



Australian Government
Department of Education

23 | Annual 24 | Report



23 | **Annual**
24 | **Report**

Acknowledgment of Country

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

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The document must be attributed as the *Department of Education Annual Report 2023–24*.

Use of the Coat of Arms

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Online version

Web address of this report: education.gov.au/about-us/corporate-reporting/annual-report

Letter of transmittal



Australian Government
Department of Education

Secretary
Mr Tony Cook PSM

The Hon Jason Clare MP
Minister for Education

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

Senator The Hon Anthony Chisholm
Assistant Minister for Education

Dear Ministers

I am pleased to present the Department of Education Annual Report 2023–24.

This report has been prepared in accordance with section 46 of the *Public Governance, Performance and Accountability Act 2013* (Cth) (PGPA Act) for presentation to the Parliament.

The report reflects the matters dealt with and the legislation administered by the department and includes the department's audited financial statements in accordance with sections 42 and 43 of the PGPA Act. The report also meets the requirements of the *Public Governance, Performance and Accountability Rule 2014* (Cth) (PGPA Rule) in relation to annual reports for non-corporate Commonwealth entities and includes the department's audited annual performance statements.

As required by section 17AG(2)(b) of the PGPA Rule, I certify that I am satisfied that:

- fraud risk assessments and fraud control plans have been prepared and are in place for the department
- appropriate mechanisms for preventing, detecting incidents of, investigating or otherwise dealing with, and recording or reporting fraud that meet the specific needs of the department are in place for the department; and
- all reasonable measures have been taken to deal appropriately with fraud relating to the department.

The report appendices also include the following:

- the Tuition Protection Service Annual Report 2023–24, as required under section 170B of the *Education Services for Overseas Students Act 2000* (Cth); and
- information required under section 113 of the *Australian Education Act 2013* (Cth) in relation to recoverable payments.

Yours sincerely

Mr Tony Cook PSM
16 September 2024

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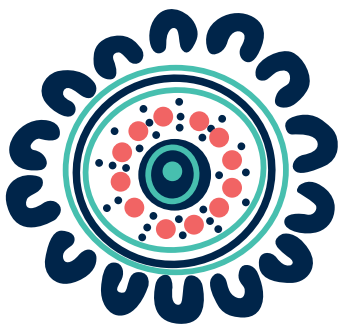
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Acknowledgement of Country

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01

Overview

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Secretary's review



Last year I highlighted the major reviews that had been established by the Australian Government.

With the support of the department, these reviews – the Australian Competition and Consumer Commission's and the Productivity Commission's inquiries into early childhood education and care; the Review to Inform a Better and Fairer Education System; and the Australian Universities Accord – were all delivered to government in 2023–2024.

The government's reform initiatives stemming from these reviews provide the department with a strong direction to support our ministers and the government in their goal to create a better and fairer education system for all Australians.

High-quality, affordable and equitable access across all levels of education with appropriate and sustainable funding were consistent principles across each review. These principles will be central to the ongoing transformation of the Australian education system.

In 2023–24 the department started to respond to initial elements of the reviews, and began work on implementation of the recommendations agreed to by the government, including the necessary future policy reforms that will also be required.

The department has continued to support our ministers and assistant minister to deliver the government's policy priorities with professionalism and integrity. Our governance structures – some revised and updated – provided a framework to ensure we met our legislative, regulatory and financial management obligations and Australian Public Service (APS) accountabilities, which included our commitment to APS Reform initiatives.

Access and equity

The department implemented the Australian Government's Child Care Subsidy (CCS) reforms, introduced from July 2023, making it easier for parents to return to paid work or increase their hours of paid work. The reforms also broadened access to early childhood education and care for families by providing a minimum entitlement of 36 hours per fortnight of subsidised care for families with First Nations children, regardless of activity hours or income level.

The Early Years Strategy was launched on 7 May 2024 and provides a 10-year framework to better integrate and coordinate government policy with a focus on how best to support children's development in their first 5 years.

The Review to Inform a Better and Fairer Education System report, *Improving outcomes for all*, was released on 11 December 2023. All Education Ministers agreed that equity and excellence should be a key area of focus in the development of the next National School Reform Agreement. The report outlined recommendations which would improve educational equity and lift student outcomes, particularly for students with additional learning needs. It included reforms to support increased use of high-quality, evidence-based teaching practices and provide students most in need with tailored and targeted learning support in the early years of schooling.

Throughout 2023–24 the department supported the process to negotiate the Better and Fairer Schools Agreement and associated bilateral agreements between the Australian Government and all state and territory governments. The *Improving outcomes for all* report formed the basis for these negotiations. Statements of intent were agreed with the Western Australian and Northern Territory governments with a commitment to get all public schools on a pathway to full and fair funding.

A capital works fund was established to build or improve boarding facilities in central Australia for First Nations students from remote Northern Territory communities. Applications were also invited for the second round of the Schools Upgrade Fund, which provided \$215.8 million in 2023–24 to support

202 large capital works projects in government schools throughout Australia. Schools with high numbers of students from low socio-economic backgrounds, First Nations students and students with disability were prioritised.

In 2023, school attendance rates were up from 86.5% in 2022 to 88.6% in 2023.

The principles of access and equity were also driving the work of the Australian Universities Accord expert panel.

Australian Universities Accord

In releasing the interim report of the Australian Universities Accord in July 2023, the government committed to implement all 5 of the immediate actions identified:

- establish up to 20 additional Regional University Study Hubs and up to 14 Suburban University Study Hubs
- abolish the 50% pass rule
- extend demand-driven funding to all First Nations students who are eligible for the course they apply for
- extend the Higher Education Continuity Guarantee for a further 2 years, and
- work with state and territory governments to improve university governance arrangements.

Passage of the *Higher Education Support Amendment Bill 2023* in October 2023 gave effect to a number of these recommendations, while the locations of the first 10 (of 20) new Regional University Study Hubs were announced in March 2024. Applications opened in May 2024 to establish up to 14 Suburban University Study Hubs.

The Universities Accord final Report was released on 25 February 2024 and made 47 recommendations to government for long-term reform to strengthen Australia's tertiary education sector and make it more equitable and accessible. The Universities Accord found that, at its core, Australia's tertiary education system needs significant and urgent reform to deliver the large and skilled workforce Australia needs to meet future social, economic and environmental challenges. A key goal of the Universities Accord final report, agreed by the government, is to increase the tertiary education attainment rate of Australians in our workforce from 60% to at least 80% by 2050.

Progress on Universities Accord recommendations

In June 2024, 3 consultation papers were released to progress key areas of structural reform in the university sector – implementing the Australian Tertiary Education Commission (ATEC), establishing a new system of managed growth funding and making needs-based funding a core component of funding for higher education teaching and learning.

The ATEC will be established as an independent steward of Australia's tertiary education system, fostering a high-quality, cohesive and diverse tertiary education system through funding stewardship and performance monitoring.

A new system of managed growth funding will be introduced for university places to better meet student demand, maintain sustainable growth and increase opportunities for students.

Needs-based funding will ensure better support for students from under-represented backgrounds to participate and succeed in higher education.

While the government has been clear that the recommendations of the Universities Accord report provide long-term opportunities for tertiary education reform, it responded to 29 of the 47 recommendations, either in part or in full, in the 2024–25 Budget.

On 11 May 2024 the department released a draft International Education and Skills Strategic Framework for targeted consultation. The new framework will put Australia on the front foot to ensure the sustainability, quality and integrity of our world-class international education sector, and to make sure that students receive the highest quality educational experience.

Workforce progress

The government's \$72.4 million early childhood education and care (ECEC) workforce package was introduced in the 2023–24 Budget to address workforce challenges in the ECEC sector by supporting retention, professional development and ongoing studies of educators.

In the first year, the workforce package helped approximately 750 student educators through the paid practicum wage subsidy, and assisted approximately 23,500 educators from regional and remote areas and First Nations educators to undertake further education.

The department has continued to participate in the supported bargaining process for the ECEC sector throughout the year.

The National Teacher Workforce Action Plan, agreed by all education ministers in December 2022, continues to be rolled out as an integrated strategy to increase teacher supply, improve teacher retention, strengthen initial teacher education (ITE), elevate the profession, and better understand teacher workforce needs. The department continues to support the implementation of the action plan.

Through the Workload Reduction Fund, the department continued to work with states and territories to support pilots to reduce teacher and school leader workload pressures. Australian Government funding of \$6.3 million was provided for 3 new pilots in Queensland and Western Australia, with each state government providing matching funding for the new pilots.

The final report of the Teacher Education Expert Panel (TEEP), *Strong beginnings*, was published on 6 July 2023. The report made 14 recommendations to better prepare new teachers for the classroom and lay strong foundations to support new teachers to successfully enter into and remain in the teaching profession.

On 11 December 2023, all state and territory education ministers agreed on actions to progress the TEEP report recommendations. The implementation of all recommendations continues. It includes:

- establishing a new ITE Quality Assurance Oversight Board to improve national consistency and quality of initial teacher training
- establishing a \$7.1 million Strong Beginnings Fund to support implementation of core content and to foster continuous improvement in the ITE sector, and
- expansion of the High Achieving Teachers program to encourage more mid-career entrants to the profession.

On 31 October 2023 the Be That Teacher campaign was launched nationally to promote teaching as a valued and rewarding profession – and to encourage more people to become teachers. The bethatteacher.gov.au website features inspirational stories from teachers around Australia about why they choose to teach. As at 30 June 2024 there had been more than 981,000 views of the website and close to 70,000 views of the ‘Become a teacher’ page. The campaign’s social media and digital video content generated over 75 million views.

The department established the Commonwealth Teaching Scholarships in November 2023 and received more than 3,000 applications in the first round. Successful applicants will receive a scholarship of up to \$40,000 for undergraduate studies and up to \$20,000 for postgraduate studies in initial teacher education.

Through the National Collaborative Research Infrastructure Strategy (NCRIS), 25 research infrastructure projects shared in \$650 million awarded in October 2023 to support work on a range of world-leading research projects. NCRIS supports more than 90,000 researchers each year, including over 5,000 industry-based researchers, who rely on this research infrastructure to drive Australia’s economic growth.

Youth focus

In March 2024, 115 young people from across Australia with diverse backgrounds and experiences gathered in Canberra to participate in the Australian Government’s National Youth Forum. The forum provided the opportunity for participants to design and present policy solutions to challenges that affect young people.

The government's youth engagement strategy, *Engage! A strategy to include young people in the decisions we make*, was also launched at the forum. More than 4,600 young people and youth sector representatives contributed to *Engage!* via a comprehensive community consultation.

Departmental culture

The Department of Education continued to support the APS Reform agenda and implemented a number of measures in 2023–24 in support of all 4 pillars of APS Reform.

We took a proactive approach to enhance our employees' experience by working respectfully, creating a positive and inclusive environment and working together to create an employee experience that we want to be part of, where we are enabled, and empowered to be our best. This approach supports our people to realise their potential, and our department to achieve its purpose. We reviewed our recruitment practices, including how we attract and retain talent, and introduced the empowerED Induction Program to equip new starters with the essential information they need to settle in and succeed.

We had 5 active formal employee networks with Senior Executive Service (SES) level champions appointed to each, to drive and promote diversity and inclusion initiatives, celebrate days of significance, and improve employment outcomes and the day-to-day lived experience of our people.

The department's leadership group has been engaged in a dedicated psychosocial safety education program to provide a shared understanding of what psychosocial safety is and how to recognise and manage psychosocial risks and safeguard the wellbeing of all staff.

The department continued its commitment to reconciliation through a Reconciliation Commitment Statement 2023–2024, and its Reconciliation Action Plan (RAP) 2023–25, which launched on 26 April 2023. We supported the government priority to work with First Nations peoples, communities and businesses to improve opportunities and build a better future.



Tony Cook PSM

Secretary,
Australian Government
Department of Education

16 September 2024



Our portfolio

Ministers

As at 30 June 2024



The Hon Jason Clare MP
Minister for Education



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



Senator the Hon Anthony Chisholm
Assistant Minister for Education

Department of Education

Purpose

We create a better future for all Australians through education.

Outcomes and programs

In 2023–24 the department achieved its purpose through the delivery of 2 outcomes and 13 programs.

Outcome 1

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

- **Program 1.1** Support for the Child Care System
- **Program 1.2** Child Care Subsidy
- **Program 1.3** Government Schools National Support
- **Program 1.4** Non-Government Schools National Support
- **Program 1.5** Early Learning and Schools Support

Outcome 2

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

- **Program 2.1** Commonwealth Grant Scheme
- **Program 2.2** Higher Education Superannuation Program
- **Program 2.3** Higher Education Support
- **Program 2.4** Higher Education Loan Program
- **Program 2.5** Investment in Higher Education Research
- **Program 2.6** Research Capacity
- **Program 2.7** International Education Support
- **Program 2.8** Nuclear Powered Submarine Program

Role and functions

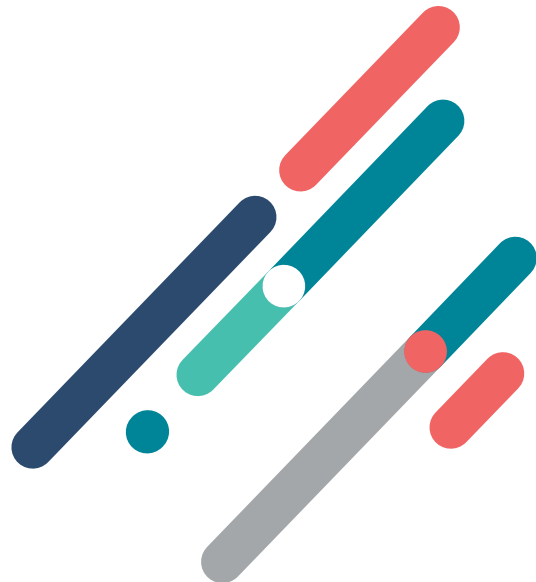
As at 30 June 2024 the department was responsible for leading implementation of national policy and programs that help to build a strong future by supporting the ECEC and schooling systems, developing strong frameworks for Australia’s young people, and enabling access to higher education, so that Australia can maximise personal, social and economic outcomes. In addition, enhancing Australia’s role as a provider of international education and world-class research remained a priority.

We delivered on our purpose by advising our ministers, implementing Australian Government policies and programs and administering legislation. To achieve this we used research, evidence and data and worked collaboratively with industry, stakeholders, and state and territory governments.

Authority

Table 1.1: Details of the accountable authority during the reporting period, 2023–24

Name	Position title	Date of commencement	Date of cessation
Mr Tony Cook PSM	Secretary	4 April 2023	-



Portfolio entities

As at 30 June 2024



Australian Curriculum, Assessment and Reporting Authority

Mr Stephen Gniel
Chief Executive Officer

Outcome: Improved quality and consistency of school education in Australia through a national curriculum, national assessment, data collection, and performance reporting system.



Australian Institute for Teaching and School Leadership Limited

Mr Edmund Misson
Chief Executive Officer (Acting)

Outcome: Enhance the quality of teaching and school leadership through developing standards, recognising teaching excellence, providing professional development opportunities, and supporting the teaching profession.



Australian Government
Australian Research Council

Australian Research Council

Dr Richard Johnson
Chief Executive Officer (Acting)

Outcome: Growth of knowledge and innovation through managing research funding schemes, measuring research excellence and providing advice.



Australian Government
Tertiary Education Quality
and Standards Agency

Tertiary Education Quality and Standards Agency

Dr Mary Russell
Chief Executive Officer

Outcome: Contribute to a high-quality higher education sector through streamlined and nationally consistent higher education regulatory arrangements; registration of higher education providers; accreditation of higher education courses; and investigation, quality assurance and dissemination of higher education standards and performance.



**Australian
National
University**

Australian National University

Professor Genevieve Bell
Vice Chancellor,
President and Chief Executive Officer

The Australian National University (ANU) is a research intensive educational institute, established by the *Australian National University Act 1991* (Cth). The ANU is not part of the general government sector.



Our departmental structure

As at 30 June 2024

Tony Cook PSM, Secretary



Kylie Crane PSM
Deputy Secretary

EARLY CHILDHOOD AND YOUTH

Child Care

Early Learning Programs and Youth



Meg Brighton
Deputy Secretary

SCHOOLS

Funding and Data Collection

Teaching and Learning

National Reform

Improving Student Outcomes



Ben Rimmer
Deputy Secretary

**HIGHER EDUCATION,
RESEARCH AND INTERNATIONAL**

International

Higher Education

Research

Australian Universities Accord

Tuition Protection Service



Marcus Markovic
Deputy Secretary

**CORPORATE AND
ENABLING SERVICES**

People, Parliamentary and Communications

Financial Management

Strategy, Data and Measurement

Education Funding System
and Digital Services

Legal

Statutory Office

Highlights

Our people

1,677

People

1,586 Ongoing

91 Non-ongoing

1,397 Full-time

274 Part-time

55 Contractors

Diversity

67.7% Female*

31.9% Male*

2.9% First Nations

6% Disability

7.9% Non-English speaking background#

4.4% LGBTQIA+

Women in leadership

67.8% Executive Level



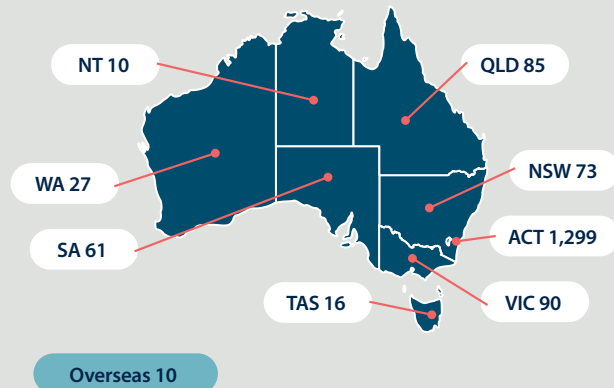
73.8% Senior Executive Service



Five employee-led networks

- Ability and Carers Network
- Aboriginal and Torres Strait Islander Network (the Deadly Crew)
- Culturally and Linguistically Diverse (CALD) Network
- Pride Network
- Gender Equity Network

Across Australia and overseas



* 6 employees use a different term. To protect their identification, they have been added in the total figure only.

Non-English Speaking Background 1 (NESB 1) refers to people born overseas who arrived in Australia after the age of five and whose first language was not English. The department does not collect NESB 2 (children of migrants) data.

2024 APS Census highlights



90.4%
education
participation rate

78%
rated immediate
supervisor leadership
positively

73%
rated SES leadership
positively

73%
positive engagement

71%
rated communication and
change positively

70%
rated wellbeing policies
and support positively

64%
rated enabling innovation
positively

2023–24 Budget highlights

Administered
expenses **\$55.5** BILLION 2023–24
\$51.2 BILLION 2022–23

Departmental
expenses **\$367.0** MILLION 2023–24
\$324.8 MILLION 2022–23

Our achievements



Supported **1.2 million families** with Cheaper Child Care



Delivered **\$27.8 billion for schools** in 2023 (recurrent school payments)



Awarded **985 Commonwealth Teaching Scholarships**



Consulted over **4,600 young people** to deliver the Australian Government youth engagement strategy, *Engage! A strategy to include young people in the decisions we make*



Provided support for **46 Regional University Study Hubs**, with **4,390** regional and remote students supported (as at May 2024)



Awarded funding to **96 Industry PhD projects**



Allocated **4,001 extra university places** in advanced **STEM** fields to bolster future workforce skills and strengthen Australia's sovereign capabilities

Year in review

Early childhood and youth

Supporting Australian families with early childhood education and care

In 2023–24 the department has provided support for 2 major inquiries commissioned by the Australian Government into early childhood education and care (ECEC). The final report of the comprehensive Productivity Commission inquiry into the ECEC system in Australia was delivered to the government on 28 June 2024. The final report of the Australian Competition and Consumer Commission (ACCC) inquiry into ECEC prices was released on 29 January 2024. The government will consider the findings and recommendations of both inquiries as it charts a course for universal, affordable ECEC.

The department led implementation of the Cheaper Child Care measure in July 2023. The measure supports Australian families to access affordable, accessible and quality ECEC, while making it easier for parents and carers to increase their workforce participation. As part of this measure, the maximum Child Care Subsidy (CCS) rate of 85% was increased to 90% for families on an income of \$80,000 or less. Families earning over \$80,000 and under \$530,000 receive a subsidy that tapers down from 90% by 1% for each \$5,000 earned. This rate reaches 0% for families earning \$530,000 or more. Income thresholds are increased each July, in line with inflation.

The Early Years Strategy 2024–2034

On 7 May 2024 the Hon Amanda Rishworth MP, Minister for Social Services, and the Hon Dr Anne Aly MP, Minister for Early Childhood Education launched the Early Years Strategy 2024–2034. The Early Years Strategy sets out the government's long-term vision to best support Australia's children and their families in the early years.

Its vision is 'that all children in Australia thrive in their early years. Children have the opportunity to reach their full potential when nurtured by empowered and connected families who are supported by strong communities.'

The Early Years Strategy provides the foundation for a new integrated, holistic, whole-of-government approach to children's early years. It articulates how the government will prioritise and support child-centred policy development, and target investment in early years supports and services over the next decade. This includes considering how the Early Years Strategy can ensure First Nations children and children experiencing disadvantage are given the best opportunities to support their learning and development and improve lifetime outcomes.

Improved regulatory settings and outcomes

The department has continued its strong focus on payment integrity in the CCS program, including supporting improved capability in the ECEC sector. In December 2023, the department launched a free online learning platform called Gecko, which stands for 'Get early childhood compliance knowledge online'. Gecko was designed in collaboration with the sector to support providers to understand their legal obligations in administering the CCS.

Gecko has seen a strong early uptake with over 4,700 learner registrations in the first 7 months of implementation. The department is receiving positive feedback on Gecko from the sector, with courses averaging a rating of 4.4 out of 5 stars.

The department has also delivered on the government's promise to increase transparency in the ECEC sector. We have expanded the scope of the department's financial oversight over large providers to cover more than 60 providers, operating over a third of all ECEC services, and made more information available to families by publishing profits and revenues online. Supporting the government's transparency initiatives, we worked with the Australian Children's Education and Care Quality Authority (ACECQA) to relaunch [StartingBlocks.gov.au](https://www.startingblocks.gov.au). The upgraded website features a more intuitive and accessible user experience, with added features including information about year-to-year changes in services fees.

Strengthening the ECEC workforce

The department has continued to collaborate with state and territory governments, ACECQA, and the ECEC sector to ensure that all 21 actions under the National Children's Education and Care Workforce Strategy 2022–2032 are progressing. Of these actions, 13 are due for completion by the end of 2024, and in June 2024, 8 had already been completed. This workforce strategy has been developed to support the recruitment, retention, sustainability and quality of the sector workforce.

Improving pay and conditions is a vital part of attracting and retaining ECEC educators and teachers – which is why in the 2024–25 Budget, the Australian Government committed to providing funding to support a wage increase for ECEC workers. The Budget included \$30 million for the department to establish the information technology (IT) and payment infrastructure to deliver on this commitment.

As part of the government's \$72.4 million investment over 5 years to better support the skills and training of the ECEC workforce, the department administered 2 new workforce grant schemes in 2023–24. There was strong uptake of these grants, which prioritised support for First Nations educators and for educators in regional and remote areas. The new professional development grants delivered \$12.56 million in subsidies support for over 23,500 educators across more than 1,900 services to undertake further professional development. The new paid practicum grants delivered \$3.2 million in subsidies support to over 750 educators in more than 640 services to complete early childhood teaching qualifications.

Child safety

The National Quality Framework (NQF) is designed to support ECEC services in meeting their obligations to provide a child safe environment. On 21 December 2023, ACECQA delivered the final report on its Review of Child Safety Arrangements under the NQF. The review found that the NQF is an internationally recognised framework that provides a robust regulatory scheme for ensuring the safety, health and wellbeing of children. However, it also found that more can be done to ensure the NQF remains contemporary and fit for purpose. Education ministers have accepted in principle key recommendations from the review, which improve existing safeguards and enhance safety arrangements for children in early education and care services across Australia.

Early Childhood Care and Development Policy Partnership

In 2023–24 the Early Childhood Care and Development Policy Partnership continued to progress its agreed priorities developed in its first year of operation in 2022. This included commissioning 2 research reports which were provided to the Productivity Commission inquiry into ECEC. The reports covered funding model options for Aboriginal Community Controlled Organisation (ACCO) integrated early years services and evidence on optimal hours of ECEC for Aboriginal and Torres Strait Islander children. The partnership also developed its annual report and a first set of recommendations to the Joint Council on Closing the Gap.

The partnership is working to finalise its second set of priorities, which build on the priorities endorsed in year one.

Embedding the Youth Engagement Model across government

The Office for Youth continues to support the contributions of young people in policy and program design, and to build the capability of the APS to engage with young people. In March 2024 the youth engagement strategy *Engage! A strategy to include young people in the decisions we make* was launched by the Australian Government. *Engage!* sets out the principles government will follow and the actions it will take to embed youth engagement over the next 3 years. To develop the strategy, the Office for Youth consulted over 4,600 young people across the country from June to December 2023, engaging them about the issues that matter to them, and how they want to hear from and work with government. Under *Engage!* the Office for Youth will continue its successful youth engagement bodies, including the Youth Steering Committee, whose focus will be on the strategy's implementation, and the Youth Advisory Groups. In 2024, 6 advisory groups are working on a range of policy areas with the Office for the Arts, the Department of Social Services, the Department of Home Affairs, the Department of Employment and Workplace Relations, the Department of Education and the National Indigenous Australians Agency. The Office for Youth will also work to enhance engagement with First Nations and regional, rural and remote young people through youth engagement grants and bolster online engagement through social media and a new digital youth hub in 2024–25.

Preschool Reform Agreement

The Australian Government provided \$465.6 million to states and territories for the 2023 program year under the Preschool Reform Agreement (2022–2025). The Preschool Reform Agreement supports universal access to preschool in the year before full-time school and aims to improve preschool attendance and outcomes. In 2023–24 the Australian Government and state and territory governments finalised details to collect new preschool attendance data in 2024 and continued to develop the new national preschool outcomes measure to be trialled in 2025.

Schools

In 2023–24 the department continued its role of providing stewardship of Australia’s school education system with the objective of supporting all children and young people to thrive. Key activities included the Review to Inform a Better and Fairer Education System; commencing negotiations with states and territories for the Better and Fairer Schools Agreement; strengthening the integrity of funding arrangements; implementing the National Teacher Workforce Action Plan and the Schools Unique Student Identifier (USI); working in partnership with the Northern Territory Government and community, including First Nations families, staff and students, to implement additional funding for schools in central Australia to improve student outcomes; and partnering with states, territories and the non-government sector to deliver the Consent and Respectful Relationships Education (CRRE) Budget measure.

Better and Fairer Schools Agreement

In March 2024 the Australian Government commenced multilateral and bilateral negotiations with state and territory governments for the Better and Fairer Schools Agreement to put all public schools on a pathway to reach full and fair funding – 100% of the Schooling Resource Standard.

Negotiations focused on the 3 priority areas for action: equity and excellence, wellbeing for learning and engagement, and a strong and sustainable workforce.

Both the Western Australian and the Northern Territory governments signed statements of intent with the Australian Government to fully fund public schools within the lifetime of the agreement, with funding to be directed to the most disadvantaged schools first. The joint statement of intent with Western Australia was signed on 31 January 2024, followed by the joint statement of intent with the Northern Territory on 13 March 2024. These in-principle agreements demonstrated shared objectives for school reform and informed negotiations for the Better and Fairer Schools Agreement.

Recurrent funding

In the 2023 calendar year, the department delivered recurrent funding to support school education:

- \$10.8 billion to the states and territories for government schools
- \$17.0 billion to non-government approved authorities for non-government schools.

Schools are funded through a combination of Australian Government funding, state and territory government funding, and funding from fees, charges and other parental or private contributions. The department employs annual data and capacity to contribute (CTC) scores for all eligible non-government schools to calculate funding for each school year.

A CTC score is a measure of a non-government school community's capacity to contribute to the ongoing costs of running the school. A school's CTC percentage affects the amount of base recurrent funding the school attracts from the Australian Government under the *Australian Education Act 2013* (Cth). This process is supported by annual data linkage and the continual data quality and validation framework developed in consultation with the Australian Bureau of Statistics, to ensure scores are fit for purpose, reliable and robust.

Funding integrity

In 2023–24 the Australian Government announced its Strengthening Non-Government Schools Funding Integrity Budget measure, which seeks to further safeguard its significant investment in school education. The measure strengthens policy and financial assurance and compliance oversight, ensuring recurrent funding for non-government schools is appropriately used for school education – as outlined in the *Australian Education Act 2013* and the Australian Education Regulations 2023.

The department expanded its regulatory assurance and compliance activities designed to prevent, detect and respond to non-compliance and fraud. Through this measure, the department is:

- improving data integrity by increasing the number of schools checked each year through the non-government schools census post-enumeration exercise so there is a clear picture of student enrolments in non-government schools
- increasing use of data analytics to ensure recurrent funding is being appropriately used for school education and to identify if further investigations are needed
- increasing compliance activity by expanding the number of audits of approved authorities representing non-government schools to ensure the government's funding is being spent appropriately on school education.

The department's implementation and delivery of these activities in 2023–24 has successfully delivered against the objectives of the measure. Work will continue to further strengthen the risk-based approach to assurance and compliance activities throughout 2024–25.

Capital investment

In 2023–24 the department progressed the government’s commitments to provide more equitable access to resources for schools and to help keep students and school staff safe after disruptions caused by COVID-19. The Schools Upgrade Fund (Round 2) and the Capital Grants Program provided funding for small and large-scale capital projects that support student learning in schools.

- **Schools Upgrade Fund (Round 2)**
Provided funding of \$215.8 million to assist 202 public schools to meet the cost of major important infrastructure projects, such as new classrooms, buildings or other major refurbishments.
- **Capital Grants Program**
Provided funding of \$215.8 million to assist non-government schools to improve capital infrastructure where they otherwise may not have access to sufficient capital resources. In 2023 this included 240 projects at 218 schools. Capital funding can be used for a range of infrastructure projects such as planning, fit-out, new construction or refurbishment of classrooms, libraries, and science, technology, engineering and mathematics (STEM) facilities.

National Teacher Workforce Action Plan

The Australian Government continues to lead the implementation of the National Teacher Workforce Action Plan (NTWAP) in collaboration with state and territory governments, the non-government sector, the Australian Institute for Teaching and School Leadership and the Australian Curriculum, Assessment and Reporting Authority.

Key milestones in 2023–24 were:

- **Commonwealth Teaching Scholarships (NTWAP Action 2)**
Up to 5,000 scholarships worth up to \$40,000 are being delivered to initial education students each year over the next 5 years as part of the Commonwealth Teaching Scholarships program. In 2023–24, more than 3,000 applications were received in Round 1 for the 2024 academic year, with a total of 985 scholarships awarded.
- **Expansion of the High Achieving Teachers (HAT) Program (NTWAP Action 3)**
This action commits to funding 1,500 more places in the HAT Program, which aims to encourage more professionals to switch careers to teaching. In June 2023 the government provided \$7.89 million to La Trobe University to pilot the first employment-based pathway into primary school teaching, under Phase 1 of the expansion, delivering the first 105 of the additional 1,500 places.

- Implementation of Teacher Education Expert Panel recommendations (NTWAP Action 8)
Following education ministers' decisions to strengthen ITE in response to recommendations of the TEEP, the department implemented the Strong Beginnings (Transition) Fund to support higher education providers to make the necessary changes to their courses. The department also facilitated establishment of a new, independent ITE Quality Assurance Oversight Board to drive national consistency in ITE programs.
- Workload Reduction Fund (NTWAP Action 12)
Phase 2 of the Workload Reduction Fund began, with the Australian Government entering into agreements with the Queensland and Western Australian governments to provide a total of \$6.3 million for 3 initiatives piloting new ways to reduce teacher workload. States and territories are contributing matched funding.
- Be That Teacher campaign (NTWAP Action 23)
The Be That Teacher advertising campaign, a \$10 million joint initiative between the Australian and state and territory governments, ran from October 2023 to June 2024. The campaign promoted teaching as a valued and rewarding career and featured real teachers. The advertisements were predominantly digital but also ran on billboards, on First Nations and multicultural television channels, and in cinemas. Advertising was complemented by a range of public relations activities such as media partnerships with The Brag, SBS and First Nations Radio and attendance at career expos. The campaign attracted nearly 1 million visits to the bethatteacher.gov.au website and nearly 80 million views of its videos on social media and digital channels.

Unique Student Identifier for school students

The department progressed implementation of the Schools USI in collaboration with state and territory governments and the non-government schooling sector. This initiative will provide every Australian school student with a USI number that will travel with them throughout school and into vocational education and training (VET) and higher education. The implementation of the Schools USI will enable better understanding of student progression and improve the national evidence base.

First Nations Partnerships and closing the Gap

In 2023–24 the department worked with the National Aboriginal and Torres Strait Islander Education Corporation (NATSIEC) to develop a partnership agreement between NATSIEC and education ministers. The draft partnership agreement was endorsed by NATSIEC's board after being reviewed by the co-design group that developed the partnership principles settled by ministers in February 2023. Government agencies and the Coalition of Peaks were also consulted in the development of the draft agreement. The draft agreement is expected to be finalised by ministers in late 2024.

On-Country Learning

Education is a driver of opportunity and a critical pathway to further education and employment. In May 2023 the Australian Government announced funding of \$40.4 million over 2 years to support the improvement of school attendance and education outcomes in Central Australia as part of the landmark A Better, Safer Future for Central Australia plan. Delivered in partnership with the Northern Territory Government through the 2024 school year, this measure has provided additional funding to all operating schools in central Australia and prioritises community engagement and locally driven responses. Education is a driver of opportunity and a critical pathway to further education and employment.

City-Country Partnerships

The government is investing \$26 million from 2021–22 to 2025–26 to establish the City-Country Partnerships Program to incentivise and support partnerships between remote schools with a high proportion of First Nations students and high-performing metropolitan schools. The aim of the partnerships is to create sustainable, locally responsive actions to improve school attendance and educational outcomes for students in remote Australia. City-Country Partnerships started being delivered in 2023–24, with 16 partnerships approved, totalling \$16.084 million.

Wellbeing and social cohesion

Students with strong social and emotional wellbeing are more engaged with learning and tend to have higher levels of academic achievement and attainment.

In 2023–24 the department delivered the National Student Wellbeing Program, which replaced the former National School Chaplaincy Program in January 2023. The revised program provides states and territories with ongoing funding of \$61.5 million per year to give schools more choice in hiring either a student wellbeing officer or a chaplain to support school students and school communities.

In 2023–24 the department worked with all states and territories to deliver \$192 million in one-off funding to assist every Australian school through the Student Wellbeing Boost election commitment. These additional funds helped schools to respond to the impact of COVID-19 and successive lockdowns on the mental health and wellbeing of their students. Schools had the discretion to choose the best way to use these funds on mental health and wellbeing initiatives and supports.

In 2023–24 the department also delivered a one-off payment of \$5.75 million to provide mental health and wellbeing support for students in Jewish and Islamic schools, and students of Jewish and Islamic faith at government, independent and Catholic schools. This payment recognised the impact of the Israel-Hamas conflict on young people in these communities. Schools could use the funds flexibly on mental health and wellbeing initiatives that best suited the needs of their students.

Consent and Respectful Relationships Education

In 2023–24 the department partnered with states, territories, the non-government school sector and experts to implement the Consent and Respectful Relationships Education (CRRE) Budget measure. This measure supports the government’s commitment to end gender-based violence under the National Plan to End Violence against Women and Children 2022–2032. In 2023–24 the department finalised a \$77.6 million Federation Funding Agreement Schedule with all states and territories – which will support jurisdictions and the non-government school sector to invest in high-quality, evidence-based and age-appropriate CRRE across the 2024–2028 school years.

Higher education, research and international

Australian Universities Accord

The department supported the Australian Universities Accord Panel through its 12-month review of Australia’s higher education system in 2023. The panel met 53 times, received 785 submissions across 3 submission rounds, and consulted widely across the sector and beyond. This included meetings, forums and roundtables with universities and education providers, government agencies, First Nations people, students, business, unions and other organisations.

On 25 February 2024 the Minister for Education, the Hon Jason Clare MP, released the Australian Universities Accord final report. The report outlines an ambitious tertiary education reform agenda and details 47 recommendations that would result in substantial and broad-ranging transformation of Australia’s higher education system.

Following the release of the interim report in July 2023, the department supported the government in developing its initial response to the Accord, including a 2024–25 Budget package which commenced action on 29 of the report’s 47 recommendations. Consistent with the report’s finding that many more Australians need tertiary qualifications if Australia is to meet its future skills and employment needs, the government has set an ambitious target of lifting tertiary education attainment to 80 per cent of working age people by 2050. A summary of the budget package can be found on the department’s website.

As part of the 2024–25 Budget package, the government announced its intention to:

- set targets for higher education participation for students from under-represented backgrounds, to set the sector on a trajectory required to achieve parity in 2050
- introduce a new managed growth funding system for Commonwealth Supported Places to meet student demand, maintain sustainable growth and increase opportunity for people from under-represented backgrounds
- make needs-based funding a core component of funding for higher education teaching and learning. This will be designed to boost the number of students from under-represented backgrounds completing higher education
- establish the ATEC as an independent steward of Australia’s tertiary education system. The ATEC will play a key role in shaping Australia’s future tertiary education landscape, delivering system-wide improvements to drive growth through equity and ensure our national skills needs are met.

Commonwealth Prac Payment

The Commonwealth Prac Payment will help ease the cost-of-living pressures experienced by many students when undertaking mandatory practicum placements as part of their degrees. This initiative represents an investment across the tertiary education system of \$427.4 million over 2024–25 to 2027–28 to support eligible teaching, nursing and midwifery, and social work students in higher education and VET to complete their placements.

From 1 July 2025, up to 68,000 eligible higher education students are expected to receive financial relief of \$319.50 a week for the duration of their mandatory placements. Payments have been designed to target those who need financial support the most, noting these education pathways have higher representation of women, First Nations, regional and remote, and mature-aged students.

Reducing HELP debts through an indexation cap

The government announced in the 2024–25 Budget that it will legislate to cap the indexation of Higher Education Loan Program (HELP) debts to the minimum of the consumer price index (CPI) or the wage price index (WPI). This change will apply retrospectively to debts that were indexed on 1 June 2023 and 1 June 2024. This measure will reduce around \$3 billion in HELP debts for 3 million people.

Student Services and Amenities Fee minimum allocation to student-led organisations

The Australian Government announced in the 2024–25 Budget that higher education providers will ensure that 40% of the Student Services and Amenities Fee (SSAF) revenue they collect from students is provided to student-led organisations. This recognises that SSAF revenue is student money and that students should have a say in how it is used for the services that are delivered to them by their higher education providers.

The department is progressing legislation to ensure higher education providers can achieve the policy intent of this measure, while also ensuring key services are maintained for students. We are consulting with providers and peak student representative groups to shape the implementation approach and developing transition arrangements to support the sector in implementing the new measure.

National Student Ombudsman and National Higher Education Code to Prevent and Respond to Gender-based Violence

The department is supporting the government's establishment of a National Student Ombudsman and National Higher Education Code to Prevent and Respond to Gender-based Violence.

The National Student Ombudsman will be independent and provide a mechanism for higher education students to escalate complaints about the actions of their higher education provider, including complaints relating to gender-based violence, if they are unsatisfied with their provider's response.

The national code will set clear requirements for higher education providers and student accommodation providers to address gender-based violence. It will strengthen providers' performance beyond minimum requirements to achieve best practice in prevention and response efforts to address this violence.

National Industry PhD Program

Two successful National Industry PhD Program rounds were held in August 2023 and March 2024, with 96 awards made. Of the 96 awards 54 were new Industry Researcher projects and 42 were Industry Linked projects.

The successful projects targeted problems in several of our nation's key industries - for example, developing 3D-printable materials for bone repair; research into pre-built homes to address social housing issues; adding seaweed to cattle feed to reduce methane emissions; and artificial intelligence (AI) to enhance mango harvesting.

The program continues to assist PhD candidates to work at the interface of research and industry to gain the knowledge, skills and experience to translate and commercialise university research.

Australia's Economic Accelerator

Australia's Economic Accelerator (AEA) is a \$1.6 billion priority-driven national program that aligns with the government's Future Made in Australia policy and sits within the framework established through the government identified priority areas for the economy (outlined in the *National Reconstruction Fund Corporation (Priority Areas) Declaration 2023*). The AEA operates alongside the Trailblazer Universities Program, the Increase Workforce Mobility Initiative, and the CSIRO ON program and Main Sequence Ventures.

The AEA will help bridge the 'valley of death' between innovation and commercialisation and will accelerate reform in the higher education sector for translation and commercialisation research capacity through targeted investment in priority areas. The AEA complements programs in other portfolios that provide incentives for university researchers, industry partners and investors to work together to unleash the real-world impact of the excellent research in Australian universities.

The pilot program, AEA Seed, was delivered through 3 separate rounds, with grants funded in each of the 7 Australian Government identified priority areas for the economy. Through the pilot, 98 applications were approved for a total funding allocation of \$26.2 million.

Trailblazer Universities Program

The Trailblazer Universities Program provides \$370.3 million over 4 years from 2022–23 to 2025–26 to drive commercialisation outcomes and boost university collaboration with industry. Each of the 6 Trailblazer universities will receive \$50 million, with matched funding by the lead university and their industry partners.

In addition to building research commercialisation capacity in key areas of strength and priority for Australia, the Trailblazers and their partners are working to drive cultural change within their institutions and across the sector more generally. A key aim for Trailblazers is to function as exemplars of innovative arrangements and best practice to support industry and end-user engagement in research. All Trailblazer universities have a regional footprint, with one regionally headquartered university and a further 2 universities funded to deliver regional impact.

As at 31 December 2023, Trailblazer universities have partnerships with 152 industry partners contributing approximately \$500 million in co-contributions to the projects. All Trailblazers have established joint commercialisation projects producing world-class results. Achievements so far include UniSQ's iLAUNCH project, collaborating with the National Aeronautics and Space Administration (NASA) on the NASA-led HORIS observation project, conducting re-entry observations on the OSIRIS-REx capsule. The iLAUNCH Trailblazer also funded a project between industry partner Space Machines Company and the Australian National University (ANU). Space Machines Company is building the Optimus Platform, the largest single Australian-built commercial spacecraft, that will deliver transport and service capabilities in orbit.

Australian Research Council reforms

The department is supporting the government's commitment to appoint a new Australian Research Council (ARC) Board, representing a stronger, more independent ARC.

The establishment of an ARC Board delivers on a key recommendation of the independent Review of the Australian Research Council Act 2001 (ARC Review) led by Professor Margaret Sheil AO, Professor Susan Dodds and Professor Mark Hutchinson.

The majority of the recommendations from the independent review were actioned in March 2024 through amendments to the *Australian Research Council Act 2001 (Cth)*, setting the foundation for modernising the ARC's governance, bolstering its independence and enhancing its role in supporting Australia's dynamic research landscape.

Nuclear-Powered Submarine Student Pathways

The department is delivering on the Australian Government's commitment of \$128.5 million for an additional 4,001 Commonwealth-supported places (CSPs) to increase the pipeline of highly skilled STEM graduates to support Australia's sovereign capability. These CSPs, commencing from academic years 2024 to 2027, will help grow the workforce needed for Australia's conventionally armed, nuclear-powered submarine enterprise, which is a national priority under the AUKUS security partnership.

Under the Nuclear-Powered Submarine Student Pathways program, CSPs for the 2024 academic year were allocated to universities that were successful in a competitive selection process assessed by the department and the Australian Submarine Agency during the second half of 2023. Other key national projects including the South Australian Defence Industry Workforce and Skills Action Plan and the 2023–2030 Australian Cyber Security Strategy, with which the department has been closely involved, will be reliant on greater numbers of STEM graduates and workers.

ASEAN Special Summit

The department supported the ASEAN-Australia Special Summit held in Melbourne in March 2024, celebrating 50 years of partnership with the Association of Southeast Asian Nations. The department, working closely across government, contributed to the Joint Leaders' Declaration (the Melbourne Declaration – *A Partnership for the Future*), seeking to deepen our ties and collaboration to build human capital and education linkages between ASEAN and Australia.

Draft International Education and Skills Strategic Framework

The Australian Government released the draft International Education and Skills Strategic Framework on 11 May 2024. The department is supporting broad consultation with the sector including engagement events with over 150 unique stakeholders representing private and public education providers, students, peak bodies, and state and territory governments, to seek views on the draft framework. In addition, an online submission consultation process on the draft framework received over 115 submissions from the public and interested stakeholders. The department is considering the views and feedback received through the draft framework consultation process to inform our advice to government and the shape of the final framework, to be released in 2024–25.

Regional University Study Hubs program

During 2023–24 the department supported the delivery of the government's commitment to establish up to 20 additional Regional University Study Hubs, in response to Priority Action 1 of the Australian Universities Accord interim report.

The Regional University Study Hubs program takes an innovative approach to improving access to tertiary education for regional and remote students. Regional University Study Hubs provide facilities and support for students studying at any Australian university or VET provider. In 2024 the 33 hubs already in operation were supporting nearly 4,400 students, of whom 42% reported as being first in their family to attend university and 11% identified as Aboriginal and/or Torres Strait Islander.

Suburban University Study Hubs program

The department is supporting the delivery of up to 14 new Suburban University Study Hubs, in response to Priority Action 1 of the Australian Universities Accord interim report.

The Suburban University Study Hubs program builds on the success of the Regional University Study Hubs model and adapts it to meet the needs of students located in outer-metropolitan and peri-urban areas of Australia, where university attainment is low and there are additional barriers to attending a campus.

The inaugural round of Suburban University Study Hubs are expected to be operational during Semester 1, 2025.

StudyAssist website

In 2023–24 the department upgraded and redesigned the StudyAssist website. This involved 4 rounds of user research with current and prospective students and consultation with higher education providers. The project also involved a comprehensive review of content to ensure the information needs of end users are met, and the development of short, animated explainer videos on Commonwealth assistance. It delivered increased self-service functionality and enhanced design features to support ease of navigation and location of appropriate resources.

02

Performance

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Statement by the accountable authority

I, as the Accountable Authority of the Department of Education, present the Annual Performance Statements 2023–24 as required under section 39(1)(a) of the *Public Governance, Performance and Accountability Act 2013* (PGPA Act).

In my opinion, the Annual Performance Statements are based on properly maintained records, accurately reflect the performance of the entity, and comply with section 39(2) of the PGPA Act.



Mr Tony Cook PSM

3 September 2024

Changes to our performance measures

The Department of Education made some amendments to the performance measures published in the 2023–24 Corporate Plan. The amendments are non-significant variations and are summarised below.

Changes to Outcome 1:

Performance Measure PM073	The Australian Government will work to deliver a Better and Fairer Schools Agreement (the Agreement) with states and territories, focusing on driving real improvements in learning and wellbeing outcomes for students, with a focus on students from disadvantaged backgrounds. The Agreement will be operational from January 2025.
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The performance measure wording has been revised to reflect the updated name of the Better and Fairer Schools Agreement (previously the 'new National School Reform Agreement').

Published performance measure	The Australian Government will work to deliver a new National School Reform Agreement (NSRA) with states and territories, focusing on driving real improvements in learning and wellbeing outcomes for students, with a focus on students from disadvantaged backgrounds. The new NSRA will be operational from January 2025.
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Amended performance measure	The Australian Government will work to deliver a Better and Fairer Schools Agreement (the Agreement) with states and territories, focusing on driving real improvements in learning and wellbeing outcomes for students, with a focus on students from disadvantaged backgrounds. The Agreement will be operational from January 2025.
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Published target	<p>A new NSRA developed throughout the 2024 calendar year in consultation with states and territories, so that the new agreement is operational by January 2025</p> <p>Intermediate target for 2023–24:</p> <p>The Expert Panel delivers the Final Report on the Review to Inform a Better and Fairer Education System to education ministers. The review will advise on which reforms should be attached to funding in the new NSRA.</p>
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Performance Measure PM073

The Australian Government will work to deliver a Better and Fairer Schools Agreement (the Agreement) with states and territories, focusing on driving real improvements in learning and wellbeing outcomes for students, with a focus on students from disadvantaged backgrounds. The Agreement will be operational from January 2025.

Amended target

A **Better and Fairer Schools Agreement** developed throughout the 2024 calendar year in consultation with states and territories, so that **the Agreement** is operational by January 2025.

Intermediate target for 2023–24:

The Expert Panel delivers the Final Report on the Review to Inform a Better and Fairer Education System to Education Ministers. The Review will advise on which reforms should be attached to funding in **the Agreement**.

Published methodology

Reporting against this measure will be based on the creation of a new NSRA that is operational by January 2025. To make payments to states and territories for Commonwealth funding for schools, states and territories are required under the *Australian Education Act 2013* to be party to a national agreement relating to school education reform. The new NSRA will be the primary mechanism for enabling the Australian Government's schooling reform agenda. The reform agenda will be informed by negotiations with states and territories and the final report from an expert panel undertaking a review of the current NSRA.

Amended methodology

Reporting against this measure will be based on the creation of **the Agreement** so that it is operational by January 2025. To make payments to states and territories for Commonwealth funding for schools, states and territories are required under the *Australian Education Act 2013* to be party to a national agreement relating to school education reform. **The Agreement** will be the primary mechanism for enabling the Australian Government's schooling reform agenda. The reform agenda will be informed by negotiations with states and territories and **other inputs, including the Expert Panel's report to Education Ministers and the Productivity Commission Review of the National School Reform Agreement**.

Changes to Outcome 2

Performance Measure PM011 **Proportion of domestic undergraduates who are employed within 4 to 6 months of completing a degree**

The performance measure wording has been clarified to reflect that this measure relates to domestic undergraduates.

Published performance measure	Proportion of undergraduates who are employed within 4 to 6 months of completing a degree
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Amended performance measure	Proportion of domestic undergraduates who are employed within 4 to 6 months of completing a degree
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Performance Measure PM016 **Proportion of domestic undergraduate students who rate the teaching quality at their institution positively**

The performance measure wording has been clarified to reflect that this measure relates to domestic undergraduates.

Published performance measure	Proportion of undergraduate students who rate the teaching quality at their institution positively
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Amended performance measure	Proportion of domestic undergraduate students who rate the teaching quality at their institution positively
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Performance Measure PM020 **Proportion of domestic research postgraduates who are employed within 4 to 6 months of completing their degree**

The performance measure wording has been clarified to reflect that this measure relates to domestic research postgraduates.

Published performance measure	Proportion of research postgraduates who are employed within 4 to 6 months of completing their degree
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Amended performance measure	Proportion of domestic research postgraduates who are employed within 4 to 6 months of completing their degree
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Our purpose

Our purpose is to create a better future for all Australians through education. To do this, our focus in 2023–24 was on:



Early childhood to support and prepare children for school through quality early education and care, and through access to subsidised child care, support parents and carers to work, study or volunteer.



Youth to improve the Australian Government's engagement with young people on issues, programs and policies that impact them.



Schooling to prepare children and young people for further study or work, through access to quality schooling that provides the knowledge, skills and values for every child to achieve their potential.



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

Our outcomes

Outcome 1

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

The following programs support the delivery of this outcome:

- **Program 1.1** Support for the Child Care System
- **Program 1.2** Child Care Subsidy
- **Program 1.3** Government Schools National Support
- **Program 1.4** Non-Government Schools National Support
- **Program 1.5** Early Learning and Schools Support.

Outcome 2

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

The following programs support the delivery of this outcome:

- **Program 2.1** Commonwealth Grant Scheme
- **Program 2.2** Higher Education Superannuation Program
- **Program 2.3** Higher Education Support
- **Program 2.4** Higher Education Loan Program
- **Program 2.5** Investment in Higher Education Research
- **Program 2.6** Research Capacity
- **Program 2.7** International Education Support
- **Program 2.8** Nuclear Powered Submarine Program.

Our performance

Introduction

In 2023–24 the department focused on refining its performance reporting processes and improving the analysis of factors that have contributed to the department’s performance in achieving its purpose. We reviewed our performance measures as part of the performance cycle, to ensure they remained appropriate for measuring and assessing our performance in achieving our purpose: to create a better future for all Australians through education.

In 2023–24 the department’s annual performance statements were audited for the third year by the Australian National Audit Office (ANAO), supported by dedicated internal resources. We considered feedback from the ANAO’s audit of our annual performance statements in reviewing and refining our performance measures, processes, and analysis in this reporting period and for future performance cycles.

The number and composition of the department’s performance measures may change each year as a result of changes to government priorities and programs, as well as part of the continual improvement in performance reporting outlined above.

Assessing our performance

When assessing our performance we considered the current operating environment, the methodology and data sources, and assessed the results against the result rating criteria shown in Table 2.1. This assessment occurred as part of our processes to develop information for the Portfolio Budget Statements, for the corporate plan and/or for the annual performance statements included in this annual report. This has allowed a result rating to be applied to each performance measure and supported analysis of our achievement.¹

Table 2.1: Applying a result rating for 2023–24

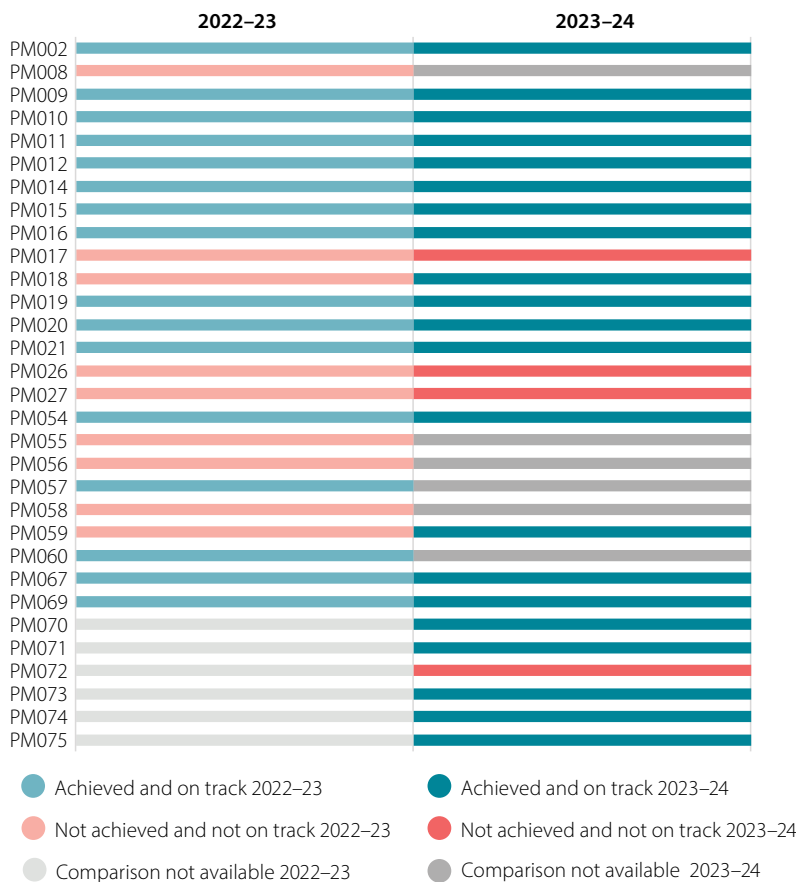
Achieved	The target was met or exceeded
On track	The target is on track to be achieved against future year targets
Not achieved	The target was not met during 2023–24
Not on track	Based on current information the performance measure is not on track to meet future year targets
n/a	Result not available or not measured in 2023–24

¹ The department has a role in regulating components of the early childhood education and care, school and higher education sectors. The department will commence reporting on regulatory performance in the 2024–25 Annual Report. The 2024–25 Corporate Plan provides information on the department’s approach to fulfilling regulatory responsibilities

Analysis of our performance

The department’s 2023–24 Annual Performance Statements comprise 27 performance measures, of which 2 performance measures (PM055 and PM056) do not have 2023–24 results as the measures are establishing a new baseline for future reporting cycles. Overall, our performance improved in 2023–24, with 21 out of 25 (84%) comparable performance measures achieved or on track as reported in the 2022–23 Annual Report, 16 out of 25 (64%) measures were achieved or on track in 2022–23. Of the comparable 18 performance measures (unchanged between years), 83% of *actual result values* improved in 2023–24 compared with 2022–23 results. Figure 2.1 summarises the result ratings for each performance measure for 2022–23 and 2023–24, showing how result ratings have changed in this reporting period compared with last year.²

Figure 2.1: 2022–23 result ratings compared to 2023–24 result ratings



² Performance measures PM055, PM056, PM059 and PM070 to PM075 could not be compared with 2022–23 results as data is not available or they are new measures/targets. Measures PM008 and PM060 in 2022–23 have been combined into PM072 in 2023–24. As noted in the 2023–24 Corporate Plan (page 46), the department removed PM057 and PM058 after 2022–23.

Early childhood

In 2023–24, more than 95% of all children including First Nations children and children from vulnerable and disadvantaged communities were enrolled in quality preschool programs the year before attending school [PM069]. The results reflect the department's focus on delivering on the government's early childhood initiatives including providing access to and supporting participation in early childhood education and care.

The department's continued focus on integrity ensured ongoing of over 90% payment accuracy for the Child Care Subsidy (CCS) in 2023–24 [PM002]. In December 2023, the department launched Gecco (Get early childhood compliance knowledge online), an online learning platform for the early childhood education and care sector to support providers to understand and comply with their legal obligations in administering the CCS.

Youth

The department contains the Office for Youth, a dedicated unit to listen to young people, and improve and harmonise policy across government.

In 2023–24 we facilitated consultations with young people from diverse backgrounds and across government to inform the new youth engagement strategy *Engage!*, launched on 20 March 2024, to connect young people directly with government [PM075].

Schools

Our performance measures reflect our work to improve student educational outcomes and transitions from school to work to support positive social and economic outcomes for young people. The department supports schools and teachers through a range of literacy and numeracy programs and ensures resourcing of schools primarily through timely recurrent funding [PM070, PM071] valued at over \$28 billion in 2023. New NAPLAN proficiency levels were implemented in 2023 [PM055, PM056] to provide greater accuracy and deliver better information for parents, carers and teachers about students with additional support needs.

School attendance rates are increasing, indicating a higher level of student participation in schooling, but have not yet returned to pre-COVID levels [PM059]. We continue to work with the states and territories on initiatives that will help identify ways to improve student attendance and performance.

The proportion of 20- to 24-year-olds who have attained at least Year 12 or an equivalent vocational education and training (VET) qualification has remained stable. More work is needed, in consultation with key stakeholders, to reach the Closing the Gap attainment outcomes [PM072].

In 2023–24 the department supported delivery of the Teacher Education Expert Panel report on the Review to Inform a Better and Fairer Education System to government. Consultation with states and territories on a new agreement, the Better and Fairer Schools Agreement (BFSA), is underway [PM073]. The BFSA ties new funding to reforms to help lift student outcomes, sets targets and improves school funding transparency.

Higher education, research and international

In the universities sector, the rates of employment for domestic graduates with bachelor degrees and postgraduate research qualifications have remained stable and the level of employer satisfaction with the skills available is also similar to previous years [PM011, PM017, PM020]. As the proportion of jobs requiring tertiary qualification grows, the department continues to deliver strategies that support student access to and participation in higher education, and support students transition to employment [PM011, PM020].

Our investment in research continued to underpin world-class research, with the proportion of Australian research publications that are in the world's most highly cited journals above the average for Organisation for Economic Co-operation and Development (OECD) countries [PM019].

In response to the Australian Universities Accord, the department announced a number of reforms aimed at improving the student experience [PM015, PM016]. These include reforms to ease cost-of-living pressures, improve equity outcomes and increase access to tertiary education opportunities for more Australians, particularly those from First Nations and disadvantaged backgrounds. These reforms are expected to have a further positive influence on students in future reporting periods as they take effect.

Summary

The department's results highlight our achievements towards creating a better future for all Australians through education from the early learning years through to higher education and beyond. The results show that we are contributing to successful education outcomes through our programs and working collaboratively with key stakeholders to understand local issues and better provide strategic direction and national leadership of Australia's education system.

Our performance measures are a mix of measures on how we do our work (direct) and how our work impacts the health of the education system (indirect). These system-health measures reflect the department's stewardship role, which involves working with state and territory governments, public institutions and the private and not-for-profit sectors, to deliver accessible, quality education across Australia.

The analysis above is a consolidation of the results reported for each individual performance measure. Further detail on the individual performance measures is provided for Outcome 1 on pages 47 to 68 and for Outcome 2 on pages 69 to 92.

Summary of 2023–24 performance measure results

Outcome 1					
Performance measure	PM#	Program	2022–23 result	2023–24 result	Page reference
Proportion of accurate child care payments to all services	PM002	1.2	Achieved	Achieved	47
The proportion of services supported by the Community Child Care Fund (CCCF) and Inclusion Support Program (ISP) in socio-economically vulnerable and disadvantaged communities	PM054	1.1	Achieved	Achieved	49
Lower the proportion of students in the Needs additional support level in NAPLAN for reading for Year 3 students	PM055	1.3, 1.4, 1.5	Not on track	n/a – a new baseline was established in 2023	51
Lower the proportion of students in Needs additional support level in NAPLAN for numeracy for Year 3 students	PM056	1.3, 1.4, 1.5	Not on track	n/a – a new baseline was established in 2023	53
Increase the proportion of students attending school 90% or more of the time	PM059	1.3, 1.4, 1.5	Not on track	Achieved	55
Average early childhood education and care hours attended by children that are supported by Additional Child Care Subsidy	PM067	1.2	Achieved	Achieved	57

Outcome 1

Performance measure	PM#	Program	2022–23 result	2023–24 result	Page reference
Proportion of children enrolled in quality preschool programs in the year before full-time school who are enrolled for 600 hours per year	PM069	1.5	Achieved	Achieved	58
Recurrent funding payments to approved authorities for government schools under the <i>Australian Education Act 2013</i> are made in a timely manner	PM070	1.3	n/a – this is a new measure for 2023–24	Achieved	60
Recurrent funding payments to approved authorities for non-government schools under the <i>Australian Education Act 2013</i> are made in a timely manner	PM071	1.4	n/a – this is a new measure for 2023–24	Achieved	61
Increase the proportion of people (age 20–24) attaining Year 12, or equivalent, or gaining a qualification at Certificate III or above	PM072	1.5	n/a – this is a new measure for 2023–24	Not on track	62

Outcome 1

Performance measure	PM#	Program	2022–23 result	2023–24 result	Page reference
The Australian Government will work to deliver a Better and Fairer Schools Agreement with states and territories, focusing on driving real improvements in learning and wellbeing outcomes for students, with a focus on students from disadvantaged backgrounds. The Agreement will be operational from January 2025.	PM073	1.5	n/a – this is a new measure for 2023–24	On track	65
Release a new youth engagement strategy by 30 June 2024	PM075	1.5	n/a – this is a new measure for 2023–24	Achieved	67



Outcome 2

Performance measure	PM#	Program	2022–23 result	2023–24 result	Page reference
The proportion of the 25- to 34-year-olds population with a tertiary qualification	PM009	2.1	Achieved	Achieved	69
The rate of attrition for domestic bachelor students	PM010	2.1	Achieved	Achieved	70
Proportion of domestic undergraduates who are employed within 4 to 6 months of completing a degree	PM011	2.1	Achieved	Achieved	72
Proportion of eligible universities able to meet specified superannuation expenses	PM012	2.2	Achieved	Achieved	73
Proportion of domestic undergraduates who are from a low socio-economic background (based on Statistical Area level 1)	PM014	2.3	Achieved	Achieved	74
Proportion of higher education students who are Indigenous	PM015	2.3	Achieved	Achieved	76
Proportion of domestic undergraduate students who rate the teaching quality at their institution positively	PM016	2.3	Achieved	Achieved	78
Proportion of employers who are satisfied with the skills of graduates (overall across all skills)	PM017	2.3	Not achieved	Not achieved	80

Outcome 2

Performance measure	PM#	Program	2022–23 result	2023–24 result	Page reference
The proportion of HELP debt not expected to be repaid on new debt	PM018	2.4	Not achieved	Achieved	81
The proportion of research publications in the world's top 10% most highly cited journals that are Australian research publications	PM019	2.5, 2.6	Achieved	Achieved	82
Proportion of domestic research postgraduates who are employed within 4 to 6 months of completing their degree	PM020	2.5	Achieved	Achieved	85
Indigenous Higher Degree by Research (HDR) completions	PM021	2.5	Achieved	Achieved	86
Proportion of international students employed or enrolled in further study after graduation	PM026	2.7	Not achieved	Not achieved	88
Number of students enrolled in offshore and transnational education and training delivered by Australian providers	PM027	2.7	Not achieved	Not achieved	90
Allocate additional Commonwealth Supported Places (CSP), focused on STEM disciplines	PM074	2.8	n/a – this is a new measure for 2023–24	Achieved	91

Our 2023–24 individual performance measure results

Outcome 1

Performance measure PM002

Proportion of accurate child care payments to all services

Target: 90% or higher

Result rating: Achieved

Result value: 96.4%

Analysis:

Child Care Subsidy (CCS) payment accuracy increased from 96.2% in 2022–23 to 96.4% in 2023–24.

The department has continued its strong focus on payment integrity outcomes in the CCS program, including supporting improved capability in the early childhood education and care sector.

In 2023 the department launched an online learning platform called Geccko (Get early childhood compliance knowledge online). Geccko was designed in collaboration with the sector to support providers to understand and comply with their legal obligations in administering the CCS.

In September 2023, for the first time since Random Sample Parent Check (RSPC) data has been collected, no surveyed parents reported the non-payment of gap fees. Further, in the December 2023 RSPC data, no surveyed parents reported having paid their gap fee by cash. These results were observed following the department's implementation of the new policy announced in the October 2022–23 Budget that from 1 July 2023 required gap fees to be paid by electronic funds transfer. The results indicate a notable change in sector behaviour and compliance, showing the department's focus on child care payment integrity had a significant influence during 2023–24.

The result value in the 2022–23 Annual Report was reported as 96.9%. The correct result value is 96.2%. The 2022–23 result rating of 'Achieved' is not affected by the error. The department's 2022–23 Annual Report webpage was updated to correct the error (www.education.gov.au/about-department/resources/departement-education-202223-annual-report).³

³ Refer to Appendix H: Corrigendum.

Methodology:

The RSPC process involves asking a stratified random sample of parents about the hours of early childhood education and care their child attended over the preceding week to ascertain the extent to which the early childhood education and care sessions reported by providers/services (and hence the CCS payments and Additional Child Care Subsidy payments) are correct/incorrect.

Note: In 2023–24 this measure was based on data collected from RSPC's conducted in 10 out of 12 months of the year.

Source: RSPC Checking Tool

Contributing program: 1.2 – Child Care Subsidy

Key activity:

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



Performance measure PM054

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

Target: Increase on previous year

Result rating: Achieved

Result value: 21.6%

Analysis:

The proportion of services supported by the CCCF and ISP in socio-economically vulnerable and disadvantaged communities has increased from 20.8% in 2022–23 to 21.6% in 2023–24.

The increase in 2023–24 was mainly driven by ISP-funded services. The department's ISP helps early childhood education and care (ECEC) services address barriers to inclusion and helps children with additional needs to participate in ECEC through tailored support and funding to services. As ISP funding is needs-based rather than specifically targeted, the increase in services funded in disadvantaged areas over the past 3 reporting periods is indicative of increased needs of families and children in these areas.

The department's CCCF is part of the government's Child Care Safety net and aims to increase participation in ECEC, particularly in disadvantaged, regional and remote communities. In 2023–24 the only new CCCF grants issued were to support the establishment of new child care services/premises. For consistency with the methodology of the measure over previous periods, which has focused on support provided to operational services, these grants have been excluded from the measure's calculation for 2023–24.

In 2023–24, 44.7% of the services supported under the CCCF were in the most disadvantaged areas. In the same period, 19.1% of the services supported through the ISP were in the most disadvantaged areas.

Methodology:

Australian Bureau of Statistics (ABS) Socio-Economic Indexes for Areas (SEIFA) and Statistical Area level 2 (SA2) data is applied to each service funded through CCCF and ISP during the financial year. Services located in areas with no assigned SEIFA decile are removed. The proportion of services in the lowest 2 SEIFA deciles (i.e. 20% most disadvantaged areas of Australia based on SA2 and SEIFA) is calculated.

The measurement only includes services that received financial support within the given financial year (12-month period).

Source:

ABS SEIFA, Table 2 SA2 Index of Relative Socio-economic Disadvantage, 2021

Department of Education, CCCF – administrative data report

Department of Education, ISP – administrative data report

Department of Education, Child Care Subsidy Approved Services Report

Contributing program: 1.1 – Support for the Child Care System

Key activities:

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

Performance measure PM055

Lower the proportion of students in the Needs additional support level in NAPLAN for reading for Year 3 students

Target: No target

Result rating: n/a – a new baseline was established in 2023 when NAPLAN implemented new proficiency levels.

Result value: n/a – a new baseline was established in 2023. Initial comparison can be completed when results from NAPLAN 2024 are released in August 2024.

Analysis:

The new NAPLAN proficiency levels support higher expectations for student achievement and provide greater precision of results using NAPLAN's adaptive testing to deliver better information for parents, carers and teachers about students needing additional support.

The 2023 NAPLAN results using the new proficiency levels show that about 9.1% of Year 3 students, nationally, are at the Needs Additional Support proficiency level for reading. This result is from the NAPLAN test event of March 2023 and was published by the Australian Curriculum, Assessment and Reporting Authority in August 2023 (i.e. the 2023–24 reporting year).

No analysis has been carried out for 2023–24 against preceding years. This is because the 2023 NAPLAN results were the first using the new NAPLAN proficiency levels, which reset the data scale, making comparison against previous NAPLAN results impossible.

The 2023 NAPLAN results for 2023–24 established a new baseline for future reporting on and analysis of NAPLAN achievement. In 2024–25 a comparative analysis will be possible using the August 2024 publication of results from the NAPLAN test event of March 2024.

This result reports national data for performance across all Australian schools, combining both government schools and non-government schools. NAPLAN results are not reported by school sector under the nationally agreed [Principles and protocols for reporting on schooling in Australia, 2009](#).

Methodology:

The percentage of students identified as 'Needs Additional Support' in NAPLAN reading at the Year 3 level, nationally, in the NAPLAN Final Report. This percentage is based on the number of students participating in the NAPLAN Year 3 reading assessment (excluding exempt students) rather than the entire Year 3 population.

The Needs Additional Support proficiency level is set at a level that indicates students who are at or below this level are not achieving the learning outcomes expected, based on the typical skills and understandings for students at this year level, and are likely to need additional support to progress satisfactorily.

Source: Australian Curriculum, Assessment and Reporting Authority, publicly available NAPLAN National Reports.

Contributing programs:

1.3 – Government Schools National Support

1.4 – Non-Government Schools National Support

1.5 – Early Learning and Schools Support

Key activities:

- Provide consistent, transparent and needs-based funding to government schools
- Provide consistent, transparent and needs-based funding to non-government schools
- Provide support for a range of curriculum, assessment, teaching and wellbeing programs
- Provide national leadership and work with states on national policy reform

Performance measure PM056

Lower the proportion of students in the Needs additional support level in NAPLAN for numeracy for Year 3 students

Target: No target

Result rating: n/a – a new baseline was established in 2023 when NAPLAN implemented new proficiency levels.

Result value: n/a – a new baseline was established in 2023. Initial comparison can be completed when results from NAPLAN 2024 are released in August 2024.

Analysis:

The new NAPLAN proficiency levels support higher expectations for student achievement and provide greater precision of results using NAPLAN's adaptive testing to deliver better information for parents, carers and teachers about students needing additional support.

The 2023 NAPLAN results using the new proficiency levels show that about 10% of Year 3 students, nationally, are at the Needs Additional Support proficiency level for numeracy. This result is from the NAPLAN test event of March 2023 and was published by the Australian Curriculum, Assessment and Reporting Authority in August 2023 (i.e. the 2023–24 reporting year).

No analysis has been carried out for 2023–24 against preceding years. This is because the 2023 NAPLAN results were the first using the new NAPLAN proficiency levels, which reset the data scale, making comparison against previous NAPLAN results impossible.

The 2023 NAPLAN results for 2023–24 established a new baseline for future on reporting and analysis of NAPLAN achievement. In 2024–25 a comparative analysis will be possible using the August 2024 publication of results from the NAPLAN test event of March 2024.

This result reports national data for performance across all Australian schools, combining both government schools and non-government schools. NAPLAN results are not reported by school sector under the nationally agreed [Principles and protocols for reporting on schooling in Australia, 2009](#).

Methodology:

The percentage of students identified as 'Needs Additional Support' in NAPLAN numeracy at the Year 3 level, nationally, in the NAPLAN Final Report. This percentage is based on the number of students participating in the NAPLAN Year 3 numeracy assessment (excluding exempt students) rather than the entire Year 3 population.

The Needs Additional Support proficiency level is set at a level that indicates students who are at or below this level are not achieving the learning outcomes expected, based on the typical skills and understandings for students at this year level, and are likely to need additional support to progress satisfactorily.

Source: Australian Curriculum, Assessment and Reporting Authority, publicly available NAPLAN National Reports

Contributing programs:

- 1.3 – Government Schools National Support
 - 1.4 – Non-Government Schools National Support
 - 1.5 – Early Learning and Schools Support
-

Key activities:

- Provide consistent, transparent and needs-based funding to government schools
- Provide consistent, transparent and needs-based funding to non-government schools
- Provide support for a range of curriculum, assessment, teaching and wellbeing programs
- Provide national leadership and work with states on national policy reform

Performance measure PM059

Increase the proportion of students attending school 90% or more of the time

Target: Increase on previous year

Result rating: Achieved

Result value: 61.6% in 2023

Analysis:

Students attending school 90% or more of the time increased in 2023 to 61.6%, from 49.9% in 2022, achieving the target of an increase on the previous year.

Increased attendance levels indicate a higher level of student participation in schooling. Student attendance levels increased from 2022 levels but have not yet returned to pre-COVID levels (national attendance levels were 73.1% in 2019).

There are a range of external factors that influence student attendance. These include student health and wellbeing, public health directions, natural events and disasters, and family choices.

In February 2023, education ministers agreed to commission the Australian Education Research Organisation to investigate the causes of declining attendance and provide advice to ministers on evidence-based approaches that support attendance.

The target is one of the sub-outcomes of the National School Reform Agreement (NSRA), which is due to expire at the end of 2024. New targets are being considered in the context of the development of the new Better and Fairer Schools Agreement (to be developed throughout 2024). The Australian Government provides national coordination on schools reforms to achieve education outcomes under the NSRA. Reporting schools performance measures at the national level provides an overview of the performance of Australia's education system.

Methodology:

The proportion of full-time students in Years 1–10 whose attendance rate in Semester 1 is equal to or greater than 90%. The attendance rate is calculated as the number of actual full-time equivalent student-days attended by full-time students in Years 1–10 in Semester 1 as a percentage of the total number of possible student-days attended in Semester 1.

Source: Australian Curriculum, Assessment and Reporting Authority National Student Attendance Data Collection, accessible through the National Report on Schooling

Contributing programs:

- 1.3 – Government Schools National Support
 - 1.4 – Non-Government Schools National Support
 - 1.5 – Early Learning and Schools Support
-

Key activities:

- Provide consistent, transparent and needs-based funding to government schools
- Provide consistent, transparent and needs-based funding to non-government schools
- Provide support for a range of curriculum, assessment, teaching and wellbeing programs
- Provide national leadership and work with states on national policy reform



Performance measure PM067

Average early childhood education and care hours attended by children that are supported by Additional Child Care Subsidy

Target: Equal to or higher than the average early childhood education and care hours attended by children that are supported by Child Care Subsidy

Result rating: Achieved

Result value: 20.1 hours per week compared with 16.8 hours per week

Analysis:

In the 2023 calendar year, children supported by the Additional Child Care Subsidy (ACCS) attended early childhood education and care for an average of 20.1 hours per week compared with 16.8 hours for children supported by the CCS.

The result reflects the policy settings in place to ensure that children who receive ACCS have the same opportunity to access and participate in early education and care as children who do not receive ACCS.

Evidence shows that access to, and participation in, early childhood education and care is important to children facing barriers.

Methodology:

Data is obtained for each of the ACCS and CCS groups and further broken down by service type (Centre Based Day Care, Family Day Care and Out of School Hours Care). The average weekly attended hours is calculated for each group by pooling all attended hours in the most recent 12-month period (of available data) and dividing this by the number of pooled weeks of care provided to children.

Source: Services Australia – CCS System, program administrative data

Contributing program: 1.2 – Child Care Subsidy

Key activity:

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

Performance measure PM069

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

Target:

- a) Overall: 95% or higher
 - b) Indigenous: 95% or higher
 - c) Disadvantaged: 95% or higher
-

Result rating:

- a) Overall: Achieved
 - b) Indigenous: Achieved
 - c) Disadvantaged: Achieved
-

Result value:

- a) 97.3%
 - b) 97.2%
 - c) 96.8%
-

Analysis:

- a) The proportion of all children enrolled in quality preschool programs in the year before full-time school who were enrolled for 600 hours per year increased from 96.9% in 2022 to 97.3% in 2023.
- b) The proportion of Aboriginal and Torres Strait Islander children enrolled in quality preschool programs in the year before full-time school who are enrolled for 600 hours per year increased from 96.8% in 2022 to 97.2% in 2023.
- c) The proportion of disadvantaged children enrolled in quality preschool programs in the year before full-time school who are enrolled for 600 hours per year increased from 96.2% in 2022 to 96.8% in 2023.

Through the Preschool Reform Agreement, the Australian Government provides a funding contribution to states and territories to ensure all children have access to 600 hours of preschool in the year before full-time school.

Attending a high-quality 600-hour preschool program helps children develop and is especially important for disadvantaged and First Nations children. Children who attend preschool are more likely to start school developmentally on track.

From 2024, the Australian Government will work with states and territories to establish new state-specific preschool attendance targets for 2025. The Australian Government will also work with states and territories to develop, trial and evaluate a preschool outcomes measure.

Methodology:

The result is calculated using data from the ABS Preschool Education, Australia publication. Tables 1 to 4 from the Summary Release provide the data on the number of 4- and 5-year-old children, number of 4- and 5-year-old Aboriginal and Torres Strait Islander children, and number of 4- and 5-year-old disadvantaged children enrolled and enrolled for 600 hours in preschool programs.

The actual calculations are as follows: the number of 4- and 5-year-old children who are identified by the ABS as enrolled in an early childhood education program in the year before they start full-time school for 600 hours, divided by the number of 4- and 5-year-old children who are identified by the ABS as enrolled in an early childhood education program, from the Preschool Education, Australia publication, for all children, Aboriginal and Torres Strait Islander children, and disadvantaged children (ABS SEIFA Quintile 1) to arrive at each result for (a), (b), (c).

Note: Disadvantage is measured by the ABS's Socio-Economic Indexes for Areas (SEIFA) index, which looks at relative advantage and disadvantage according to geographic location, based on the most recent Census data. In this context, children are counted as disadvantaged if they reside in an area for which the SEIFA score is in the bottom quintile (i.e. bottom 20% of scores across Australia). This does not reflect the actual socio-economic status, vulnerability and disadvantage of individual children and their families. Depending on state contexts, other measures of vulnerability may provide a better representation of disadvantage. For example, due to its small population size and a mixture of socio-economic status within all suburbs, the ABS's SEIFA measure is not appropriate for measuring vulnerability and disadvantage in the ACT. Accordingly, the ACT provides supplementary data, which is allowed under the Preschool Reform Agreement.

Source: ABS Preschool Education, Australia 2023 and additional information provided by Victoria, South Australia, the Northern Territory and the Australian Capital Territory.

Contributing program: 1.5 – Early Learning and Schools Support

Key activities:

- Support children to have access to quality early learning, particularly in the year before reaching school
- Provide support for a range of curriculum, assessment, teaching and wellbeing programs
- Provide national leadership and work with states on national policy reform

Performance measure PM070

Recurrent funding payments to approved authorities for government schools under the *Australian Education Act 2013* are made in a timely manner

Target: 100%

Result rating: Achieved

Result value: 100%

Analysis:

The target of 100% was achieved for the 2023 calendar year. Approved authorities for government schools received recurrent funding payments in the 2023 school year as planned, supporting government schools to remain financially viable.

Methodology:

The date each payment was planned is compared with the date each payment was actually paid to the Australian Government Treasury. If the date paid to the Australian Government Treasury is in the same month as the planned date, the payment is considered to have been paid in a timely manner.

Source: Departmental administrative data (SEMIS Planned Payments Report)

Contributing program: 1.3 – Government Schools National Support

Key activity:

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

Performance measure PM071

Recurrent funding payments to approved authorities for non-government schools under the *Australian Education Act 2013* are made in a timely manner

Target: 100%

Result rating: Achieved

Result value: 100%

Analysis:

The target of 100% was achieved for the 2023 calendar year. Approved authorities for non-government schools received recurrent funding payments in the 2023 school year as expected, supporting non-government schools to remain financially viable.

Methodology:

The date each payment was planned is compared with the date each payment was actually paid to the Australian Government Treasury. If the date paid to the Australian Government Treasury is in the same month as the planned date, the payment is considered to have been paid in a timely manner.

Source: Departmental administrative data (SEMIS Planned Payments Report)

Contributing program: 1.4 – Non-Government Schools National Support

Key activity:

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

Performance measure PM072

Increase the proportion of people (age 20–24) attaining Year 12, or equivalent, or gaining a qualification at Certificate III or above

Target:

- a) 96% of all people in Australia by 2031
- b) 96% of Aboriginal and Torres Strait Islander people by 2031

Result rating: Not on track

Result value:

- a) 89.6% in 2023
 - b) 68.1% in 2021
-

Analysis:

This measure has 2 targets. Target (a) covers the full cohort of people aged 20 to 24 and has data available every year while Target (b) covers Aboriginal and Torres Strait Islander people aged 20 to 24 and has data available every 5 years.

For Target (a), in 2023, 89.6% of young people aged 20 to 24 in Australia had completed a qualification at Year 12 or equivalent or at Certificate III or higher. The Year 12 or equivalent attainment rate for young people (aged 20 to 24) has increased over the last decade but remained steady over the last 5 years. As of 2023, it is dipping below the projection to meet the 96% target by 2031.

Attainment is a shared target, agreed with states and territories under the current National School Reform Agreement, and action towards the attainment targets is a joint responsibility. This target is also included in the new Better and Fairer Schools Head Agreement, released on 31 July 2024.

Evidence shows that young people who complete Year 12 or equivalent or a Certificate III or higher have improved social and economic outcomes, such as access to further educational opportunities and higher relative earnings.

Trend data for the period 2004–2023 is available in the National Report on Schooling data portal. This shows long-term upward trend of 0.5 percentage points per annum over this period, in line with long-standing government policy to increase levels of attainment for young people.

The Australian Bureau of Statistic's annual Survey of Education and Work shows no observable impact of the COVID-19 pandemic. The proportion of 20- to 24-year-olds who have attained at least Year 12 or an equivalent vocational education and training (VET) qualification has remained quite steady over the 5-year period from 2019 to 2023.

The Productivity Commission is charged with monitoring progress against the National Agreement on Closing the Gap targets, which includes producing the result that is used for Target (b) in this performance measure. The result is calculated using the Census, and therefore reported every 5 years. The most recent result for Target (b) is from the 2021 Census, which showed that 68.1% of First Nations people aged 20 to 24 had completed a qualification at Year 12 or equivalent or Certificate III or higher. This was an increase and improvement since the 2016 baseline results (63.2%). The Productivity Commission noted in 2022 that while there have been improved outcomes, these are insufficient to meet the required projected achievement of 96% in 2031.

In the intercensal years, the department continues to deliver First Nations education initiatives to progress towards closing the gap in attainment of Year 12 or equivalent qualifications and other outcomes. The Commonwealth Closing the Gap 2023 Annual Report and 2024 Implementation Plan (February 2024) assessed the Commonwealth's delivery of 2023 actions and identified strategic priorities for 2024. The largest investment in First Nations education is through the recurrent needs-based schools funding. This investment will be underpinned by the department partnering with the emerging peak body, the National Aboriginal and Torres Strait Islander Education Corporation, which will provide national collective Aboriginal and Torres Strait Islander education engagement, cultural and pedagogical expertise and strategic advice.

In 2023–24 the department implemented targeted initiatives including Support on-Country Learning for central Australian schools, the First Nations Languages Education Program and the City-Country Partnerships Program. In the case of the City-Country Partnership Program, the department has been working with the Yadha Muru Foundation to facilitate students, families and communities to work closely with schools to find a 'good path' for educational success and positive future pathways. The department also commenced support for Aurora Education Foundation's Redefining Success in Education (RISE) program, a 5-year project to gain insights and build an evidence base on best practice for First Nations education programs nationally. Other initiatives focused on improving education outcomes of First Nations students included continued support for the Australian Institute for Teaching and School Leadership's Indigenous Cultural Responsiveness Initiative, which aims to enhance a suite of resources and tools to better support the cultural capability of the teaching profession, and evidence-based literacy programs to address key drivers of Aboriginal and Torres Strait Islander student education outcomes through the Scaling up Success in Remote Schools, MultiLit and Good to Great Schools programs.

The next Commonwealth progress report on Closing the Gap, including the department's latest First Nations education initiatives, is scheduled to be published in February 2025.

Methodology:

- a) Number of people aged 20–24 who have attained a school qualification of Year 12, or equivalent, or attained a non-school qualification at Certificate III level or above, divided by the total number of people aged 20–24 years. Please note that this is a sample survey.
 - b) Number of Aboriginal and Torres Strait Islander people aged 20–24 who have attained a school qualification of Year 12, or equivalent, or attained a non-school qualification at Certificate III level or above, divided by the total number of Aboriginal and Torres Strait Islander people aged 20–24 years. Please note that this is a sample survey.
-

Source:

- a) ABS Survey of Education and Work, Australia, 2023
 - b) Productivity Commission Closing the Gap Information Repository
-

Contributing program: 1.5 – Early Learning and Schools Support

Key activities:

- Provide support for a range of curriculum, assessment, teaching and wellbeing programs
- Provide national leadership and work with states on national policy reform

Performance measure PM073

The Australian Government will work to deliver a Better and Fairer Schools Agreement with states and territories, focusing on driving real improvements in learning and wellbeing outcomes for students, with a focus on students from disadvantaged backgrounds. The Agreement will be operational from January 2025

Target:

A Better and Fairer Schools Agreement developed throughout the 2024 calendar year in consultation with states and territories, so that the Agreement is operational by January 2025.

Intermediate target for 2023–24:

The Expert Panel delivers the Final Report on the Review to Inform a Better and Fairer Education System to Education Ministers. The Review will advise on which reforms should be attached to funding in the Agreement.

Result rating:

Target (new Agreement): On track

Intermediate target for 2023–24: Achieved

Result value:

Target (new Agreement): Negotiations on the Better and Fairer Schools Agreement commenced in 2024.

Intermediate target for 2023–24: The Expert Panel delivered the Report on the Review to Inform a Better and Fairer Education System to education ministers.

Analysis:

The Expert Panel's report *Improving outcomes for all: the report of the Independent Expert Panel's Review to Inform a Better and Fairer Education System* was published on 11 December 2023 on the Department of Education's website.

The Expert Panel identified 7 reform directions underpinned by specific, measurable and evidence-based recommendations and targets that could be prioritised through the next Agreement.

The reforms presented in the Expert Panel's report will be considered by education ministers alongside other inputs in the development of the next Agreement, such as the Productivity Commission's review of the current National School Reform Agreement, the National Disability Insurance Scheme review, and the Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability.

Negotiations for the Better and Fairer Schools Agreement continue with states and territories. The Agreement will inform new performance measures and targets for future reporting cycles.

Methodology:

Reporting against this measure will be based on the creation of the Agreement so that it is operational by January 2025. To make payments to states and territories for Commonwealth funding for schools, states and territories are required under the *Australian Education Act 2013* to be party to a national agreement relating to school education reform. The Agreement will be the primary mechanism for enabling the Australian Government's schooling reform agenda. The reform agenda will be informed by negotiations with states and territories and other inputs, including the Expert Panel's report to Education Ministers and the Productivity Commission's Review of the National School Reform Agreement.

Source: n/a

Contributing program: 1.5 – Early Learning and Schools Support

Key activities:

- Provide support for a range of curriculum, assessment, teaching and wellbeing programs
- Provide national leadership and work with states on national policy reform

Performance measure PM075

Release a new youth engagement strategy by 30 June 2024

Target:

A new youth engagement strategy developed, and released by 30 June 2024.

Immediate target: Deliver national youth consultations with young people, the youth sector and across government to inform the contents of the strategy

Result rating:

Target (Youth Engagement Strategy developed and released): Achieved

Immediate target (national youth consultations): Achieved

Result value:

Target: Delivered a new youth engagement strategy, *Engage! A strategy to include young people in the decisions we make*, released on 20 March 2024.

Immediate target: Delivered national youth consultations with young people, the youth sector and across government.

Analysis:

The new youth engagement strategy, *Engage! A strategy to include young people in the decisions we make*, was released on 20 March 2024.

The Australian Government Office for Youth, within the Department of Education, delivered 58 in-person and online consultations with young people, the youth sector and state government representatives to inform the contents of *Engage!*. Office for Youth consultations included a survey of young people and a discussion paper. In addition, the Office for Youth supported the Commonwealth's whole-of-government participation through a youth interdepartmental committee.

The vision of *Engage!* is that young people are empowered and valued, and contribute to government decision-making. The Office for Youth will publish a monitoring and evaluation report each year to report on the progress of *Engage!*.

In 2024–25 new performance measures will measure progress on the following *Engage!* priorities: Priority 1 – We will recognise and listen to young people, Action 1.1. Collaborating with young people; and Priority 3 – We will support government to work with young people; Action 3.2. Building government capacity.

Methodology:

The target will be deemed to have been met if the strategy is published online by 30 June 2024.

Source: www.youth.gov.au/engage

Contributing program: 1.5 – Early Learning and Schools Support

Key activity:

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



Outcome 2

Performance measure PM009

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

Target: Increase from previous year

Result rating: Achieved

Result value: 77.0%

Analysis:

In 2023, 77.0% of 25- to 34-year-olds had a tertiary qualification, up from 76.5% in 2022.

There is a long-term trend towards higher educational attainment in Australia in response to the increased skill levels required in the economy.

Tertiary attainment is influenced by a range of factors, such as government programs that encourage participation in vocational and higher education as well as skilled migration programs which favour settlement by migrants with tertiary qualifications. For example, the Commonwealth Grant Scheme makes a direct contribution to the cost of educating Commonwealth-supported higher education students.

Noting that tertiary attainment includes all non-school qualifications, in 2023, 58.7% of 25- to 34-year-olds with a non-school qualification had attained a bachelor degree level or higher qualification. This equates to 45.0% of all 25- to 34-year-olds holding a bachelor degree or higher qualification in 2023.

Methodology:

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

Source: ABS, Education and Work Australia, Table 24, 2023

Contributing program: 2.1 – Commonwealth Grant Scheme

Key activities:

- Enhance the quality of the higher education system
- Support students' access to higher education and transition to employment

Performance measure PM010

The rate of attrition for domestic bachelor students

Target: Lower than 15%

Result rating: Achieved

Result value: 14.7% (result based on preliminary 2023 data)

Analysis:

The attrition rate of students who commenced a bachelor degree in 2022 was 14.7% (based on 2023 preliminary data). There has been no change in the attrition rate of bachelor students from 2021⁴ (14.7%).

The department's Commonwealth Grant Scheme (CGS) aids students to undertake and complete higher education degrees by making a direct contribution to the cost of the study. Higher education providers are required to meet certain criteria to be eligible to receive CGS funding. The department's CGS delivery strategies enhance the quality of the higher education system by supporting higher education providers to deliver high-quality teaching and support to students that facilitates positive experiences and graduate outcomes.

Student attrition is influenced by a wide range of factors, including the higher education provider, student characteristics, and the economic environment. A low attrition rate indicates that bachelor degree students are receiving quality higher education that meets student expectations and that students are supported to continue their studies.

Since 2013 attrition rates of domestic commencing bachelor students have been reasonably steady, with only small changes between 14.3% and 15.0% year on year over the period. Notable exceptions to this pattern were the pandemic years. Students commencing in 2019 and 2020 had lower attrition rates, likely a result of weak labour market conditions associated with the pandemic. Attrition rates returned to their long-term pattern for 2021 and 2022 commencing students as Australia's labour market strengthened.

The final result for 2023 will be published on the Department of Education website. The version of the 2023–24 Annual Report tabled in Parliament and available on transparency.gov.au will remain unchanged.

Note: The 2021 result published on the department's website differs from the result reported in the Department of Education Annual Report 2022–23 (14.8%), which used preliminary data.

4 The previously published analysis for the 2022–23 Annual Report referenced the year of the annual data collection (2022) supporting the calculation of the attrition rate, not the year in which the attrition occurred (2021). Refer to Appendix H: Corrigendum.

Methodology:

Number of commencing domestic students in year (x) who neither complete in year (x) or year (x+1), nor return to study in year (x+1), over the total number of commencing domestic students enrolled in year (x).

Source: Department of Education, Higher Education Student Statistics Collection

Contributing program: 2.1 – Commonwealth Grant Scheme

Key activities:

- Enhance the quality of the higher education system
- Support students' access to higher education and transition to employment



Performance measure PM011

Proportion of domestic undergraduates who are employed within 4 to 6 months of completing a degree

Target: 85% or higher

Result rating: Achieved

Result value: 88.9%

Analysis:

The proportion of domestic undergraduates who are employed 4 to 6 months after completing their degree increased from 88.3% in 2022 to 88.9% in 2023.

As the proportion of jobs requiring tertiary qualification grows, programs that support student access to and participation in higher education, such as the Commonwealth Grant Scheme (CGS), can support their transition to employment. The CGS makes a direct contribution for domestic undergraduates to undertake studies at higher education providers which enable them to develop skills to enter the workforce.

Graduate employment outcomes are, however, also influenced by general economic and labour market conditions.

There were strong labour market conditions throughout the period covered by the 2023 Graduate Outcomes Survey. This meant that graduating students had more opportunities for employment than earlier years, particularly the pandemic period. There were weaker labour market conditions in 2020 and 2021.

Methodology:

Number of domestic undergraduates employed within 4 to 6 months of completing a degree over the total number of domestic undergraduates available for work in those 4 to 6 months.

Note: 'Employed' is consistent with the ABS Labour Force Survey concepts and definitions in measuring graduate employment outcomes. Accordingly, this considers graduates 'employed' if they work at least one hour in the survey reference week (in any profession or occupation, which may or may not align to an undergraduate's field of study). Information about the survey methodology, data representativeness and response rate is available in the Graduate Outcome Survey National Report ([link below](#)).

Source: Quality Indicators for Learning and Teaching (QILT), Graduate Outcomes Survey, [www.qilt.edu.au/surveys/graduate-outcomes-survey-\(gos\)](http://www.qilt.edu.au/surveys/graduate-outcomes-survey-(gos))

Contributing program: 2.1 – Commonwealth Grant Scheme

Key activities:

- Enhance the quality of the higher education system
- Support students' access to higher education and transition to employment

Performance measure PM012

Proportion of eligible universities able to meet specified superannuation expenses

Target: 100%

Result rating: Achieved

Result value: 100%

Analysis:

This is a demand-driven program. Funding is provided in line with the reported reconciled amounts from eligible universities; therefore the department is assured that the target is measured accurately.

Eligibility is outlined in the Higher Education Support (Other Grants) Guidelines 2022.

The department provided funding based on information reported from eligible universities with superannuation expenses from eligible funds. This has allowed 100% of eligible universities to meet their specified superannuation expenses.

Payments for this measure are made under the *Higher Education Support Act 2003*, which allocates funding on a calendar year basis. Therefore, payments towards the specified superannuation expenses are derived from the 2023 and 2024 calendar year reconciled amounts.

Methodology:

Number of universities that can meet their expenses based on the funding provided by the Commonwealth over the number of universities eligible for funding, as per the Higher Education Support (Other Grants) Guidelines 2022.

Note: There are no employees in Queensland in eligible schemes; therefore, none receive Higher Education Superannuation Program funding and they are not reported in this measure.

Source: Department of Education, program administrative data

Contributing program: 2.2 – Higher Education Superannuation Program

Key activity:

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

Performance measure PM014

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

Target: 16% or higher

Result rating: Achieved

Result value: 16%

Analysis:

The proportion of domestic undergraduates who are from a low socio-economic background (based on Statistical Area level 1) has remained at 16.0% when comparing 2023 preliminary data with 2022 revised⁵ data.

Equity of participation in higher education for all Australians is supported by a range of systemic policy levers including the Higher Education Loan Program (HELP) and the Commonwealth Grant Scheme.

There are also targeted higher education equity programs that contribute significantly to improved outcomes for students from a low socio-economic status (low SES) background including the Indigenous, Regional, and Low SES Attainment Fund (IRLSAF), which funds Table A universities to support First Nations students and students from low-SES, regional and remote backgrounds.

In particular, the IRLSAF does this through the Higher Education Participation and Partnerships Program and enabling loading. These components support universities to implement strategies that improve access, retention, success and completion rates of those student cohorts. Similarly, the Regional University Study Hubs provide access to tertiary education to students in regional and remote areas, which assists students from low SES backgrounds due to the overlap between these cohorts.

These programs aid Australian students to access and succeed at higher education, by providing low-SES cohorts opportunities that lead to increased employment rates and income.

5 2022 data revision: Following the publication of 2022 data an error was discovered in the processing of geocodes based on student address information. This resulted in a small overestimation (by 0.2 percentage points) of the overall proportion of low SES students in the initial publication of 2022 higher education student data. Revised data have since been published. More information on the 2022 geocoding error can be found at www.education.gov.au/higher-education-statistics/student-data/selected-higher-education-statistics-2022-student-data.

The decision to undertake university study is influenced by general economic and labour market conditions. High cost of living and low unemployment rates may be contributing factors driving those from a low-SES background to seek employment over study.

Through the 2024–25 Budget the government announced several reforms in response to the Australian Universities Accord final report. A number of these reforms aim to improve the student experience, including easing cost-of-living pressure, improving equity outcomes and increasing access to tertiary education opportunities for more Australians, particularly those from disadvantaged backgrounds.

The final result for 2023 will be published on the Department of Education website. The version of the 2023–24 Annual Report tabled in Parliament and available on transparency.gov.au will remain unchanged.

Note: The 2022 result stated here is based on revised* results published on the Department of Education website and differs from the Department of Education Annual Report 2022–23 (16.8%), which used preliminary data.

Methodology:

Number of domestic undergraduates from a low socio-economic background over the total of domestic undergraduate students registered at the Statistical Area Level 1 (SA1) geographical area, as defined by the ABS.

Source: Department of Education, Higher Education Student Statistical Collection

Contributing program: 2.3 – Higher Education Support

Key activities:

- Enhance the quality of the higher education system
- Support students' access to higher education and transition to employment

Performance measure PM015

Proportion of higher education students who are Indigenous

Target: 2% or higher

Result rating: Achieved

Result value: 2.2% (result based on preliminary 2023 data)

Analysis:

Preliminary data for 2023 indicate that the proportion of domestic undergraduate students who are First Nations increased to 2.2%, from 2.1% in 2022.

Although there are vast individual disparities, outcomes for First Nations students have improved across access, participation, retention, success and completion rates for higher education.

Targeted higher education programs contribute to improving outcomes for First Nations students. These include the Indigenous, Regional, and Low SES Attainment Fund (IRLSAF), which funds Table A universities to support First Nations students and students from low-SES, regional and remote backgrounds.

The IRLSAF Higher Education Participation and Partnerships Program (HEPPP) component supports universities to implement strategies that improve access, retention, success and completion rates for those student cohorts.

Regional University Study Hubs provide access to tertiary education to students in regional and remote areas, including First Nations people. Across Australia (except the ACT), 35 Regional University Study Hubs are currently operational. As of May 2024 (latest program data), Regional University Study Hubs were supporting almost 4,400 students (based on students registered with the hubs to access facilities and support at that time), of whom 11% identified as Aboriginal and/or Torres Strait Islander. Two Regional University Study Hubs, the Arnhem Land Progress Aboriginal Corporation and the Wuyagiba Study Hub, focus on supporting First Nations students on-Country in Arnhem Land. A third hub with a First Nations student focus, Garrthalala Bush University Study Hub, is due to open to students later in 2024. Regional hubs also provide employment opportunities for First Nations staff.

Other departmental programs such as Program 2.1 (CGS) contribute directly to achieving this performance measure. For example, from 2024, all First Nations undergraduate students (in bachelor and honours-level courses, excluding courses of study in medicine) are funded on a demand-driven basis at Table A universities. Between 2021 and 2023, demand-driven funding arrangements only extended to regional and remote First Nations undergraduate students. This is a key measure that will create more opportunities for access to higher education for First Nations people.

First Nations high school students are often not presented with the same opportunities and inclusion discourses and activities as non-First Nations students to imagine university as an option, and thereby to consider and plan to undertake higher education.

Relationships between universities and regional and remote communities are important, particularly for First Nations peoples, given that many regard university as beyond reach or a complex transition away from family and friends. Incorporating First Nations pedagogies, knowledges and approaches is described as particularly important for First Nations students.

Through the 2024–25 Budget the government announced several reforms in response to the Australian Universities Accord final report. This performance measure is under consideration as part of that process.

Final data for 2023 will be published on the Department of Education website. The version of the 2023–24 Annual Report tabled in Parliament and available on transparency.gov.au will remain unchanged.

Note: The 2022 result stated here is based on the final results published on the department's website and is the same as the result reported in the Department of Education Annual Report 2022–23 (16.8%), which used preliminary data.

Methodology:

Number of domestic undergraduate students who identify as Aboriginal and/or Torres Strait Islander in enrolment data over the total of domestic undergraduate students.

Source: Department of Education, Higher Education Student Statistics Collection

Contributing program: 2.3 – Higher Education Support

Key activities:

- Enhance the quality of the higher education system
- Support students' access to higher education and transition to employment

Performance measure PM016

Proportion of domestic undergraduate students who rate the teaching quality at their institution positively

Target: 80% or higher

Result rating: Achieved

Result value: 80.4% (result based on preliminary 2023 data)

Analysis:

In 2023, 80.4% of domestic undergraduate students rated the teaching quality at their institution positively (based on preliminary data), a slight increase from 80.1% in 2022. This does not represent a statistically significant year-on-year change.

The department regularly measures student satisfaction through a range of indicators found in the Quality Indicators for Learning and Teaching (QILT) Student Experience Survey. This enables the department to identify areas where student experience could improve, which may form the basis for subsequent policy changes.

The department has influenced the result through its ongoing management of the Commonwealth Grant Scheme (CGS), which subsidises eligible domestic students with the cost of their higher education study. Higher education providers are required to meet certain criteria to be eligible to receive CGS funding. The department's CGS delivery strategies enhance the quality of the higher education system by supporting higher education providers to deliver high-quality teaching and support to students that facilitates positive experiences and graduate outcomes.

In 2023 and 2024, the Australian Government is supporting a one-off boost of 20,000 commencing Commonwealth-supported places. This will provide more opportunities for Australians to enrol to study in areas of national priority, with a focus on increasing participation for students from under-represented backgrounds.

A relatively stable positive rating of around 80% reflects the minimal change in higher education policy settings between 2022 and 2023. The sector is expecting significant policy change through the Australian Universities Accord reforms.

Through the 2024–25 Budget, the government announced a range of reforms in response to the Australian Universities Accord process, a 12-month review of Australia's higher education system designed to drive lasting and transformative reform. A number of these reforms are aimed at improving the student experience, including reforms to ease cost-of-living pressure, improve equity outcomes and increase access to tertiary education opportunities for more Australians (particularly those from disadvantaged backgrounds). Following commencement, these reforms are expected to have further positive influence on student satisfaction levels.

The final result for 2023 will be published on the QILT website (qilt.edu.au).

This 2023–24 Annual Report as tabled in Parliament and available on transparency.gov.au will remain unchanged.

Methodology:

Number of domestic students rating the teaching received as positive over the total number of domestic students with valid survey responses.

Note: Information about the survey methodology, data representativeness and response rate will be available in the Student Experience Survey National Report (link below).

Source: QILT, Student Experience Survey

[www.qilt.edu.au/surveys/student-experience-survey-\(ses\)](http://www.qilt.edu.au/surveys/student-experience-survey-(ses))

Contributing program: 2.3 – Higher Education Support

Key activities:

- Enhance the quality of the higher education system
- Support students' access to higher education and transition to employment



Performance measure PM017

Proportion of employers who are satisfied with the skills of graduates
(overall across all skills)

Target: 85% or higher

Result rating: Not achieved

Result value: 83.7%

Analysis:

Employers have high levels of overall satisfaction with graduates produced by the Australian higher education system, as reported through the Quality Indicators for Learning and Teaching Employer Satisfaction Survey (ESS). The result for this performance measure remains below the target of 85% and has slightly decreased from 84.1% in 2022 to 83.7% in 2023. However, this does not represent a statistically significant year-on-year change.

Given the stable nature of the results, the employer views of recent graduates provide assurance of the quality of the Australian higher education system. The results demonstrate the aims of maintaining or improving the quality of the higher education system through the Higher Education Support program managed by the department. Although employer satisfaction across different graduate skills attributes decreased slightly between 2022 and 2023, overall employer satisfaction remained stable in 2023, within the limitations of the ESS.

Methodology:

Number of supervisors of employed graduates satisfied with the skills of the graduate over the number of supervisors with valid survey responses.

Note: Information about the survey methodology, data representativeness and response rate is available in the ESS National Report (link below).

Source: QILT, ESS

[www.qilt.edu.au/surveys/employer-satisfaction-survey-\(ess\)](http://www.qilt.edu.au/surveys/employer-satisfaction-survey-(ess))

Contributing program: 2.3 – Higher Education Support

Key activities:

- Enhance the quality of the higher education system
- Support students' access to higher education and transition to employment

Performance measure PM018

The proportion of HELP debt not expected to be repaid on new debt

Target: Equal to or lower than previous year

Result rating: Achieved

Result value: 13.0%

Analysis:

The proportion of Higher Education Loan Program (HELP) debt not expected to be repaid on new debt was 13.0% for 2023–24, lower than the 2022–23 result of 15.4%.

The department is a major contributor to the management of the HELP program and sets HELP policy.

The proportion of new debt not expected to be repaid (DNER) is projected each year by the Australian Government Actuary (AGA) using the latest available administrative data from the Australian Taxation Office and the Department of Education.

The decrease in DNER projected by the AGA for 2023–24 reflects a combination of higher projected incomes for higher education graduates (resulting in higher compulsory HELP debt repayments) and an increase in voluntary HELP repayments which has reduced the amount of debt outstanding.

AGA has adjusted its HELP modelling to account for higher voluntary repayments in the short term, which is aligned to the experience observed through higher voluntary repayments collected by the Australian Taxation Office in 2022–23.

Methodology:

The proportion of debt not expected to be repaid is modelled by the AGA using historical and projected repayment data in its longitudinal data on HELP debtors.

Source: Australian Government Actuary 2024 HELP Receivable Advice

Contributing program: 2.4 – Higher Education Loan Program

Key activities:

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

Performance measure PM019

The proportion of research publications in the world's top 10% most highly cited journals that are Australian research publications

Target: Above the OECD average

Result rating: Achieved

Result value: 4.68%

Analysis:

This measure reflects the influence Australian research has on the world and the quality of research being conducted and supported by **Program 2.5 Investment in Higher Education Research** and **Program 2.6 Research Capacity**, which are administered by the department. Both programs enable the department's key activity to support the research sector, research training and national research infrastructure and successfully underpin the delivery of world-class research and Australia's research performance. The department uses a single performance measure to assess performance for the activity and its research-aligned programs.

In 2023 the average share of the world's top 10% most highly cited research publications among OECD countries was 2.36%. Australia's share was above this average at 4.68%, which ranks Australia fourth behind the United States, the United Kingdom and Germany. Australia's ranking has remained relatively stable over the past 5 years.

While the 2023 result for the proportion of research publications in Australia that are among the world's top 10% most highly cited journals is lower than the 2022 result, this is consistent with 2023 results across the top 10 OECD countries. Despite this, Australia's number of research publications in the top 10% most highly cited journals has trended upwards over the past 5 years.

Through **Program 2.5 Investment in Higher Education Research** and **Program 2.6 Research Capacity** the department has continued to provide foundational support for Australia to achieve world-class research outcomes by investing in research, research training, national research infrastructure, and the capacity of the research workforce. The department coordinates and leverages these investments by promoting university research collaboration with industry and research institutions to generate new knowledge.

In 2023–24 the department provided funding to universities through the **Research Support Program** and the **Research Training Program** (sub-programs of Program 2.5) to support research and research training, with funding drivers incentivising universities to attract research and development income, including through partnerships for the conduct of world-leading research and innovation. Funding also supported the successful completion of postgraduate research degrees by students who subsequently enter and participate in the research workforce.

Key achievements for 2023–24 under Program 2.6 were achieved through a number of sub-programs including support for critical research infrastructure through the **National Collaborative Research Infrastructure Strategy** (NCRIS). This included infrastructure such as high-voltage electrostatic accelerator beam-time; biological, biogeochemical and atmospheric measurements of Australia’s marine estate; weather, climate and earth system modelling; and technicians and expertise for genome engineered products.

**NCRIS (Program 2.6 sub-program) case study:
Integrated Marine Observation System (IMOS)**

By using IMOS as a definitive source of comprehensive time-series marine and ocean climate data to analyse the effect of marine heatwaves, research found that sub-surface data needs to be considered in monitoring marine heatwaves and their impact on marine life in coastal areas where maximum biological damage is reported. The findings were published in the Top 10% journal *Nature*.

Also under Program 2.6, the department awarded funding to 20 universities in 2023–24 through the **Australia’s Economic Accelerator** (AEA) AEA Seed pilot program for translation and commercialisation activities to demonstrate proof-of-concept research translation across 7 government identified priority areas. Over 3 pilot rounds more than 90 applications have been awarded more than \$26 million to generate key achievements such as patents, trademarks, joint researcher/industry publications, spin-out and start-up companies and workforce mobility between universities and industry.

**AEA (Program 2.6 sub-program) case study:
Accelerating alternative green energy research**

AEA Seed funding accelerated research to support Sparc Hydrogen’s successful testing of its second-generation prototype photocatalytic water splitting (PWS) reactor which demonstrated concentrated PWS in real-world conditions, reinforcing the significant potential of PWS as an alternative to electrolysis for the production of low-cost green hydrogen directly from concentrated sunlight.

Through another Program 2.6 sub-program, the **Trailblazer Universities Program**, the government is providing \$370.3 million to establish 6 Trailblazer universities over 4 years from 2022–23 to 2025–26 (www.education.gov.au/trailblazer-universities-program). All Trailblazer universities have established joint commercialisation projects producing world-class results and are contributing to better research quality and outcomes by creating an environment where innovation and industry collaboration can thrive, leading to better research translation and commercialisation outcomes. This is attracting increased industry investment and helping to further build capacity to undertake high-quality, relevant research, with 152 Trailblazer university industry partners co-contributing approximately \$500 million.

Trailblazer (Program 2.6 sub-program) case study

iLAUNCH Trailblazer brings together over 20 industry organisations to foster collaboration between academia, university and research institutions in building Australia's sovereign space capability by accelerating development of a space technology sector.

The University of Southern Queensland led iLAUNCH Trailblazer is working with industry and university partners to drive cultural change and advance the space manufacturing sector by commercialising new technologies developed in Australian universities. At the end of June 2024, the program had enabled iLAUNCH to attract more than \$99 million in additional industry investments which will contribute to increased research outputs and quality to meet the needs of the space industry.

As part of this work, iLAUNCH Trailblazer partner the University of South Australia has established an advanced manufacturing facility, attracting industry co-investment for projects focused on technologies such as additive manufacturing of space components and surveillance systems for hypersonic missile defence.

Methodology:

Australia's share (proportion) is derived by calculating the number of Australian research publications in the top 10% of journal percentiles by CiteScore percentile (numerator) divided by the total number of publications in the top 10% of journal percentiles by CiteScore percentile from the total world count (denominator).

The 'World' count of publications is a unique count, with each unique document only counted once. In the case of joint publications with authors from different countries, the research publication is counted for each represented country.

CiteScore is based on the number of citations to research publications by a journal over 4 years, divided by the number of the same research publication types indexed in Scopus and published in the same 4 years. A 4-year window is used to capture the citation peak for research publications. CiteScore percentile indicates the relative standing of a journal in its subject field. For instance, a CiteScore percentile of 90 means the journal is in the top 10% of its field. The OECD average share is derived by applying the same calculation method for Australia's share to each other OECD member country and then calculating the average of shares for all OECD countries including Australia.

Source: SciVal/Scopus (bibliometric database)

Contributing programs:

2.5 – Investment in Higher Education Research

2.6 – Research Capacity

Key activities:

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

Performance measure PM020

Proportion of domestic research postgraduates who are employed within 4 to 6 months of completing their degree

Target: 90% or higher

Result rating: Achieved

Result value: 91.4%

Analysis:

In 2023, 91.4% of domestic research postgraduates were employed 4 to 6 months after course completion.

The overall domestic research postgraduate employment rate within 4 to 6 months of degree completion remained stable in 2023, exceeding the performance measure target of 90%. This high result is a sustained increase from 2021, when labour market uncertainty associated with the COVID-19 pandemic resulted in a fall to 88.1% of research postgraduates employed.

The current result demonstrates the positive impact postgraduate research study has on employment opportunities. The department's administration of programs that provide research and research training funding to higher education providers supports the successful completion of postgraduate research degrees by their students, who then experience successful labour market outcomes.

The result also reflects strong demand in the labour market for employees with Australian postgraduate research qualifications.

Methodology:

Number of research postgraduates employed within 4 to 6 months of completing their degree over the total number available for work in those 4 to 6 months.

Note: 'Employed' is consistent with the ABS Labour Force Survey concepts and definitions in measuring graduate employment outcomes. Accordingly, this considers graduates 'employed' if they work at least one hour in the survey reference week (in any profession or occupation, which may or may not align to an undergraduate's field of study). Information about the survey methodology, data representativeness and response rate is available in the Graduate Outcome Survey National Report (link below).

Source: Quality Indicators for Learning and Teaching, Graduate Outcomes Survey [www.qilt.edu.au/surveys/graduate-outcomes-survey-\(gos\)](http://www.qilt.edu.au/surveys/graduate-outcomes-survey-(gos))

Contributing program: 2.5 – Investment in Higher Education Research

Key activity:

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

Performance measure PM021

Indigenous Higher Degree by Research (HDR) completions

Target: Increase from previous year

Result rating: Achieved

Result value: 88 (result based on 2023 preliminary data)

Analysis:

The number of Indigenous HDR completions reported in 2023 is 88 (based on 2023 preliminary data), compared with 82 Indigenous HDR completions reported in 2022, which represents an increase of 6 completions.

The increase in Indigenous HDR completions for 2023 is consistent with an overall increase in all HDR completions from 10,909 in 2022 to 11,294 in 2023 (based on 2023 preliminary data).

The annual number of Indigenous HDR completions is small, which can lead to some fluctuation from year to year. However, the number of Indigenous HDR completions is trending upwards over the longer term. The 3-year average at 2014 was 35 Indigenous HDR completions compared with the 3-year average of 83 in 2023 (based on 2023 preliminary data).

The Department of Education's Research Training Program (RTP) provides approximately \$1 billion annually to higher education providers to support their students undertaking research doctorate and research masters degrees, known as HDRs.

The RTP calculation includes a weighting that incentivises eligible higher education providers to support Indigenous students through to completion of their HDR.

The number of Indigenous HDR completions can be impacted by various factors including students self-identifying as Indigenous, participation in secondary and tertiary studies, yearly HDR commencements and enrolments, the time taken to complete study and other individual circumstances. Furthermore, completions are dependent on many factors and are often correlated with the wider higher education and economic environment. For example, if more Indigenous students study part-time, the number of completions may decrease in a reference period.

Final data for 2023 will be published on the Department of Education website. This 2023–24 Annual Report as tabled in Parliament and available on transparency.gov.au will remain unchanged.

Note: The 2022 result stated here is based on the final results published on the department's website. It differs from the result reported in the Department of Education Annual Report 2022–23 (81), which used preliminary data.

Methodology:

Number of Indigenous HDR completions compared to the previous year.

Source: Department of Education, Higher Education Student Statistics Collection

Contributing program: 2.5 – Investment in Higher Education Research

Key activity:

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



Performance measure PM026

Proportion of international students employed or enrolled in further study after graduation

Target: 85% or higher

Result rating: Not achieved

Result value: 76.7%

Analysis:

The proportion has slightly improved from 76.2% in 2022 to 76.7% in 2023 but remains below the target of 85%.

The target for this measure was adjusted from 60% to 85% in 2021 to align with outcomes for domestic students.

While 2022 and 2023 results have shown promising signs of progress towards the target as labour market conditions improve from the downturn observed between 2019 and 2021, international graduates' full-time employment rates in the short term (4 to 6 months after course completion) historically trail full-time employment rates of domestic graduates across all levels of study. While this trend continued in 2023, the difference between the cohorts across all levels of study decreased.

Lower rates of international graduate labour force participation and employment outcomes may be partly explained by their relatively higher rate of further full-time study.

Further full-time study rates continued to be significantly higher for international graduates than for domestic graduates, across all levels of initial study. For example, the further full-time study rate for international undergraduates was 30.9%, compared with 18.0% for domestic undergraduates. At the postgraduate coursework level and postgraduate research level, 16.7% and 10.6% of international graduates reported being in further full-time study, compared with 7.1% and 6.9% of domestic graduates.

Methodology:

Number of international graduates employed or undertaking further study 4 to 6 months after completing a degree over the total number of international graduates.

Note: 'Employed' is consistent with the ABS Labour Force Survey concepts and definitions in measuring graduate employment outcomes. Accordingly, this considers graduates 'employed' if they work at least one hour in the survey reference week (in any profession or occupation, which may or may not align to an undergraduate's field of study). Information about the survey methodology, data representativeness and response rate is available in the Graduate Outcomes Survey National Report (link below).

Source: Quality Indicators for Learning and Teaching, Graduate Outcomes Survey
[www.qilt.edu.au/surveys/graduate-outcomes-survey-\(gos\)](http://www.qilt.edu.au/surveys/graduate-outcomes-survey-(gos))

Contributing program: 2.7 – International Education Support

Key activity:

- Support a high-quality and sustainable international education sector

Performance measure PM027

Number of students enrolled in offshore and transnational education and training delivered by Australian providers

Target: Increase from previous year

Result rating: Not achieved

Result value: -1.2% (result based on 2023 preliminary data)

Analysis:

In 2023 the number of students enrolled in offshore courses delivered by Australian providers was 175,862 (based on preliminary data), lower than in 2022, when it was 178,027 and 2021, when it was 182,536.

Student numbers in 2023 reduced by 1.2% from 2022, which contrasts with large year-to-year growth experienced in 2020 (26.7%) and 2021 (23.5%).

Offshore student numbers from 2020 to 2022 were temporarily inflated due to students studying offshore as a result of border restrictions during the COVID-19 pandemic.

The department continues to support the sustainable growth of Australia's offshore education delivery through government-to-government engagement and enhancing opportunities for Australian providers to deliver transnational education.

The final 2023 result for this measure will be published on the Department of Education website. The version of the 2023–24 Annual Report tabled in Parliament and available on transparency.gov.au will remain unchanged.

Note: The 2022 result stated here is based on final results published on the department's website and differs from the result reported in the Department of Education Annual Report 2022–23 (-2.4%), which used preliminary data.

Methodology:

Number of students enrolled in higher education offshore and transnational education and training courses delivered by Australian providers compared with the previous year. These students are identified as those who have reported a term of residence outside Australia, as collected through the department's Tertiary Collection of Student Information system. Providers are defined under the *Higher Education Support Act 2003*.

Source: Department of Education, Higher Education Student Statistics Collection

Contributing program: 2.7 – International Education Support

Key activity:

- Support a high-quality and sustainable international education sector

Performance measure PM074

Allocate additional Commonwealth Supported Places (CSP), focused on STEM disciplines

Target: An additional 4,000 CSPs are allocated over four years from 2024

Result rating: Achieved

Result value: 4,001 CSPs were allocated to universities for commencement over 2024–2027 (detail on extra place is provided in the analysis below)

Analysis:

Allocations were based on the outcomes of a competitive assessment process assessed jointly across 5 major selection criteria by the Department of Education and the Australian Submarine Agency (ASA).

Following assessment processes which scored each application against a set of criteria which included provider attributes and course selection, outcomes for each course nominated by universities were passed through a mathematical model which produced a recommended allocation outcome based on the weighted score for provider attribute and course selection criteria. These outcomes were then moderated by the ASA and the department to ensure skill requirements were met and Australian Government commitments to states and territories were fulfilled.

Final allocations of CSPs were announced on 29 November 2023 after being approved by the Minister for Education following consultation with the Minister for Defence. In total, 16 universities were allocated 4,001 places commencing across 2024–2027 in STEM (science, technology, engineering and mathematics) courses needed to support AUKUS initiatives. Four universities were allocated places for eligible mathematics courses that have relatively lower Commonwealth contribution amounts than the amount originally budgeted for the CSPs. This allowed the allocation of an additional place (4,001 rather than 4,000 places).

These additional places will develop a pipeline of highly-skilled STEM graduates who will strengthen Australia's sovereign capabilities.

This performance measure is complete. The department will report the accurate and timely allocation of CSPs funding, as set out within university Commonwealth funding agreements [PM076] for future reporting periods.

Methodology:

Calculated based on the outcomes of a competitive assessment process in collaboration with the Department of Defence.

Source: Nuclear-Powered Submarine Student Pathways webpage (www.education.gov.au/higher-education-funding/commonwealth-grant-scheme-cgs/nuclearpowered-submarine-student-pathways) which makes public the allocation of 4,001 Commonwealth-supported places as per the performance measure target

Contributing program: 2.8 – Nuclear-Powered Submarine Program

Key activity:

- Support sovereign workforce development through broader access to education pipelines



03

Management and accountability

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Corporate governance

Governance framework

The department's governance arrangements (Figure 3.1) assisted the department in delivering on its purpose consistent with the department's legal, accountability and policy obligations.

The department's committees and working groups provided advice, oversight and direction on the department's work as required.

Figure 3.1: The department's governance structure as at 30 June 2024



Executive Board and committees

The Executive Board, chaired by the Secretary, was the department's key decision-making body responsible for setting the department's strategic direction, meeting the Australian Government's objectives and ensuring compliance with the department's obligations under the *Public Governance, Performance and Accountability Act 2013* (Cth) (PGPA Act).

The Executive Board's members are the Secretary and Deputy Secretaries.

The **People, Culture and Integrity Committee** advised the Executive Board on a range of strategic culture, engagement, integrity, workforce planning and leadership matters. It oversaw the development and implementation of the department's People Strategy 2023–25, the Enterprise Workforce Plan 2024–26 and the Inclusion and Diversity Strategy 2024–25 and monitored the implementation of culture and engagement strategies in response to the APS Census results.

The **Project and Investment Committee** provided oversight and assurance on the department's project portfolio, particularly projects of high strategic importance. It supported senior responsible officers to uphold all obligations and accountabilities, ensuring projects met the department's strategic objectives, government policy and financial approvals. It allocated the capital budget, ensuring investment decisions made the best use of available funding. It oversaw the strategic, efficient and effective management of the IT Strategy, policies and tools. It was the escalation point for project and IT related issues that required cross-portfolio or cross-departmental consideration.

The **Risk, Security and Governance Committee** (RSGC) was responsible for supporting a positive risk and security culture. As part of its role, it oversaw the effectiveness and appropriateness of the department's Risk Management Framework, which deals with fraud, privacy, security, information and communications technology (ICT) and business continuity.

The **Indigenous Business is Everyone's Business Committee** was responsible for developing and implementing the department's Reconciliation Action Plan (RAP). It provided strategic direction on the RAP, reporting to the Executive Board and Reconciliation Australia.

Audit and Assurance Committee

The Audit and Assurance Committee (AAC) provided advice on the appropriateness of financial and performance reporting, systems of risk oversight and management and systems of internal control. The AAC roles and responsibilities are clearly set out in section 45 of the PGPA Act and section 17 of the Public Governance, Performance and Accountability Rule 2014 (Cth) (PGPA Rule). The Audit and Assurance Committee Charter is at [education.gov.au/aac](https://www.education.gov.au/aac).

Table 3.1: Audit and Assurance Committee member details

Member name, role and tenure in 2023–24	Qualification, knowledge, skills or experience (formal or informal)	Number of meetings attended in 2023–24	Total annual remuneration (GST inc.)
<p>Mr Darren Box</p> <p>Chair, Audit and Assurance Committee (1 July 2023 – 30 June 2024)</p> <p>Observer, Project and Investment Committee (27 September 2023 – 3 May 2024)</p>	<p>Mr Box is an experienced senior executive with over 30 years’ experience spanning national social service to national security in Australia and the United Kingdom. He also has extensive financial management and organisational reform experience.</p> <p>Mr Box was Acting Chief Operating Officer at the Australian Federal Police (AFP) from January 2020 to October 2020.</p> <p>Before that he held senior leadership roles within federal agencies such as the AFP, Department of Defence and Department of Human Services.</p> <p>Mr Box holds a Bachelor of Business (Acc) and qualifications in professional coaching. He is a Fellow of CPA Australia.</p>	<p>6/6</p>	<p>\$70,000</p>



Member name, role and tenure in 2023–24	Qualification, knowledge, skills or experience (formal or informal)	Number of meetings attended in 2023–24	Total annual remuneration (GST inc.)
Mr Richard Eccles Member, Audit and Assurance Committee (1 July 2023 – 30 June 2024) Observer, Risk, Security and Governance Committee (1 July 2023 – 30 June 2024) Observer, Project and Investment Committee (30 May 2024 – 30 June 2024)	<p>Mr Eccles is a former deputy secretary (2010–2020) of several portfolios, including the Department of Health and Aged Care, Department of the Prime Minister and Cabinet and Department of Communications and the Arts.</p> <p>He is Chair of the Canberra Health Services Strategic Advisory Committee and a non-executive director of the Copyright Agency Ltd, Bangarra Dance Theatre Pty Ltd and the Public Interest Journalism Initiative Ltd. He provides advisory services in the arts, media and communications areas, including to the National Gallery of Australia.</p> <p>Mr Eccles holds a Bachelor of Arts (ANU) and Master of Arts (UNSW).</p>	6/6	\$34,000

Member name, role and tenure in 2023–24	Qualification, knowledge, skills or experience (formal or informal)	Number of meetings attended in 2023–24	Total annual remuneration (GST inc.)
<p>Ms Cath Ingram</p> <p>Member, Audit and Assurance Committee (1 July 2023 – 30 June 2024)</p> <p>Chair, Financial Statements Sub Committee (1 July 2023 – 30 June 2024)</p>	<p>Ms Ingram is a specialist in the areas of governance, risk, assurance and financial statements in the public and private sectors.</p> <p>She has extensive experience in assurance over public sector reform programs requiring significant IT implementation.</p> <p>Ms Ingram is a former senior KPMG Partner and Chair of KPMG Canberra. She chairs several Commonwealth audit and risk committees.</p> <p>Ms Ingram is a Member of Chief Executive Women, a Fellow of the Institute of Chartered Accountants (FCA) and a Fellow of the Institute of Public Administration Australia.</p> <p>Ms Ingram holds a Bachelor of Arts in Accounting and a Certificate IV in Commonwealth Fraud Control (Investigations) and is a certified coach.</p>	6/6	\$40,000



Member name, role and tenure in 2023–24	Qualification, knowledge, skills or experience (formal or informal)	Number of meetings attended in 2023–24	Total annual remuneration (GST inc.)
Mrs Anne O'Donnell Member, Audit and Assurance Committee (3 July 2023 – 30 June 2024)	<p>Ms O'Donnell has experience as a finance sector executive and non-executive director and committee member in the listed, not-for-profit, mutual and government sectors.</p> <p>Her current roles include Chair of the ACT Long Service Leave Authority, Independent Director of Spirit Superannuation, Member of the National Capital Authority Audit Committee and external member of the Compliance Committee of UBS Global Asset Management (Aust) Ltd.</p> <p>Ms O'Donnell is a Fellow of the Australian Institute of Company Directors and holds a Bachelor of Banking and Finance, and a Master of Business Administration.</p>	6/6	\$40,000

Audit and assurance subcommittees

The **Financial Statements Sub Committee** supported and advised the AAC on its accountabilities and responsibilities in matters to do with the preparation of the financial statements and the appropriateness of information in the supplementary reporting pack provided to the Department of Finance. It also considered other financial matters referred to it by the AAC.

The **Performance Reporting Sub Committee** supported the AAC in performing its functions and meeting requirements in accordance with section 45 of the PGPA Act. It assisted the AAC by reviewing the documents and processes that comprised the department's Performance Framework throughout the performance cycle.

Risk management

The department managed risk in accordance with our Enterprise Risk Management Policy and Framework (ERMPPF), which is underpinned by requirements of the Commonwealth Risk Management Policy and the PGPA Act.

The Accountable Authority Instructions for Risk Management, and the department's ERMPPF, set out how we identified, managed and communicated risk in line with our risk appetite and tolerance limits and governance arrangements.

The Secretary and the department's Executive Board had overarching responsibility for the enterprise risk management arrangements. The Risk, Security and Government Committee (RSGC) and the AAC supported the Executive Board by overseeing the effectiveness and appropriateness of risk management arrangements, including systems of internal control. The RSGC had an independent external chair and focused on key risks, such as fraud risks; physical, personnel and cybersecurity risks; business continuity risks; and privacy risks. The committees met regularly and provided ongoing reports to the Executive Board.

Deputy Secretaries assisted in defining our risk appetite and tolerance limits and maintained stewardship of enterprise-wide risks and their associated mitigation strategies. The department's Chief Risk Officer supported these governance arrangements and was responsible for embedding the enterprise risk management arrangements that foster a positive risk culture.

During 2023–24 the department continued to improve its enterprise risk management arrangements to ensure obligations under section 16 of the PGPA Act were met.

Fraud control

The department's governance framework and arrangements provided assurance to the accountable authority that public resources were used appropriately to achieve its purpose and promote financial sustainability.

In 2023–24 the department continued to embed the Fraud Control Framework. The framework complements a suite of other arrangements in place to prevent, detect, investigate and report fraud against the department's programs and other interests.

The department continued to work collaboratively with other Commonwealth agencies to develop and apply better practices to effectively manage fraud risk and incidents of fraud. The department used a range of reporting channels for fraud tip-offs, including a dedicated phone line, email address and Whispli – an anonymous fraud reporting tool.

In July 2023 the department delivered a new Child Care Subsidy Financial Integrity Strategy, which contains measures to combat Child Care Subsidy (CCS) fraud and noncompliance. The CSS Financial Integrity strategy introduces a new requirement for CCS co-contributions to be paid by electronic funds transfer. An associated audit program has been underway since July 2023.

Two investigation teams were responsible for investigating incidents of fraud during the year:

- The Child Care Fraud Investigations and Tactical Operations Team, in the Early Childhood and Youth Group, conducted criminal investigations into allegations of CCS fraud. The team also contributed to multi-agency collaboration with other Australian Government agencies, including the Department of Social Services-led Fraud Fusion Taskforce, to prevent fraud and noncompliance. The team referred multiple briefs of evidence to the Commonwealth Director of Public Prosecutions during the year.
- The Fraud Team in the Corporate and Enabling Services Group was responsible for fraud investigations across the department's activities. As well as fraud investigation activities, the Fraud Team:
 - reviewed and updated the Fraud Control Framework, including the department's Enterprise Fraud Risk Assessment, Fraud Control Plan and Fraud Control Policy
 - updated policies, processes and delegations and implemented an internal communications campaign to prepare for the establishment of the National Anti-Corruption Commission (NACC)
 - promoted awareness of individuals' roles and responsibilities to prevent, detect and respond to fraud, through targeted communication and mandatory training
 - provided advice to business areas on fraud risks when designing, implementing and managing new policies and programs
 - completed annual reporting against the Commonwealth Fraud Control Framework and coordinated the department's response to the annual Institute of Criminology Fraud Census.

In addition to the department's centralised fraud functions, there were assurance and compliance frameworks across the department's programs. Where assurance and compliance activities led to the suspicion of fraud, this was referred to the relevant investigations team.

Shared services arrangements

The department had memoranda of understanding in place with several shared service providers:

- The Department of Employment and Workplace Relations (DEWR) provided property, technology and other corporate services, including application hosting, network access, end-user computing, service desk support, records management, learning and development application (Learnhub), accommodation and fit-out, security, mail and telecommunications across all the department's locations in Australia.
- The Department of Finance's Service Delivery Office provided transactional services such as payroll and payroll system administration, accounts payable and accounts receivable.
- The Department of Social Services' Community Grants Hub provided grants administration services.
- Services Australia was responsible for the delivery of payments and services in early childhood education and care programs. The department also had a joint initiative arrangement with Services Australia to improve the collection of data and to manage data exchange in relation to the Tertiary Collection of Student Information system.
- The Australian Bureau of Statistics delivered statistical, research and analysis services across several education-related programs covering early childhood, schools and higher education.

People management

Integrity

Over 2023–24 the department continued to maintain and embed a pro-integrity culture as part of implementing the APS Reform agenda. This priority emphasises the importance of acting with integrity and fairness and being accountable and transparent in all activities. The department takes this value seriously, recognising that integrity is a fundamental aspect of public service and essential for earning and maintaining public trust. Demonstrating our commitment to this priority in 2023–24 the department:

- supported the establishment of the NACC by implementing internal processes and issuing guidance to staff
- uplifted the Public Interest Disclosure function to ensure improved management of protections for whistleblowers through alignment with the *National Anti-Corruption Commission Act 2022* (Cth)
- engaged an independent Integrity Adviser from July 2023 to December 2023 to advise on and uplift the department's integrity capability
- updated the department's governance framework by including integrity in the People, Culture and Integrity Committee's remit
- reviewed key departmental frameworks and policies, such as conflict of interest and contract management, to ensure best-practice application
- embedded the new provisions in the Fraud Rule under the PGPA Act
- continued to implement the action plan from the APS Integrity Taskforce report *Louder than words: an APS integrity action plan*
- delivered mandatory Senior Executive Services (SES) Integrity Masterclass training to improve executive understanding of integrity and ethical decision-making
- made it easier for staff to report alleged wrongdoing by providing them with information about the tools that can be used to report issues
- established an Integrity Hub on the department's intranet to provide staff with easy-to-find information
- undertook programmatic management-initiated reviews as part of our continual improvement process.

Model employer

Our commitment to being a model employer aligns with key pillars of the APS reform agenda. Building and maintaining a positive and inclusive workplace culture underpins the People Strategy 2023–25, the Inclusion and Diversity Strategy 2024–25 and the Reconciliation Action Plan 2023–25.

Following a staff vote, the new Enterprise Agreement 2024–27 took effect on 26 January 2024. The agreement offers a range of entitlements for all non-SES employees, including enhanced portability of leave provisions, additional parental leave and salary increases in March 2024, 2025 and 2026.

We continued to promote inclusion and celebrate achievements through our employee networks, our performance management process, and informal and formal recognition arrangements, including our Secretary Awards and the Social Club.

The department is committed to providing a safe, supportive and respectful workplace that prioritises physical and psychological health, safety and wellbeing. We delivered targeted psychosocial education workshops aimed at building and enhancing core capabilities and skills.

Building capability

In 2023–24 the department invested significantly in developing the capability of our staff and ensuring that capability development aligns with our purpose, strategic plan and leadership development priorities.

Our leadership development capability was strengthened through tailored leadership programs for APS6 and EL1 employees and a range of externally delivered talent and executive education programs for EL2 and SES employees. The department provided formal training, both face to face and online, on a range of professional and business topics. In particular, we provided targeted training on critical skill sets within the APS Craft (communication skills, management and development of people, strategic thinking, policy development, hybrid working and building a culture of integrity) to ensure our workforce has the capability to do its job well. The department also offered staff a wide range of self-paced learning activities and noted a significant uptake of learning opportunities. These activities to build capability support a key pillar of APS reform.

Consistent with the intent of Australian Government Consulting, which was launched in December 2023, the department has also continued to embed an in-house consulting service that has provided strategic and analytical capability in a number of ways. For example, in 2023–24 the service:

- launched a strategic foresight function for the department to help broaden the use of futures analysis to inform policy and decision-making
- led the department's involvement in the APS Capability Reinvestment Fund project to develop tools to build gender analysis capability across the APS
- supported the major education reviews with workshop facilitation and analysis, as well as economic modelling of proposed reforms.

Our people

In 2023–24 the department employed 1,677 staff in locations around Australia and at overseas posts. The department continued to promote excellence by focusing on building capability through recruitment activities, staff mobility, succession planning, leadership development and training.

The department applied an integrated approach to the planning cycle that aligned workforce requirements with organisational priorities. Operational workforce planning focused on determining critical job roles and capacity and skills required in the immediate future to achieve business plans, while identifying future business priorities and corresponding workforce needs.

In October 2023 the Australian Public Service Commission released the Strategic Commissioning Framework which sets out the APS-wide requirement to reduce reliance on outsourcing and stipulates that core APS work is to be undertaken by APS staff. As part of our commitment to embed the Strategic Commissioning Framework in the department and to guide resourcing decisions for core work, guidance on core roles and capabilities was incorporated into the Enterprise Workforce Plan. The department's investment in developing the capability of our staff combined with the emphasis on embedding an in-house consulting service has positioned it well to continue to address the requirements of the framework.

Enterprise Workforce Plan 2024–26

In March 2024 the department launched the Enterprise Workforce Plan 2024–26, which is the department's plan for attracting and retaining staff in a challenging and changing labour market. The plan will ensure the department has the capacity and capability to deliver against its current and future priorities by being an employer of choice.

The Enterprise Workforce Plan builds on our understanding of the department's purpose, role, approach to delivery and key stakeholders and partners. It combines this understanding with in-depth workforce research, broad consultation and strategic alignment with the reviews and relevant bodies of work across the department and the APS.

Diversity and inclusion

The department recognises that to achieve our purpose, our workforce must reflect our community. Therefore, in February 2024, the department launched the Inclusion and Diversity Strategy 2024–25 to reinforce its commitment to inclusion and diversity.

The Inclusion and Diversity Strategy's core focus is engagement and representation, capability and connection, and alignment and reporting, aligned to deliverable outcomes under APS-wide Commonwealth diversity strategies. The department's progress against APS-wide diversity and inclusion targets continue to be monitored by the:

- Executive Board
- People, Culture and Integrity Committee
- Indigenous Business is Everyone's Business Committee.

Our employee networks were an essential part of our inclusive and diverse workplace, helping employees to connect with others and find support. The networks helped drive and promote diversity and inclusion initiatives, celebrate days of significance and improve employment outcomes and the day-to-day lived experience of our people. SES level champions were appointed to each of our employee networks.

In 2023–24, there were 5 active formal employee networks in the department:

- Ability and Carers Network
- Aboriginal and Torres Strait Islander Network (the Deadly Crew)
- Culturally and Linguistically Diverse Network
- Gender Equity Network
- Pride Network.

We maintained our memberships of peak diversity organisations, including the Australian Disability Network, the Diversity Council Australia and Pride in Diversity.

The department continued its participation in the Australian Disability Network's Stepping Into program, which provides paid work experience for university students with disability. We applied a diversity and inclusion lens to recruitment practices by implementing First Nations and disability streams in our entry-level programs and bulk recruitment exercises.

Indigenous business is everyone's business

On 5 September 2023 the department launched its RAP 2023–2025, confirming our continuing commitment to reconciliation. The Reconciliation Action Plan commits the department to implementing genuine actions that advance reconciliation and create meaningful opportunities for First Nations people within the department and broader communities.

The department developed and delivered its policies and programs with the Closing the Gap reform priorities in mind. We have policies and programs on working with First Nations peoples, respecting First Nations cultures and building our own cultural capability. Our employees were encouraged to embrace and value the important contribution First Nations peoples make to the department and wider Australian society. We supported opportunities and employment for First Nations people through recruitment activities, including SES recruitment, and our compliance with the Australian Government's Indigenous Procurement Policy.

The Indigenous Business is Everyone's Business Committee comprised senior leaders and representatives from across the department. The committee drove and monitored reconciliation activities - for example, the delivery of online and face-to-face cultural awareness training for employees, the implementation of the RAP, and support for 2 participants in the Jawun secondment program - to strengthen the department's overall cultural responsiveness.

Our people participated in NAIDOC Week (July 2023) and National Reconciliation Week (May 2024) activities. We heard from keynote speakers on topics affecting First Nations peoples, participated in Digital Yarns led by allies of the Aboriginal and Torres Strait Islander Network and helped to create an artwork reflecting the department's purpose.

Work health and safety

The department is committed to providing a safe, supportive and respectful workplace that prioritises physical as well as psychological health, safety and wellbeing in accordance with the *Work Health and Safety Act 2011* (Cth) (WHS Act) and the *Safety, Rehabilitation and Compensation Act 1988* (Cth).

In 2023–24 the department refreshed its response to COVID-19 in line with state and territory public health advice. The department remains committed to maintaining a safe workplace and monitoring the work environment to ensure the health and safety of our workers and minimise impact to business continuity.

In anticipation of the revised Work Health and Safety Regulations 2011 that took effect on 1 April 2023, the department reviewed, consulted on and implemented a new framework to assess and manage psychosocial hazards. For example, we took steps to manage workplace sexual harassment risks as part of the department's ongoing commitment to adopt the Respect@Work framework. The department's spotlight on psychosocial safety during 2023–24 has been supported by:

- an education program for all leaders and managers in the department to recognise and manage psychosocial hazards
- a new intranet landing page on 'Supporting psychosocial safety'
- 4 department-specific psychosocial safety questions in the 2024 APS Census to capture information about psychosocial safety in the department and measure it over time.

The department's principal consultative mechanism for health and safety matters, the Work Health and Safety Committee, met quarterly in 2023–24. The Health and Safety Representative network met regularly to guide our activities supporting the safety of our workforce.

In 2023–24 the department did not report any notifiable incidents to Comcare in accordance with Part 3 of the WHS Act. No enforcement measures were taken under Part 10 of the WHS Act.

Learning and development

Throughout the year we supported the capability of our workforce by offering a range of professional and personal development activities aligned to our purpose, strategic plan and leadership development priorities. For example, in 2023–24 we:

- created a new manager hub to provide managers with key information, resources and training
- continued to support and participate in APS Academy programs with an emphasis on leadership behaviours
- developed diagnostic tools and facilitated workshops to improve understanding of individual and team working styles to support team cohesion
- launched a new virtual learning catalogue detailing the professional development activities available for employees
- established a structured mentoring program with a focus on career, connection, agility and resilience
- published a revised essential training program and policy (covering induction, mandatory and role-specific modules)
- developed internal APS6 and EL1 leadership programs co-designed with an external training supplier and tailored to align with the department's leadership development priorities.

Entry-level programs

Entry-level programs are critical to building a pipeline of talent to meet the future needs of the department and the APS. In 2023–24 the department increased its participation in a number of entry-level programs. Under the Australian Government Career Pathways initiative, we worked collaboratively with lead agencies across a range of whole of Australian Government entry-level programs to recruit capable and talented individuals, supporting the One APS model.

The Australian Government Graduate Program (AGGP) gives graduates the opportunity to build a successful career in the APS by involving them in varied and challenging work, on-the-job training and formal learning and development. In 2023–24 the department participated in the AGGP, accessed graduate talent across multiple streams including generalist, data, economist, Indigenous and legal from the 2024 cohort of the AGGP.

In summary, 2023–24 saw 36 participants engaged as part of the Department of Education Graduate Program, consisting of 22 generalist, 7 data, 3 legal, 3 economist and 1 Indigenous graduates.

The department also participated in the following whole of Australian Government entry level programs:

- Australian Government Apprenticeship Program, which is for those seeking a career change and looking to re-enter the workforce or kickstart their career in the APS – 3 participants
- Indigenous Apprenticeships Program, which provides a pathway for Aboriginal and Torres Strait Islander people to start their career in the APS – 4 participants
- Australian Government School Leaver Program, a career development program aimed at school leavers – 3 participants
- Australian Science Policy Fellowship Program, an initiative of the Chief Scientist that gives scientists the opportunity to work in an Australian Government department for up to one year – 2 participants
- Australian Government Digital Traineeship Program, which helps Australians build a career in digital in government – 1 participant.

Remuneration

The Secretary's remuneration is set by the Remuneration Tribunal under section 13 of the *Remuneration Tribunal Act 1973* (Cth).

Remuneration and conditions for SES officers are covered by section 24(1) determinations made by the Secretary under the *Public Service Act 1999* (Cth). These determinations provide for a total remuneration approach to SES remuneration and conditions. SES arrangements do not provide for performance pay.

In Appendix F, Table F.8 shows the number of SES employees covered by section 24(1) determinations. Table F.9 shows the salary ranges for SES employees. Additional statistics on remuneration for key management personnel, SES and other highly paid employees are provided in tables B.1, B.2 and B.3 in Appendix B.

On 14 March 2024, the enterprise agreement (EA) provided a 4% pay rise to employees. Additionally, and following the successful EA ballot on 20 December 2023, the Acting Secretary made a section 24(1) determination providing eligible employees with a one-off payment calculated to reflect additional earnings from a 4% increase over the 12-week period from 21 December 2023 to 14 March 2024 (0.92%).

Appendix F, Table F.8 shows the number of non-SES employees covered under the EA as their primary employment instrument. Table F.9 details their salary ranges under the EA. Non-SES arrangements do not provide for performance pay.

The department also used individual flexibility arrangements to secure expertise or specialist skills that are critical to business needs. As at 30 June 2024, 29 employees had individual flexibility arrangements in place.

Information and communications technology

The department's ICT capability is delivered through shared services arrangements with a range of government agencies. Our primary ICT service provider in 2023–24 was DEWR.

The 4 main priorities underpinning the department's 2023–26 ICT Strategy are:

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

In October 2023, the department's Cyber Security Strategy was released, jointly with DEWR. Security of our ICT systems and data holdings is a critical priority for the department. Maintaining the confidentiality, integrity and availability of information in accordance with the Protective Security Policy Framework and Information Security Manual continues to be a key focus for the department.

Adoption of artificial intelligence (AI) in the department

The department is focused on promoting a culture of transparency and innovation in the APS that effectively handles risk through evaluation and oversight of all emerging technologies. By adopting emerging technology, the department is seeking to provide modern, efficient and high-quality services to Australians that make the most of the opportunities those technologies offer.

In September 2023 the Australian Government established an AI in Government Taskforce to examine the safe and responsible use of AI by the APS and develop whole-of-government AI policies, standards and guidance. The taskforce is led by the Digital Transformation Agency (DTA) and the Department of Industry, Science and Resources. The department participates in the AI in Government Taskforce and the AI Steering Committee.

The department is taking a considered approach to adopting generative AI, allowing ourselves time to understand the risks and mitigate them. Over the past 12 months, the department has progressed the following initiatives to safely introduce the use of AI:

- In May 2023, the department released Generative AI Guidelines in line with interim guidance for agencies on government use of generative AI platforms as informed by the DTA. The Generative AI Guidelines were regularly updated with the most recent recommendations from the AI in Government Taskforce in 2023–24.
- The department participated in the Microsoft 365 Copilot trial as part of a broader trial across government, coordinated by the DTA. The department regularly sought feedback from trial participants, who showcased across the department the practical opportunities that Copilot can provide in the workplace. The department will evaluate the trial in line with the broader whole-of-government evaluation being coordinated by the DTA.
- The department participated in an Innovation Pilot with our primary IT supplier, DEWR. The Innovation Pilot has investigated proof-of-concept cases to assess the business impact and enhance our understanding of potential enterprise-wide implementation of AI.



Financial performance

Departmental activities

The department continued to operate in an environment of strong financial discipline, reporting a net accounting gain of \$1.3 million (0.3%) in 2023–24 after adjusting for unfunded expenses.

As at 30 June 2024 the department reported a net asset position of \$143.1 million, reflecting a sound financial position.

Further information is provided in the 2023–24 financial statements for the department.

Administered activities

In 2023–24 the department administered 12 programs as outlined in the Portfolio Budget Statements on behalf of the government, with expenses including:

- \$43.4 billion in relation to Early Childhood, Schools, and Youth programs
- \$12.1 billion in relation to Higher Education, Research, and International programs.

Administered income comprises interest and fair value gains from the Higher Education Loan Program and revenue from the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) for annual registrations.

As at 30 June 2024, administered assets were \$53.7 billion, which largely consists of concessional loans for higher education and investments. Assets increased from 2022–23, mainly due to the increase in the fair value of the higher education concessional loan resulting from changes in actuarial assumptions.

As at 30 June 2024, administered liabilities were \$5.5 billion, largely consisting of fair value of the higher education superannuation provision and Child Care Subsidy withholding provision.

Further information is provided in the 2023–24 financial statements for the department.

Purchasing

Purchasing and procurement

The department's procurement policies and practices were consistent with relevant Commonwealth laws, the Commonwealth financial framework (including Commonwealth Procurement Rules (CPRs)) and other relevant policies.

The department published its procurement activities over \$10,000 (GST inclusive) and business opportunities of \$80,000 and above (GST inclusive) on the [AusTender website \(tenders.gov.au\)](https://www.tenders.gov.au). No contracts were exempt from reporting on AusTender in 2023–24.

Procurement initiatives to support small business

The department supported small business participation in the Commonwealth procurement market. Small and medium enterprise (SME) and small enterprise participation statistics are available on the Department of Finance website at finance.gov.au/government/procurement/statistics-Australian-government-procurement-contracts.

For the financial year 2023–24, 374 contracts with a total value of \$172.8 million, were awarded by Education. Of the total contracts awarded, 206 contracts were awarded to SMEs with a total value of contracts of \$85.1 million or 49% of the total value of contracts awarded in 2023–24. The majority of SME contracts for 2023–24, related to temporary personnel, project management and management advisory services.

The department's procurement practices were consistent with the CPRs and provided opportunities for SMEs to compete. For example, the department used the Commonwealth Contracting Suite for low-risk procurements valued under \$200,000, which simplified the process and made it easier for SMEs to bid for business opportunities.

The results of the Survey of Australian Government Payments to Small Business are available on the Treasury's website (treasury.gov.au).

The department recognises the importance of ensuring small businesses are paid on time. Electronic invoicing (e-invoicing) arrangements continued to support small businesses to reduce administration, create savings and improve the timeliness of payment.

The Australian Small Business and Family Enterprise Ombudsman's (ASBFEO) Procurement Inquiry highlighted the department's endeavours in supporting small business and offered opportunities to provide useful procurement and tender information for SMEs on departmental websites.

The report and recommendations are available at asbfeo.gov.au/procurement.

Environmentally Sustainable Procurement Policy

The Commonwealth Procurement Rules require government procurement activities to consider value for money principles in addition to cost considerations. Among these value for money elements is the environmental sustainability of proposed goods and services. The department is mainly a procurer of services rather than goods or related services. However, we fully support the implementation of practices that uphold the policy principles.

Indigenous Procurement Policy

The department, through the Indigenous Procurement Policy, is committed to growing its engagement with First Nations businesses. For 2023–24 the department had 33 contracts in place with majority First Nations owned businesses, valued at \$3.271 million. This exceeded the Commonwealth First Nations procurement target of 21 contracts and \$2.119 million contract value set for the department by the National Indigenous Australians Agency.

Ethical behaviour in procurements

In 2023–24, the department continued to consider the reputation and behaviour of tenderers as part of procurements. Officials must consider the nature of the work to be conducted, sensitivities and risks arising from the reputation of the tenderer, the technical expertise of the tenderer, and market competition.

Credit cards

In accordance with the whole-of-government policy to pay suppliers in a timely manner, the department uses credit cards to purchase goods and services valued up to \$9,999 (GST inclusive). As at 30 June 2024, the department had 709 credit cards.

Travel

In 2023–24, the department's travel expenditure (including travel for staff, contractors and other travellers) was \$3,673,137 (GST exclusive).

Contracts and consultancies

The department engaged consultants to provide independent and expert advice or services, taking into account:

- the skills and resources required for the task
- the skills available internally
- the cost-effectiveness of these options.

Each decision to engage a consultant was made in accordance with the PGPA Act and related Accountable Authority Instructions and with the required Deputy Secretary level approval.

The methods of selection for consultancies were open tender, limited tender and panel arrangement (initially selected through an open tender process).

In the 2023–24 financial year, 48 new consultancy contracts (as reported on AusTender) were entered into, involving total actual expenditure of \$5.956 million.

In addition, 23 ongoing consultancy contracts (previously reported on AusTender) were active during the period, involving total actual expenditure of \$8.201 million.

Annual reports contain information about actual expenditure on contracts for consultancies. Information on the value of contracts and consultancies is available on the AusTender website (tenders.gov.au).

Table 3.2: Expenditure on reportable consultancy contracts, 2023–24

	Number	Expenditure \$ (GST inc.)
New contracts entered into during the reporting period	48	\$5,955,625
Ongoing contracts entered into during a previous reporting period	23	\$8,200,593
Total	71	\$14,156,218

During 2023–24, 326 new reportable non-consultancy contracts were entered into, involving total actual expenditure of \$56,615,371 (GST inclusive). In addition, 282 ongoing reportable non-consultancy contracts were active during the period, involving total actual expenditure of \$132,108,632 (GST inclusive). Annual reports contain information about actual expenditure on reportable non-consultancy contracts. Information on the value of reportable non-consultancy contracts is available on the AusTender website (tenders.gov.au).

Table 3.3: Expenditure on reportable non-consultancy contracts, 2023–24

	Number	Expenditure \$ (GST inc.)
New contracts entered into during the reporting period	326	\$56,615,371
Ongoing contracts entered into during a previous reporting period	282	\$132,108,632
Total	608	\$188,724,002¹

¹ Totals may not add due to rounding.

Table 3.4: Organisations receiving a share of reportable consultancy contract expenditure, 2023–24

Name of organisation	Expenditure \$ (GST inc.)	Proportion of total spend (%)
Parkville Institute	\$2,970,000	21
SNAICC	\$2,028,896	14
Deloitte Touche Tohmatsu	\$1,748,506	12
BDO Services	\$974,546	7
Ernst & Young	\$808,405	6
Meld Studios	\$807,675	6
ACIL Allen Consulting Pty Ltd	\$745,215	5
Total of the Largest Shares	\$10,083,243	71

Table 3.5: Organisations receiving a share of reportable non-consultancy contract expenditure, 2023–24

Name of organisation	Expenditure \$ (GST inc.)	Proportion of total spend (%)
KU Children’s Services	\$25,671,425	14
The Social Research Centre	\$19,937,918	11
Universal McCann	\$13,536,012	7
Latrobe University	\$10,988,670	6
Teach for Australia	\$10,450,000	6
Community Child Care Association	\$9,173,714	5
Total of the Largest Shares	\$89,757,739	48

Grant programs

Information on grants awarded by the department in 2023–24 is available on the GrantConnect website (grants.gov.au).

Advertising, marketing and media

Campaigns

In 2023–24 the department completed and evaluated the Child Care Subsidy (CCS) reforms campaign and delivered the Be That Teacher campaign, which aimed to elevate the teaching profession. Information about both campaigns is available at [education.gov.au/about-department/corporate-reporting/campaign-activities](https://www.education.gov.au/about-department/corporate-reporting/campaign-activities) and in the reports on Australian Government advertising prepared by the Department of Finance, available on the Department of Finance's website.

Table 3.6: Total campaign expenditure, 2023–24

Campaign	Expenditure \$ (GST inc.)
Child Care Subsidy changes	\$3,685,899
Elevating the teaching profession (Be That Teacher)	\$10,380,091
Total campaign expenditure	\$14,065,990

Advertising and marketing expenditure

The following tables list payments of \$14,500 or more (GST inclusive) to advertising agencies, market research, polling and direct mail and media advertising organisations, as required under section 311A of the *Commonwealth Electoral Act 1918* (Cth).

Table 3.7: Payments to advertising agencies, 2023–24

Organisation	Service provided	Total paid \$ (GST inc.)
Clemenger BBDO (Melbourne)	Creative development and production for the Be That Teacher campaign to elevate the teaching profession	\$1,708,400

Table 3.8: Payments to market research and polling organisations, 2023–24

Organisation	Service provided	Total paid \$ (GST inc.)
Hall & Partners Pty Ltd	Benchmark, tracking and evaluation research for the Child Care Subsidy changes campaign	\$75,475
Hall & Partners Pty Ltd	Benchmark, tracking and evaluation research for the Be That Teacher campaign	\$224,540
WhereTo Research Based Consulting	Concept testing research for the Be That Teacher campaign	\$59,965
Studio Binocular	Market research to conduct user testing for the StudyAssist redesign project	\$17,897
Meld Studios	Market research survey for the StudyAssist redesign project	\$45,000
The Social Research Centre	Market research as part of the Review to Inform a Better and Fairer Education System	\$202,201

Table 3.9: Payments for direct mail, 2023–24

Organisation	Service provided	Total paid \$ (GST inc.)
CanPrint	Direct mail distribution	\$164,486
Bing	Direct mail distribution	\$17,102

Table 3.10: Payments to media advertising organisations, 2023–24

Organisation	Service provided	Total paid \$ (GST inc.)
Universal McCann	Advertising for the Child Care Subsidy changes campaign	\$3,279,543
Universal McCann	Advertising for the Be That Teacher campaign	\$7,464,900

Promotional merchandise

In 2023–24 the department spent \$13,364 (GST inclusive) on one promotional merchandise item relating to photo prints developed for consumers as part of the Be That Teacher campaign stand at career exhibitions in Melbourne, Perth, Brisbane and Sydney.

Media monitoring

In 2023–24 the department spent \$357,575 (GST inclusive) on media monitoring services provided by Stream Pty Ltd.

Environmental sustainability and performance

The department did not administer legislation that had a direct impact on ecologically sustainable development, and the principles relating to scientific certainty and biological diversity were generally of limited application to our activities.

See Appendix C for the department's complete climate disclosure, including governance and climate-related risk management.

External scrutiny

Reports by the Auditor-General

In 2023–24 the Auditor-General tabled 2 performance audit reports of relevance to entities within the Education portfolio:

- Auditor-General Report No. 49: Compliance with corporate credit card requirements in the Australian Research Council
- Auditor-General Report No. 32: The Australian Institute for Teaching and School Leadership’s administration of national standards and frameworks.

These reports and the agencies’ responses can be found on the ANAO website at:

- www.anao.gov.au/work/performance-audit/compliance-corporate-credit-card-requirements-the-australian-research-council
- www.anao.gov.au/work/performance-audit/aitsl-administration-national-standards-and-frameworks.

Reports of parliamentary committees

The department provided evidence and/or submissions to a number of parliamentary committee inquiries in 2023–24, as outlined in Table 3.11.

Table 3.11: Evidence and submissions to parliamentary committee inquiries, 2023–24

Committee	Inquiry
Joint Committee of Public Accounts and Audit	<ul style="list-style-type: none"> • Inquiry into policy and program design and implementation
House of Representatives Standing Committee on Employment, Education and Training	<ul style="list-style-type: none"> • Inquiry into the perceptions and status of vocational education and training • Inquiry into the use of generative artificial intelligence in the Australian education system
House of Representatives Standing Committee on Health, Aged Care and Sport	<ul style="list-style-type: none"> • Inquiry into diabetes
Joint Committee on Corporations and Financial Services	<ul style="list-style-type: none"> • Ethics and professional accountability: Structural challenges in the audit, assurance and consultancy industry
Joint Standing Committee on Electoral Matters	<ul style="list-style-type: none"> • Inquiry into civics education, engagement and participation in Australia
Joint Standing Committee on Foreign Affairs, Defence and Trade	<ul style="list-style-type: none"> • Inquiry into Australia's tourism and international education sectors
Senate Select Committee on Adopting Artificial Intelligence (AI)	<ul style="list-style-type: none"> • Inquiry into adopting artificial intelligence (AI)
Senate Standing Committees on Community Affairs	<ul style="list-style-type: none"> • Assessment and support services for people with ADHD • The extent and nature of poverty in Australia
Senate Standing Committees on Education and Employment	<ul style="list-style-type: none"> • Australian Research Council Amendment (Review Response) Bill 2023 • Higher Education Support Amendment (Response to the Australian Universities Accord Interim Report) Bill 2023 • The issue of increasing disruption in Australian school classrooms • The national trend of school refusal and related matters
Senate Standing Committees on Legal and Constitutional Affairs	<ul style="list-style-type: none"> • Current and proposed sexual consent laws in Australia

Judicial decisions

In 2023–24 there were no decisions of any court that had, or may have had, a significant impact on the operations of the department.

Decisions of administrative tribunals

In 2023–24 there were no decisions of administrative tribunals that had, or may have had, a significant impact on the operations of the department.

Decisions by the Australian Information Commissioner

In 2023–24 there were no decisions by the Australian Information Commissioner that had, or may have had, a significant impact on the operations of the department.

Reports on the operations of the entity by the Commonwealth Ombudsman

In 2023–24 there were no reports by the Commonwealth Ombudsman on the operations of the department.

Information Publication Scheme

Agencies subject to the *Freedom of Information Act 1982* (Cth) are required to publish specified categories of information as part of the Information Publication Scheme. Each agency must display on its website a plan showing what information it publishes in accordance with the Information Publication Scheme requirements. The department's plan is available at education.gov.au/about-department/corporate-reporting/information-publication-scheme-ips.

Advice and correspondence to ministers

The department provides formal advice to our portfolio ministers through the Parliamentary Document Management System (PDMS). The department initiates ministerial submissions to provide policy advice or information to our portfolio ministers. The department responds to requests for information or advice from our ministers using ministerial briefs, which are initiated in ministers' offices.

Ministerial correspondence records assist the department in drafting replies, on behalf of portfolio ministers or their offices, in response to external correspondence on portfolio-related matters.

Table 3.12: Number of departmental briefs, submissions and correspondence to portfolio ministers, 2023–24

Minister for Education	2,116
Minister for Early Childhood Education and Minister for Youth	623
Assistant Minister for Education	79

The department provided 77.5% of briefs and 70.9% of correspondence to our portfolio ministers' offices on or before the due date requested by ministers' offices.

Disability reporting

Australia's Disability Strategy 2021–2031 is Australia's overarching framework for disability reform. The Disability Strategy is the main way Australia implements the United Nations Convention on the Rights of Persons with Disabilities. It will drive change over the next decade for people with disability, their families and carers.

One of the ways the department is contributing to the goals of the strategy is through the implementation of the recommendations of the 2020 Review of the *Disability Standards for Education 2005*. The strategy is being jointly implemented by all Australian governments. Progress reports will be made available through Australia's Disability Strategy Hub (disabilitygateway.gov.au/ads).

Disability reporting is also included in the Australian Public Service Commission's State of the Service reports and the Australian Public Service Statistical Bulletin. These reports are available from apsc.gov.au.



04

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INDEPENDENT AUDITOR'S REPORT

To the Minister for Education

To the Minister for Early Childhood Education

To the Minister for Youth

Opinion

In my opinion, the financial statements of the Department of Education (the Entity) for the year ended 30 June 2024:

- (a) comply with Australian Accounting Standards – Simplified Disclosures and the *Public Governance, Performance and Accountability (Financial Reporting) Rule 2015*; and
- (b) present fairly the financial position of the Entity as at 30 June 2024 and its financial performance and cash flows for the year then ended.

The financial statements of the Entity, which I have audited, comprise the following as at 30 June 2024 and for the year then ended:

- Statement by the Accountable Authority and Chief Finance Officer;
- Statement of Comprehensive Income;
- Statement of Financial Position;
- Statement of Changes in Equity;
- Statement of Cash Flows;
- Administered Schedule of Comprehensive Income;
- Administered Schedule of Assets and Liabilities;
- Administered Reconciliation Schedule;
- Administered Cash Flow Statement; and
- Notes to and forming part of the financial statements, comprising material accounting policy information and other explanatory information.

Basis for opinion

I conducted my audit in accordance with the Australian National Audit Office Auditing Standards, which incorporate the Australian Auditing Standards. My responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Statements* section of my report. I am independent of the Entity in accordance with the relevant ethical requirements for financial statement audits conducted by the Auditor-General and their delegates. These include the relevant independence requirements of the Accounting Professional and Ethical Standards Board's APES 110 *Code of Ethics for Professional Accountants (including Independence Standards)* (the Code) to the extent that they are not in conflict with the *Auditor-General Act 1997*. I have also fulfilled my other responsibilities in accordance with the Code. I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.

Key audit matters

Key audit matters are those matters that, in my professional judgement, were of most significance in my audit of the financial statements of the current period. These matters were addressed in the context of my audit of the financial statements as a whole, and in forming my opinion thereon, and I do not provide a separate opinion on these matters.

GPO Box 707, Canberra ACT 2601
38 Sydney Avenue, Forrest ACT 2603
Phone (02) 6203 7300

Key audit matter

Valuation of the Higher Education Loan Program (HELP) receivable

Refer to Note D2.4 'Fair value gains' and Note F1.2 'Trade and Other Receivables – Advances and loans'.

I focused on the Entity's HELP receivable as a key audit matter as the valuation of the receivable involves significant and complex judgements about the timing and recoverability of HELP debts.

These judgements include assumptions about discount factors, future employment and salary rates and future collectability of repayments that contain a significant degree of uncertainty and are influenced by the economic environment.

The receivable is subject to an actuarial assessment and relies on the completeness and accuracy of taxation data and information provided by a number of universities.

For the year ended 30 June 2024, the Entity recognised a HELP receivable of \$49.2 billion, and fair value gains of \$1.4 billion.

How the audit addressed the matter

To address this key audit matter, I:

- evaluated the design, implementation and operating effectiveness of key actuarial controls, including data reconciliations and the Entity's review and approval of the estimate;
- evaluated the reasonableness of the Entity's actuarial methodology. This included considering the work and findings of the external actuarial expert engaged by the Entity; and
- assessed the reasonableness of key actuarial assumptions by comparing them with accepted industry benchmarks for discount rates and salary growth rates in a range of occupations.

Key audit matter

Valuation of Higher Education Superannuation Program (HESP) provision

Refer to Note D2.4 'Fair value gains' and Note F3 'Provisions'.

I focused on the HESP liability as a key audit matter as the valuation of the provision is complex and involves significant judgement about the value of the Commonwealth's superannuation liability in respect of current and former university employees. These judgements include the selection of discount rates and estimation of salary growth rates.

The provision is subject to an actuarial assessment and relies on the completeness and accuracy of data provided by a number of universities and their individual actuaries.

A cost sharing arrangement that includes recovery of a proportion of funds from participating States underpins the proportion of the provision that is reported by the Entity which adds to the complexity of the calculation.

For the year ended 30 June 2024, the provision was reported as \$4.7 billion, and the fair value gains were \$120.9 million.

How the audit addressed the matter

To address this key audit matter, I:

- Evaluated the design, implementation and operating effectiveness of key actuarial controls, including data reconciliations and the Entity's review and approval of the estimate;
 - evaluated the appropriateness of the Entity's actuarial methodology. This included review of the model underpinning the valuation used by Entity's actuaries;
 - assessed the reasonableness of key actuarial inputs including, demographic inputs and discount rates by comparing them against accepted industry benchmarks; and
 - assessed the reasonableness of the allocation of the total unfunded liability against the funding agreements between the Commonwealth and participating States. This included reviewing the underlying methodology and parameters used for allocation of the total unfunded liability.
-

Key audit matter**Accuracy of 'Assistance to families with children' personal benefit expenses.**

Refer to Note D1.2 'Personal benefits – Assistance to families with children'.

I focused on the personal benefit expenses as a key audit matter as the expenses are based on information provided by the payment recipients and the accurate recording of expenses may be significantly impacted by the provision of inaccurate information.

For the year ended 30 June 2024, the Entity recognised personal benefit expenses of \$13.6 billion.

How the audit addressed the matter

To address this key audit matter, I:

- assessed the design, implementation and operating effectiveness of key internal controls related to the accreditation and registration of child care providers that submit claims for personal benefit payments;
- assessed, on a sample basis, the registration and eligibility of parents for child care fee assistance; and
- assessed the compliance framework, including testing a sample of attendance checks to verify information provided to the Entity that is used as a basis for payment calculations.

Accountable Authority's responsibility for the financial statements

As the Accountable Authority of the Entity, the Secretary of the Department is responsible under the *Public Governance, Performance and Accountability Act 2013* (the Act) for the preparation and fair presentation of annual financial statements that comply with Australian Accounting Standards – Simplified Disclosures and the rules made under the Act. The Secretary of the Department is also responsible for such internal control as the Secretary of the Department determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Secretary of the Department is responsible for assessing the ability of the Entity to continue as a going concern, taking into account whether the Entity's operations will cease as a result of an administrative restructure or for any other reason. The Secretary of the Department is also responsible for disclosing, as applicable, matters related to going concern and using the going concern basis of accounting, unless the assessment indicates that it is not appropriate.

Auditor's responsibilities for the audit of the financial statements

My objective is to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with the Australian National Audit Office Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statements.

As part of an audit in accordance with the Australian National Audit Office Auditing Standards, I exercise professional judgement and maintain professional scepticism throughout the audit. I also:

- identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control;
- obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Entity's internal control;

- evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Accountable Authority;
- conclude on the appropriateness of the Accountable Authority's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Entity's ability to continue as a going concern. If I conclude that a material uncertainty exists, I am required to draw attention in my auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify my opinion. My conclusions are based on the audit evidence obtained up to the date of my auditor's report. However, future events or conditions may cause the Entity to cease to continue as a going concern; and
- evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

I communicate with the Accountable Authority regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during my audit.

From the matters communicated with the Accountable Authority, I determine those matters that were of most significance in the audit of the financial statements of the current period and are therefore the key audit matters. I describe these matters in my auditor's report unless law or regulation precludes public disclosure about the matter or when, in extremely rare circumstances, I determine that a matter should not be communicated in my report because the adverse consequences of doing so would reasonably be expected to outweigh the public interest benefits of such communication.

Australian National Audit Office



Rahul Tejani
Executive Director
Delegate of the Auditor-General

Canberra
6 September 2024

Department of Education
STATEMENT BY THE ACCOUNTABLE AUTHORITY AND CHIEF FINANCIAL OFFICER

In our opinion, the attached financial statements for the year ended 30 June 2024 comply with subsection 42(2) of the *Public Governance, Performance and Accountability Act 2013* (PGPA Act), and are based on properly maintained financial records as per subsection 41(2) of the PGPA Act.

In our opinion, at the date of this statement, there are reasonable grounds to believe that the Department of Education will be able to pay its debts as and when they fall due.

Signed.....



Tony Cook PSM

Secretary

3 September 2024

Signed.....



Craig Boyd FCPA

Chief Financial Officer

3 September 2024

Department of Education
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Department of Education
STATEMENT OF COMPREHENSIVE INCOME
for the year ended 30 June 2024

Departmental Primary Statements

	Notes	2024 \$'000	2023 \$'000	Original Budget 2024 \$'000
NET COST OF SERVICES				
Expenses				
Employee benefits	C1.1	231,633	184,085	210,963
Supplier	C1.2	121,246	110,499	135,735
Grants		-	350	-
Interest on lease liabilities		47	-	-
Depreciation and amortisation	E2.1	11,198	14,383	5,294
Impairment loss on financial assets	I2.2	326	122	-
Write-down and impairment of other assets	E2.1	2,526	15,372	-
Total expenses		366,976	324,811	351,992
Own-Source Income				
Own-source revenue				
Revenue from contracts with customers	C2.1	4,271	4,012	4,498
Resources received free of charge	C2.2	2,506	2,172	2,305
Total own-source revenue		6,777	6,184	6,803
Gains				
Other gains		396	1,546	-
Total gains		396	1,546	-
Total own-source income		7,173	7,730	6,803
Net cost of services		(359,803)	(317,081)	(345,189)
Revenue from Government	C2.3	351,420	294,605	339,895
Surplus/(Deficit) on continuing operations		(8,383)	(22,476)	(5,294)
Total comprehensive profit/(loss)	B1	(8,383)	(22,476)	(5,294)

The above statement should be read in conjunction with the accompanying notes.

Department of Education
STATEMENT OF FINANCIAL POSITION
as at 30 June 2024

	Notes	2024 \$'000	2023 \$'000	Original Budget 2024 \$'000
ASSETS				
Financial assets				
Cash and cash equivalents	E1.1	2,662	930	13,055
Trade and other receivables	E1.2	203,676	171,642	133,362
Total financial assets		206,338	172,572	146,417
Non-financial assets				
Buildings ¹	E2.1	1,161	-	-
Computer software	E2.1	60,247	39,548	167,999
Prepayments		893	420	11,098
Total non-financial assets		62,301	39,968	179,097
Total assets		268,639	212,540	325,514
LIABILITIES				
Payables				
Supplier payables		51,597	30,639	20,828
Other payables	E3.1	9,038	7,478	873
Total payables		60,635	38,117	21,701
Interest bearing liabilities				
Leases	E4.1	1,188	-	-
Total interest bearing liabilities		1,188	-	-
Provisions				
Employee provisions	H1.1	63,731	57,269	60,074
Total provisions		63,731	57,269	60,074
Total liabilities		125,554	95,386	81,775
Net assets		143,085	117,154	243,739
EQUITY				
Contributed equity		412,351	378,037	469,218
Reserves		-	-	1,730
Accumulated deficit		(269,266)	(260,883)	(227,209)
Total equity		143,085	117,154	243,739

¹ Right-of-use (ROU) assets are included in the 'Buildings' line item.

The above statement should be read in conjunction with the accompanying notes.

Department of Education
STATEMENT OF CHANGES IN EQUITY
for the year ended 30 June 2024

	Notes	2024 \$'000	2023 \$'000	Original Budget 2024 \$'000
CONTRIBUTED EQUITY				
Opening balance				
Balance carried forward from previous period		378,037	871,764	423,609
Adjusted opening balance		378,037	871,764	423,609
Transactions with owners				
Distribution to owners				
Equity return ¹		-	(8,702)	-
Contributions by owners				
Equity injection - appropriations		22,377	7,393	25,039
Departmental capital budget		13,975	9,600	20,570
Restructuring	J2.1	(2,038)	(502,018)	-
Total transactions with owners		34,314	(493,727)	45,609
Closing balance as at 30 June		412,351	378,037	469,218
ACCUMULATED DEFICIT				
Opening balance				
Balance carried forward from previous period		(260,883)	(239,786)	(221,915)
Adjusted opening balance		(260,883)	(239,786)	(221,915)
Comprehensive income				
Deficit on continuing operations		(8,383)	(22,476)	(5,294)
Total comprehensive income		(8,383)	(22,476)	(5,294)
Transfers between equity components		-	1,379	-
Closing balance as at 30 June		(269,266)	(260,883)	(227,209)
ASSET REVALUATION RESERVES				
Opening balance				
Balance carried forward from previous period		-	1,379	1,730
Adjusted opening balance		-	1,379	1,730
Comprehensive income				
Transfers between equity components		-	(1,379)	-
Total comprehensive income		-	(1,379)	-
Closing balance as at 30 June		-	-	1,730
Total equity as at 30 June		143,085	117,154	243,739

Accounting Policy

Equity Injections

Amounts appropriated which are designated as 'equity injections' for a year (less any formal reductions) and Departmental Capital Budgets (DCBs) are recognised directly in contributed equity in that year.

Restructuring of Administrative Arrangements

Net assets received from or relinquished to another Government entity under a restructuring of administrative arrangements are adjusted at their book value directly against contributed equity.

¹ The department had no available appropriations repealed on 1 July 2024 (2022-23 \$8.7 million).

The above statement should be read in conjunction with the accompanying notes.

Department of Education
STATEMENT OF CASH FLOWS
for the year ended 30 June 2024

	Notes	2024 \$'000	2023 \$'000	Original Budget 2024 \$'000
OPERATING ACTIVITIES				
Cash received				
Appropriations		349,030	297,081	339,895
Sale of goods and rendering of services		2,630	9,491	4,498
Net GST received		4,030	11,127	-
Total cash received		355,690	317,699	344,393
Cash used				
Employee benefits		186,905	188,644	210,963
Suppliers		159,327	119,705	133,430
Grants		-	350	-
Interest payments on lease liabilities		47	-	-
Section 74 receipts transferred to the OPA		6,176	9,394	-
Total cash used		352,455	318,093	344,393
Net cash from operating activities		3,235	(394)	-
INVESTING ACTIVITIES				
Cash used				
Purchase/development of intangibles		13,737	10,040	45,609
Total cash used		13,737	10,040	45,609
Net cash used by investing activities		(13,737)	(10,040)	(45,609)
FINANCING ACTIVITIES				
Cash received				
Contributed equity - equity injection		8,043	3,106	25,039
Contributed equity - departmental capital budget		5,694	6,945	20,570
Total cash received		13,737	10,051	45,609
Cash used				
Principal payments of lease liabilities		1,503	-	-
Restructure - Special Account		-	6,892	-
Total cash used		1,503	6,892	-
Net cash from financing activities		12,234	3,159	45,609
Net increase/(decrease) in cash held		1,732	(7,275)	-
Cash and cash equivalents at the beginning of the reporting period		930	8,205	13,055
Cash and cash equivalents at the end of the reporting period	E1.1	2,662	930	13,055

The above statement should be read in conjunction with the accompanying notes.

Department of Education
BUDGET VARIANCES COMMENTARY
for the year ended 30 June 2024

<p>Departmental Budget Variance Commentary: The below table provides commentary for significant variances between the department's budget estimates, as published in the 2023-24 Portfolio Budget Statements, and the final financial outcome in the 2023-24 financial statements. Significant variances are those relevant to an analysis of the department's performance, not merely on numerical differences between actual amounts and budget. Unless otherwise individually significant, no additional commentary has been included.</p>	
Explanation of major variances	Affected line items (and statement)
<p>At the time the 2023-24 Portfolio Budget Statements were published, the balances of intangible assets resulting from the July 2022 Machinery of Government changes were not finalised. The budgeted intangible assets balance was reduced at Portfolio Additional Estimates Statements 2023-24 (PAES), and the actual expenses represent an immaterial variance to PAES budget.</p>	<p>Computer Software (Statement of financial position) Depreciation expense (Statement of comprehensive income) Equity (Statement of financial position)</p>
<p>The department has incurred higher than budgeted employee expenses due to an increase in Average Staffing Level (ASL) aligned with additional funding announced at PAES.</p>	<p>Employee expenses (Statement of comprehensive income) Employee provisions (Statement of financial position) Supplier expenses (Statement of comprehensive income)</p>
<p>As at 30 June 2024 the department has incurred expenses for work undertaken but not yet paid for to external entities resulting in higher than anticipated Supplier Payables. The majority of this reflects services provided by the Department of Employment and Workplace Relations in accordance with the Memorandum of Understanding between both departments.</p>	<p>Supplier Payables (Statement of financial position)</p>
<p>On 1 July 2023, the department assumed responsibility for the management of leases for overseas chanceries and residences from the Department of Employment and Workplace Relations.</p>	<p>Buildings (Statement of financial position) Leases (Statement of financial position)</p>

Department of Education
ADMINISTERED SCHEDULE OF COMPREHENSIVE INCOME
for the year ended 30 June 2024

Administered Schedules				Original Budget 2024 \$'000
	Notes	2024 \$'000	2023 \$'000	
NET COST OF SERVICES				
Expenses				
Grants	D1.1	40,472,192	37,942,186	39,871,158
Personal benefits	D1.2	13,604,791	11,227,499	12,767,066
Supplier	D1.3	197,846	234,604	192,263
Subsidies	D1.4	119,904	100,808	98,989
Interest	D1.5	193,765	182,000	207,150
Impairment loss on financial assets		2,036	32,349	-
Finance costs		848,479	321,214	837,200
Depreciation	F2.1	85	97	92
Write-down and impairment of assets		33,174	37,216	-
Fair value losses	D1.6	-	1,130,944	1,643,409
Employee benefits		283	170	-
Total expenses		55,472,555	51,209,087	55,617,327
Income				
Revenue				
Taxation revenue				
Levies		8,940	6,417	9,935
Total taxation revenue		8,940	6,417	9,935
Non-taxation revenue				
Revenue from contracts with customers	D2.1	4,743	3,688	-
Interest	D2.2	1,936,676	1,664,353	2,277,804
Other revenue	D2.3	108,714	64,359	104,473
Total non-taxation revenue		2,050,133	1,732,400	2,382,277
Total revenue		2,059,073	1,738,817	2,392,212
Gains				
Fair value gains	D2.4	1,565,376	-	-
Total gains		1,565,376	-	-
Total income		3,624,449	1,738,817	2,392,212
Net cost of services		(51,848,106)	(49,470,270)	(53,225,115)
OTHER COMPREHENSIVE INCOME				
Change in asset revaluation reserve		280,121	642,752	-
Total other comprehensive income		280,121	642,752	-
Total comprehensive loss		(51,567,985)	(48,827,518)	(53,225,115)

The above schedule should be read in conjunction with the accompanying notes.

Department of Education
ADMINISTERED SCHEDULE OF ASSETS AND LIABILITIES
as at 30 June 2024

	Notes	2024 \$'000	2023 \$'000	Original Budget 2024 \$'000
ASSETS				
Financial assets				
Cash and cash equivalents	F1.1	107,590	101,923	97,167
Trade and other receivables	F1.2	49,748,240	47,122,313	51,261,055
Investments	F1.3	3,844,057	3,563,936	2,921,184
Total financial assets		53,699,887	50,788,172	54,279,406
Non-financial assets				
Buildings	F2.1	651	736	971
Total non-financial assets		651	736	971
Total assets administered on behalf of Government		53,700,538	50,788,908	54,280,377
LIABILITIES				
Payables				
Personal benefits		33,370	153,516	196,156
Supplier		41,485	62,756	15,211
Grants		1,871	8,854	7,385
GST payable		494	1,952	3,864
Total payables		77,220	227,078	222,616
Interest bearing liabilities				
Leases - buildings		720	796	1,014
Total interest bearing liabilities		720	796	1,014
Provisions				
Higher Education Superannuation Program	F3	4,710,799	5,032,500	4,784,768
Personal benefits	F3	742,583	591,662	700,983
Total provisions		5,453,382	5,624,162	5,485,751
Total liabilities administered on behalf of Government		5,531,322	5,852,036	5,709,381
Net assets		48,169,216	44,936,872	48,570,996

The above schedule should be read in conjunction with the accompanying notes.

Department of Education
ADMINISTERED RECONCILIATION SCHEDULE
for the year ended 30 June 2024

	Notes	2024 \$'000	2023 \$'000
Opening assets less liabilities as at 1 July		44,936,872	48,896,935
Net cost of services			
Income		3,624,449	1,738,817
Expenses			
Other than corporate Commonwealth entities		(55,472,555)	(51,209,087)
Other comprehensive income			
Revaluations transferred to reserves		280,121	642,752
Transfers (to) from the Australian Government			
Appropriation transfers from the OPA			
Annual appropriations			
Payments to entities other than corporate Commonwealth entities		1,227,800	1,145,844
Payments to entities other than corporate Commonwealth entities - GST		72,155	69,172
Special appropriations (unlimited)			
Payments to entities other than corporate Commonwealth entities		60,872,913	55,353,285
Payments to entities other than corporate Commonwealth entities - GST		1,819,300	1,684,879
Special Accounts		-	12,823
Appropriation transfers to the OPA			
Transfers to the OPA		(9,117,803)	(9,877,283)
Transfers to the OPA (withholdings)		(65,314)	(49,286)
Restructuring	J2.2	-	(3,468,938)
Other movements		(8,722)	(3,041)
Closing assets less liabilities as at 30 June		48,169,216	44,936,872

Accounting Policy

Administered Cash Transfers to and from the Official Public Account

Revenue collected by the department for use by the Government rather than the department is administered revenue. Collections are transferred to the Official Public Account (OPA) maintained by the Department of Finance. Conversely, cash is drawn from the OPA to make payments under Parliamentary appropriation on behalf of Government. These transfers to and from the OPA are adjustments to the administered cash held by the department on behalf of the Government and reported as such in the Schedule of Administered Cash Flows and in the Administered Reconciliation Schedule.

The above schedule should be read in conjunction with the accompanying notes.

Department of Education
ADMINISTERED CASH FLOW STATEMENT
for the year ended 30 June 2024

	Notes	2024 \$'000	2023 \$'000
OPERATING ACTIVITIES			
Cash received			
Net GST refunds		1,878,651	1,749,825
Levies		8,940	6,416
Other revenue		45,372	110,317
Total cash received		<u>1,932,963</u>	<u>1,866,558</u>
Cash used			
Suppliers		219,440	200,505
Subsidies		119,904	88,644
Personal benefits		13,691,677	10,925,374
Grants		42,754,452	40,030,500
Total cash used		<u>56,785,473</u>	<u>51,245,023</u>
Net cash used by operating activities		<u>(54,852,510)</u>	<u>(49,378,465)</u>
INVESTING ACTIVITIES			
Cash received			
Repayments of loans		7,217,769	7,722,709
Total cash received		<u>7,217,769</u>	<u>7,722,709</u>
Cash used			
Loans provided		7,227,926	6,734,507
Total cash used		<u>7,227,926</u>	<u>6,734,507</u>
Net cash used by investing activities		<u>(10,157)</u>	<u>988,202</u>
FINANCING ACTIVITIES			
Cash from the OPA			
Appropriations		64,023,537	58,266,003
Total cash from the OPA		<u>64,023,537</u>	<u>58,266,003</u>
Cash to the OPA			
Administered Receipts		(9,155,203)	(9,877,283)
Total cash to the OPA		<u>(9,155,203)</u>	<u>(9,877,283)</u>
Net increase/(decrease) in cash held		5,667	(1,543)
Cash and cash equivalents at the beginning of the reporting period		101,923	103,466
Cash at the end of the reporting period	F1.1	<u>107,590</u>	<u>101,923</u>

The above statement should be read in conjunction with the accompanying notes.

Department of Education
BUDGET VARIANCES COMMENTARY
for the year ended 30 June 2024

Administered Budget Variance Commentary:	
The table below provides commentary for significant major variances between the original budget estimates, as published in the 2023-24 Portfolio Budget Statements, and the final financial outcome in the 2023-24 financial statements. Unless otherwise individually significant, no additional commentary has been included.	
Explanation of major variances	Affected line items (and statement)
The variance to budget of investments is due to the changes in net assets of entities that are recognised as administered investments by the department. Further details are at note F1.3	Investments (Administered Schedule of Assets and Liabilities)
The fair values of the Higher Education Superannuation Program (HESP) provision and Higher Education Loan Program (HELP) are based on actuarial assumptions. Any changes in the actuary's assessment, economic factors and the Government bond rates used to discount future cash flows will cause the balance to fluctuate when compared to the original budget. Further information in relation to the year-on-year change in the HESP and HELP balances are at note D2.4.	Fair value gains (Administered Schedule of Comprehensive Income) Interest Expense (Administered Schedule of Comprehensive Income) Interest Revenue (Administered Schedule of Comprehensive Income) Trade and other Receivables (Administered Schedule of Assets and Liabilities) Provisions (Administered Schedule of Assets and Liabilities)

Department of Education NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS

Notes to the Financial Statements

A. About This Report

The Department of Education (the department) is an Australian Government controlled not-for-profit entity.

The department's purpose is to create a better future for all Australians through education.

The department provides strategic direction and national leadership of Australia's education system – through early years, school, higher education and research. The department advises the Australian Government on education and stewards the government's vision for reforming Australia's education system.

The department supports Australians to access education and realise the benefits of lifelong learning through national policies and programs that:

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

The continued existence of the department in its present form is dependent on government policy and on continuing funding by Parliament.

The Basis of Preparation

The financial statements are required by section 42 of the *Public Governance, Performance and Accountability Act 2013* (PGPA Act).

The financial statements have been prepared in accordance with the *Public Governance, Performance and Accountability (Financial Reporting) Rule 2015* (FRR) and the Australian Accounting Standards and Interpretations – including simplified disclosures for Tier 2 Entities under AASB 1060 *General Purpose Financial Statements – Simplified Disclosures for For-Profit and Not-for-Profit Tier 2 Entities* issued by the Australian Accounting Standards Board (AASB) that apply for the reporting period.

The financial statements have been prepared on an accrual basis and in accordance with the historical cost convention, except for certain assets and liabilities at fair value. Except where stated, no allowance is made for the effect of changing prices on the results or the financial position.

The financial statements are presented in Australian dollars and values are rounded to the nearest thousand dollars unless otherwise specified.

Reporting of Administered activities

Administered revenues, expenses, assets, liabilities, and cash flows are disclosed in the administered schedules and related notes.

Unless otherwise stated, administered items are accounted for on the same basis and using the same policies as for departmental items, including the application of Australian Accounting Standards and Interpretations.

Tier 1 reporting requirements have been applied to administered disclosures in respect of AASB 7 *Financial Instrument: Disclosure* and AASB 13 *Fair Value Measurement*.

Department of Education NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS

Significant Accounting Judgements and Estimates

During the 2023-24 financial year, the department made a number of judgements and applied estimates that had an impact on the amounts recorded in the financial statements. Judgements and estimates that are material to the financial statements are found in the following notes:

- Employee Provisions (H1)
- Non-Financial Assets (E2)
- Personal benefits – Child Care Subsidy program (D1.2, F1.2 and F3)
- Higher Education Loan Program (HELP) (D1.6, D2.4 and F1.2)
- Higher Education Superannuation Program (HESP) (D1.6, D2.4, F1.2 and F3).

New Australian Accounting Standards

Adoption of new Australian Accounting Standard requirements

One amending standard (AASB 2023-3) was adopted for the 2023-24 reporting period.

Standard/ Interpretation	Nature of change in accounting policy, transitional provisions, and adjustment to financial statements
AASB 2023-3 Amendments to Australian Accounting Standards – Disclosure of Non-current Liabilities with Covenants: Tier 2	AASB 2023-3 amends the Tier 2 reporting requirements in AASB 1060 to be consistent with the Tier 1 reporting requirements amended by AASB 2020-1 and AASB 2022-6. The department has adopted AASB 2023-3 amendments with no material changes.

Taxation

The department is exempt from all forms of taxation except Fringe Benefits Tax (FBT) and the Goods and Services Tax (GST).

Shared Service Arrangements

The department has an established a Memorandum of Understanding with the Department of Finance, Service Delivery Office (SDO), for the provision of shared services arrangements. The department receives core transactional services from SDO. The department receives ICT, property and other services from the Department of Employment and Workplace Relations (DEWR) via a Memorandum of Understanding. The department also receives grant hub support from the Department of Social Services (DSS), and childcare debt management and payment support from Services Australia.

Prior Period Errors

The department has restated the 2022-23 comparative year for the following balances:

Administered Schedule of Assets and Liabilities:

Line Item	2023 Restated	2023 Previous	Difference
	\$'000	\$'000	\$'000
Trade and Other Receivables ¹	47,122,313	47,429,088	(306,775)
Provisions - Higher Education Superannuation Program ²	5,032,500	5,106,500	(74,000)

¹The restatement of Trade and Other Receivables is comprised of a \$150.0 million reduction in the Higher Education Loan Program (HELP) receivable due to changes in the basis of actuarial calculation, and a \$156.8 million reduction in the personal benefits receivable for the Child Care Subsidy (CCS) due to analysis of legally recoverable debts.

²The restatement of Provisions – Higher Education Superannuation Program (HESP) of \$74.0 million is due to a prior year actuarial error.

Department of Education NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS

Administered Schedule of Comprehensive Income:

Line Item	2023 Restated	2023 Previous	Difference
	\$'000	\$'000	\$'000
Fair Value Losses ¹	1,130,944	1,054,944	(76,000)
Personal Benefits Expense ²	11,227,499	11,070,724	(156,775)

¹The restatement of Fair Value Losses is comprised of a \$150.0 million increase in HELP fair value loss due to changes in the basis of actuarial calculation. This is partially offset by a decrease in fair value loss of \$74.0 million in HESP due to a prior year actuarial error.

²The restatement of Personal Benefits Expense relates to the reduction of personal benefits receivable due to analysis of legally recoverable debts.

The restatements made in the 2022-23 comparative year are reflected in the associated notes.

Comparative balances

There has been a minor reclassification in Note D1.3 where comparatives have been updated to conform with current financial reporting requirements.

Section 83 of the Constitution

Section 83 of the Constitution provides that no amount may be paid out of the Consolidated Revenue Fund except under appropriation made by law.

The department has primary responsibility for administering legislation related to Education. In 2023-24 payments totalling approximately \$60.9 billion were authorised against Special Appropriations (refer G1.4), including special accounts, by the department in accordance with a range of complex legislations. Payments are administered by the department through the Service Delivery Office for the *Australian Education Act 2013* and *Higher Education Support Act 2003* and via Services Australia for payments under *A New Tax System (Family Assistance) Administration Act 1999*.

If an overpayment occurs, a breach of section 83 could result despite future payments being adjusted to recover the overpayment. In addition, simple administrative errors can lead to breaches of section 83. Due to the number of payments made, the reliance that must be placed on other control frameworks outside the department, and the complexities of the legislation governing these payments, the risk of a section 83 breach cannot be fully mitigated.

The department has assessed the following categories of payments as non-compliant with the requirements of Section 83:

- Additional Child Care Subsidy (Transition to Work) was incorrectly paid to a number of recipients under the Family Assistance Law, as the individuals in question did not meet a mandatory condition for payment. In August 2023, the Family Assistance Law was retrospectively amended to remove the requirement in question.
- A number of 'beneficial refunds' were paid that were not supported by an appropriation under the Family Assistance Law, or any other valid appropriation. These payments were ceased in December 2023.

The department is committed to implementing measures to ensure that the possibility of unintentional breaches of section 83 has as low a financial risk and impact as possible. The department will continue to review legislation and New Policy Proposals that create or modify payment eligibility and to ensure that business rules and processes are in place to minimise the risk of breaches of section 83 of the Constitution.

Events after the Reporting Period

There have been no events after balance date that have the potential to significantly affect the ongoing structure and financial activities of the department. Refer to note F1.2 for potential future changes to the balance of administered receivables.

Department of Education
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS

B. Departmental Operating Result Reconciliation

B1: Net Cash Appropriation Arrangements

	2024	2023
	\$'000	\$'000
Total comprehensive income/(loss) - as per the Statement of Comprehensive Income¹	(8,383)	(22,476)
Plus: depreciation/amortisation of assets funded through appropriations (departmental capital budget funding and/or equity injections)	9,685	14,383
Plus: depreciation of right-of-use assets ²	1,513	-
Less: lease principal repayments	(1,503)	-
Net cash operating surplus	<u>1,312</u>	<u>(8,093)</u>

¹ From 2010-11, the government introduced net cash appropriation arrangements where revenue appropriations for depreciation/amortisation expenses of non-corporate Commonwealth entities and selected corporate Commonwealth entities were replaced with a separate capital budget provided through equity appropriations. Capital budgets are to be appropriated in the period when cash payment for capital expenditure is required.

² AASB 16 *Leases* requires the inclusion of depreciation/amortisation expenses related to Right-of-Use (ROU) leased assets and the lease liability principal repayment amount. These do not directly reflect a change in appropriation arrangements. Following the 2022-23 Machinery of Government change with DEWR, the department has agreed it will manage leases for overseas properties, refer to note J.2.

Department of Education
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS

C. Departmental Financial Performance

C1: Expenses

	2024	2023
	\$'000	\$'000
C1.1: Employee benefits		
Salaries and entitlements	165,594	130,684
Superannuation:		
Defined benefit plans	11,981	13,658
Defined contribution plans	19,808	14,978
Leave and other entitlements	29,308	21,597
Separations and redundancies	3,234	766
Other	1,708	2,402
Total employee benefits	231,633	184,085

The accounting policies for employee benefits are described in note H1.1.

C1.2: Supplier

Goods and services supplied or rendered

IT services	29,463	34,983
Consultants and contractors	29,684	25,714
Property	20,483	21,438
Managed services	22,140	11,902
Travel	2,852	2,255
Resources received free of charge	1,506	1,272
Audit fees	1,000	900
Other	11,769	9,917
Total goods and services supplied or rendered	118,897	108,381

Goods supplied	2,467	940
Services rendered	116,430	107,441
Total goods and services supplied or rendered	118,897	108,381

Other supplier expenses

Workers compensation expenses	2,349	2,118
Total other supplier expenses	2,349	2,118
Total supplier expenses	121,246	110,499

The department does not recognise right-of-use assets and lease liabilities for short-term leases of assets that have a lease term of 12 months or less and leases of low-value assets (less than \$10,000). The department recognises the lease payments associated with these leases as an expense on a straight-line basis over the lease term.

Department of Education
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS

C2: Income		
	2024	2023
<u>C2.1: Revenue from contracts with customers</u>	\$'000	\$'000
Sale of goods	523	497
Rendering of services	3,748	3,515
Total revenue from contract with customers	4,271	4,012

Disaggregation of revenue from contracts with customers

Revenue from services	10	112
Corporate services	3,261	2,774
Publications	523	497
Other	477	629
Total	4,271	4,012

Revenue from the sale of goods is recognised when control has been transferred to the buyer.

The department recognises revenue when the performance obligations are required by an enforceable contract and are sufficiently specific to enable the department to identify when they have been satisfied. The majority of the departmental revenues are specified in legally enforceable contracts or Memoranda of Understanding where it is reasonable to expect that parties will act on their obligations and there are consequences for non-performance.

Revenue from contracts with customers is recognised either:

- at a point in time, where the ownership or control of the goods or services is passed to the customer at a specific time; or
- over time where the services are provided and consumed simultaneously, or the department has an enforceable right to payment for performance completed to date.
- contract liabilities associated with customers are recognised in unearned revenue, refer note E3.1.

C2.2: Resources received free of charge

Australian Taxation Office collection of revenues on behalf of the department	1,506	1,272
Australian National Audit Office financial statement audit fee	1,000	900
Total resources received free of charge	2,506	2,172

Resources received free of charge are recognised as revenue when, and only when, a fair value can be reliably determined, and the services would have been purchased if they had not been donated. Use of those resources is recognised as an expense. Resources received free of charge are recorded as either revenue or gains depending on their nature.

C2.3: Revenue from Government

Appropriations		
Departmental appropriations	351,420	299,455
Supplementation	-	(4,850)
Total revenue from Government	351,420	294,605

Amounts appropriated for departmental appropriations for the year (adjusted for any formal additions and reductions) are recognised as Revenue from Government when the department gains control of the appropriation, except for certain amounts that relate to activities that are reciprocal in nature, in which case revenue is recognised only when it has been earned. Appropriations receivables are recognised at their nominal amounts.

Appropriated amounts that are designated as equity injections (less any formal reductions) and the Departmental Capital Budget are recognised directly in contributed equity in that year.

Department of Education
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS

D. Administered Financial Performance

D1: Expenses

	2024	2023
D1.1: Grants	\$'000	\$'000
Public sector		
Australian Government entities	71,450	63,839
State and Territory Governments	29,276,952	27,102,761
Private sector		
Not-for-profit organisations	226,358	210,920
Multi-jurisdictional sector	10,656,679	10,394,259
Other	240,753	170,407
Total grants	40,472,192	37,942,186

The department administers a number of grant and subsidy schemes on behalf of the government. Grant and subsidy liabilities and associated expense, are recognised to the extent that:

- the services required to be performed by the grantee have been performed; or
- the grant eligibility criteria have been satisfied, but payments due have not been made. A commitment is recorded when the government enters into an agreement to make these grants and subsidies, but services have not been performed or criteria satisfied.

D1.2: Personal benefits

Assistance to families with children	13,591,109	11,212,685
Student assistance	13,682	14,814
Total personal benefits	13,604,791	11,227,499

The department administers personal benefit programs on behalf of the government that provide entitlements to individuals. Total personal benefits are represented by:

- direct personal benefits of \$14.7 million (2022-23: \$12.6 million), and
- indirect personal benefits of \$13.6 billion (2022-23: \$11.2 billion).

D1.3: Supplier

Services rendered		
School education - specific funding	108,999	101,921
Assistance to families with children	68,968	114,656
Higher education	16,330	13,917
General research	3,549	3,797
Other	-	313
Total services rendered	197,846	234,604
Total supplier expenses	197,846	234,604

Department of Education
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS

	2024	2023
	\$'000	\$'000
<u>D1.4: Subsidies</u>		
Assistance to families with children	<u>119,904</u>	<u>100,808</u>
Total subsidies	<u>119,904</u>	<u>100,808</u>
<u>D1.5: Interest</u>		
Higher Education Superannuation Program (HESP)	<u>193,765</u>	<u>182,000</u>
Total interest	<u>193,765</u>	<u>182,000</u>
<u>D1.6: Fair value losses</u>		
Higher Education Loan Program (HELP)	-	1,120,797
HESP	-	10,147
Total fair value losses	<u>-</u>	<u>1,130,944</u>

The actuarial assessments of the HELP and HESP resulted in a fair value gain of \$1.6 billion in 2023-24 (2022-23: \$1.1 billion fair value loss).

This note should be read in conjunction with notes D2.4 and F1.2.

Department of Education
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS

D2: Income		
	2024	2023
<u>D2.1: Revenue from contracts with customers</u>	\$'000	\$'000
Rendering of services	4,743	3,688
Total revenue from contracts with customers	4,743	3,688
Disaggregation of revenue from contracts with customers		
Major product / service line:		
Cost recovery	4,743	3,688
Total	4,743	3,688

All administered revenues relate to ordinary activities performed by the department on behalf of the Australian Government.

Administered revenue recognised is primarily from Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) annual registrations.

D2.2: Interest

HELP	1,936,676	1,664,353
Total interest	1,936,676	1,664,353

Interest revenue is recognised using the effective interest method.

D2.3: Other revenue

Loan fee revenue	101,784	44,919
Refunds of prior year payments	610	17,993
Special accounts	5,936	1,447
Other	384	-
Total other revenue	108,714	64,359

Refunds of prior year payments are recognised under AASB 1058 *Income of Not-for-Profit Entities*. Refunds of prior year payments may include items such as repayments of grants that were not spent by the grantee. These amounts are recognised when received, however are then returned to the Consolidated Revenue Fund.

D2.4: Fair value gains

HELP	1,444,501	-
HESP	120,875	-
Total fair value gains	1,565,376	-

The HELP net actuarial assessment resulted in a fair value gain in 2023-24 of \$1.4 billion (2022-23: \$1.1 billion fair value loss).

HESP provides supplementary funding to eligible higher education providers to cover certain superannuation expenses incurred for staff who are members of identified state government emerging cost superannuation schemes. A portion of the funding is recovered from the relevant states under cost-sharing arrangements. The Australian Government Actuary (AGA) estimates the provision and receivable balances relying upon data provided by the state superannuation schemes, adjusting for the differing valuation dates and economic basis underpinning the estimates of the liabilities. The actuarial assessment resulted in a fair value gain of \$120.9 million in 2023-24 (2022-23: \$10.1 million fair value loss). This note should be read in conjunction with notes D1.6 and F1.2.

Department of Education
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS

E. Departmental Financial Position

E1: Financial Assets

	2024	2023
E1.1: Cash and cash equivalents	\$'000	\$'000
Cash on hand or on deposit	<u>2,662</u>	<u>930</u>
Total cash and cash equivalents	<u>2,662</u>	<u>930</u>

Cash is recognised at its nominal amount. Cash includes demand deposits in bank accounts, and cash in special accounts.

E1.2: Trade and other receivables

Goods and services receivable		
Goods and services	<u>4,933</u>	<u>3,865</u>
Total goods and services receivable	<u>4,933</u>	<u>3,865</u>
Appropriations receivable		
Operating annual appropriations	<u>154,976</u>	<u>146,411</u>
Departmental capital budget	<u>21,807</u>	<u>13,526</u>
Equity injections	<u>21,727</u>	<u>7,393</u>
Total appropriations receivable	<u>198,510</u>	<u>167,330</u>
Other receivables		
GST receivable from the Australian Taxation Office	<u>617</u>	<u>569</u>
FBT receivable from the Australian Taxation Office	<u>63</u>	<u>-</u>
Total other receivables	<u>680</u>	<u>569</u>
Total trade and other receivables (gross)	<u>204,123</u>	<u>171,764</u>
Less impairment loss allowance	<u>(447)</u>	<u>(122)</u>
Total trade and other receivables (net)	<u>203,676</u>	<u>171,642</u>

Receivables for goods and services, which have 30 day (2022-23: 30 day) terms, are recognised at the nominal amounts due, less any impairment allowance account.

Department of Education

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS

E2: Non-Financial Assets

E2.1: Reconciliation of the opening and closing balances of land and buildings, infrastructure, plant and equipment and computer software

	Buildings (ROU) \$'000	Computer software \$'000	Total \$'000
As at 1 July 2023			
Gross book value	-	131,313	131,313
Accumulated depreciation, impairment and amortisation	-	(91,765)	(91,765)
Adjustment to depreciation			-
Net value as at 1 July 2023	-	39,548	39,548
Additions			
By development	-	34,930	34,930
Right-of-use assets	993	-	993
By restructuring	819	-	819
Write-down and impairment recognised in net cost of services	-	(2,526)	(2,526)
Depreciation and amortisation	-	(9,685)	(9,685)
Depreciation on right-of-use assets	(1,513)	-	(1,513)
Other movements of right-of-use assets	862	-	862
Disposal - Restructuring	-	(2,020)	(2,020)
Net value as at 30 June 2024	1,161	60,247	61,408
Net value as at 30 June 2024 represented by			
Gross book value	4,543	150,247	154,790
Accumulated depreciation, impairment and amortisation	(3,382)	(90,000)	(93,382)
Net value as at 30 June 2024	1,161	60,247	61,408
Carrying amount of right-of-use assets	1,161	-	1,161

Asset Recognition Threshold

Purchases of non-financial assets are recognised initially at cost in the statement of financial position, except for purchases costing less than the asset capitalisation thresholds. Purchases below the threshold are expensed in the year of acquisition other than where they form part of a group of similar items which are significant in total.

The initial cost of an asset includes an estimate of the cost of dismantling and removing the item and restoring the site on which it is located.

Whilst the asset thresholds and useful lives for computer software remain unchanged from 2023, the department has added a minor change to policy, allowing the extension of useful life for computer software beyond 15 years in certain circumstances. Buildings (ROU) for asset thresholds and useful lives were added during 2023-24, refer to note J.2.

Asset class	2024 Useful life	2024 Threshold
Computer software	2-15 years	\$200,000
Buildings (ROU)	Lease term	\$10,000

Impairment

All assets were assessed for impairment at 30 June 2024. Where indications of impairment exist, the assets recoverable amount is estimated, and an impairment adjustment made if the asset's recoverable amount is less than its carrying amount.

The recoverable amount of an asset is the higher of its fair value less costs of disposal and its value in use. Value in use is the present value of the future cash flows expected to be derived from the asset. Where the future economic benefit of an asset is not primarily dependent on the asset's ability to generate future cash flows, and the asset would be replaced if the department were deprived of the asset, its value in use is taken to be its depreciated replacement cost.

Department of Education

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS

Depreciation

Depreciable assets are written-off to their estimated residual values over their estimated useful lives to the department using, in all cases, the straight-line method of depreciation.

Depreciation rates (useful lives), residual values and methods are reviewed at each reporting date and necessary adjustments are recognised in the current, or current and future reporting periods, as appropriate.

Depreciation rates applying to each class of depreciable asset are based on the above-mentioned useful lives.

Intangibles

The department's intangibles comprise purchased and internally developed software for internal use. These assets are carried at cost less accumulated depreciation or accumulated impairment losses. No material amounts of computer software are expected to be sold or disposed of within the next 12 months.

All computer software assets are assessed for impairment, and this resulted in impairment and write-down expenses of \$2.5 million in 2023-24 (2022-23: \$15.4 million).

Lease ROU Assets

On 1 July 2023, the department assumed responsibility for the management of leases for overseas chanceries and residences from the Department of Employment and Workplace Relations, refer to note J.2. Leased ROU assets are capitalised at the commencement date of the lease and comprise the initial lease liability amount, and initial direct costs incurred when entering into the lease less any lease incentives received. These assets are accounted for by Commonwealth lessees as separate asset classes to corresponding assets owned outright, but included in the same column as where the corresponding underlying assets would be presented if they were owned.

Acquisition of Assets

Assets are recorded at cost on acquisition except as stated below. The cost of acquisition includes the fair value of assets transferred in exchange and liabilities undertaken. Financial assets are initially measured at their fair value plus transaction costs where appropriate.

Assets acquired at no cost, or for nominal consideration, are initially recognised as assets and income at their fair value at the date of acquisition, unless acquired as a consequence of restructuring of administrative arrangements. In the latter case, assets are initially recognised as contributions by owners at the amounts at which they were recognised in the transferor's accounts immediately prior to the restructuring.

Contractual commitments for the acquisition of property, plant and equipment, and intangible assets

As at 30 June 2024, contractual commitments for the acquisition of property, plant and equipment, and intangible assets amounted to \$51.9 million (2022-23: \$34.4 million).

Department of Education
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS

E3: Payables

	2024	2023
	\$'000	\$'000
E3.1: Other payables		
Separations and redundancies	1,745	99
Wages and salaries	5,588	4,644
Unearned revenue from contracts with customers	854	1,084
Superannuation	851	716
Other employee benefits	-	935
Total other payables	9,038	7,478

E4: Interest Bearing Liabilities

	2024	2023
	\$'000	\$'000
E4.1: Leases		
Lease liabilities	1,188	-
Total leases	1,188	-

There is \$1.6 million in cash outflows for leases for the year ended 30 June 2024 (2022-23: nil).

Maturity analysis - contractual undiscounted cash flows

Within 1 year	865	-
Between 1 to 5 years	350	-
More than 5 years	-	-
Total leases	1,215	-

For all new contracts entered into, the department considers whether the contract is, or contains a lease. A lease is defined as 'a contract, or part of a contract, that conveys the right to use an asset (the underlying asset) for a period of time in exchange for consideration'.

Once it has been determined that a contract is, or contains a lease, the lease liability is initially measured at the present value of the lease payments unpaid at the commencement date, discounted using the interest rate implicit in the lease, if that rate is readily determinable, or the department's incremental borrowing rate.

Subsequent to initial measurement, the liability will be reduced for payments made and increased for interest. It is remeasured to reflect any reassessment or modification to the lease. When the lease liability is remeasured, the corresponding adjustment is reflected in the right-of-use asset or profit and loss depending on the nature of the reassessment or modification. Refer to note E2.1.

Department of Education
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS

F. Assets and Liabilities Administered on Behalf of the Government

F1: Administered – Financial Assets

	2024	2023
	\$'000	\$'000
F1.1: Cash and cash equivalents		
Cash on hand or on deposit	-	367
Cash held in the OPA - special accounts	107,590	101,556
Total cash	107,590	101,923

Cash is recognised at its nominal amount. Cash includes demand deposits in bank accounts, and cash in special accounts. Note G2.2 refers.

F1.2: Trade and other receivables

Goods and services receivable		
Goods and services receivable	16,021	16,360
Total goods and services receivable	16,021	16,360
Advances and loans		
HELP - students	49,074,473	46,436,621
HELP - providers	156,367	185,579
Total advances and loans	49,230,840	46,622,200
Other receivables		
HESP receivable	233,400	246,100
Personal benefits receivable	490,017	434,031
GST receivable	15,232	42,124
Total other receivables	738,649	722,255
Total receivables (gross)	49,985,510	47,360,815
Less impairment allowance		
Goods and services receivable	(6,528)	(4,451)
HELP - providers	(33,251)	(33,227)
Personal benefits receivable	(197,491)	(200,824)
Total impairment allowance	(237,270)	(238,502)
Total receivables (net)	49,748,240	47,122,313

Where receivables are not subject to concessional treatment, they are carried at amortised cost using the effective interest method. Gains and losses due to impairment, derecognition and amortisation are recognised through the Administered Schedule of Comprehensive Income.

During 2023-24, the personal benefits receivable was increased to include a measurable number of debts, determined by the AGA, for recipients who have not lodged their tax return within the legislative two-year timeframe.

Department of Education

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS

	2024	2023
	\$'000	\$'000
Concessional loans		
HELP - students		
Nominal value	75,114,567	71,770,715
Unexpired discount	(8,036,150)	(4,926,391)
Impairment	(18,003,944)	(20,407,703)
Carrying amount	49,074,473	46,436,621
HELP - providers		
Nominal value	174,940	210,969
Unexpired discount	(18,573)	(25,390)
Impairment	(33,251)	(33,227)
Carrying amount	123,116	152,352
Total concessional loans	49,197,589	46,588,973

The Higher Education Loan Program (HELP - students) is an income contingent loan program that assists eligible higher education students with the cost of tuition. It is administered under the *Higher Education Support Act 2003*. The HELP debt, recognised as an administered receivable, comprises HECS-HELP, FEE-HELP, SA-HELP, SY-HELP and OS-HELP programs.

The Australian Taxation Office collects repayment of these debts through the taxation system.

The AGA has developed a microsimulation model to provide estimates of a number of financial measures related to the HELP receivables, including an estimate of the debt that is not expected to be repaid. Significant judgements, estimates and assumptions are re-valued for each reporting period in light of historical experience, new loan schemes and changes to reasonable expectations of future events.

In the determination of the fair value of these loans, consideration is given to projections of future income of debtors; pattern and timing of repayments; changes in legislation; the recoverability of concessional debt; and the discounting of future cash flows to a present value. This discounting is based on a yield curve derived from Commonwealth securities on issue as at 30 June 2024. The outcome of discounting based on the 30 June 2024 yield curve is equivalent to the use of a single valuation discount rate of 4.47% (2022-23: 4.21%).

As at 30 June 2024, the AGA estimated the fair value of the HELP loans to be \$49.2 billion, applying the discount rate of 4.47% (2022-23: 4.21%). The increase in the estimated fair value of HELP was the net result of several factors. Factors contributing to the increase include the revision to last year's estimate due to updated data and modelling (\$2.4 billion), unwinding of the concessional loan discount (\$1.9 billion) and the net movement of new loans and repayments made in 2023-24 (\$0.8 billion). Factors contributing to the offsetting decrease included the fair value adjustment for these loans (\$1.8 billion) and movements in the yield curve (\$0.9 billion).

When the 2024-25 Budget was handed down on 5 May 2024, the government announced the decision to cap the Higher Education Loan Program (HELP) indexation rate to be the lower of either the Consumer Price Index (CPI) or the Wage Price Index (WPI) with effect from 1 June 2023. As of 30 June 2024, the legislation has not been enacted. Consequently, no adjustments have been made to reflect the potential impact of this legislative change. Once legislated, the approximate impact will be a \$3 billion decrease to the HELP loan receivable balance which will be reflected in the financial statements for the period the legislation was enacted. Only measures that have been legislated are incorporated into estimates for financial statement reporting purposes.

In 2021-22 concessional loans were made to Higher Education providers (HELP – providers) due to the impact of COVID-19. Providers received 8-year interest-free loans with the first instalments due in 2021-22 and the final instalments due in 2028-29.

Department of Education
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS

	2024	2023
<u>F1.3: Investments</u>	\$'000	\$'000
Australian National University	3,823,917	3,548,669
Australian Institute for Teaching and School Leadership	12,938	9,351
Australian Curriculum, Assessment and Reporting Authority	<u>7,202</u>	<u>5,916</u>
Total investments	<u>3,844,057</u>	<u>3,563,936</u>

The principal activities of each of the entity's administered investments were as follows:

- Australian National University – provision of research and teaching services.
- Australian Institute for Teaching and School Leadership Ltd – supports and enhances the teaching profession for the benefit of all Australians.
- Australian Curriculum, Assessment and Reporting Authority – executes the policy directions that are determined by the Ministerial Council for Education, Early Childhood Development and Youth Affairs regarding curriculum, assessment, data collection and reporting at a national level.

Administered investments are measured at their fair value as at 30 June 2024. Fair value has been taken to be the Australian Government's proportional interest in the net assets of the entities.

Movements between years are recognised at fair value through other comprehensive income. The current year movement is a \$280.1 million increase (2022-23: \$642.8 million).

Department of Education
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS

F2: Administered – Non-Financial Assets

F2.1: Reconciliation of the opening and closing balances of buildings

	Buildings (ROU) \$'000	Total \$'000
As at 1 July 2023		
Gross book value	1,057	1,057
Accumulated depreciation and impairment	(321)	(321)
Net value 1 July 2023	736	736
Depreciation on right-of-use assets	(85)	(85)
Net book value 30 June 2024	651	651
Net book value as of 30 June 2024 represented by		
Gross book value	1,057	1,057
Accumulated depreciation and impairment	(406)	(406)
Net book value 30 June 2024	651	651
Carrying amount of right-of-use assets	651	651

Department of Education
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS

F3: Provisions

	HESP 2024	Personal benefits 2024
	\$'000	\$'000
Opening balance as at 1 July	5,032,500	591,662
Amounts used	(409,125)	(784)
Increase (decrease) recognised in net cost of services	87,424	151,705
Total as at 30 June	4,710,799	742,583

HESP

HESP provides supplementary funding to eligible higher education providers to cover certain superannuation expenses incurred for staff who are members of identified state government emerging cost superannuation schemes. The level of supplementary funding is demand driven with assessment of claims from institutions occurring annually.

As at 30 June 2024, the AGA estimated the Commonwealth's liability under HESP as the present value of the Commonwealth's future obligation in respect of current and former university employees who are members of state superannuation schemes. The timing of the cash flows that represent the future obligation are impacted by rates of retirement, death, mortality improvements, invalidity, resignation, and take-up rates of pensions. The rate used to discount future benefits is determined by matching the weighted duration of the liabilities with the corresponding duration on a zero-coupon yield curve based on government bond rates. Based on a calculated average liability duration of 8.4 years, a discount rate of 4.3% was applied (2022-23: 4.1%).

A portion of the funding is recovered from the relevant states under cost-sharing arrangements. The current cost share arrangements are based on allocating the emerging cost of benefits between the states and the Commonwealth based on the split of responsibility at the time the benefits accrued.

Personal benefits

Prior to any Child Care Subsidy payment being made, a withholding percentage (the default is 5% of entitlement) is applied. Withheld amounts are used to offset potential debts generated when families lodge their tax with the Australian Taxation Office, triggering the reconciliation process. The personal benefits provision represents the balance of Child Care Subsidy withholding amounts as at 30 June 2024.

Department of Education
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS

G. Funding
G1: Appropriations

G1.1: Annual appropriations ('recoverable GST exclusive')

Annual Appropriations for 2024

	Annual Appropriation \$'000	Adjustments to appropriation - s75 transfers \$'000	Adjustments to appropriation - s74 receipts \$'000	Total appropriation \$'000	Appropriation applied in 2024 (current and prior years) \$'000	Variance ¹ \$'000
Departmental						
Ordinary annual services	352,695	-	6,176	358,871	(347,251)	11,620
Capital Budget ²	22,105	-	-	22,105	(5,694)	16,411
Other services						
Equity Injections	25,039	-	-	25,039	(8,043)	16,996
Total departmental	399,839	-	6,176	406,015	(360,988)	45,027

Administered						
Ordinary annual services						
Administered items	1,220,290	-	3,565	1,223,855	(1,064,583)	159,272
Other services						
States, ACT, NT and Local government	172,738	-	-	172,738	(166,782)	5,956
Total administered	1,393,028	-	3,565	1,396,593	(1,231,365)	165,228

¹ The variance in departmental is made up of the movement in cash, GST receivable and appropriation receivable. Departmental Section 51 quarantines are in place for current year annual operating appropriations of \$1,275 million, DCB operating appropriations of \$8,130 million, and Equity Injection appropriations of \$2,662 million. The administered variance represents the movement in the balance of appropriations, quarantining of current year appropriations, and cash spent from the balance of prior year appropriations. Administered Section 51 quarantines are in place for current year annual operating appropriations of \$41,230 million, and annual payments to States, ACT, NT, and local government of \$20,534 million.

² Departmental Capital Budgets are appropriated through Appropriation Acts (No.1,3,5). They form part of ordinary annual services and are not separately identified in the Appropriation Acts.

**Department of Education
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS**

Annual Appropriations for 2023

	Annual Appropriation \$'000	Adjustments to appropriation - s75 transfers ³ \$'000	Adjustments to appropriation - s74 receipts \$'000	Total appropriation \$'000	Appropriation applied in 2023 (current and prior years) \$'000	Variance ¹ \$'000
Departmental						
Ordinary annual services	525,868	(226,017)	9,394	309,245	(304,547)	4,698
Capital Budget ²	32,302	(22,340)	-	9,962	(6,945)	3,017
Other services						
Equity Injections	16,644	(9,251)	-	7,393	(3,106)	4,287
Total departmental	574,814	(257,608)	9,394	326,600	(314,598)	12,002

Administered						
Ordinary annual services						
Administered Items	3,145,405	(2,061,592)	666	1,084,479	(908,195)	176,284
Other services						
States, ACT, NT and Local government	466,608	-	-	466,608	(238,316)	228,292
Total administered	3,612,013	(2,061,592)	666	1,551,087	(1,146,511)	404,576

¹The variance in departmental is made up of the movement in cash, GST receivable and appropriation receivable. A Section 51 quarantine is in place for \$0.396 million of current year annual operating appropriations. A Section 51 quarantine is in place for \$0.362 million of current year DCB operating appropriations. The administered variance represents the movement in the balance of appropriations, quarantining of current year appropriations, and cash spent from the balance of prior year appropriations.

²Departmental Capital Budgets are appropriated through Appropriation Acts (No. 1, 3, 5). They form part of ordinary annual services and are not separately identified in the Appropriation Acts.

³As part of Machinery of Government changes, current year annual appropriation amounts were transferred to DEWR. Prior year departmental Section 75 transfers were made from operating appropriations (\$176.150 million), Departmental Capital Budget appropriation (\$24.088 million) and equity appropriation (\$35.445 million). Prior year Administered annual appropriation of \$3.229 billion was transferred via Section 75 to DEWR.

Department of Education
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS

	2024	2023
	\$'000	\$'000
G1.2: Departmental - Unspent annual appropriations ('recoverable GST exclusive')		
<i>Appropriation Act (No. 1) Departmental Capital Budget 2020-21¹</i>	-	1,771
<i>Appropriation Act (No. 2) Equity Injection 2020-21¹</i>	-	12,247
<i>Appropriation Act (No. 1) Operating 2021-22</i>	-	2,482
<i>Appropriation Act (No. 1) Departmental Capital Budget 2021-22</i>	-	3,926
<i>Appropriation Act (No. 1) Operating 2022-23²</i>	396	36,150
<i>Appropriation Act (No. 1) Departmental Capital Budget 2022-23³</i>	2,516	4,284
<i>Appropriation Act (No. 3) Operating 2022-23</i>	-	1,591
<i>Supply Act (No. 1) Operating 2022-23</i>	-	24,690
<i>Supply Act (No. 1) Departmental Capital Budget 2022-23</i>	5,678	5,678
<i>Supply Act (No. 3) Operating 2022-23</i>	-	81,894
<i>Supply Act (No. 2) Equity Injections 2022-23</i>	-	2,315
<i>Supply Act (No. 4) Equity Injections 2022-23</i>	-	3,240
<i>Appropriation Act (No. 4) Equity Injection 2022-23</i>	-	1,838
<i>Appropriation Act (No. 1) Operating - 2023-24⁴</i>	143,451	-
<i>Appropriation Act (No. 1) Departmental Capital Budget - 2023-24⁵</i>	20,570	-
<i>Appropriation Act (No. 2) Equity Injection - 2023-24⁶</i>	24,389	-
<i>Appropriation Act (No. 3) Operating - 2023-24</i>	12,800	-
<i>Appropriation Act (No. 3) Departmental Capital Budget - 2023-24</i>	1,535	-
<i>Cash at bank (Appropriation Act (No. 1) Operating - 2023-24)</i>	2,662	930
Total unspent annual appropriations	213,997	183,036

¹ This appropriation lapsed on 1 July 2023.

² This appropriation includes \$0.396 million in quarantine, but legally available at 30 June 2024.

³ This appropriation includes \$0.362 million in quarantine, but legally available at 30 June 2024.

⁴ This appropriation includes \$1.275 million in quarantine, but legally available at 30 June 2024.

⁵ This appropriation includes \$8.130 million in quarantine, but legally available at 30 June 2024.

⁶ This appropriation includes \$2.662 million in quarantine, but legally available at 30 June 2024.

Department of Education
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS

	2024	2023
	\$'000	\$'000
<u>G1.3: Administered - Unspent annual appropriations ('recoverable GST exclusive')</u>		
<i>Appropriation Act (No. 1) 2020-21¹</i>	-	75,411
<i>Supply Act (No. 1) 2020-21¹</i>	-	130,898
<i>Appropriation Act (No. 3) 2020-21¹</i>	-	938
<i>Appropriation Act (No. 1) 2021-22²</i>	187,346	225,851
<i>Appropriation Act (No. 2) 2021-22³</i>	59	59
<i>Appropriation Act (No. 4) 2021-22⁴</i>	2,575	2,575
<i>Appropriation Act (No. 1) 2022-23⁵</i>	139,558	121,483
<i>Appropriation Act (No. 3) 2022-23</i>	-	27,058
<i>Supply Act (No. 1) 2022-23</i>	-	419
<i>Supply Act (No. 3) 2022-23⁶</i>	26,844	27,882
<i>Appropriation Act (No. 2) 2022-23⁷</i>	194,229	218,432
<i>Supply Act (No. 2) 2022-23</i>	2,612	2,612
<i>Supply Act (No. 4) 2022-23</i>	7,248	7,248
<i>Appropriation Act (No. 1) 2023-24⁸</i>	101,334	-
<i>Appropriation Act (No. 2) 2023-24⁹</i>	30,159	-
<i>Appropriation Act (No. 3) 2023-24</i>	106,883	-
Cash at bank	-	364
Total unspent annual appropriations	<u>798,847</u>	<u>841,230</u>

¹ This appropriation lapsed on 1 July 2023.

² This appropriation includes \$186.901 million in quarantine, but legally available at 30 June 2024, and will lapse on 1 July 2024.

³ This appropriation will lapse on 1 July 2024.

⁴ This appropriation includes \$2.575 million in quarantine, but legally available at 30 June 2024, and will lapse on 1 July 2024.

⁵ This appropriation includes \$139.558 million in quarantine, but legally available at 30 June 2024.

⁶ This appropriation includes \$0.444 million in quarantine, but legally available at 30 June 2024.

⁷ This appropriation includes \$169.797 million in quarantine, but legally available at 30 June 2024.

⁸ This appropriation includes \$41.230 million in quarantine, but legally available at 30 June 2024.

⁹ This appropriation includes \$20.534 million in quarantine, but legally available at 30 June 2024.

G1.4: Special appropriations ('recoverable GST exclusive')

Authority	Appropriations applied¹	
<i>A New Tax System (Family Assistance) (Administration) Act 1999</i>	13,987,432	11,201,966
<i>Australian Education Act 2013</i>	28,956,965	26,826,371
<i>Higher Education Support Act 2003, section 238-12</i>	17,928,516	17,324,948
Total special appropriations applied	<u>60,872,913</u>	<u>55,353,285</u>

¹ Special appropriations not used during 2023-24 and 2022-23:
Public Governance, Performance and Accountability Act 2013, s.77

Department of Education
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS

G2: Special Accounts – Administered (Recoverable GST exclusive)

	Services for Other Entities and Trust Moneys ¹		Early Years Quality Fund Special Account ²	
	2024 \$'000	2023 \$'000	2024 \$'000	2023 \$'000
Balance as at 1 July (represented by cash held in the OPA)	3,599	1,540	42,135	42,135
Increases				
Receipts	28,288	4,623	-	-
Total increases	28,288	4,623	-	-
Available for payments	31,887	6,163	42,135	42,135
Decreases				
Payments made	(29,030)	(2,564)	-	-
Total decreases	(29,030)	(2,564)	-	-
Balance as at 30 June (represented by cash held in the OPA)	2,857	3,599	42,135	42,135
			Higher Education Tuition Protection Fund ⁴	
	Overseas Students Tuition Fund ³		2024 \$'000	2023 \$'000
Balance as at 1 July (represented by cash held in the OPA)	45,899	44,651	9,923	7,208
Increases				
Receipts	4,086	3,466	5,026	2,872
Total increases	4,086	3,466	5,026	2,872
Available for payments	49,985	48,117	14,949	10,080
Decreases				
Payments made	(2,172)	(2,218)	(164)	(157)
Total decreases	(2,172)	(2,218)	(164)	(157)
Balance as at 30 June (represented by cash held in the OPA)	47,813	45,899	14,785	9,923

Department of Education

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS

Special Account	Establishing Instrument	Purpose
¹ Services for Other Entities and Trust Moneys Special Account	<i>PGPA Act 2013 section 78 Determination (Education SOETM Special Account 2018), section 5.</i>	To disburse amounts held on trust or otherwise for the benefit of a person other than the Commonwealth; in connection with services performed for a corporate Commonwealth entity, Commonwealth company or other government; in connection with joint activities performed on behalf of another government, organisation or person; with an agreement between the Commonwealth and another government; and to repay amounts where a court order, Act or other law requires or permits the repayment of an amount received.
² Early Years Quality Fund Special Account	<i>PGPA Act 2013 section 80 Early Years Quality Fund Special Account Act 2013, section 5.</i>	To provide funding to approved centre based long day care services to be used exclusively for paying remuneration and other employment-related costs and expenses in relation to employees in the early childhood education and care sector. This amount has been subject to quarantine pending return to the OPA since 1 July 2018.
³ Overseas Students Tuition Fund	<i>PGPA Act 2013 section 80 Education Services for Overseas Students Act 2000, taking into account amendments to Education Services for Overseas Students Legislation Amendment (Tuition Protection Services and Other Measures) Act 2012, section 52A.</i>	For expenditure in connection with assisting international students whose education providers are unable to deliver their course of study in full.
⁴ Higher Education Tuition Protection Fund	<i>PGPA Act 2013 section 80 Higher Education Support Act 2003, Compilation No. 78, section 167 1, commenced 28 May 2021. This instrument continues the existence of the HELP Tuition Protection Fund established under the Higher Education Support Act 2003, Compilation No. 71, section 167-1, with a new name.</i>	The purposes of the Higher Education Tuition Protection Fund are as follows: <ul style="list-style-type: none"> a) making payments in connection with tuition protection under this Act and the Higher Education Provider Guidelines; b) making payments in connection with tuition protection under the TEQSA Act and the Up-front Payments Guidelines; c) paying or discharging the costs, expenses and other obligations incurred by the Commonwealth in the performance of the Higher Education Tuition Protection Director's functions, including in managing the Fund; d) paying any remuneration and allowances payable to the Higher Education Tuition Protection Director; e) paying any remuneration and allowances payable to the members of the Higher Education Tuition Protection Fund Advisory Board; f) paying any amount that is required or permitted to be repaid; and g) reducing the balance of the Fund (and therefore the available appropriation for the Fund) without making a real or notional payment.

Department of Education
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS

G3: Regulatory charging		
	2024	2023
	\$'000	\$'000
G3.1: Regulatory charging summary		
Amounts applied		
Annual appropriation	<u>5,705</u>	<u>7,028</u>
Total amounts applied	<u>5,705</u>	<u>7,028</u>
Expenses		
Employee benefits	<u>4,290</u>	<u>5,314</u>
Supplier	<u>1,415</u>	<u>1,714</u>
Total expenses	<u>5,705</u>	<u>7,028</u>

G3.2: Administered - regulatory charging summary

Expenses		
Suppliers	<u>-</u>	<u>-</u>
Total expenses	<u>-</u>	<u>-</u>
External revenue		
Cost recovery	<u>4,738</u>	<u>3,688</u>
Total external revenue	<u>4,738</u>	<u>3,688</u>
Write-down and impairment	<u>-</u>	<u>-</u>

The department undertakes regulatory charging activities relating to:

- the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS); and
- HELP.

Further information on the above activities is available at:

- CRICOS: www.internationaleducation.gov.au
- HELP: www.studyassist.gov.au

Department of Education
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS

H. People and Relationships

H1: Employee Provisions

	2024	2023
	\$'000	\$'000
H1.1: Employee provisions		
Annual and long service leave provisions	63,731	57,269
Total employee provisions	63,731	57,269

As required by AASB 119 *Employee Benefits*, the estimate of future cash outflows considers estimated attrition, probability factors, future salary rates and ancillary costs. In 2023-24, the AGA undertook an assessment of leave provisions considering the likely tenure of existing staff, patterns of leave claims and payouts, future salary movements and discount rates. The AGA confirmed their assessment on 8 July 2024.

Liabilities for short-term employee benefits expected to be paid within 12 months of the end of reporting period are measured at the two-year Commonwealth Government bond rate of 4.19 per cent (2022-23: 4.18 per cent). Liabilities for long term employee benefits are discounted using the 10-year Commonwealth Government bond rate of 4.39 per cent (2022-23: 4.03 per cent).

Provision is made for separation and redundancy benefit payments. The department recognises a provision for separation and redundancy based on AASB 119 for those employees affected.

Employees of the department are members of the Commonwealth Superannuation Scheme (CSS), the Public Sector Superannuation Scheme (PSS), the PSS accumulation plan (PSSap) or other elected defined contribution schemes. The CSS and PSS are defined benefit schemes for the Australian Government. The PSSap is a defined contribution scheme.

The liability for defined benefits is recognised in the financial statements of the Australian Government and is settled by the Australian Government in due course. This liability is reported in the Department of Finance administered financial statements. The department makes employer contributions to defined benefit superannuation schemes at rates determined by an actuary to be sufficient to meet the current cost to the government. The department accounts for the contributions as if they were contributions to defined contribution plans. The payable for superannuation recognised at 30 June 2024 represents outstanding contributions owed by the department to the superannuation schemes.

H2: Key Management Personnel Remuneration (KMP)

H2.1: KMP remuneration for the department for the period 1 July 2023 to 30 June 2024

Key management personnel (KMP) are those persons having authority and responsibility for planning, directing and controlling the activities of the department. The department has determined the KMP to be the Portfolio Ministers, the Secretary, and the Deputy Secretaries. Other senior executives may at times act in one of these positions (excluding for the Portfolio Ministers) for a short period of time during the year. These officers are not reported as KMP unless they have acted in the position for more than three consecutive months.

	2024	2023
	\$'000	\$'000
Short-term employee benefits ¹	2,774	2,542
Post-employment benefits	288	373
Other long-term employee benefits	64	63
Total key management personnel remuneration expenses	3,126	2,978

¹ Includes motor vehicle allowances, other allowances and reportable fringe benefits.

The above table includes the remuneration for five officers (five for the full period) occupying KMP positions for the department during the year (2022-23: nine officers (two for the full period and seven for part of the period)). The remuneration and benefits for the portfolio minister are excluded from the table as they are set by the Remuneration Tribunal and are not paid by the department.

Department of Education

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS

H3: Related Party Disclosures

The department is an Australian Government controlled entity. Related parties to the department are KMP as described in note H2, and other Australian Government entities.

Given the breadth of government activities, related parties may transact with the government sector in the same capacity as ordinary citizens. Such transactions include the payment or refund of child care subsidies or higher education loans which are not included in this note.

Transactions with entities where KMP have an interest:

Several of the department's KMP are members of the board of directors for a number of educational institutions and councils as required by their respective roles in the department. During 2022-23, the department purchased services from these entities in relation to the:

- quantitative and qualitative assessment of the cost benefit analysis of Disability Standards for Education
- collection of data, development and delivery of research studies, questionnaires and assessments.

The department did not make any related party purchases during 2023-24. All purchases were conducted under normal terms and conditions and were paid to multiple entities.

	2024	2023
	\$'000	\$'000
<u>H3.1: Related party disclosures</u>		
Expenses		
Supplier expenses	-	307
Total expenses	<u>-</u>	<u>307</u>

H3.2: Administered - related party disclosures

Expenses		
Supplier expenses	-	3,285
Total expenses	<u>-</u>	<u>3,285</u>

Department of Education
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS

I. Managing Uncertainties

11: Contingent Assets and Liabilities

11.1: Departmental contingent assets and liabilities

Departmental contingent assets and liabilities are not recognised in the statement of financial position. They may arise from uncertainty as to the existence of an asset or liability or represent an asset or liability in respect of which the amount cannot be reliably measured. Contingent assets are disclosed when settlement is probable but not virtually certain and contingent liabilities are disclosed when settlement is greater than remote.

Quantifiable contingencies

As at 30 June 2024, the departmental has no quantifiable contingent assets and two quantifiable liabilities amounting to \$0.8 million, in respect of one or more claims against the department (2022-23: nil).

Unquantifiable contingencies

As at 30 June 2024, the departmental has no unquantifiable contingent assets or liabilities (2022-23: nil).

11.2: Administered contingent assets and liabilities

Administered contingent assets and liabilities are not recognised in the administered schedule of assets and liabilities. They may arise from uncertainty as to the existence of an asset or liability or represent an asset or liability in respect of which the amount cannot be reliably measured. Contingent assets are disclosed when settlement is probable but not virtually certain and contingent liabilities are disclosed when settlement is greater than remote.

Quantifiable contingencies

As at 30 June 2024, there is one administered quantifiable contingent asset amounting to \$0.4 million (2022-23: \$0.6 million), in respect of a litigation matter with a Childcare provider.

As at 30 June 2024, there is one administered quantifiable contingent liability amounting to \$0.1 million (2022-23: nil), in respect of potential Child Care Subsidy funding owed to Childcare providers.

Unquantifiable contingencies

As at 30 June 2024, there are two administered unquantifiable contingent assets in respect to the Child Care Subsidy program.

As at 30 June 2024, there is one unquantifiable contingent liability; in respect of the Child Care Subsidy program.

Child Care Subsidy:

Child Care Subsidy program payments are subject to eligibility requirements including a year-end reconciliation.

Contingent assets and liabilities predominantly arise from the Child Care Subsidy program's reconciliation process. The reconciliation process is dependent on the lodgement of the recipient's income tax return, which occurs after 30 June each year. The estimate of all reconciliation payable and debt outcomes that have not yet been established due to the income tax returns not yet lodged by the first deadline are treated as unquantifiable contingencies as at 30 June 2024.

Department of Education
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS

12: Financial Instruments

Financial assets

The department classifies its financial assets in the following categories:

- a) financial assets at fair value through profit or loss;
- b) financial assets at fair value through other comprehensive income; and
- c) financial assets measured at amortised cost.

The classification depends on both the entity's business model for managing the financial assets and contractual cash flow characteristics at the time of initial recognition. Financial assets are recognised when the entity becomes a party to the contract and, as a consequence, has a legal right to receive or a legal obligation to pay cash and derecognised when the contractual rights to the cash flows from the financial asset expire or are transferred upon trade date.

Financial liabilities

Financial liabilities are classified as either financial liabilities 'at fair value through profit or loss' or other financial liabilities. Financial liabilities are recognised and derecognised upon 'trade date'. Supplier and grant payables are recognised at amortised cost. Liabilities are recognised to the extent that the goods or services have been received (and irrespective of having been invoiced).

	2024	2023
	\$'000	\$'000
12.1: Categories of financial instruments		
Financial assets at amortised cost		
Cash and cash equivalents	2,662	930
Goods and services receivable	4,486	3,743
Total financial assets at amortised cost	<u>7,148</u>	<u>4,673</u>
Total financial assets	<u>7,148</u>	<u>4,673</u>
Financial liabilities measured at amortised cost		
Supplier payables	51,597	30,639
Total financial liabilities measured at amortised cost	<u>51,597</u>	<u>30,639</u>
Total financial liabilities	<u>51,597</u>	<u>30,639</u>

The department has adopted the simplified approach for measuring the impairment loss allowance for these financial assets. This approach measures the loss allowance as the amount equal to the lifetime expected credit losses. Any amounts written off have been recognised as a reduction to the financial asset.

Supplier and other payables are recognised at amortised cost. Liabilities are recognised to the extent that the goods or services have been received (and irrespective of having been invoiced).

All payables are expected to be settled within 12 months except where indicated.

12.2: Net gains or losses on financial assets

Financial assets at amortised cost		
Impairment of receivables - goods and services	(326)	(122)
Net gains/(losses) on financial assets at amortised cost	<u>(326)</u>	<u>(122)</u>
Net gains/(losses) on financial assets	<u>(326)</u>	<u>(122)</u>

Department of Education
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS

	2024 \$'000	2023 \$'000
<u>12.3: Categories of financial instruments</u>		
FINANCIAL ASSETS		
Financial assets at amortised cost		
Cash	107,590	101,923
Goods and services receivable	9,493	11,909
HELP - providers	123,116	152,352
Total financial assets at amortised cost	240,199	266,184
Financial assets at fair value through other comprehensive income		
Investments	3,844,057	3,563,936
Total financial assets at fair value through other comprehensive income	3,844,057	3,563,936
Financial assets at fair value through profit or loss (designated)		
Concessional loans		
HELP	49,074,473	46,436,621
Total financial assets at fair value through profit or loss (designated)	49,074,473	46,436,621
Total financial assets	53,158,729	50,266,741
FINANCIAL LIABILITIES		
Financial liabilities measured at amortised cost		
Supplier payables	41,485	62,756
Grants payable	1,871	8,854
Total financial liabilities measured at amortised cost	43,356	71,610
Total financial liabilities	43,356	71,610
<u>12.4: Net gains or losses on financial assets</u>		
Financial assets at amortised cost		
Interest revenue / expense	6,820	2,659
Reversal of impairment - goods and services receivable		
Write-down and impairment / reversal	(2,036)	(32,349)
Net gains/(losses) on financial assets at amortised cost	4,784	(29,690)
Investments in equity instruments at fair value through other comprehensive income (designated)		
Gains/(losses) recognised in equity	280,121	642,752
Net gains/(losses) on investments in equity instruments at fair value through other comprehensive income (designated)	280,121	642,752
Financial assets at fair value through profit or loss		
Interest revenue	1,929,855	1,661,694
Loan fee revenue	101,784	44,919
Concessional loan discount	(848,479)	(321,214)
Fair value (losses)	-	(1,120,797)
Fair value gains	1,444,501	-
Net gains/(losses) at fair value through profit or loss	2,627,661	264,602
Net gains/(losses) on financial assets	2,912,566	877,664

The financial assets measured at amortised cost are impaired according to AASB 9 *Financial Instruments*, wherein the lifetime expected credit losses are measured using the simplified approach.

Department of Education

NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS

	2024 \$'000	2023 \$'000
<u>12.5: Financial instruments designated at fair value through profit or loss</u>		
FINANCIAL ASSETS		
Fair value changes due to credit risk		
During the period	(918,168)	(945,923)
Prior periods	<u>(16,219,501)</u>	<u>(18,916,350)</u>
Cumulative change	<u>(17,137,669)</u>	<u>(19,862,273)</u>

12.6: Credit risk

The financial assets measured at amortised cost are not exposed to a high level of credit risk and the department manages this risk by applying debt recovery policies and procedures. The risk of default on payments has been assessed and an impairment provision brought to account. Note F1.2 refers.

The financial assets at fair value through other comprehensive income represent the government's proportional interest in the net assets of the entities which are not exposed to a high level of credit risk. Note F1.3 refers.

The financial assets at fair value through profit or loss are subject to annual fair value actuarial assessments which take into account the future income projections, pattern and timing of repayments and debt not expected to be repaid. Note F1.2 refers.

12.7: Liquidity risk

The department is exposed to minimal liquidity risk and is appropriated funding from the Australian Government. The department manages its budgeted funds to ensure it has adequate funds to meet payments as they fall due. In addition, the department has policies in place to ensure timely payments are made when due and has no past experience of default.

12.8: Market risk

The value of concessional loans held at fair value, such as HELP, are also impacted by changes in market interest rates. For example, if the interest rates were to increase by 0.1%, the fair value of these loans would decrease by approximately 1%. However, interest rate changes will have no impact on the future cash flows or principal amounts at maturity.

Department of Education
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS

13: Fair Value

13.1: Fair value measurement of level 3 financial instruments

Fair value measurement as at 30 June					
	2024	2023		Valuation	Inputs used
	\$'000	\$'000	Level ²	technique ³	
Financial assets					
Concessional loans					
HELP	49,074,473	46,436,621	3	Loan conditions	Principal due
Investments	3,844,057	3,563,936	3	Net assets of the entity	Net assets of the entity
Total¹	52,918,530	50,000,557			

¹ The book value of these assets equals the fair value.

² There has been no transfer between levels during the period.

³ The methods and valuation techniques used for the purpose of measuring fair value of assets in 2024 are unchanged from the previous reporting period.

13.2: Movement in level 3 fair value measurement

Financial assets				
	Concessional loans		Investments	
	2024	2023	2024	2023
	\$'000	\$'000	\$'000	\$'000
As at 1 July	46,436,621	50,825,755	3,563,936	2,921,184
Total gains/(losses) recognised in net cost of services	2,627,696	264,602	-	-
Total gains/(losses) recognised in comprehensive income	-	-	280,121	642,752
Total restructure recognised	-	(3,645,349)	-	-
Issues	7,227,926	6,714,329	-	-
Settlements	(7,217,770)	(7,722,716)	-	-
As at 30 June	49,074,473	46,436,621	3,844,057	3,563,936

Department of Education
 NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS

J. Other Information

J1: Current/Non-current Distinction for Assets and Liabilities

	2024	2023
	\$'000	\$'000
<u>J1.1: Current/non-current distinction for assets and liabilities</u>		
Assets expected to be recovered in:		
No more than 12 months		
Cash and cash equivalents	2,662	930
Trade receivables	203,676	171,642
Prepayments	792	319
Total no more than 12 months	207,130	172,891
More than 12 months		
Buildings (ROU)	1,161	-
Computer software	60,247	39,548
Prepayments	101	101
Total more than 12 months	61,509	39,649
Total assets	268,639	212,540
Liabilities expected to be settled in:		
No more than 12 months		
Suppliers	51,597	30,639
Other payables	9,038	7,478
Leases	835	-
Employee provisions	20,387	17,560
Total no more than 12 months	81,857	55,677
More than 12 months		
Leases	353	-
Employee provisions	43,344	39,709
Total more than 12 months	43,697	39,709
Total liabilities	125,554	95,386

Department of Education
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J1.2: Administered - Current/non-current distinction for assets and liabilities		
	2024	2023
	\$'000	\$'000
Assets expected to be recovered in:		
No more than 12 months		
Cash	107,590	101,923
Receivables	5,570,174	6,278,880
Total no more than 12 months	5,677,764	6,380,803
More than 12 months		
Receivables	44,178,066	40,843,433
Investments	3,844,057	3,563,936
Buildings	651	736
Total more than 12 months	48,022,774	44,408,105
Total assets	53,700,538	50,788,908
Liabilities expected to be settled in:		
No more than 12 months		
Suppliers	41,485	62,756
Grants	1,871	8,854
Personal benefits	33,370	29,516
GST payable	494	1,952
Leases - buildings	76	218
Provision for HESP	419,506	403,693
Total no more than 12 months	496,802	506,989
More than 12 months		
Leases - buildings	644	578
Provision for Personal Benefits	742,583	715,662
Provision for HESP	4,291,293	4,628,807
Total more than 12 months	5,034,520	5,345,047
Total liabilities	5,531,322	5,852,036

Department of Education
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS

J2: Restructuring

J2.1: Departmental restructuring

	2024	2023
	Skills and Employment DEWR ¹ \$'000	Skills and Employment DEWR ² \$'000
FUNCTIONS RELINQUISHED		
Assets relinquished		
Cash and cash equivalents	-	6,892
Trade and other receivables	-	254,648
Buildings	-	289,581
Leasehold improvements	-	40,594
Infrastructure, plant and equipment	-	65,644
Computer software	2,020	266,812
Prepayments	-	30,477
Total assets relinquished	2,020	954,648
Liabilities relinquished		
Payables	-	31,016
Leases	-	313,324
Employee provisions	-	108,290
Total liabilities relinquished	-	452,630
Net assets relinquished	2,020	502,018

¹ Following the Machinery of Government change with DEWR with an effective date of 1 July 2022, there was a minor restructure for further assets identified as being relinquished to DEWR as at 1 July 2023.

² Skills and employment functions were relinquished to DEWR following the 1 June 2022 and 23 June 2022 Administrative Arrangements Orders, with an effective date of 1 July 2022.

	2024
	Education DEWR ¹ \$'000
FUNCTIONS ASSUMED	
Assets recognised	
Buildings	819
Total assets recognised	819
Liabilities recognised	
Leases	(837)
Total liabilities recognised	(837)
Net (liabilities) recognised	(18)

¹ Following the Machinery of Government change with DEWR with an effective date of 1 July 2022, there was a minor restructure for further assets and liabilities identified as being assumed by the department as at 1 July 2023. The assets and liabilities recognised in 2023-24 reflect agreement that the department will manage leases for overseas properties. Refer to note E2.1.

Department of Education
NOTES TO AND FORMING PART OF THE FINANCIAL STATEMENTS

J2.2: Administered restructuring		2023
		Skills and Employment DEWR ¹
		\$'000
FUNCTIONS RELINQUISHED		
Assets relinquished		
Cash and cash equivalents		7,884
Trade and other receivables		3,655,582
Prepayments		758
Total assets relinquished		3,664,224
Liabilities relinquished		
Payables		195,286
Total liabilities relinquished		195,286
Net assets relinquished		3,468,938

¹ Skills and employment functions were relinquished to DEWR following the 1 June 2022 and 23 June 2022 Administrative Arrangements Orders, with an effective date of 1 July 2022.



05

Appendices

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Appendix A: Agency resource statement and expenses for outcomes

Table A.1: Agency Resource Statement, 2023–24

	Actual available appropriations for 2023–24 \$'000	Payments made 2023–24 \$'000	Balance remaining \$'000
Ordinary annual services			
Departmental appropriation			
Annual appropriations – ordinary annual services ¹²	542,553	352,945	189,608
Annual appropriations – other services – non-operating ³	32,432	8,043	24,389
Total	574,985	360,988	213,997
Administered expenses			
Outcome 1	730,784	617,220	
Outcome 2	494,644	447,363	
Total	1,225,428	1,064,583	
Total ordinary annual services	1,800,413	1,425,571	
Other services			
Administered expenses			
Specific payments to states, ACT, NT and local government⁴			
Outcome 1	172,738	166,782	
Total	172,738	166,782	
Total other services	172,738	166,782	
Total available annual appropriations	1,973,151	1,592,353	

	Actual available appropriations for 2023–24 \$'000	Payments made 2023–24 \$'000	Balance remaining \$'000
Special appropriations			
Special appropriations limited by criteria/entitlement			
<i>A New Tax System (Family Assistance) (Administration) Act 1999</i>		13,987,432	
<i>Australian Education Act 2013</i>		28,956,965	
<i>Higher Education Support Act 2003</i>		17,928,516	
Total special appropriations		60,872,913	
Special accounts			
Opening balance	101,556		
Appropriation receipts	1,462		
Non-appropriation receipts to special accounts	35,938		
Payments made (through restructuring)			
Payments made		31,366	
Closing balance			107,590
Total special accounts	138,956	31,366	107,590
Less appropriations drawn from annual or special appropriations above and credited to special accounts	1,462	1,462	
Less payments to corporate entities through annual appropriations	32,061	32,061	
Total net resourcing and payments for Education	2,078,584	62,463,109	

1 *Appropriation Act (No. 1) 2023–24, Appropriation Act (No. 3) 2023–24, Supply Act (No. 1) 2023–24 and Supply Act (No. 3) 2023–24.* This also includes section 74 external revenue and, prior-year departmental appropriation.

2 Departmental capital budgets are not separately identified in Appropriation Bill (Nos 1, 3, 5) and form part of ordinary annual services items. For accounting purposes, this amount has been designated as a 'contribution by owner'.

3 *Appropriation Act (No. 2) 2023–24, Appropriation Act (No. 4) 2023–24, Supply Act (No. 2) 2023–24 and Supply Act (No. 4) 2023–24.* This also includes prior-year available appropriations.

4 *Appropriation Act (No. 2) 2023–24 and Appropriation Act (No. 4) 2023–24.*

Table A.2: Expense for Outcome 1, 2023-24

Outcome 1	Budget 2023-24¹	Actual Expense 2023-24	Variation 2023-24
	\$'000	\$'000	\$'000
	A	B	A-B
Administered expenses			
Program 1.1: Support for the Child Care System			
Ordinary Annual Services (Appropriation Act Nos. 1, 3 and 5)			
Jobs, Education and Training, Child Care Fee Assistance (JETCCFA) ²	-	13,621	(13,621)
Child Care Services Support	408,318	351,339	56,979
Special Appropriations			
<i>A New Tax System (Family Assistance) (Administration) Act 1999</i>	4,000	1,794	2,206
Special Account Expenses			
Services for Other Entities and Trust Monies (SOETM) - Child Care	-	220	(220)
Total for Program 1.1	412,318	366,974	45,344
Program 1.2: Child Care Subsidy			
Special Appropriations			
<i>A New Tax System (Family Assistance) (Administration) Act 1999</i>	13,913,676	13,610,584	303,092
Total for Program 1.2	13,913,676	13,610,584	303,092
Program 1.3: Government Schools National Support			
Other Services (Appropriation Act Nos. 2 and 4)			
Additional Support for Northern Territory	10,035	10,035	-
Special Appropriations			
<i>Australian Education Act 2013</i>	11,089,244	11,091,069	(1,825)
Total for Program 1.3	11,099,279	11,101,104	(1,825)

Outcome 1	Budget 2023–24¹	Actual Expense 2023–24	Variation 2023–24
	\$'000 A	\$'000 B	\$'000 A-B
Program 1.4: Non-Government Schools National Support			
Other Services (Appropriation Act Nos. 2 and 4)			
National Plan for School Improvement - Association of Independent Schools	5,100	5,100	-
Catholic Education Commission	6,904	6,904	
Choice and Affordability Fund	116,790	116,790	-
South Australian Non-Government Schools – one off transition assistance	24,203	24,203	-
Special Appropriations			
Capital Grants - <i>Australian Education Act 2013</i> - Non-Government	225,442	208,351	17,091
National Education Reform Agreement - <i>Australian Education Act 2013</i> – Non-Government	17,737,363	17,659,644	77,719
Total for Program 1.4	18,115,802	18,020,992	94,810
Program 1.5: Early Learning and Schools Support			
Ordinary Annual Services (Appropriation Act Nos. 1, 3 and 5)			
Early Learning Support			
Australian Early Development Census	12,565	12,550	15
Preschools Data Framework	14,296	8,887	5,409
Total Early Learning Support	26,861	21,437	5,424
Schools Support			
Australian Education Research Organisation	10,000	10,000	-
Engaged Classrooms	1,750	1,750	-

Outcome 1	Budget	Actual	Variation
	2023–24 ¹	Expense	2023–24
	\$'000 A	\$'000 B	\$'000 A-B
First Nations Languages in Schools	2,540	540	2,000
Grants and Awards	1,479	1,479	-
Helping Children with Autism	6,449	6,157	292
Life Education - Being Healthy, Being Active	1,700	1,700	-
National Assessment Reforms	2,200	2,200	-
National Consent Survey	1,000	-	1,000
National Schools Reform	13,779	22,943	(9,164)
National School Resourcing Board	1,499	1,317	182
National Teacher Workforce Action Plan	43,388	24,479	18,909
Online Teaching and Learning Resources to Support Mathematics ³	-	(25)	25
Quality Outcomes	42,511	38,816	3,695
School Education Support	29,765	29,720	45
First Nations Education	14,505	14,502	3
Science, Technology, Engineering and Mathematics (STEM)	700	700	-
Student Support Package	54,728	54,628	100
Student Wellbeing Boost	3,500	3,350	150
Supporting Australia's Teacher Workforce	2,243	2,240	3
Supporting Quality Boarding for Rural and Remote Students	2,250	2,250	-
Youth Support	905	813	92

Outcome 1	Budget 2023–24¹	Actual Expense 2023–24	Variation 2023–24
	\$'000 A	\$'000 B	\$'000 A-B
Other Services (Appropriation Bill No.2)			
Literacy Support for Tasmanian Students	2,000	2,000	-
First Nations Education	7,775	7,775	-
Schools Upgrade Fund	3,600	3,483	117
Special Account Expenses			
SOETM – Schools	-	549	(549)
Total Schools Support	250,266	233,366	16,900
Total for Program 1.5	277,127	254,803	22,324
Outcome 1 Totals by appropriation type			
Administered expenses			
Ordinary Annual Services (Appropriation Act Nos. 1, 3 and 5)	672,070	605,956	66,114
Other services (Appropriation Act Nos. 2 and 4)	176,407	176,290	117
Special Appropriations	42,969,725	42,571,442	398,283
Special Accounts	-	769	(769)
Departmental expenses			
Departmental appropriations	206,174	211,701	(5,527)
Expenses not requiring appropriation in current year ⁴	8,178	4,829	3,349
Total for Outcome 1	44,032,554	43,570,987	461,567
Average staffing level (number)	917	924	7

1 Full-year budget, including any subsequent adjustments made to the 2023–24 budget.

2 The expenditure in the current year for this program represents the derecognition of historical debts as these were assessed as not having a likely legal basis for recovery.

3 The expenditure for this program is negative due to timing of a payment and a credit applied from the prior year.

4 Expenses not requiring appropriation in the Budget year are made up of depreciation expenses, amortisation expenses and resources received free of charge.

Table A.3: Expense for Outcome 2, 2023–24

Outcome 2	Budget 2023–24¹	Actual Expense 2023–24	Variation 2023–24
	\$'000	\$'000	\$'000
	A	B	A-B
Administered expenses			
Program 2.1: Commonwealth Grant Scheme			
Special Appropriations			
<i>Higher Education Support Act 2003</i>			
Cluster Fund and Place Loadings	7,524,002	7,379,985	144,017
Transition Fund Loading	48,946	48,945	1
Total for Program 2.1	7,572,948	7,428,930	144,018
Program 2.2: Higher Education Superannuation Program			
Special Appropriations			
<i>Higher Education Support Act 2003</i>			
	219,470	197,985	21,485
Total for Program 2.2	219,470	197,985	21,485
Program 2.3: Higher Education Support			
Ordinary Annual Services (Appropriation Act Nos. 1, 3 and 5)			
National Microcredentials Marketplace	1,000	600	400
Quality Indicators for Learning and Teaching	8,133	7,968	165
Tertiary Access Payment	50,930	13,521	37,409
Special Appropriations			
<i>Higher Education Support Act 2003</i>			
Central Coast Health and Wellbeing Precinct	750	750	-
Collaboration Pilots - Industry 4.0 ²	-	(279)	279
Disability Support Program	10,616	10,200	416
Higher Education and Offshore Microcredentials	4,584	4,193	391

Outcome 2	Budget	Actual	Variation
	2023–24 ¹	Expense	2023–24
	\$'000 A	\$'000 B	\$'000 A-B
Higher Education Continuity Guarantee ³	-	109,841	(109,841)
Indigenous, Regional and Low SES Attainment Fund	288,835	276,420	12,415
Jobs and Growth in Tasmania	12,000	12,000	-
Promotion of Excellence in Learning and Teaching in Higher Education ²	-	(28)	28
National Institutes	252,650	252,648	2
National Priorities and Industry Linkage Fund	251,088	249,187	1,901
Women in STEM	4,267	2,502	1,765
Regional University Study Hubs	22,514	13,210	9,304
Strong Beginnings Fund	4,635	4,245	390
Total for Program 2.3	912,002	956,978	(44,976)
Program 2.4: Higher Education Loan Program			
Special Appropriations			
<i>Higher Education Support Act 2003⁴</i>	5,258,944	847,404	4,411,540
Special Account Expenses			
Higher Education Tuition Protection Fund	3,390	146	3,244
Total for Program 2.4	5,262,334	847,550	4,414,784
Program 2.5: Investment in Higher Education Research			
Special Appropriations			
<i>Higher Education Support Act 2003</i>			
Research Support Program	1,005,282	1,005,281	1
Research Training Program	1,154,911	1,154,911	0
Total for Program 2.5	2,160,193	2,160,192	1

Outcome 2	Budget 2023–24¹	Actual Expense 2023–24	Variation 2023–24
	\$'000 A	\$'000 B	\$'000 A-B
Program 2.6 Research Capacity			
Ordinary Annual Services (Appropriation Act Nos. 1, 3 and 5)			
National Collaborative Research Infrastructure Strategy	402,290	402,290	0
Increase Workforce Mobility (Training programs)	3,458	3,143	315
Special Appropriations			
<i>Higher Education Support Act 2003</i>			
Increase Workforce Mobility	2,575	2,439	136
Centre for Augmented Reasoning	5,000	5,000	-
Enhance Research Capacity of Regional Universities	19,781	16,112	3,669
Higher Education Research Promotion	6,355	6,355	0
Strategic University Reform Fund	1,091	1,066	25
Trailblazer Universities Program	78,718	53,724	24,994
Launch Australia's Economic Accelerator	61,851	10,272	51,579
Total for Program 2.6	581,119	500,401	80,718
Program 2.7 International Education Support			
Ordinary Annual Services (Appropriation Act Nos. 1, 3 and 5)			
International Education Support	23,735	22,075	1,660
Special Account Expenses			
Overseas Student Tuition Fund	3,787	2,237	1,550
SOETM - Cheung Kong	1,800	1,777	23
Total for Program 2.7	29,322	26,089	3,233

Outcome 2	Budget 2023–24¹	Actual Expense 2023–24	Variation 2023–24
	\$'000 A	\$'000 B	\$'000 A-B
Outcome 2 Totals by appropriation type			
Administered expenses			
Ordinary Annual Services (Appropriation Act Nos. 1, 3 and 5)	489,546	449,597	39,949
Special Appropriations	16,238,865	11,664,365	4,574,500
Special Accounts	8,977	4,160	4,817
Departmental expenses			
Departmental appropriations	150,046	141,569	8,477
Expenses not requiring appropriation in current year ⁵	5,767	8,875	(3,108)
Total for Outcome 2	16,893,201	12,268,566	4,624,635
Average staffing level (number)	555	583	(28)

1 Full-year budget, including any subsequent adjustments made to the 2023–24 budget.

2 The expenditure for these programs is negative due to the return of grants from grant recipients; the grants were paid to these recipients in a prior financial year.

3 Due to the nature of this program, the program budget is recorded against program 2.1.

4 Expenses for the Higher Education Loan Program (HELP) were lower than budgeted due to an estimated fair value loss at the time of budget setting. However the department recorded a fair value gain on the value of HELP loans receivable as at 30 June 2024. This table only reflects expenditure associated with programs.

5 Expenses not requiring appropriation in the Budget year are made up of depreciation expenses, amortisation expenses and resources received free of charge.

Appendix B: Executive remuneration

Table B.1: Remuneration for key management personnel, 2023–24

Name	Position title	Short-term benefits			Post-employment benefits	Other long-term benefits	Termination benefits	Total remuneration ⁵	Term as KMP ⁶
		Base salary ¹	Bonuses	Other benefits and allowances ²	Superannuation contributions ³				
		\$	\$	\$	\$	\$	\$		
Tony Cook	Secretary	884,890	0	17,316	38,392	22,361	0	962,959	Full term
Meg Brighton	Deputy Secretary	419,739	0	3,120	74,534	10,947	0	508,340	Full term
Kylie Crane	Deputy Secretary	382,331	0	3,120	68,171	9,944	0	463,566	Full term
Marcus Markovic	Deputy Secretary	437,260	0	8,692	79,794	11,426	0	537,172	Full term
Benjamin Rimmer	Deputy Secretary	517,956	0	99,555	27,364	9,373	0	654,248	Full term

1 Base salary includes salary paid and accrued, salary paid while on leave, annual leave accrued and temporary performance allowances.

2 Other benefits and allowances includes monetary and non-monetary benefits such as provision of a car park.

3 Accumulation superannuation schemes (for example PSSap and super choice) include employer superannuation contribution amounts. Defined benefit schemes (for example CSS and PSS), include the relevant Notional Employer Contribution Rate and Employer Productivity Superannuation Contribution.

4 Long service leave comprises the amount of leave accrued and taken in the period. It is subject to on-costs and discount factors in line with AASB 119.

5 Total remuneration is calculated on an accrual basis in accordance with AASB 119 Employee Benefits. This means there is a difference between the total remuneration included on an individual's annual payment summary and the remuneration disclosed in the table. This will also result in differences between the Remuneration Tribunal determination and the accrued total remuneration.

6 The full term for KMPs in the Department of Education was 1 July 2023 to 30 June 2024.

Table B.2: Remuneration for senior executives, 2023–24

Total remuneration bands \$	Number of senior executives	Short-term benefits			Post-employment benefits	Other long-term benefits		Termination benefits	Total remuneration ¹
		Average base salary ² \$	Average bonuses \$	Average other benefits and allowances ³ \$		Average superannuation contributions ⁴ \$	Average long service leave ⁵ \$	Average other long-term benefits \$	Average termination benefits \$
\$0 – \$220,000	33	107,379	0	1,587	22,682	2,561	0	0	134,209
\$220,001 – \$245,000	5	199,050	0	2,895	28,854	4,627	0	0	235,426
\$245,001 – \$270,000	6	217,452	0	3,426	32,026	4,878	0	0	257,782
\$270,001 – \$295,000	16	226,163	0	3,861	35,633	5,769	0	11,040	282,466
\$295,001 – \$320,000	9	252,533	0	3,624	45,127	6,761	0	0	308,045
\$320,001 – \$345,000	5	218,293	0	2,496	36,876	5,921	0	66,809	330,395
\$345,001 – \$370,000	5	256,298	0	2,931	45,874	6,766	0	47,489	359,358
\$370,001 – \$395,000	4	309,763	0	4,806	56,073	8,270	0	0	378,912
\$395,001 – \$420,000	1	339,796	0	3,120	58,965	9,178	0	0	411,059
\$420,001 – \$445,000	1	353,754	0	440	59,578	12,558	0	0	426,330
\$495,001 – \$520,000	2	211,375	0	124,022	36,471	5,666	0	127,128	504,662
\$570,001 – \$595,000	1	225,252	0	305,763	41,613	5,924	0	0	578,552

Note: This table includes all substantive SES employed by the department during the period and those employees acting in SES positions for 3 months or longer.

- 1 Total remuneration is calculated on an accrual basis in accordance with AASB 119 Employee Benefits. This means there is a difference between the remuneration determined by the Remuneration Tribunal and the remuneration disclosed in this table.
- 2 Base salary includes salary paid and accrued, salary paid while on leave, annual leave accrued and temporary performance allowances.
- 3 Other benefits and allowances include monetary benefits and non-monetary benefits such as provision of a car park, overseas posting allowances, such as cost of overseas living adjustment (COLA), cost of overseas posting allowance (COPA), provision of housing, and associated reportable fringe benefits tax (RFBT) and departmental FBT.

- 4 Accumulation superannuation schemes (for example, PSSap and Super Choice) superannuation includes superannuation contribution amounts. Defined benefits scheme (for example, CSS and PSS) superannuation includes the relevant Notional Employer Contribution Rate and Employer Productivity Superannuation Contribution.
- 5 Long service leave comprises the amount of leave accrued and taken for the period. It is subject to on-costs and discount factors in line with AASB 119.

Table B.3: Remuneration for other highly paid staff, 2023–24

Total remuneration bands \$	Number of other highly paid staff	Short-term benefits			Post-employment benefits	Other long-term benefits		Termination benefits	Total remuneration ¹
		Average base salary ² \$	Average bonuses \$	Average other benefits and allowances ³ \$		Average superannuation contributions ⁴ \$	Average long service leave ⁵ \$		
\$250,000 – \$270,000	1	111,480	0	200	19,588	2,997	0	125,163	259,428
\$270,001 – \$295,000	2	164,673	0	2,993	28,899	4,397	0	81,180	282,142
\$295,001 – \$320,000	2	123,630	0	200	29,310	3,006	0	158,144	314,290
\$320,001 – \$345,000	1	115,970	0	183,140	24,537	3,278	0	0	326,925
\$345,001 – \$370,000	2	162,457	0	83,920	34,740	4,206	0	73,450	358,773
\$370,001 – \$395,000	2	144,286	0	117,000	24,843	3,788	0	94,410	384,327
\$395,001 – \$420,000	1	169,222	0	207,483	34,675	4,414	0	0	415,794
\$420,001 – \$445,000	3	164,364	0	160,683	34,829	4,415	0	68,021	432,312
\$445,001 – \$470,000	1	159,914	0	266,961	30,398	3,062	0	0	460,335
\$570,001 – \$595,000	1	172,447	0	317,063	57,550	4,674	0	0	551,734

Note: This table includes holders of public office paid by the department.

- 1 Total remuneration is calculated on an accrual basis in accordance with AASB 119 Employee Benefits. This means there is a difference between the remuneration determined by the Remuneration Tribunal and the remuneration disclosed in this table.
- 2 Base salary includes salary paid and accrued, salary paid while on leave, annual leave accrued and temporary performance allowances.
- 3 Other benefits and allowances include monetary benefits and non-monetary benefits such as provision of a car park, overseas posting allowances, such as COLA, COPA, provision of housing, and associated RFBT and departmental FBT.

- 4 Accumulation superannuation schemes (for example, PSSap and Super Choice) superannuation includes superannuation contribution amounts. Defined benefits scheme (for example, CSS and PSS) superannuation includes the relevant Notional Employer Contribution Rate and Employer Productivity Superannuation Contribution.
- 5 Long service leave comprises the amount of leave accrued and taken for the period. It is subject to on-costs and discount factors in line with AASB 119.

Appendix C: Commonwealth Climate Disclosure

Climate risk governance and accountability

As defined under section 12 of the *Public Governance, Performance and Accountability Act 2013* (Cth), the Secretary is the accountable authority for departmental risks, including climate-related risks. The department used our existing governance arrangements, risk reporting and systems, policies and tools to consider climate-related risks and opportunities.

The department embeds a culture that empowers our staff to proactively manage risk, be innovative where possible and make decisions that reflect a positive risk and integrity culture. All staff are responsible for climate-related risk and opportunity management. The department will continue developing our staff with the appropriate skills to identify and manage climate-related risks and opportunities.

In July 2024 the Executive Board appointed a Chief Sustainability Officer (CSO) to implement, embed and review the coordination of the Climate Action in Government Operations strategy for the department, including the Climate Risk and Opportunity Management Program (CROMP). The CSO will oversee the review of our existing processes and related policies on how we consider trade-offs between climate-related risks and government policy constraints. The CSO role is an appointment encouraged in the Climate Action in Government Operations strategy.

The climate risk governance and accountability arrangements will be reviewed in the next reporting period and any changes, including the embedding of the CSO role, will be reported in our next disclosure.

Climate risk governance roles and responsibilities structure

The 2023–24 governance roles and responsibilities structure associated with climate risk management is outlined in Figure C.1 and Table C.1 below.

Figure C.1: Climate-risk governance structure, 2023–24

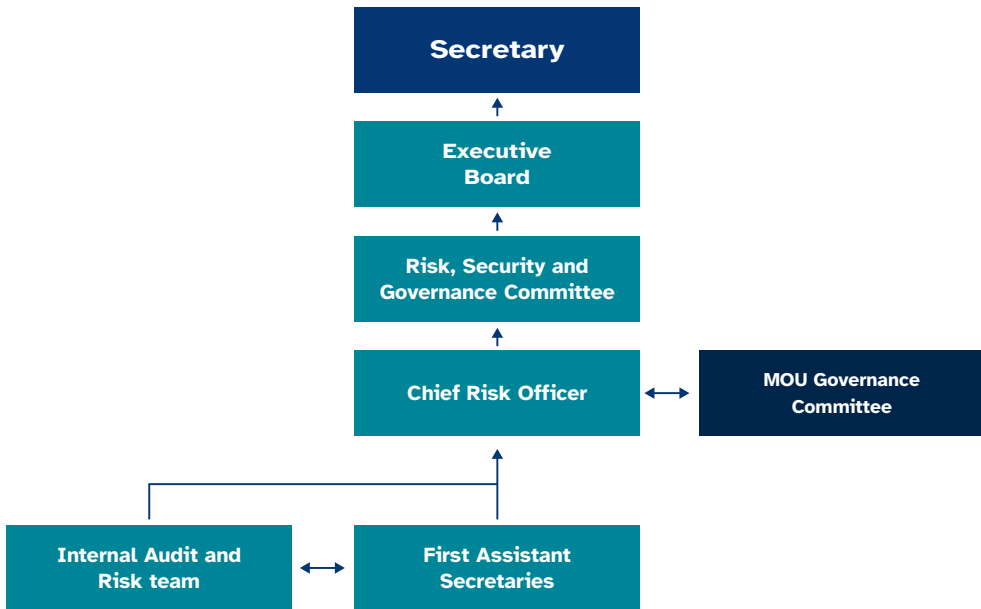


Table C.1: Climate-risk governance roles and responsibilities, 2023–24

Role	Climate risk responsibilities
Secretary	The accountable authority responsible for ensuring appropriate departmental risk management systems and controls are in place including for climate-related risks. The Secretary deputises climate risk management oversight to the Executive Board, including the setting and monitoring of targets.
Executive Board	The department’s key decision-making body responsible for setting long-term strategy and ensuring the delivery of the government’s objectives, including the Climate Action in Government Operations strategy. Responsible for setting the department’s climate risk appetite and tolerance and making decisions in relation to the department’s climate risk profile.
Risk, Security and Governance Committee	Reports to the Executive Board on the progress of climate risk and opportunity management implementation as required, to bring urgent and/or critical risks to the attention of the Secretary.
Chief Risk Officer	Supports the accountable authority to achieve a positive risk culture. The Chief Risk Officer ensures the department’s enterprise risk management approach (strategic and operational) facilitates the efficient and effective governance of climate risks and opportunities.
Internal Audit and Risk team	Delivers activities that coordinate and implement the department’s Enterprise Risk Management Policy and Framework (ERMPF) arrangements, including alignment of processes and practices to the Commonwealth Risk Management Policy and engagement with the climate risk and opportunities assessment.
First Assistant Secretaries	Oversee the management of climate related risks and opportunities, the setting and monitoring of targets, and mitigation strategies for their divisions through mandatory divisional risk plans and escalating issues.
MOU Governance Committee	An interdepartmental committee with our service provider the Department of Employment and Workplace Relations (DEWR) to oversee the delivery of services, including relevant climate-related matters.

Climate risk and opportunities management

The Department of Climate Change, Energy, the Environment and Water is responsible for enabling climate risk management by Commonwealth entities and companies through the CROMP (see dcceew.gov.au/climate-change/policy/adaptation/climate-risk-opportunity-management-program).

The department commenced our organisation-wide climate risk and opportunity assessment in 2023–24 with consideration given to the 6 steps of the CROMP's climate risk and opportunity assessment. All steps are currently underway as the risk management process is dynamic and not always completed chronologically.

The department continues to refine our approach and engage with relevant stakeholders to complete our climate risk and opportunity assessment. In the next reporting year, we aim to have completed all 6 steps of the organisation-wide climate risk and opportunity assessment.

Our progress

Step 1: Scoping the assessment

- Identified preliminary values at risk themes that overlap with the department's enterprise-wide risks (EWRs) as listed in our corporate plan. The shared values at risk themes include development and implementation, staff wellbeing, business continuity, sustainability and infrastructure.
- Identified the geographic region of interest as the locations where the department has staff, which includes Australia-wide and overseas.
- Identified our climate risk governance structure and appointed a senior executive service (SES) sponsor as the CSO supported by the department's Internal Audit and Risk team.
- Identified stakeholders for ongoing engagement activities.

Step 2: Consider current and future state

- Identified climate change capability building initiatives for staff through CROMP's climate change training modules in the Australian Public Service Academy.

Step 3: Identify risks and opportunities

- Reviewed the department's ERMPF for climate change risks and opportunities. Utilised the ERMPF to inform the climate risk and opportunity assessment.
- Identified shared risks with DEWR as the department's property, technology and other corporate services provider.

Step 4: Prioritise risks and opportunities

- Identified risk ratings and mitigation strategies using the department's EWRs, risk matrix, and risk appetite and tolerance statement to inform initial risk prioritisation.

Step 5: Plan and take action

- Commenced developing an action plan for engagement strategies with stakeholders to consider and review the climate risk and opportunities assessment and prioritisation.

Step 6: Monitor, evaluate and communicate

- Used the department's ERMPF to put in place arrangements to record, monitor, review and communicate the department's climate change risks and opportunities assessment for reporting requirements in the next reporting year.

Greenhouse gas emissions

APS Net Zero 2030 is the Australian Government's policy for the Australian Public Service (APS) to reduce its greenhouse gas emissions to net zero by 2030, and transparently report on its emissions. As part of this, non-corporate and corporate Commonwealth entities are required to report on their operational greenhouse gas emissions. The department's greenhouse gas emissions inventory (Table C.2) presents greenhouse gas emissions over the 2023–24 period. Results are presented on the basis of carbon dioxide equivalent (CO₂-e) emissions. Greenhouse gas emissions reporting has been developed with methodology that is consistent with the whole of Australian Government approach as part of the APS Net Zero 2030 policy.

The department receives property services from DEWR under a memorandum of understanding (MoU). The MoU commenced on 1 July 2022 and expires on 30 June 2025.

Electricity and natural gas are provided to the department by DEWR as property services under an MOU. Please refer to the DEWR Annual Report 2023–24 for this information.

Table C.2: Greenhouse gas emissions inventory (location based approach), 2023–24

Emission Source	Scope 1 t CO ₂ -e	Scope 2 t CO ₂ -e	Scope 3 t CO ₂ -e	Total t CO ₂ -e
Electricity (Location Based Approach)	n/a	0.000	0.000	0.000
Natural Gas	0.000	n/a	0.000	0.000
Solid Waste*	n/a	n/a	0.000	0.000
Refrigerants*†	0.000	n/a	n/a	0.000
Fleet and Other Vehicles	0.000	n/a	0.000	0.000
Domestic Commercial Flights	n/a	n/a	580.240	580.240
Domestic Hire Car*	n/a	n/a	3.802	3.802

Emission Source	Scope 1 t CO ₂ -e	Scope 2 t CO ₂ -e	Scope 3 t CO ₂ -e	Total t CO ₂ -e
Domestic Travel Accommodation*	n/a	n/a	226,549	226,549
Other Energy	0.000	n/a	0.000	0.000
Total t CO ₂ -e	0.000	0.000	810,590	810,590

Note: the table above presents emissions related to electricity usage using the location-based accounting method. CO₂-e = Carbon Dioxide Equivalent.

Note: n/a reflects a value reported in the DEWR Annual Report 2023-24.

* indicates emission sources collected for the first time in 2023-24. The quality of data is expected to improve over time as emissions reporting matures.

† indicates optional emission source for 2023-24 emissions reporting.

Table C.3: 2023–24 Electricity greenhouse gas emissions

Emission Source	Scope 2 t CO ₂ -e	Scope 3 t CO ₂ -e	Total t CO ₂ -e	Percentage of electricity use
Electricity (Location Based Approach)	0.000	0.000	0.000	0.00%
Market-based electricity emissions	0.000	0.000	0.000	0.00%
Total renewable electricity	-	-	-	0.00%
Mandatory renewables ¹	-	-	-	0.00%
Voluntary renewables ²	-	-	-	0.00%

Note: the table above presents emissions related to electricity usage using both the location-based and the market-based accounting methods. CO₂-e = Carbon Dioxide Equivalent.

- 1 Mandatory renewables are the portion of electricity consumed from the grid that is generated by renewable sources. This includes the renewable power percentage.
- 2 Voluntary renewables reflect the eligible carbon credit units surrendered by the entity. This may include purchased large-scale generation certificates, power purchasing agreements, GreenPower and the jurisdictional renewable power percentage (ACT only).

Resource efficiency and waste

Landfill waste and recycling services are provided to the department by DEWR as a property service under an MOU. Please refer to the DEWR Annual Report 2023–24 for this information.

Emissions Reduction Plan

The department’s Emissions Reduction Plan has been developed in consultation with DEWR. It sets out the department’s climate actions to meet net zero targets and the climate actions being led by DEWR, as the department’s property service provider.

Our Emissions Reduction Plan sets out both planned and new initiatives to reduce emissions in the areas of procurement; travel; and people, culture and capability. Climate actions on buildings and electricity are reported in the DEWR Emissions Reduction Plan and the DEWR Annual Report 2023–24.

The Emission Reductions Plan was signed by the Secretary on 29 August 2024, as the accountable authority and published on the department’s website on 30 August 2024.

Summary of progress

The Emissions Reduction Plan outlines priorities and actions that either have been or are planned to be implemented or committed to in 2023–24, as well as those that will be delivered in the future.

Figure C.2: Summary of Emissions Reduction Plan actions



Appendix D: Annual report of the Tuition Protection Service

Background

Since 2012 the Tuition Protection Service (TPS) has assisted international students affected by the closure of education providers. From 1 January 2020 the program has also supported domestic students in receipt of income contingent loans through the Vocational and Educational Training (VET) Student Loans (VSL) program or the Higher Education Loans Program (HELP). On 1 January 2021 the responsibilities of the TPS were further expanded to cover domestic higher education up-front fee-paying students at non-government providers.

The TPS assists international students; eligible domestic students accessing a VSL, FEE-HELP or HECS-HELP (HELP) loan; and higher education up-front fee-paying students. The 3 schemes of the TPS are set out in the *Education Services for Overseas Students Act 2000*, the *Higher Education Support Act 2003 (Cth)*, the *VET Student Loans Act 2016 (Cth)*, the *Tertiary Education Quality and Standards Agency Act 2011 (Cth)* and relevant subordinate legislation.

The TPS Director, appointed by the Minister for Education, is responsible for delivering the service and ensuring its sustainability.

The TPS assists eligible students when their education providers are unable to fully deliver their course of study and fail to meet their obligations to students.

The TPS ensures that these students can either:

- complete their studies in another course or with another education provider
- receive a refund of their unspent tuition fees (international students) or a re-credit of their loan for open units of study (domestic VSL and HELP students).

The TPS also assists eligible domestic and international students if they experience a student default.

An international student default involves circumstances where a student visa is refused and the student has paid fees that their provider fails to refund, including where the provider fails to enter into a compliant written agreement about student defaults, in accordance with the *Education Services for Overseas Students Act 2000 (Cth)* (ESOS Act). These safeguards are in place to ensure that eligible students can receive a refund of paid fees or loan re-credit in circumstances outside of the student's control.

This report summarises the activities of the TPS from 1 July 2023 to 30 June 2024, in compliance with section 170B of the ESOS Act. It includes an assessment of issues affecting TPS operations and an overview of program activity and improvements, including a snapshot of the Overseas Students Tuition Fund (OSTF) and the Higher Education Tuition Protection (HETP) Fund. As the Accountable Authority for the VSL Tuition Protection (VSLTP) Fund is the Minister for Skills and Training, VSL tuition protection activities are reported in the Department of Employment and Workplace Relations Annual Report.

In 2023–24 the TPS has been monitoring and reminding an increasing number of international education providers of their obligations under the ESOS Act, to refund students in 28 days in the case of a student default caused by a visa refusal. The TPS continues to work closely with government departments and regulators to identify and respond to instances where providers may be at risk of not meeting their obligations to students.

Tuition protection levies

The TPS manages 4 annual tuition protection levy collections from education providers, one each for international and VSL, and 2 for higher education. The 4 levies are:

- International TPS Levy
- VSL Tuition Protection Levy
- HELP Tuition Protection Levy
- Up-front Payments Tuition Protection Levy.

The levies are used to administer the TPS and to build reserves in the OSTF, the VSLTP Fund and the HETP Fund to be available for student replacement fees, student refunds, and student loan re-credits. The 3 funds are maintained as distinctly separate special purpose accounts.

The 4 tuition protection levies are paid annually by education providers delivering education services to international students, education providers whose domestic students access the VSL or HELP schemes, and education providers charging up-front fees to domestic higher education students.

The 2024 International TPS Levy collection invoiced 1,476 international education providers with 723,946 international students.

As part of the 2023 domestic tuition protection levy collection, the TPS invoiced 170 VSL providers with 10,914 students, 93 HELP providers with 55,214 HELP students, and 137 higher education providers that charged up-front fees to 39,926 students.

In formulating the tuition protection levy settings, the TPS Advisory Board and the TPS Director aim for an appropriate balance between ensuring there are sufficient reserves in the relevant funds to meet potential demand, ensuring the accumulated reserves are not excessive, and ensuring the levy collected is reasonable for education providers.

In finding this balance, the TPS Advisory Board and TPS Director consult with stakeholders across the relevant sectors, including industry peak bodies, the regulators, the Australian Government Actuary and education and training providers.

On 30 June 2024 the balance of the OSTF was \$47.8 million, which is within the TPS Advisory Board's strategic reserve target of \$35 million to \$60 million.

Based on actuarial advice, the TPS Advisory Board set the strategic reserve target for the HETP Fund between \$21 million and \$25 million. The balance of the HETP Fund on 30 June 2024 was \$14.8 million.

The TPS Advisory Board reviews the fund targets each year and adjusts them as necessary.

The TPS Advisory Board provides advice to the TPS Director in relation to the risk rated premium and special tuition protection components of the 4 levies. Final advice on the 2023 domestic tuition protection levies was provided in June 2023. The HELP levy was collected in late 2023, and the up-front payments levy was collected in early 2024. Final advice on the 2024 International TPS Levy was provided in November 2023, with the levy notification in May 2024 and levy collection in June and July 2024.

The higher education domestic levies were collected for the first time in 2022, as they had been waived since their inception in 2020 and 2021 as part of the government's COVID-19 support measures.

The opening and closing balances and the revenue and expenditure of the OSTF and HETP funds are reported on a cash basis as shown in Tables D.1 and D.2.

Table D.1: Financial status of the Overseas Students Tuition Fund, 2023–24

	\$,000
Opening balance at 1 July 2023	45,899 ¹
Annual and initial TPS levy collected	3,597
Other revenue collected	489
Total revenue	4,086
Student and education provider payments	(1,630)
TPS consultant and contractor services	(356)
Other operational/administrative expenses	(186)
Total expenditure	(2,172)
Closing balance at 30 June 2024	47,813

¹ Note the opening balance at 1 July 2023 has been amended to reflect the 2022–23 financial statements at 30 June 2023.

Table D.2: Financial status of the Higher Education Tuition Protection Fund, 2023–24

	\$,000
Opening balance at 1 July 2023	9,923
Annual HELP and up-front levies collected	4,026
Appropriation credited to special account (repayable seed funding)	1,000
Total revenue	5,026
TPS consultant and contractor services	(45)
Other operational/administrative expenses	(119)
Total expenditure	(164)
Closing balance at 30 June 2024	14,785

TPS governance

A statutorily appointed director manages the TPS. The TPS Advisory Board, comprising education and training sector members and government representatives, provides the TPS Director with advice regarding levy targets and settings. The TPS Director is also the Higher Education Tuition Protection Director (established under the *Higher Education Support Act 2003* (Cth) and the *Tertiary Education Quality Standards Agency Act 2011* (Cth) and the VSL Tuition Protection Director (established under the *VET Student Loans Act 2016* (Cth)). Members of the TPS Advisory Board are also members of the Higher Education Tuition Protection Fund Advisory Board and the VSL Tuition Protection Fund Advisory Board established under the same Acts of parliament.

In the 2023–24 financial year, Sharon Robertson was appointed as the Chair of the TPS Advisory Board, the Hon Phil Honeywood was appointed as the Deputy Chair and Yeganeh Soltanpour was appointed as a non-government representative. Victoria Miller of the Department of Home Affairs, Rebecca Mok of the Department of Finance and George Thiveos of the Department of Employment and Workplace Relations (DEWR) were appointed as government representatives to the TPS Advisory Board. Karen Sandercock of the Department of Education was re-appointed to the TPS Advisory Board during the 2023–24 financial year. The TPS Advisory Board farewelled departing members Helen Zimmerman (former Chair), Jenny Lambert, Kevin Donnelly and former DEWR representative Matthew Hardy in the 2023–24 financial year.

A small branch of departmental officers and contractors support the TPS Director to deliver tuition protection services, including student claim management and providing secretariat support to the TPS Advisory Board.

Working with stakeholders

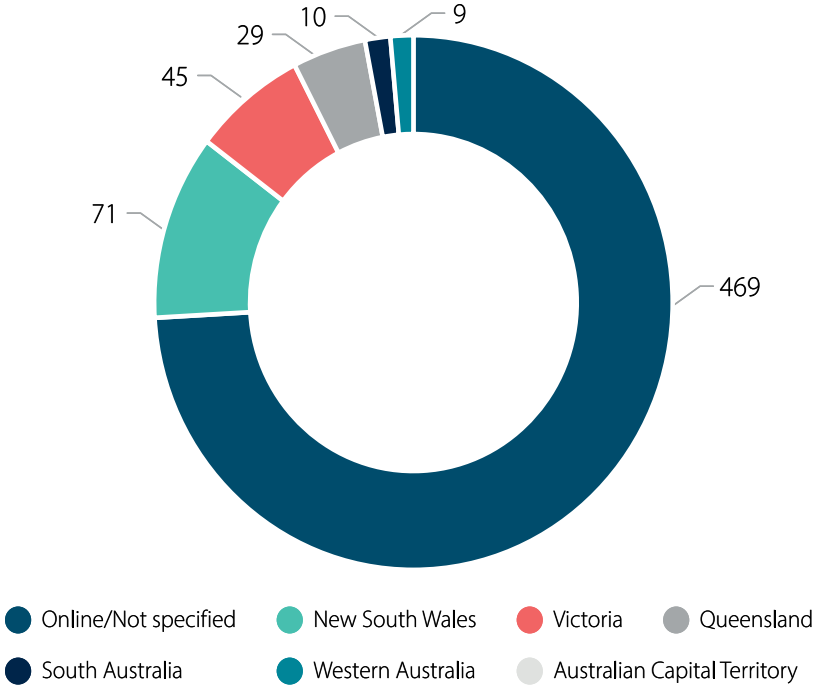
The TPS continues to maintain strong working relationships with education providers, regulators and peak bodies to achieve the best outcomes for students.

Twice a year the TPS Director engages in nationwide consultations regarding the tuition protection levies, meeting with representatives from peak bodies and education and training providers. Meetings and consultation sessions are held online and in person in major capital cities.

From August to September 2023 the TPS Director consulted on the 2024 International TPS Levy, meeting with 503 provider representatives.

Consultation on the 2024 domestic VSL, HELP and up-front payments levies was held from March to May 2024. The TPS Director consulted 130 provider representatives during this period.

Figure D.1: Number of provider representatives who attended a consultation session on international and domestic levies by state/territory, 2023-24



The TPS continues to work closely with the Office of the Commonwealth Ombudsman to resolve disputes between education providers and international students over the payment of tuition fee refunds, as well as tuition protection related complaints from domestic VSL students.

The TPS collaborates with the relevant international and higher education policy areas in the Department of Education, and with the VSL policy teams in DEWR, providing feedback on the implementation of each of the tuition protection services to inform future policy development.

Tuition Protection Service placement and payment activity

Over the 12 months to 30 June 2024, 6 education providers with international students closed, displacing 854 international students, and requiring TPS support. All closures were due to business failure.

In 2023–24 the TPS made 865 refund and placement payments to international students and replacement providers. Tables D.3 and D.4 show the time taken by the TPS to place students and make payments from the OSTF in 2023–24.

There were no domestic higher education provider closures requiring TPS activation to place, refund or re-credit students in 2023–24 in the higher education sector.

Table D.3: Time taken by the Tuition Protection Service to place students, 2023–24

Number of students placed	Within 30 days	Over 30 days	Total
International	29	1	30

Note: Fewer placement payments were made in 2023–24 than the previous year due to more students opting for refunds.

Table D.4: Time taken to make payments from the Overseas Student Tuition Fund 2023–24

Payments made during 2022–23	Refunds to students		Placement payments to providers		Total paid \$'000
	Within 30 days	Over 30 days	Within 30 days	Over 30 days	
International	22	813	29	1	1,648

Note: There were 38% more refunds paid in 2023–24 than the previous year.

Program improvements

In February 2022 the Tuition Protection Service Review identified the high cost of outsourcing the TPS Administrator function and noted duplication of activity between the TPS and the TPS Administrator as opportunities to improve the design, effectiveness and efficiency of the TPS.

In response to this recommendation, as well as concerns relating to service delivery performance, the TPS conducted a case management pilot from September 2022 to June 2023. The TPS engaged 3 labour hire contractors to establish an in-house case management team for call line and email contact with students and assessment of student refunds and re-credits.

Given the success of the pilot, the in-house case management model now used within the TPS has resulted in productivity gains and cost reduction compared with the outsourced service used in previous years. The expertise of in-house case management is evident in improved efficiency of processes, better decision-making and more agile responses to operational challenges.

The TPS Director can exercise greater financial control, optimise resource allocation and realise cost savings through in-house case management. The in-house case management fosters improved engagement with key partner agencies such as the Australian Skills Quality Authority, the Commonwealth Ombudsman and the Department of Home Affairs.

An international proportionality filter was introduced to the International TPS Levy in 2024. The filter was introduced following feedback and support from education providers and acknowledges the lower risk of providers with a strong domestic student cohort. The filter excludes providers with less than 20% international students from having 2 of the risk factors applied, namely 'volatility in overseas student enrolments' and 'maximum source country concentration'.

The TPS continues to explore better ways to maximise the effectiveness of the program for students and education providers as well as reducing risk and ensuring the best use of the funds.

Melinda Hatton

Director

Tuition Protection Service

Appendix E: Annual Child Safety Statement

Commitment to child safety

The department is committed to promoting and maintaining a culture that does not permit or tolerate child abuse, neglect or exploitation. Departmental activities that directly involve children include the Youth Steering Committee, as well as ad hoc consultations and engagements. The Office for Youth directly manages this work, including facilitation of an annual in-person meeting and youth forum in Canberra which is held at a hotel and conferencing venue. While Office for Youth engagement is not outsourced, third parties are utilised to support engagement activities including venue hire, catering and accommodation. Through procurement with all third-party contractors that support these events, the Office for Youth considers child safeguarding requirements and the level of contact and engagement any third parties would have with the youth participants. In addition to the department's Child Safe Policy, the Office for Youth is developing an Office for Youth Child Safeguarding Framework with specific training to support staff to undertake programs and engagement specific to the role of the Office for Youth. This framework and training will be available in December 2024.

The department undertook a review and revision of its Child Safe Policy in 2023 and 2024. The revised policy is published on the department's website at: education.gov.au/about-department/resources/child-safe-policy

The department's Child Safe Policy has been developed to give effect to the Commonwealth Child Safe Framework and the National Principles for Child Safe Organisations.

Under the department's Child Safe Policy, the following strategies and practices were implemented to support and embed an organisational culture of child safety.

- Departmental staff were required to complete a mandatory Child Safe Framework e-learning module to build whole-of-department capability.
- Contract managers were required to consider child safety when entering into and managing procurement and grant agreements.
- When carrying out recruitment activities, staff were required to decide if the position should be classified as a child safe position.
- The department maintained a register of child safe positions and Working with Children Checks.
- Staff were required to report child safety complaints made about the department or an individual staff member, in accordance with the established processes.

The department revised the information available on its website to support reporting and managing complaints, including child safety complaints.

The department maintained regular communication with all staff on the policy, their responsibilities and the mandatory learning requirements.

The department also put in place measures to implement the child safety requirements in relation to third parties delivering services or activities that relate to or may impact children and young people.

Child safety training

The department's suite of essential training includes the Commonwealth Child Safe Framework course as a mandatory training requirement that must be completed every 2 years. The training module is reviewed regularly by the department for currency.

Child safety risk assessment

The department evaluates risks to child safety annually both corporately and in relation to its specific programs and activities, and monitors the actions taken to manage identified risks. The department's review of the Child Safe Policy in 2023 and 2024 included a review of the core risk management plan, which found that reasonable mitigation strategies are in place. The management of child safety risks in individual programs remains part of the risk plan for those programs as applicable.

Compliance with the Commonwealth Child Safe Framework

The review of the Child Safe Policy in 2023 and 2024 provided an opportunity to confirm the department's compliance with the requirements of the Commonwealth Child Safe Framework. Throughout 2023–24 the department continued to be fully compliant with the Child Safe Framework's focus on reinforcing the importance and relevance of child safety when developing policies, delivering programs and funding research through third-party providers.

Appendix F: Workforce statistics

Table F.1: All ongoing employees by location, 2023–24

	Man/Male			Woman/Female			Uses a different term			Total
	Full time	Part time	Total	Full time	Part time	Total	Full time	Part time	Total	
NSW	26	0	26	32	11	43	-	-	-	69
Qld	23	0	23	50	10	60	-	-	-	83
SA	13	1	14	30	15	45	-	-	-	59
Tas	3	1	4	9	2	11	-	-	-	15
Vic	30	1	31	45	9	54	-	-	-	85
WA	9	1	10	14	3	17	-	-	-	27
ACT	351	31	382	681	160	841	-	-	-	1,223
NT	-	-	-	9	1	10	-	-	-	10
External territories	-	-	-	-	-	-	-	-	-	-
Overseas	3	-	3	7	-	7	-	-	-	10
Total¹	458	35	493	877	211	1,088			5	1,586

Note: Includes employees on leave without pay. Excludes inactive employees and the Secretary.

¹ Five employees identified as indeterminate gender. To protect their identification, they have been added to the total figure only.

Table F.2: All non-ongoing employees by location, 2023–24

	Man/Male			Woman/Female			Uses a different term			Total
	Full time	Part time	Total	Full time	Part time	Total	Full time	Part time	Total	
NSW	3	-	3	1	-	1	-	-	-	4
Qld	-	-	-	1	1	2	-	-	-	2
SA	1	-	1	-	1	1	-	-	-	2
Tas	-	-	-	-	1	1	-	-	-	1
Vic	3	1	4	-	1	1	-	-	-	5
WA	-	-	-	-	-	-	-	-	-	0
ACT	21	13	34	32	10	42	-	-	-	76
NT	-	-	-	-	-	-	-	-	-	0
External territories	-	-	-	-	-	-	-	-	-	0
Overseas	-	-	-	-	-	-	-	-	-	0
Total¹	28	14	42	34	14	48			1	91

Note: Includes employees on leave without pay. Excludes inactive employees and the Secretary.

One employee uses a different term. To protect their identification, they have been added to the total figure only.

Table F.3: APS ongoing employees by classification, 2023–24

	Man/Male			Woman/Female			Uses a different term			Total
	Full time	Part time	Total	Full time	Part time	Total	Full time	Part time	Total	
SES 3	2	-	2	2	-	2	-	-	-	4
SES 2	3	1	4	9	1	10	-	-	-	14
SES 1	11	-	11	34	-	34	-	-	-	45
EL 2	67	4	71	115	18	133	-	-	-	204
EL 1	143	17	160	289	83	372	-	-	-	532
APS 6	103	4	107	210	71	281	-	-	-	388
APS 5	74	3	77	113	26	139	-	-	-	216
APS 4	32	6	38	71	9	80	-	-	-	118
APS 3	20	-	20	32	3	35	-	-	-	55
APS 2	1	-	1	1	-	1	-	-	-	2
APS 1	2	-	2	1	-	1	-	-	-	3
Total¹	458	35	493	877	211	1,088	-	-	5	1,586

Note: Includes employees on leave without pay. Excludes inactive employees and the Secretary.

1 Five employees identified as indeterminate gender. To protect their identification, they have been added to the total figure only.

Table F.4: APS non-ongoing employees by classification, 2023–24

	Man/Male			Woman/Female			Uses a different term			Total
	Full time	Part time	Total	Full time	Part time	Total	Full time	Part time	Total	
SES 3	-	-	-	-	-	-	-	-	-	-
SES 2	-	-	-	-	-	-	-	-	-	-
SES 1	-	-	-	1	1	2	-	-	-	2
EL 2	2	-	2	2	-	2	-	-	-	4
EL 1	5	2	7	2	1	3	-	-	-	10
APS 6	7	1	8	7	2	9	-	-	-	17
APS 5	1	1	2	6	1	7	-	-	-	9
APS 4	4	-	4	11	2	13	-	-	-	17
APS 3	4	4	8	1	2	3	-	-	-	11
APS 2	5	6	11	4	5	9	-	-	-	20
APS 1	-	-	-	-	-	-	-	-	-	-
Total¹	28	14	42	34	14	48	-	-	1	91

Note: Includes employees on leave without pay. Excludes inactive employees and the Secretary.

1 One employee identified as indeterminate gender. To protect their identification, they have been added to the total figure only.

Table F.5: APS employees by classification and employment status, 2023–24

	Ongoing			Non-ongoing			Total
	Full time	Part time	Total ongoing	Full time	Part time	Total non-ongoing	
SES 3	4	-	4	-	-	-	4
SES 2	12	2	14	-	-	-	14
SES 1	45	-	45	1	1	2	47
EL 2	182	22	204	4	-	4	208
EL 1	432	100	532	7	3	10	542
APS 6	313	75	388	14	3	17	405
APS 5	187	29	216	7	2	9	225
APS 4	103	15	118	15	2	17	135
APS 3	52	3	55	5	6	11	66
APS 2	2	-	2	9	11	20	22
APS 1	3	-	3	-	-	-	3
Total	1,335	246	1,586	62	28	91	1,677

Note: Includes employees on leave without pay. Excludes inactive employees and the Secretary.

Table F.6: APS ongoing and non-ongoing by location, 2023–24

	Ongoing	Non-ongoing	Total
NSW	69	4	73
Qld	83	2	85
SA	59	2	61
Tas	15	1	16
Vic	85	5	90
WA	27	-	27
ACT	1,223	76	1,299
NT	10	-	10
External territories	-	-	-
Overseas	10	-	10
Total	1,586	91	1,677

Note: Includes employees on leave without pay. Excludes inactive employees and the Secretary.

Table F.7: APS ongoing and non-ongoing employees by First Nations status, 2023–24

	Total
Ongoing	47
Non-ongoing	2
Total	49

Table F.8: Primary employment arrangements of SES and non-SES APS employees, 2023–24

	SES	Non-SES	Total
Enterprise agreement	-	1,612	1,612
Section 24(1) determinations	65	-	65
Total	65	1,612	1,677

Note: Excludes the Secretary as remuneration arrangements for departmental secretaries are determined by the Remuneration Tribunal.

Table F.9: APS employment salary ranges by classification level (minimum/maximum), 2023–24

	Minimum salary \$	Maximum salary \$
SES 3	357,606	474,832
SES 2	275,909	330,696
SES 1	213,833	324,327
EL 2	141,958	174,663
EL 1	120,636	147,778
APS 6	98,105	107,880
APS 5	87,264	93,294
APS 4	79,036	84,525
APS 3	72,658	75,678
APS 2	65,060	69,331
APS 1	55,392	60,566
Minimum/maximum range	55,392	474,832

Table F.10: APS employment performance pay by classification level, 2023-24

	Number of employees receiving performance pay	Aggregated (sum total) of all payments made	Average of all payments made	Minimum payment made to employees	Maximum payment made to employees
SES 3	-	-	-	-	0
SES 2	-	-	-	-	0
SES 1	-	-	-	-	0
EL 2	-	-	-	-	0
EL 1	-	-	-	-	0
APS 6	-	-	-	-	0
APS 5	-	-	-	-	0
APS 4	-	-	-	-	0
APS 3	-	-	-	-	0
APS 2	-	-	-	-	0
APS 1	-	-	-	-	0
Other ¹	-	-	-	-	0
Total	0	0	0	0	0

1 'Other' category are employees at the age of 20 or below who are not included in the standard APS classifications as per the Public Service (s24(1) Department of Education Non-SES Employees) Amendment Determination 23-004.

Appendix G: Recoverable payments

The department is responsible for administering payments made to approved authorities for schools under the *Australian Education Act 2013* (Cth) (the Act).

Section 113 of the Act requires the department to report recoverable payments for the purposes of section 11 of the Act. Recoverable payments occur where the department retrospectively identifies that the Commonwealth did not have the power to make a payment of financial assistance to a state or territory under the Act, and these payments are not overpayments. The number and total value of the recoverable payments paid in 2023–24 are shown in Table G.1.

Table G.1: Recoverable payments under the Act, 2023–24

Financial year	Number of payments	Amount paid \$
2023–24	13	\$1,333,392.42

In 2023–24 the department also identified a number of recoverable payments to an organisation that were paid during earlier financial years. The number and total value per year are shown in Table G.2.

Table G.2: Recoverable payments under the Act

Financial year	Number of payments	Amount paid \$
2013–14	6	\$123,719.00
2014–15	12	\$324,725.73
2015–16	12	\$275,776.77
2016–17	12	\$262,004.00
2017–18	12	\$277,795.00
2018–19	12	\$217,149.08
2019–20	13	\$245,897.92
2020–21	12	\$273,843.00
2021–22	12	\$316,823.58
2022–23	11	\$287,009.92

Appendix H: Corrigendum

Pursuant to section 17AH(1)(e) of the PGPA Act the department is required to report on the correction of material errors in a previous annual report. The below tables provide the corrected information and the reason for the correction.

Table H.1: Corrections to the Department of Education Annual Performance Statements 2022–23 – PM002

Incorrect wording	Correct wording	Reason for change	Page number
The result value was 96.9%	The result value was 96.2%	The previously published analysis used an incorrectly calculated result value for one of the 11 months the annual results are collated from.	42

Note: The 96.9% result reported was based on extracting and using 3 weeks' worth of total CCS payments data, rather than one week. The inaccuracy rate calculated for the one month (February 2023) was significantly lower (5.7% lower) than it would have been without the error, and this flowed through to create a discrepancy of 0.7% in the annual payment accuracy result.

Table H.2: Corrections to the Department of Education, Skills and Employment Annual Performance Statements 2021–22 – PM010

Incorrect wording	Correct wording	Reason for change	Page number
The attrition rate in 2021 (12.8%) was lower than the attrition rate in 2020 (13.2%).	The attrition rate in 2020 (12.8%) was lower than the attrition rate in 2019 (13.2%).	The previously published analysis referenced the year of the annual data collection supporting the calculation of the attrition rate, not the year in which the attrition occurred.	50

Note: The 12.8% result reported was based on preliminary 2021 data. The 2021–22 Annual Report noted this result was to be updated when final 2021 information was available. The final result (12.7%) was published in the 2022–23 Annual Report.

Table H.3: Corrections to the Department of Education Annual Performance Statements 2022–23 – PM010

Incorrect wording	Correct wording	Reason for change	Page number
<p>The attrition rate in 2022 (14.8% based on preliminary data) was higher than the attrition rate in 2021 (12.7%).</p>	<p>The attrition rate in 2021 (14.8% based on preliminary data) was higher than the attrition rate in 2020 (12.7%).</p>	<p>The previously published analysis referenced the year of the annual data collection supporting the calculation of the attrition rate, not the year in which the attrition occurred.</p>	61
<p>The change since 2021 is likely to be related to the stronger labour market conditions and gradual easing of COVID-19 restrictions, providing students who might otherwise stay in studies to pursue other opportunities.</p>	<p>The change since 2020 is likely to be related to the stronger labour market conditions and gradual easing of COVID-19 restrictions, providing students who might otherwise stay in studies to pursue other opportunities.</p>		



06

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List of requirements

The table below contains a list of annual report requirements prepared in accordance with 17AJ(d) of the PGPA Rule and set out in Schedule 2.

PGPA Rule Reference	Description	Requirement	Page
17AD(g) Letter of transmittal			
17AI	A copy of the letter of transmittal signed and dated by the accountable authority on date final text approved, with statement that the report has been prepared in accordance with section 46 of the Act and any enabling legislation that specifies additional requirements in relation to the annual report	Mandatory	iii
17AD(h) Aids to access			
17AJ(a)	Table of contents	Mandatory	iv–v
17AJ(b)	Alphabetical index	Mandatory	241–249
17AJ(c)	Glossary of abbreviations and acronyms	Mandatory	235–238
17AJ(d)	List of requirements	Mandatory	226–235
17AJ(e)	Details of contact officer	Mandatory	ii
17AJ(f)	Entity’s website address	Mandatory	ii
17AJ(g)	Electronic address of report	Mandatory	ii
17AD(a) Review by accountable authority			
17AD(a)	A review by the accountable authority of the entity	Mandatory	2–6
17AD(b) Overview of the entity			
17AE(1)(a)(i)	A description of the role and functions of the entity	Mandatory	9
17AE(1)(a)(ii)	A description of the organisational structure of the entity	Mandatory	12–13

PGPA Rule Reference	Description	Requirement	Page
17AE(1)(a)(iii)	A description of the outcomes and programs administered by the entity	Mandatory	8
17AE(1)(a)(iv)	A description of the purposes of the entity as included in corporate plan	Mandatory	8
17AE(1)(aa)(i)	Name of the accountable authority or each member of the accountable authority	Mandatory	9
17AE(1)(aa)(ii)	Position title of the accountable authority or each member of the accountable authority	Mandatory	9
17AE(1)(aa)(iii)	Period as the accountable authority or member of the accountable authority within the reporting period	Mandatory	9
17AE(1)(b)	An outline of the structure of the portfolio of the entity	Portfolio departments – mandatory	10–11
17AE(2)	Where the outcomes and programs administered by the entity differ from any Portfolio Budget Statement, Portfolio Additional Estimates Statement or other portfolio estimates statement that was prepared for the entity for the period, include details of variation and reasons for change	If applicable, mandatory	n/a
17AD(c)	Report on the performance of the entity		
	Annual Performance Statements		
17AD(c)(i); 16F	Annual performance statement in accordance with paragraph 39(1)(b) of the Act and section 16F of the Rule	Mandatory	32–92
17AD(c)(ii)	Report on Financial Performance		
17AF(1)(a)	A discussion and analysis of the entity's financial performance	Mandatory	112
17AF(1)(b)	A table summarising the total resources and total payments of the entity	Mandatory	180–189

PGPA Rule Reference	Description	Requirement	Page
17AF(2)	If there may be significant changes in the financial results during or after the previous or current reporting period, information on those changes, including: the cause of any operating loss of the entity; how the entity has responded to the loss and the actions that have been taken in relation to the loss; and any matter or circumstances that it can reasonably be anticipated will have a significant impact on the entity's future operation or financial results	If applicable, mandatory	n/a
17AD(d)	Management and accountability		
	Corporate governance		
17AG(2)(a)	Information on compliance with section 10 (fraud systems)	Mandatory	100–101
17AG(2)(b)(i)	A certification by accountable authority that fraud risk assessments and fraud control plans have been prepared	Mandatory	iii
17AG(2)(b)(ii)	A certification by accountable authority that appropriate mechanisms for preventing, detecting incidents of, investigating or otherwise dealing with, and recording or reporting fraud that meet the specific needs of the entity are in place	Mandatory	iii
17AG(2)(b)(iii)	A certification by accountable authority that all reasonable measures have been taken to deal appropriately with fraud relating to the entity	Mandatory	iii
17AG(2)(c)	An outline of structures and processes in place for the entity to implement principles and objectives of corporate governance	Mandatory	94–102
17AG(2)(d)–(e)	A statement of significant issues reported to Minister under paragraph 19(1)(e) of the Act that relates to non compliance with Finance law and action taken to remedy non compliance	If applicable, mandatory	n/a

PGPA Rule Reference	Description	Requirement	Page
Audit committee			
17AG(2A)(a)	A direct electronic address of the charter determining the functions of the entity's audit committee	Mandatory	95
17AG(2A)(b)	The name of each member of the entity's audit committee	Mandatory	96–99
17AG(2A)(c)	The qualifications, knowledge, skills or experience of each member of the entity's audit committee	Mandatory	96–99
17AG(2A)(d)	Information about the attendance of each member of the entity's audit committee at committee meetings	Mandatory	96–99
17AG(2A)(e)	The remuneration of each member of the entity's audit committee	Mandatory	96–99
External scrutiny			
17AG(3)	Information on the most significant developments in external scrutiny and the entity's response to the scrutiny	Mandatory	120–122
17AG(3)(a)	Information on judicial decisions and decisions of administrative tribunals and by the Australian Information Commissioner that may have a significant effect on the operations of the entity	If applicable, mandatory	122
17AG(3)(b)(i)–(iii)	Information on any reports on operations of the entity by the Auditor General (other than report under section 43 of the Act), a Parliamentary Committee, or the Commonwealth Ombudsman	If applicable, mandatory	120–122
17AG(3)(c)	Information on any capability reviews on the entity that were released during the period	If applicable, mandatory	n/a

PGPA Rule Reference	Description	Requirement	Page
Management of human resources			
17AG(4)(a)	An assessment of the entity's effectiveness in managing and developing employees to achieve entity objectives	Mandatory	103–109
17AG(4)(aa)	(a) Statistics on the entity's employees on an ongoing and non ongoing basis, including the following:	Mandatory	213–218
17AG(4)(b)	Statistics on the entity's employees on an ongoing and non ongoing basis, including the following: (a) statistics on full time employees (b) statistics on part time employees (c) statistics on gender (d) statistics on staff location	Mandatory	213–218
17AG(4)(b)	Statistics on the entity's APS employees on an ongoing and non ongoing basis; including the following: (a) statistics on staffing – classification level (b) statistics on full time employees (c) statistics on part time employees (d) statistics on gender (e) statistics on staff location (f) statistics on employees who identify as Indigenous	Mandatory	213–218
17AG(4)(c)	Information on any enterprise agreements, individual flexibility arrangements, Australian workplace agreements, common law contracts and determinations under subsection 24(1) of the <i>Public Service Act 1999</i> (Cth)	Mandatory	109, 219
17AG(4)(c)(i)	Information on the number of SES and non SES employees covered by agreements etc identified in paragraph 17AG(4)(c)	Mandatory	109, 219
17AG(4)(c)(ii)	The salary ranges available for APS employees by classification level	Mandatory	219

PGPA Rule Reference	Description	Requirement	Page
17AG(4)(c)(iii)	A description of non salary benefits provided to employees	Mandatory	103–109
17AG(4)(d)(i)	Information on the number of employees at each classification level who received performance pay	If applicable, mandatory	220
17AG(4)(d)(ii)	Information on aggregate amounts of performance pay at each classification level	If applicable, mandatory	n/a
17AG(4)(d)(iii)	Information on the average amount of performance payment, and range of such payments, at each classification level	If applicable, mandatory	n/a
17AG(4)(d)(iv)	Information on aggregate amount of performance payments	If applicable, mandatory	n/a
Assets management			
17AG(5)	An assessment of effectiveness of assets management where asset management is a significant part of the entity's activities	If applicable, mandatory	n/a
Purchasing			
17AG(6)	An assessment of entity performance against the <i>Commonwealth Procurement Rules</i>	Mandatory	115
Reportable consultancy contracts			
17AG(7)(a)	A summary statement detailing the number of new reportable consultancy contracts entered into during the period; the total actual expenditure on all such contracts (inclusive of GST); the number of ongoing reportable consultancy contracts that were entered into during a previous reporting period; and the total actual expenditure in the reporting period on those ongoing contracts (inclusive of GST)	Mandatory	115

PGPA Rule Reference	Description	Requirement	Page
17AG(7)(b)	A statement that <i>“During [reporting period], [specified number] new reportable consultancy contracts were entered into involving total actual expenditure of \$[specified million]. In addition, [specified number] ongoing reportable consultancy contracts were active during the period, involving total actual expenditure of \$[specified million].”</i>	Mandatory	115
17AG(7)(c)	A summary of the policies and procedures for selecting and engaging consultants and the main categories of purposes for which consultants were selected and engaged	Mandatory	114–115
17AG(7)(d)	A statement that <i>“Annual reports contain information about actual expenditure on reportable consultancy contracts. Information on the value of reportable consultancy contracts is available on the AusTender website.”</i>	Mandatory	115
Reportable non-consultancy contracts			
17AG(7A)(a)	A summary statement detailing the number of new reportable non-consultancy contracts entered into during the period; the total actual expenditure on such contracts (inclusive of GST); the number of ongoing reportable non-consultancy contracts that were entered into during a previous reporting period; and the total actual expenditure in the reporting period on those ongoing contracts (inclusive of GST)	Mandatory	115
17AG(7A)(b)	A statement that <i>“Annual reports contain information about actual expenditure on reportable non-consultancy contracts. Information on the value of reportable non-consultancy contracts is available on the AusTender website.”</i>	Mandatory	115

PGPA Rule Reference	Description	Requirement	Page
17AD(daa)	Additional information about organisations receiving amounts under reportable consultancy contracts or reportable non-consultancy contracts		
17AGA	Additional information, in accordance with section 17AGA, about organisations receiving amounts under reportable consultancy contracts or reportable non-consultancy contracts	Mandatory	116
Australian National Audit Office access clauses			
17AG(8)	If an entity entered into a contract with a value of more than \$100 000 (inclusive of GST) and the contract did not provide the Auditor-General with access to the contractor's premises, the report must include the name of the contractor, purpose and value of the contract, and the reason why a clause allowing access was not included in the contract	If applicable, mandatory	n/a
Exempt contracts			
17AG(9)	If an entity entered into a contract or there is a standing offer with a value greater than \$10 000 (inclusive of GST) which has been exempted from being published in AusTender because it would disclose exempt matters under the FOI Act, the annual report must include a statement that the contract or standing offer has been exempted, and the value of the contract or standing offer, to the extent that doing so does not disclose the exempt matters	If applicable, mandatory	n/a
Small business			
17AG(10)(a)	A statement that "[Name of entity] supports small business participation in the Commonwealth Government procurement market. Small and Medium Enterprises (SME) and Small Enterprise participation statistics are available on the Department of Finance's website."	Mandatory	113

PGPA Rule Reference	Description	Requirement	Page
17AG(10)(b)	An outline of the ways in which the procurement practices of the entity support small and medium enterprises	Mandatory	113
17AG(10)(c)	If the entity is considered by the Department administered by the Finance Minister as material in nature—a statement that “ <i>[Name of entity] recognises the importance of ensuring that small businesses are paid on time. The results of the Survey of Australian Government Payments to Small Business are available on the Treasury’s website.</i> ”	If applicable, mandatory	113
Financial statements			
17AD(e)	Inclusion of the annual financial statements in accordance with subsection 43(4) of the Act	Mandatory	125–178
Executive remuneration			
17AD(da)	Information about executive remuneration in accordance with Subdivision C of Division 3A of Part 2-3 of the Rule	Mandatory	190–195
17AD(f) Other mandatory information			
17AH(1)(a)(i)	If the entity conducted advertising campaigns, a statement that “ <i>During [reporting period], the [name of entity] conducted the following advertising campaigns: [name of advertising campaigns undertaken]. Further information on those advertising campaigns is available at [address of entity’s website] and in the reports on Australian Government advertising prepared by the Department of Finance. Those reports are available on the Department of Finance’s website.</i> ”	If applicable, mandatory	117
17AH(1)(a)(ii)	If the entity did not conduct advertising campaigns, a statement to that effect	If applicable, mandatory	n/a
17AH(1)(b)	A statement that “ <i>Information on grants awarded by [name of entity] during [reporting period] is available at [address of entity’s website].</i> ”	If applicable, mandatory	116

PGPA Rule Reference	Description	Requirement	Page
17AH(1)(c)	Outline of mechanisms of disability reporting, including reference to website for further information	Mandatory	124
17AH(1)(d)	Website reference to where the entity's Information Publication Scheme statement pursuant to Part II of FOI Act can be found	Mandatory	122
17AH(1)(e)	Correction of material errors in previous annual report	If applicable, mandatory	222–223
17AH(2)	Information required by other legislation	Mandatory	107–108; 117–119; 196–202

Abbreviations and acronyms

Abbreviation	Description
AAC	Audit and Assurance Committee
ABS	Australian Bureau of Statistics
ACCS	Additional Child Care Subsidy
ACT	Australian Capital Territory
AEA	Australia's Economic Accelerator
ACECQA	Australian Children's Education and Care Quality Authority
AFP	Australian Federal Police
AGA	Australian Government Actuary
AGGP	Australian Government Graduate Program
AI	artificial intelligence
ANAO	Australian National Audit Office

Abbreviation	Description
ANU	Australian National University
APS	Australian Public Service
APSC	Australian Public Service Commission
ARC	Australian Research Council
ASA	Australian Submarine Agency
ATEC	Australian Tertiary Education Commission
BFSA	Better and Fairer Schools Agreement
CALD	Culturally and Linguistically Diverse
CCCF	Community Child Care Fund
CCS	Child Care Subsidy
CGS	Commonwealth Grant Scheme
CO₂-e	carbon dioxide equivalent
COLA	cost of overseas living adjustment
COPA	cost of overseas posting allowance
CPA	Certified Practising Accountant
CPI	consumer price index
CPRs	Commonwealth Procurement Rules
CROMP	Climate Risk and Opportunity Management Program
CRRE	Consent and Respectful Relationships Education
CSO	Chief Sustainability Officer
CSPs	Commonwealth-supported places
CTC	capacity to contribute
DEWR	Department of Employment and Workplace Relations
DTA	Digital Transformation Agency
EA	enterprise agreement
ECEC	early childhood education and care
Education Ministers	Australian state and territory ministers for education

Abbreviation	Description
ERMPPF	Enterprise Risk Management Policy and Framework
ESOS Act	<i>Education Services for Overseas Students Act 2000</i>
ESS	Employer Satisfaction Survey
EL	Executive Level
EWRs	enterprise-wide risks
FTE	full-time equivalent
GST	goods and services tax
HDR	higher degree by research
HELP	Higher Education Loan Program
HETP	Higher Education Tuition Protection
ICT	information and communications technology
IMOS	Integrated Marine Observation System
IRLSAF	Indigenous, Regional, and Low SES Attainment Fund
ISP	Inclusion Support Program
IT	information technology
ITE	initial teacher education
low SES	low socio-economic status
MOU	memorandum of understanding
NACC	National Anti-Corruption Commission
NATSIEC	National Aboriginal and Torres Strait Islander Education Corporation
NCRIS	National Collaborative Research Infrastructure Strategy
NSRA	National School Reform Agreement
NTWAP	National Teacher Workforce Action Plan
OECD	Organisation for Economic Co-operation and Development
OSTF	Overseas Students Tuition Fund
PGPA Act	<i>Public Governance, Performance and Accountability Act 2013</i>
PGPA Rule	Public Governance, Performance and Accountability Rule 2014

Abbreviation	Description
PWS	photocatalytic water splitting
QILT	Quality Indicators for Learning and Teaching
RAP	Reconciliation Action Plan
RFBT	reportable fringe benefits tax
RSGC	Risk, Security and Governance Committee
RSPC	Random Sample Parent Check
RTP	Research Training Program
SEIFA	Socio-Economic Indexes for Areas
SES	Senior Executive Service
SME	small and medium enterprise
STEM	science, technology, engineering and mathematics
TAFE	technical and further education
TEEP	Teacher Education Expert Panel
TPS	Tuition Protection Service
UNSW	University of New South Wales
USI	Unique Student Identifier
VET	vocational education and training
VSL	VET Student Loans
VSLTP	VSL Tuition Protection
WHS	work health and safety
WHS Act	<i>Work Health and Safety Act 2011</i>

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