University of Canberra.			
2021–22 Indigenous Australian Government Development (IAGDP) (commenced 25 October 2021)	s 4	s 4	Total of 37 participants placed across 15 participating APS agencies (including DESE).
Participants are completing a 12-month Diploma of Government qualification.			

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Entry Level Program	Total Commenced in DESE	Total Department of Education – at 31 August 2022	Notes
2022 Career Starters (commenced February 2022)	11	s 4 s 47F	As at 31 August 2022, there were 10 Career Starters across both departments:
	The 11-month program is run by the Department of Finance and participants undertake a Certificate IV in Government		
2022 HR School Leavers (commenced February 2022)	s 4	0	s 47F are placed with DEWR within the People Branch.
	During the 12-month program, participants undertake a Certificate IV in Human Resource Management.		
Science Fellows (commenced July 2022)	s 4	s 4	s 47F remains with the department
	s 47F		
2021-22 Vocational Education Training (VET) Program (commenced 5 October 2021)	17	s 4 s 47F	As at 31 August 2022, there were 15 VET participants across both departments:
	Participants undertake a Diploma of Government.		

s 47F was transferred from the department to DEWR in August 2022 however the change came into effect in the HR Information System on 5 September 2022. As at 31 August 2022 s 47F is included in the department's figures.

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SB22-000308**Table 12: Separation Rates**

	FYTD 31 Aug 2022 (per cent)
All separations	3.0%
Organisation Initiated	0.4%
Employee Initiated	2.6%

Note: The separation rate at 31 August 2022 is a two-month rate and based on financial year. Excludes recent MoG changes.

Table 13: Separations by Reason – FYTD 31 Aug 2022

Separations		Total
Employee Initiated	Transfer/Promotion to another department	23
	Resignation	7
	Retirement	6
	Other (Includes invalidity retirement and deceased)	0
	Total Employee Initiated	36
Organisation Initiated	Voluntary Redundancy (HR records not HR system data)	5 (0 SES Incentive to Retire)*
	Transfer Machinery of Government	0
	Non-ongoing contract cessation	5
	Other (includes dismissal, failing to meet a condition of engagement and end of temporary transfer)	0
	Total Organisation Initiated	6
Total number of employee separations		42

Table 14: Employee Diversity Representation (Headcount) at 31 Aug 2022*

Diversity Group	Per cent of Workforce	Ongoing	Non-Ongoing	Total	Overall APS Proportion of employees
Aboriginal and Torres Strait Islander	3.1%	s 47F		43	3.5%
People with disability	5.5%	70	6	76	4.7%
Non-English-Speaking Background	6.0%	s 47F		84	14.9%
Female	66.8%	886	42	928	60.4%
Mature Age 55+	12.5%	s 47F		174	19.5%
Part Time	16.9%	202	33	235	13.2%

Note: Excludes inactive employees, casuals, contractors, Public Office Holders, and the Secretary. APS data sourced from the APSED Employment Data 30 June 2022 release.

s 47F was transferred from the department to DEWR in August 2022 however the change came into effect in the HR Information System on 5 September 2022. As at 31 August 2022 s 47F is included in the department's figures.

2022 - 2023 Budget Estimates | Oct/Nov 2022
SB22-000308**Table 14a: Aboriginal and Torres Strait Islander employees by Location at 31 Aug 2022**

Location	Headcount
Total	43
ACT	28
New South Wales (Sydney)	-
Victoria (Melbourne)	s 4
Queensland (Brisbane, Mackay, Townsville, Cairns)	8
South Australia (Adelaide)	s 4
Tasmania (Hobart)	-
Northern Territory (Darwin)	s 4
Western Australia (Perth)	s 4
Overseas	-

Note: Excludes inactive employees, casuals, contractors, Public Office Holders, and the Secretary.

Table 14b: Aboriginal and Torres Strait Islander employees by actual classification at 31 Aug 2022

Classification	Total workforce	
Total	43	100.0%
APS2	s 47F	s 47F
APS3		
IAGDAPS3		
APS4	7	16.9%
APS5	10	23.0%
APS6	9	20.7%
EXEC1	8	18.4%
EXEC2	s 47F	s 47F
SEB1		s 47F

Note: Data based on actual classification. Data includes individuals in acting arrangements in the system at time of reporting. Totals may not equal due to rounding. Excludes inactive employees, casuals, contractors, Public Office Holders, and the Secretary.

- The department's commitment to diversity and inclusion includes the *2021–23 People Strategy*, the *Inclusion and Diversity Strategy 2022–2024*, and the *Reconciliation Action Plan 2018–20 (RAP)*.
- The department has five employee-led networks (Ability and Carers Network, Aboriginal and Torres Strait Islander Network, CALD Network, Pride Network, and Gender Equity Network) with SES Co-Champions for these, as well as two Wellbeing Co-Champions.
- The department's revised draft RAP is being reviewed with Reconciliation Australia and will reflect the National Agreement on Closing the Gap and align with the *Commonwealth Aboriginal and Torres Strait Islander Workforce Strategy 2020–24*.
- The *Commonwealth Aboriginal and Torres Strait Islander Workforce Strategy (2020–24)* identifies targets for workforce representation:
 - 5 per cent of APS 4–6 workforce by 2022
 - 5 per cent of EL1–2 workforce by 2024
 - 3 per cent of SES 1–3 workforce by 2024
- The *Australian Public Service Disability Employment Strategy (2020–25)* aims to increase the employment of people with disability across the APS to 7 per cent by 2025.

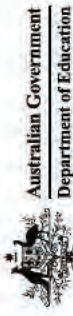
Table 15: Personal Leave Rates*

	FYTD 31 Aug 2022
Average day taken per employee	1.2%

Note: Insufficient data available to report on annualised employee unscheduled absence rates. Instead, average days taken per employee is provided. Unscheduled absences include personal, carers and miscellaneous leave (bereavement, compassionate and emergency leave). It includes instances of these leave types with or without a supporting medical certificate, paid or unpaid.

s 47F was transferred from the department to DEWR in August 2022 however the change came into effect in the HR Information System on 5 September 2022. As at 31 August 2022 s 47F is included in the department's figures.

Last Cleared By	David PATTIE
Date Last Cleared	04 November 2022



Organisational Chart

Effective 1 November 2022

Secretary
Dr Michele Brunings AM

Executive Assistant to the Secretary
Rebecca Brown

Office of the Secretary
Emma Hill AS
Senior Advisor

Early Childhood and Youth
Bronson Philp
Deputy Secretary

Child Care
Tristan Reed FAS

Children's Markets and Reform
Michele Arcaro AS

Financial Integrity
Stephanie Weger AS

Data and Delivery Support
Ryan Blaser AS

Child Care Subsidy Policy and Program
Tracy Bland AS

Early Learning Programs and Youth
Anne Twyman FAS

Programs and Youth
Penny Jones AS

Early Learning and Indigenous Priorities
Alana Winslow AS

Workforce, Quality and Preschool
Jacinta Still AS

Schools
Dr Ross Baxter FOM
Deputy Secretary

Funding and Data Collection
Fabian Harding FAS

Payments and Collections
Andrew Taylor AS

School Assurance
Nicola Beuzel AS

School Funding
Bruce Edwards AS

National Schools Reform
Julie Birmingham FAS

National Reform
Jessica Mohr AS

Teaching
Genevieve Watson AS

USA
Susan Erncliffe AS

Senior Responsible Officer

Improving Student Outcomes
Paulo Carpsy FAS

Student Engagement, Wellbeing and Closing the Gap
Rachel O'Connor AS

Student Learning and Disability
Darrin Edwards AS

Data, Regional Policy and Education Equity
Pelli Donohue AS

Higher Education, Research and International
Tony Cook FOM
Deputy Secretary

International
Karen Sandercock FAS

International Quality
David Abbot AS

International Partnerships
Alison Dell AS

International Policy
Rachel Lloyd AS

National Security
Simon Pickett AS

Minister-Counsellor (Education and Research) Beijing
Karen Welsh AS

Minister-Counsellor (Education and Research) New Delhi
Matthew Johnston AS

Higher Education
Kelly Pearce FAS

Funding and Students
Vacant AS

Governance, Quality and Access
Rajan Martin AS

HELP and Provider Integrity
Derran O'Brien AS

Tertiary Policy
Brett Norris AS

Australian Universities Accord
Kate Chipperfield AS

Research
Dom English FAS

Research Policy and Programs
Danielle Doregan AS

Research Commercialisation
Cecily Strines AS

Australian Economic Accelerator
Alicia Gentle AS

Market Analysis and Data
Nick Pezz AS

Corporate and Enabling Services
Marcus Makinovic
Deputy Secretary
Chief Operating Officer

People, Parliamentary and Communications
David Parke FAS
Chief Risk Officer

People
Gemma Smith AS

Communication
David Seal AS

Parliamentary, Audit and Risk
Melissa King AS

Financial Management
Craig Boyd FAS

Chief Financial Officer
Financial and Resource Management

Deputy Chief Financial Officer
Ebony Turner AS

External Budgets and Performance
Arl Smith AS

Departmental Funding Review
James Hart FAS

Strategy, Data and Measurement
Mary McLary FAS

Strategic Policy
Vanessa Lathorne AS

Analysis, Data and Measurement
Stuart Ruth AS

Schools, IIRL, Legislation and Commercial
Simon O'Brien
General Counsel

Corporate and Childcare
Genevieve Doin

Senior Executive Lawyer

Director, Tuition Protection Service
Melinda Hutton

Staff on long term leave are not reflected on the Organisation chart

Issue: Campaigns Overview
PBS Pg No. Pages 17 to 18 (measure)
BP2 Page 94 (campaign)
Contact: Marcus Markovic
 Phone: s 22
 Deputy Secretary

Key Points

Overview

- The Department of Education adheres to the *Australian Government Interim Guidelines on Information and Advertising Campaigns* (the Guidelines) when managing government communication campaigns.
- The *Cheaper Child Care* communication campaign is the only campaign in the department and is in the early planning stages.

Funding

- Total funding of \$9.5 million was announced in the 2022-23 Federal Budget for the *Cheaper Child Care* communication campaign over 2022-23 and 2023-24.

	2022-23 (\$m)	2023-24 (\$m)	2024-25 (\$m)	2025-26 (\$m)	Total (\$m)
Administered expense	4.835	3.380	0	0	8.215
Departmental expense	0.635	0.654	0	0	1.289
Total	5.470	4.034	0	0	9.504

- Nil administered spend to date. Departmental recruitment is underway.

Approval

- The Department is seeking approval from the Minister for Finance to proceed with the development of an integrated communication campaign to outline the changes to the Child Care Subsidy and raise awareness of the measures.
- A Minister for Finance approval will include assigning the campaign to a group of suppliers from the Government Communications Campaign Panel (GCCP). The GCCP is a mandatory whole-of-government panel of communication suppliers.
- This will include a research supplier to undertake developmental research to inform the campaign approach including target audience, communication channels and key messages.
- It is anticipated that a national advertising campaign will be developed based on the research to help families make decisions in relation to their child care needs.

- The campaign will comply with the *Australian Government Interim Guidelines on Information and Advertising Campaigns* (the Guidelines) that came into effect on 1 July 2022.
- The Guidelines assume members of the public have equal rights to access comprehensive information about government policies, programs and services and that governments may legitimately use public funds to explain those government policies, programs or services.
- The Guidelines include five principles:
 - Principle 1: Relevant to government responsibilities
 - Principle 2: Presented in an objective, fair and accessible manner
 - Principle 3: Objective and not directed at promoting party political interests
 - Principle 4: Justified and undertaken in an efficient, effective and relevant manner
 - Principle 5: Compliant with legal requirements and procurement policies and procedures
- For advertising campaigns of \$250,000 or more the Accountable Authority is required to:
 - certify that the campaign complies with the Guidelines and relevant Government policies
 - provide the certification to the relevant Minister to seek Minister for Finance endorsement before approving its launch; and
 - will publish their certification on the relevant entity's website when the campaign is launched.

Research

- Once approved, a research agency will be engaged to undertake developmental research to determine attitudes, awareness and behaviours of target audiences in relation to the child care sector.

Stakeholder Response

- Nil.

Media

- Nil.

Last Cleared By	David PATTIE
Date Last Cleared	26 October 2022

Issue: Notifiable Data Breaches
Contact: Marcus Markovic
 Ph: s 22
 Deputy Secretary

Key Points

- In the 12 months to 31 August 2022, the department had no eligible data breaches for the purposes of the *Privacy Act 1988*.
- In the same period, there was one incident that was determined to be an eligible data breach of a contracted service provider (Vincents Chartered Accountants) rather than the department. Further information on this breach is set out in the Background section below, noting it would be for the Tuition Protection Service (as the relevant business area) to respond to any questions on this matter.

Research

- NIL

Media

- NIL

Last Cleared By	Marcus Markovic
Date Last Cleared	27 September 2022

BACKGROUND

Eligible Data Breach of contracted service provider - Vincents Chartered Accountants (Vincents)

- On 5 May 2022, the department was advised of an eligible data breach involving one of its contracted service providers. The incident occurred on 6 July 2021 when an unknown third-party accessed the IT systems of Vincents, the contractor supporting the Tuition Protection Service (TPS). The incident involved unauthorised access to the personal information of many of Vincents' clients, including TPS students. The incident was determined to be an eligible data breach of Vincents, and Vincents notified the Office of the Australian Information Commissioner (OAIC) and affected individuals.
- The TPS through its contractor Vincents provides assistance to international and domestic students if their education provider stops providing, or does not start providing a course, and does not meet their default obligations. Vincents collects and holds a range of personal information about students in its IT systems in connection with the performance of its contractual obligations to the TPS.
- On 22 July 2021, Vincents identified that on 6 July 2021, an unknown third party had unauthorised access to its IT systems including the personal information of over 7000 students who were receiving, or had received, support from the TPS, or were enrolled with a provider that the TPS supported.
- On 3 August 2021, Vincents notified OAIC of the incident and provided further updates as it investigated.
- On 5 May 2022, Vincents notified the TPS. On 6 June 2022, the TPS assessed that the incident was an eligible data breach of Vincents (rather than of the TPS or the department), as it occurred on Vincents' IT systems. However, the TPS has been actively involved in the management of the eligible data breach including the notification process.
- In July 2022, Vincents sent email, SMS and postal notifications to affected TPS students to notify them of the incident. On 13 July 2022, the TPS published a notification of the incident on the department's website.

Notifiable Data Breaches Scheme

- The Scheme came into effect on 22 February 2018.
- The Scheme requires mandatory notification to affected individuals and OAIC where there has been an 'eligible data breach'.
 - An 'eligible data breach' is unauthorised access to, or unauthorised disclosure of, personal information that would be likely to result in 'serious harm' to an individual.
 - 'Serious harm' includes serious physical, psychological, emotional, financial, or reputational harm.
- Serious or repeated non-compliance with the Scheme may attract penalties of up to \$420,000 for individuals and \$2.1 million for organisations.
- The Scheme applies to all APP entities, including the department and its contracted service providers.

Issue: Climate Change
Annual report Pg No. pp.110-113
Contact: Marcus Markovic
Ph: s 22
Deputy Secretary Corporate and Enabling

Key Points

National Office Accommodation Project (NOAP)

- The Department of Education will move to new office accommodation in the London Quarter of Canberra City from mid-2026. This accommodation project is being led by the Department of Employment and Workplace Relations (DEWR).
- The performance of the new building is expected to exceed the requirements for energy efficiency and will deliver a state-of-the-art workplace with an emphasis on flexible design, layout and use of space.
- The proposed solution will be designed to have a full electric energy supply and meet at least a 5.5-star National Australian Built Environment Rating System (NABERS) energy rating with a potential to achieve 6-star NABERS energy rating once in operation.
- In addition to the energy rating, the building will also achieve a minimum of 4-star NABERS whole building water rating, with aspirations of achieving 5-star NABERS whole building water rating once in operation.

Government's net zero initiative

- The Energy Efficiency in Government Operations (EEGO) policy was developed more than 10 years ago. The Department of Finance is leading work, in partnership with the Department of Climate Change, Energy, the Environment and Water, on the approach to implementing the Government's election commitment under the Powering Australia policy, to achieve a net zero Australian Public Service by 2030.
- While this may include changes to the EEGO, Finance has advised it is not possible, at the moment, to provide detail on what the policy implementation will look like and the exact initiatives proposed to achieve the target, as further consideration is needed including briefing Government.
- Finance has advised that should the department's proposed new office accommodation a proposed 5.5 – 6 star NABERS rating, it would be considered market leading and would place the department well to respond to emerging Government policy.

Current office accommodation

- Major leasing activities seek to incorporate environmental considerations through the use of the NABERS initiative, to ensure tenancies meet relevant energy efficiency, carbon emissions, water consumption and waste targets.
- The minimum energy performance standard (tenancies 2,000 sqm or larger, and leases longer than two years) is 4.5 stars. The department receives accommodation and property services from DEWR and current tenancies are performing at 5 stars or higher.

Recycled paper, waste and travel

- The department is committed to reducing its environmental footprint through increased use of digital media rather than paper-based products. Approximately 99 per cent of office paper purchased in 2021–22 was from 100 per cent recycled stock or carbon-neutral stock.
- Organic waste bins are located throughout tenancies to divert waste from landfill to vermicompost systems, and the department continues to improve waste separation to ensure high levels of recycling are achieved.
- The department continues to promote use of virtual mediums such as video conferencing to reduce the need for travel. While total flight distance and related emissions increased in 2021–22, this was due to COVID-19 travel restrictions beginning to ease during the year.
- The department's leased vehicle fleet continues to be consolidated to maximise efficiency. Aging vehicles are progressively being replaced with lower emission models and hybrid vehicles.
- The department's landfill waste is comprised of two components—General Landfill and Bioreactor Landfill. While General went up, Bioreactor went down, resulting in a combined decrease of 31 per cent in 2021–22.

Energy use

- The department continues to work with building managers to identify and maximise building energy efficiency where possible, including increased LED lighting as well as heating, ventilation and air-conditioning system efficiencies.
- Multi-agency electricity procurement arrangements to which the department had previously subscribed to purchase 10 per cent Green Power for ACT buildings ceased on 30 June 2021. The cessation of the Green Power arrangements resulted in a marginal increase (2 per cent) in greenhouse emissions in 2021–22 despite an overall reduction in light and power energy use.
- The department will adopt new Green Power purchase arrangements, when these become available, to offset emissions moving forward.

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Research

- NIL

Media

- NIL

Last Cleared By	Craig Boyd
Date Last Cleared	02 November 2022

BACKGROUND

- Tables from Department of Education, Skills and Employment Annual report 2021-22 (pp.110-113).

Summary of office and building energy use, 2021-22

Indicator	2020-21	2021-22	Variance
Office tenant light and power energy use per full-time equivalent (MJ/FTE)	4,540.5	4,139.8	-9%
Office tenant light and power energy use per square metre (MJ/m ²)	166.2	152.6	-8%
Greenhouse emissions attributed to office tenant light and power energy use (tonnes CO _{2-e})	3,604	3,666	2%
Green power purchased, as a percentage of total electricity consumption	7.8%	N/A	N/A

CO_{2-e} = carbon dioxide equivalent; FTE = full time equivalent (the most appropriate indicator of staff numbers); kWh = kilowatt hour; MJ = megajoule.

Summary of vehicle fleet and air travel, 2021-22

Indicator	2020-21	2021-22	Variance
Total number of fleet vehicles	43	39	-9%
Percentage of fleet comprising hybrid or electric vehicles	-	20.5%	N/A
Average fuel consumption of vehicle fleet (litres/100 km)	7.5	6.9	-8%
Total direct greenhouse emissions of fleet (tonnes CO ₂)	29.2	22.5	-23%
Total distance of flights (km)	2,621,370	3,417,077	30%
Greenhouse emissions attributed to flights (tonnes CO ₂)	321.2	390.3	22%

CO_{2-e} = carbon dioxide; km = kilometres.

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Summary of resource efficiency and waste, 2021-22

Indicator	2020-21	2021-22	Variance
Office paper purchased (A4 reams/FTE)	4.4	2.5	-43%
Percentage of paper purchased with recycled content	98.9%	98.9%	0%
Office paper recycled (kilograms per FTE)*	82.1	41.8	-49%
Total landfill waste produced (kilograms per FTE)*	3.0	7.9	162%
Total bioreactor waste produced (kilograms per FTE)*	76.6	47.1	-39%
Total comingled recycling (kilograms per FTE)*	50.3	27.6	-45%
Total organic recycling (kilograms per FTE)*	7.5	3.4	-48%

* Waste and recycling data only available for Australian Capital Territory (ACT) sites where the department was the sole tenant.

FTE = full-time equivalent

Corporate and Enabling Services – 2022–23 Budget Estimates (October 2022)

Issue	Response/Facts
<p>Contracts and Consultancies</p> <p>SB22-000299</p>	<p>Consultancies: 2022–23 (YTD <u>31/08/22</u>): 3 published on AusTender, \$1,628,166 (GST inc) 2021–22 (DESE): 114 published on AusTender, \$52,914,166 (GST inc)</p> <p>Contracts: 202–23 (YTD <u>31/08/22</u>): 48 published on AusTender, \$15,025,686 (GST inc) (non-consultancy) 2021–22 (DESE): 2,467 published on AusTender, \$3,427,712,682 (GST inc)</p> <p>Big Four: 2022–23 (YTD <u>31/08/22</u>): 2 contracts (contracts and consultancies); \$507,755 (GST inc) 2021–22 (DESE): 55 contracts (contracts and consultancies); \$27,405,849 (GST inc)</p> <p>Non-compliance: 2022–23 (YTD <u>31/08/22</u>): 5 instances of contracts not published within 42 days 2021–22 (DESE): 163 instances of contracts not published within 42 days</p>
<p>Grant Management</p> <p>SB22-000300</p>	<ul style="list-style-type: none"> • 1 July–31 August 2022 (Education): 104 grants awarded; \$125,189,393 total value • 2021–22 (DESE): 3,784 grants awarded; \$5,510,396,145 total value • The department undertakes its granting activity in line with all legislative and policy frameworks including: <ul style="list-style-type: none"> ◦ <i>Public Governance, Performance and Accountability Act 2013</i> ◦ Commonwealth Grants Rules and Guidelines. • <u>Grants not published within 21 days on GrantConnect Reporting breach instances:</u> <ul style="list-style-type: none"> ◦ 1 July–31 August 2022 (Education): 45 <p>The majority of breaches relate to the Community Child Care Fund – Special Circumstances. Grants are published by the Community Grants Hub; the department is working with the Hub on this issue.</p> <ul style="list-style-type: none"> ◦ 2021–22 (DESE): 1,610 <p>The majority of breaches relate to the Community Child Care Fund Open Competitive – Community Support (176) and Sustainability Support (501). Breaches also occurred for Commonwealth Scholarships Program for Young Australians (218), Innovative Solutions Support (221) and Skills Development for Young Australians (202).</p> • Where a Minister is approving the grant, the department ensures the Minister is aware of relevant requirements of the PGPA Act 2013, and the Commonwealth Grants Rules and guidelines.

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Issue	Response/Facts
<p>Contractors SB22-000301</p>	<ul style="list-style-type: none"> ○ It is normal practice, where the department is the delegate, to brief the Minister before grants are announced. ○ There are no instances of a Minister approving a grant where a departmental official recommends it be rejected. ○ Ministers must report annually to the Finance Minister on all instances where they have decided to approve a grant which the relevant official has recommended it be rejected.
<p>2022-23 Budget (October 2022) SB22-000303</p>	<ul style="list-style-type: none"> • Total contractors at 31 August 2022: 98 (6 ICT and 92 Non-ICT) / 6.6 per cent of workforce, from 137 at 1 July post MoG. • Temporary engagements are used to meet short term demand including project and program management, compliance and regulation, service delivery, research and administration. • Contractors hired do not take jobs from existing APS staff but are part of a temporary/surge workforce. • Approximately \$54.8 billion* will be spent on Education programs in 2022–23, including: <ul style="list-style-type: none"> ○ \$11.0 billion for child care (Programs 1.1 to 1.2, PBS page 37). ○ \$27.9 billion for early learning and schools, Government and Non-Government Schools National Support, the National Partnership on the National School Chaplaincy Program; the National Partnership on Universal Access to Early Childhood Education; and the National Partnership on the Preschool Reform Agreement; (Programs 1.3 to 1.5, PBS pages 37-38) Budget Paper No. 3 pages 1, 37, 40). ○ \$15.9 billion for higher education, research and international (Programs 2.1 to 2.7, PBS pages 57-59). • Over the forward estimates to 2025–26, this equates to more than \$234.0 billion* including: <ul style="list-style-type: none"> ○ \$52.4 billion for child care ○ \$118.5 billion for early learning and school ○ \$63.1 billion for higher education <hr/> <p>* The program expenditure totals above include:</p> <ul style="list-style-type: none"> ○ appropriations managed by the department ○ appropriations for portfolio agencies

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Issue	Response/Facts
	<ul style="list-style-type: none"> ○ appropriations managed by Treasury relating to specific purpose payments and National Partnership payments in schools. <p>Efficiency Dividend</p> <ul style="list-style-type: none"> ● 1.0 per cent in 2022–23. <p>Average Staffing Levels (ASL)</p> <ul style="list-style-type: none"> ● ASL for the department as published in the 2022–23 PBS are shown against the Department of Education resource statement (page 26 of the PBS) and by each Outcome (pages 39 and 59 of the PBS). ● Budget ASL – October Budget: <ul style="list-style-type: none"> ○ 2022–23: 1,261 (Outcome 1: 795 / Outcome 2: 466). ● Budget ASL – March Budget: <ul style="list-style-type: none"> ○ 2022–23: 1,314 (Outcome 1: 779 / Outcome 2: 535). <p>ASL information is published by each portfolio in Budget Paper 4: Agency Resourcing. The Education Portfolio is shown on page 52.</p>
<p>2022-23 Budget (March 2022) SB22-000302</p>	<ul style="list-style-type: none"> ● Note: Portfolio Budget Statement covered the Education, Skills and Employment Portfolio. Information is as published at the 2022-23 Budget. <p>Expenditure 2022–23 \$59.1 billion (approx.):</p> <ul style="list-style-type: none"> ● \$11.0 billion for child care ● \$27.2 billion for early learning and schools (includes ACARA and AITSL) ● \$13.6 billion for higher education, research and international (includes ARC and TEQSA) ● \$5.4 billion for skills and training (includes ASQA) ● \$1.9 billion for employment <p>\$242.7 billion expenditure over the <u>forward estimates to 2025–26</u> including:</p> <ul style="list-style-type: none"> ● \$47.5 billion for child care ● \$115.1 billion for early learning and schools (includes ACARA and AITSL) ● \$56.1 billion for higher education (includes ARC and TEQSA)

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Issue	Response/Facts
	<ul style="list-style-type: none"> • \$16.0 billion for skills and training (includes ASQA) • \$7.9 billion for employment. <p>2022–23 Budget measures</p> <ul style="list-style-type: none"> • The measures table for the department commences on page 23 of the PBS. A narrative of measures can be found from page 11. The <u>three largest expenditure measures</u> for the portfolio are: <ul style="list-style-type: none"> ○ <i>Skills Reform to Support Future Growth</i> (p. 78-79 of BP2): <ul style="list-style-type: none"> ▪ \$3.7 billion over six years from 2021–22 to increase investment in Australia’s skills development and address critical skills needs. Includes funding to agree a new National Skills Agreement. ○ <i>Investing in Skills Development and Growing Australia’s Workforce</i> (p. 76-77 of BP2): <ul style="list-style-type: none"> ▪ \$1.3 billion over five years from 2021–22 to support employers to engage and retain new apprentices and reform the Apprenticeships system to sustain a skilled and responsive workforce. Includes Australian Apprenticeships Incentive System and extension of BAC/CAC wage subsidies to 30 June 2022. ○ <i>Investing in Australia’s University Research Commercialisation</i> (p. 75-76 of BP2): <ul style="list-style-type: none"> ▪ \$988.2 million over five years from 2021–22 to deliver a research reform package to drive university-industry collaboration, workforce mobility and research translation and commercialisation. Includes establishment of Australian Economic Accelerator grants. <p>Efficiency Dividend</p> <ul style="list-style-type: none"> • 1.0 per cent in 2022–23. It was 1.5 per cent in 2021–22. <p>Average Staffing Levels (ASL)</p> <ul style="list-style-type: none"> • ASL for the department is shown against the resource statement (p. 21 of PBS) and by each outcome (p. 29, 49, 68 and 78 of PBS). • Total ASL: <ul style="list-style-type: none"> ○ 2022–23: 3,655 (Outcome 1: 779 / Outcome 2: 535 / Outcome 3: 956 / Outcome 4: 1,385). ○ 2021–22: 3,651 (Outcome 1: 797 / Outcome 2: 513 / Outcome 3: 924 / Outcome 4: 1,417).
Machinery of Government changes	<ul style="list-style-type: none"> • Administrative Arrangements Order was made on 1 June 2022, with the Department of Education, Skills and Employment renamed the Department of Education, and the new Department of Employment and Workplace Relations commencing on 1 July 2022.

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Issue	Response/Facts
<p>SB22-000304</p>	<ul style="list-style-type: none"> • Early Childhood and Youth, Schools, and Higher Education, Research and International functions remained with the department. The Skills and Training, and Employment functions transferred to DEWR. • The interim Section 75 was signed on 20 June 2022. • The final Section 75 was signed on 2 September 2022. • Section 72 was signed on 6 July 2022 and took effect on 7 July 2022. • The MoG changes were facilitated within the department's existing resources. Costs relating to the MoG are not separately recorded in the department's financial system.
<p>Cyber Security SB22-000306</p>	<ul style="list-style-type: none"> • The department is committed to the protection of government and public information, and the integrity and availability ICT systems, from the threat of cyber security incidents. • We adopt a risk-based approach to the management of information risk in accordance with the: <ul style="list-style-type: none"> ○ Protective Security Policy Framework (PSPF) ○ Australian Cyber Security Centre (ACSC) Information Security Manual and Strategies to Mitigate Cyber Security Incidents, in particular, the 'Essential Eight'. • The department provides an annual report on its protective security maturity to the Attorney-General's Department under the PSPF. • Under a shared service arrangement, the Department of Employment and Workplace Relations (DEWR) provides IT infrastructure to assist in managing IT security threats. At a high level, the controls implemented by DEWR include: <ul style="list-style-type: none"> ○ system access controls ○ the use of an ASD certified gateway ○ implementation of the essential eight cyber security strategies • Publicly reporting on the department's protective security maturity would provide details that malicious actors may exploit and increase the department's risk of vulnerability of its protective security arrangements. • To ensure the ongoing safeguarding of information held by the department, we do not publicly discuss the details of our information security arrangements.

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Issue	Response/Facts
<p>Questions on Notice from 2022-23 Budget Estimates (April 2022) SB22-000305</p>	<ul style="list-style-type: none"> DESE took 61 QoNs from the Budget Estimates hearing in April 2022. Of these, the Department of Education had responsibility for 31 QoNs. All QoNs were tabled by the department on 27 July 2022. Refer to SB22-000305 for further detail.
<p>COVID-19 Internal Response SB22-000307</p>	<ul style="list-style-type: none"> Between 1 July and 15 September 2022, the department received 142 positive COVID-19 notifications from staff. <ul style="list-style-type: none"> Between 1 July 2021 and 30 June 2022, DESE received 1,764 positive COVID-19 notifications from staff. Following Machinery of Government changes, governance arrangements and response actions are jointly managed and consistent across the department and DEWR. This is due to co-located office locations. The joint Continuity Management Team provides centralised coordination of the departments' response to COVID-19. The CMT is supported by the interdepartmental COVID-19 Working Group. The department has in place a framework to manage the health and safety of workers, including the COVID-safe Plan, COVID-safe Transition Framework, the WHS COVID-19 Workplace Hazard Identification and Risk Assessment, and supporting resources. Protocols for suspected or confirmed COVID-19 cases are in place to determine the most appropriate actions to mitigate risk to staff safety and business continuity.
<p>HR Facts and Figures SB22-000308</p>	<p>As at 31 August 2022:</p> <ul style="list-style-type: none"> Headcount: 1,390 FTE: 1,287.7 ASL: 1,261 following the October Budget SES level/cap: 55.7 FTE against 58 cap Women SES: 56.4 per cent of total SES Separations (Jul-Aug 2022): 42 (incl. s VRs (all non-SES)⁴ 3.0 per cent separation rate
<p>Campaigns Overview SB22-000309</p>	<ul style="list-style-type: none"> The Department of Education adheres to the <i>Australian Government Guidelines on Information and Advertising Campaigns by non-corporate Commonwealth entities.</i> The Department of Education adheres to the Australian Government Interim Guidelines on Information and Advertising Campaigns (the Guidelines) when managing government communication campaigns.

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Issue	Response/Facts
	<ul style="list-style-type: none"> The Cheaper Child Care communication campaign is the only campaign in the department and is in the early planning stages. Total funding of \$9.5 million was announced in the 2022–23 Federal Budget for the Cheaper Child Care communication campaign over 2022–23 and 2023–24.
Notifiable Data Breaches SB22-000310	<ul style="list-style-type: none"> In the 12 months to 31 August 2022, the department had no eligible data breaches for the purposes of the <i>Privacy Act 1988</i>. For the same period, there was one incident determined to be an eligible data breach of a contracted service provider, rather than the department.
Climate Change SB22-000502	<ul style="list-style-type: none"> Pages 110 to 113 of the 2021–22 DESE Annual Report.