Australian Government

Department of Education and Training

Corporate Plan 2018–19

Opportunity through learning

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The document must be attributed as the *Department of Education and Training Corporate Plan 2018–19*.

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

The Rainbow Serpent (2018) by Dennis Anderson is used throughout our Corporate Plan to underpin our commitment to Indigenous business is everyone's business. The full artwork was developed for and is published in the *Department of Education and Training Reconciliation Action Plan 2018–2020*. The artist is a Bidjara man from Charleville Queensland and an employee of the department since 2012.

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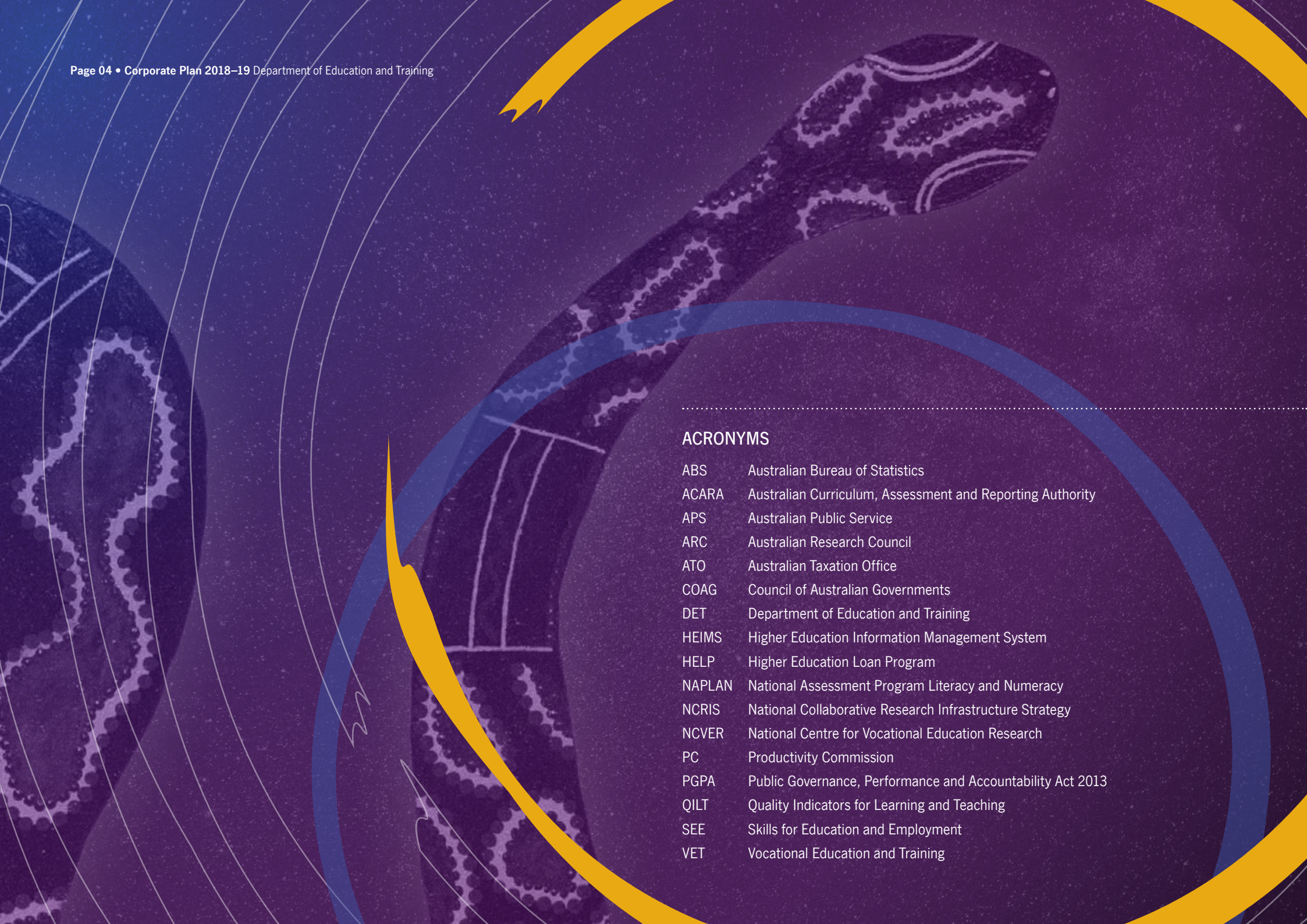
The Department of Education and Training acknowledges the traditional owners and custodians of country throughout Australia and their continuing connections to the land, waters and community. We pay our respects to them and their cultures, and elders, past, present and future.



ACRONYMS

ABS	Australian Bureau of Statistics
ACARA	Australian Curriculum, Assessment and Reporting Authority
APS	Australian Public Service
ARC	Australian Research Council
ATO	Australian Taxation Office
COAG	Council of Australian Governments
DET	Department of Education and Training
HEIMS	Higher Education Information Management System
HELP	Higher Education Loan Program
NAPLAN	National Assessment Program Literacy and Numeracy
NCRIS	National Collaborative Research Infrastructure Strategy
NCVER	National Centre for Vocational Education Research
PC	Productivity Commission
PGPA	Public Governance, Performance and Accountability Act 2013
QILT	Quality Indicators for Learning and Teaching
SEE	Skills for Education and Employment
VET	Vocational Education and Training

Introduction

The *Department of Education and Training Corporate Plan 2018–19* sets out our national leadership role in maximising opportunity and prosperity for all through access to quality, sustainable education and training.

To be effective in our national leadership role, we must continue to strive for policy excellence and effective program implementation and delivery. We must create more opportunities for collaboration with our stakeholders through strong relationships and networks. These priorities are key to meeting head on the opportunities and challenges in education and training today, and in the future.

Our behaviours and capabilities are critical to achieving our priorities, as they contribute to a robust, productive, respectful, responsible and collaborative culture. That is why this year's Corporate Plan focuses on how we work together to meet our national leadership role—the underpinning capabilities that will better support our department's purpose and role, and our people.

Capabilities are not skills and technical expertise alone. They are the set of skills and behaviours that are applied in our roles and as we address policy challenges so that knowledge and experience is transferable and contributes in different settings: the hallmark of an agile culture.

Maximising access, participation and outcomes for Aboriginal and Torres Strait Islander peoples remains an ongoing priority for the department. We continue to hold to our philosophy that Indigenous business is everyone's business.

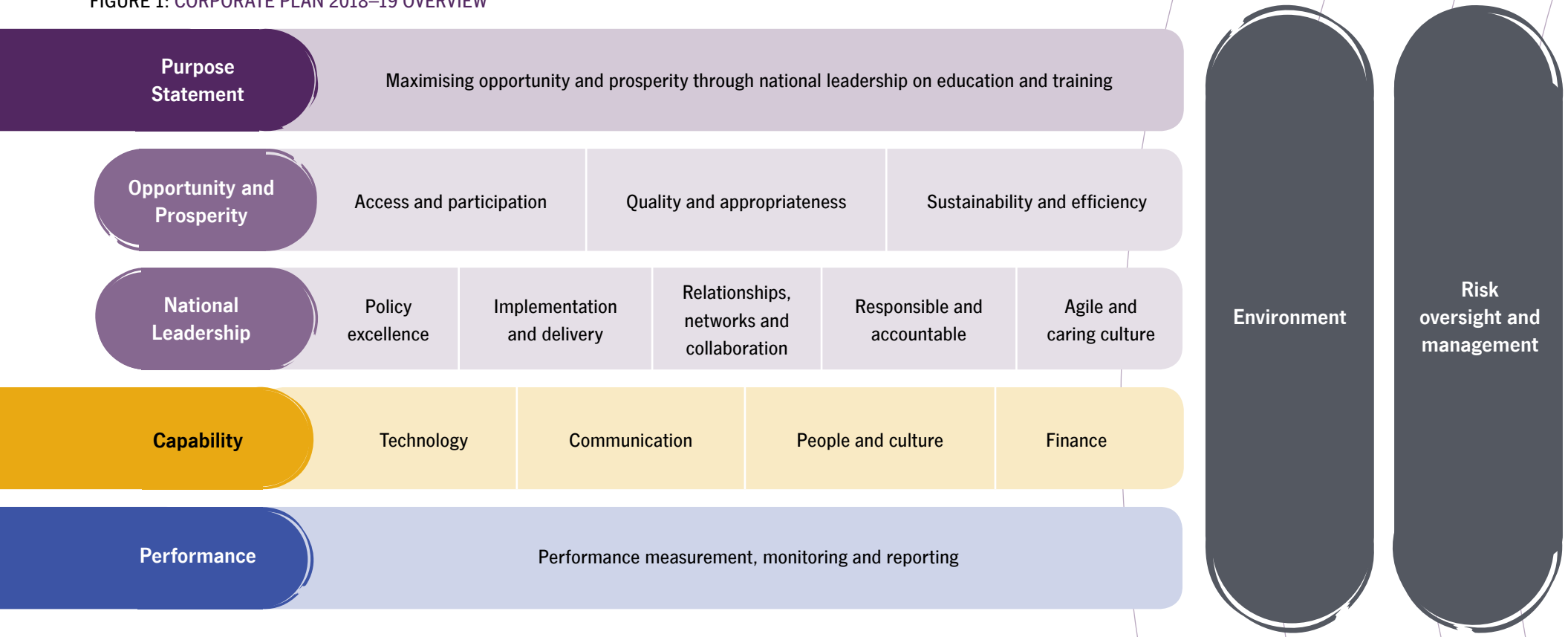
Developed collaboratively with staff and stakeholders, our Corporate Plan 2018–19, as our primary planning document, provides us with a clear direction for the coming 12 months in achieving our purpose—maximising opportunity and prosperity through national leadership on education and training.

STATEMENT OF PREPARATION

I, as accountable authority of the Department of Education and Training, present our Corporate Plan 2018–19, prepared for the 2018–19 reporting period and covering the four years from 2018–19 to 2021–22, as required under paragraph 35(1)(b) of the *Public Governance, Performance and Accountability Act 2013*.

Dr Michele Bruniges AM
21 August 2018

FIGURE 1: CORPORATE PLAN 2018–19 OVERVIEW



The Department of Education and Training's purpose is maximising opportunity and prosperity through national leadership on education and training. Our national leadership role involves the development of robust evidence-based policy, effective delivery and implementation, and the creation of strong stakeholder relationships and networks. The department strives to lift the performance of Australian education and training through improving access and participation, quality and appropriateness, and ongoing sustainability and efficiency. Our capability to undertake this role is dependent on our agile people and culture, technology capability, and user-centred communication. The department remains accountable to parliament, our stakeholders, and the public through a strong governance framework, risk management practices, and performance monitoring and reporting.

Purpose

PURPOSE STATEMENT

The Department of Education and Training's purpose is **maximising opportunity and prosperity through national leadership on education and training**.

Education and training maximises life choices for every Australian—of all ages and at every stage of life. By creating and strengthening access to quality education for all Australians and for international students, the department maximises opportunity through learning. Through opportunity, individuals, families and communities are encouraged to maximise their potential, participate in the social and economic wellbeing of their communities, and contribute to national and global prosperity.

As part of its national leadership role the department is responsible[1] for:

- child care policy and programs
- co-ordination of early childhood development policy and responsibilities
- pre-school education policy and programs
- youth affairs and programs, including youth transitions
- schools education policy and programs, including vocational education and training in schools
- schooling transitions policy and programs including career pathways
- education and training transitions policy and programs
- skills and vocational education policy regulation and programs
- training, including apprenticeships and training and skills assessment services
- foundation skills for adults
- adult migrant education
- higher education policy, regulation and programs
- policy, coordination and support for international education and research engagement
- co-ordination of research policy in relation to universities
- creation and development of research infrastructure
- research grants and fellowships.

1 Administrative Arrangements Orders (as at 19 April 2018).

OPPORTUNITY AND PROSPERITY

At different stages of an individual's education journey, the department maximises access and participation in quality learning, which in turn improves their life opportunities and prosperity. Australia more broadly prospers through the department's focus on maximising the sustainability and efficiency of our education sectors, so that they can continue to contribute significantly to Australia's economy.

Access and participation

Everyone in Australia has access to, and opportunity to participate in, quality education, irrespective of their background, gender or socio-economic status.
We improve access and/or participation for:

- under-represented and disadvantaged groups, e.g. Aboriginal and Torres Strait Islander peoples, and people with disability
- families to child care and early learning
- domestic and international students in schooling and tertiary education (higher education and vocational education and training)
- workers/workforce entrants through apprenticeships and traineeships
- newly-arrived migrants and humanitarian entrants through tertiary education.

Quality and appropriateness

All children and students receive a quality learning experience that will better enable them to reach their potential and prosper throughout their life. We maximise the quality and appropriateness of:

- child care, education and training providers
- teaching and learning in Australian schools
- vocational education courses, creating relevant workforce skills
- internationally recognised qualifications
- domestic and overseas student protections
- university research and research infrastructure
- tertiary sector regulation
- research and data on education.

Sustainability and efficiency

Australia's education sectors, and Government investment in these sectors, are sustainable now and into the future and contribute positively to the Australian and global economy. We ensure this through a focus on:

- needs-based funding and initiatives
- infrastructure to support education
- compliance and fraud detection, prevention and risk mitigation
- tertiary education loans and repayments
- internationalisation of education.

The department delivers upon these key areas through our role in national policy leadership, funding and regulation, either directly or in partnership with our stakeholders, to ensure the ongoing success of Australia's education sectors.

NATIONAL LEADERSHIP

The department is committed to maximising opportunity and prosperity through delivering national leadership in five key areas:

Policy excellence

Provide high quality, impartial, integrated, evidence-based policy leadership to support robust decision-making by government with probity and integrity

Implementation and delivery

Deliver our reforms and programs across the entire portfolio with expertise, efficiency and professionalism

Relationships, networks and collaboration

Be a department of listeners and collaborators, committed to service. Work well across the department, with other APS departments, states and territories and all our stakeholders

Responsibility and accountability

Ensure diligence in managing public resources, and ensure continued compliance within our programs

Agile and caring culture

Be flexible with emerging issues and changing priorities, act ethically, with decency and respect, and engage in discussions about complex and challenging issues

Environment

The department is the Australian Government's lead agency for national leadership on education and training. Through the significant funding we administer, our policies and our ability to influence other key players, such as regulators, we are uniquely positioned to shape the experience of Australians at every stage in their education journey. To have a meaningful impact, it is important we understand the education life cycle, from early learning through to job specific training, along with the various ways individuals experience education, and participate in the social and economic prosperity of Australia. We seek to maximise the personal and collective benefit realised from engaging with education and training.

FUTURE OF EDUCATION

The department looks to the policy needs and priorities of today, while also planning for the needs and challenges of the future. The evolving nature of work, coupled with new technology and shifting demographics, is having a significant impact on the skills and capabilities of the workforce our economy will need. This requires us to continually evaluate our national policy priorities and leadership role, to best support Australian education and training to adapt and prosper in this ever-unfolding and complex future. The current and future key challenges in the environment and the implications for our national leadership on education and training policy are outlined in the table below. The department's approach to policy development and program implementation and delivery must respond and adapt to these, and other environmental factors, in 2018–19 and beyond.

OUR PARTNERSHIPS

The department works closely with state and territory governments and education portfolio entities to deliver key national policies and programs across all areas of education. This collaboration is simultaneously the strength of our existing national arrangements and the basis for a complex policy environment. Australia's education architecture is multifaceted and encompasses the interests, aspirations and responsibilities of students, families, communities, not-for-profit entities, religious organisations, private and corporate entities, and government at the local, state/territory and federal levels—creating a complex policy environment characterised by diverse objectives, perspectives and fiscal pressures. Our policies, regulatory frameworks, funding programs and stakeholder engagement strategies reflect this environment.

We aim to maximise the benefits of our state and regional presence, including by using our State Network to support local relationships, contribute local knowledge to national policy development, and deliver services nationally.

TABLE 1: IMPLICATIONS OF THE EXTERNAL ENVIRONMENT OF EDUCATION AND TRAINING POLICY

Factors	Trend	Implications
Australia's changing economic structure	A growth in the importance of the knowledge-based, services and financial sectors to Australia's economy.	Workers need to be able to move to new jobs within sectors or transition between sectors that are experiencing a decline to those that are growing. Workers will need skills that are transferable and access to effective education for training at different periods of their lives.
Australia's aging population	Australia's population is aging, and people are working and living longer, creating challenges and opportunities for the economy and the Government.	Australia's demographic challenges require national policies aimed at building lifelong learning opportunities that support workforce participation and prosperity through all stages of life.
New ways of working	Continuing globalisation, an increasingly competitive global market, and technological change will open up different ways of working and employment models.	National policies directed at building lifelong learning opportunities that support the development of skills for workforce participation and allow for workforce mobility through all stages of life.
Employer expectations	There is a tension between employers wanting tertiary level employees with 'a portfolio of skills', in particular 'soft skills', while also expecting them to be prepared with 'job-specific' skills.	Students need to be supported from a young age to develop strong foundational literacy and numeracy skills and collaboration, problem solving, critical thinking, creative and innovation skills, as well as access across the life course to 'job-specific' and technical learning opportunities.
Addressing disadvantage	Education plays a strong role in promoting equality of opportunity. The opportunity to participate in the labour market and society can have a profound impact on an individual's life experiences and prosperity.	National policy and targeted support for otherwise disadvantaged and vulnerable, or under-represented students and communities is important to maximise opportunity. In particular, for Indigenous Peoples, people from low socio-economic backgrounds, people with disability, and people living in remote and regional Australia.
Changing technology	Technology and computing have changed significantly and rapidly in recent decades, and use of automation and artificial intelligence is growing.	These changes offer opportunities for different modes of delivery for education and training sectors, and are changing the way domestic and international students access education services. There is also more demand for higher level skills as the economy demands people to perform jobs of increasing complexity.
Trust in government	Trust in government is continuing to decline around the world.	Governments need to find new ways of engaging with citizens to build trust and ensure effective policies and programs, through better citizen engagement and consultation, and evidence-based policy.
Fit-for-purpose public service	The Australian Public Service has a critical role in assisting Government to manage, respond to, and capitalise on new and emerging challenges, such as new technology and global developments, to the benefit of all Australians.	The department will need to ensure our capability, culture and operating model is appropriate to drive innovation and productivity in the economy, tackle complex, multi-sectoral challenges in collaboration with the community, business and citizens, and improve citizens' experience of government.

Capabilities

Through enhancing our *capabilities* we will become the trusted, world-class policy agency, delivering national leadership in education and training, which we aspire to be. We are transforming the way we work, including focusing on our culture, how we engage with risk, our relationships with each other and our stakeholders, and ensuring we have an efficient operating model.

Understanding the needs of our stakeholders is essential to delivering effective policy and programs. To do this, we will put people at the centre of our thinking—from both a design and policy perspective. In 2018–19 there is a renewed focus by the department on user-centred design by engaging with our stakeholders through effective collaboration and communication.

The department continues to give priority to developing the capability of our people and to building our capacity to develop education policies based on evidence and with a view to Australia's future social and economic needs.

Our governance, internal service delivery and decision-making practices support the department to uphold public sector principles and values, and legislative requirements for accountability, leadership, transparency, integrity, efficiency and risk management.

We are contributing to the Australian Public Service (APS) transformation agenda, with a focus on organisational reform and technology transformation to better manage public resources and achieve our purpose.

POLICY AND STRATEGY

The department is continuing to grow its capability and capacity to develop future-focussed, evidence-based policy. Understanding and utilising our data is vital to our role as national leaders in delivering policy excellence.

Our priorities are:

- contributing to cross-agency data linkage initiatives, such as the Data Integration Partnership for Australia and Multi-Agency Data Integration Partnership
- progressing the National Education Evidence Base to bring together data on all phases of education
- establishing a program of data-driven analytical research to drive national leadership in education policy
- implementing a department-wide data management strategy to secure and store our data holdings, ensuring our data is accessible and appropriately protected
- continuing to build staff capability in data literacy and data analytics.

These priorities will enable the department to leverage our strategic data assets to inform policy, and deliver more efficient and effective programs that benefit more Australians.

IMPLEMENTATION AND DELIVERY

As part of the department's commitment to changing the way we work, a new Portfolio Project Office is being established to draw together all our projects of strategic importance (including ICT and non-ICT projects) into a program of work. Through this strengthened governance arrangement, the department's Executive will gain greater sight of the 'big picture', an improved ability to manage enterprise risks, and a clearer path for our journey of transformation.

Technology

Our *Technology Strategy 2017–2022* outlines the planned transformation of the department's technology services and systems. The strategy sets a direction for providing technology solutions that are modular, less complex, easier to maintain and more responsive in addressing departmental business needs. Importantly, this strategy will enable and support major business transformation projects for the department as well set a new course for the department's technology services through building our technology capabilities.

The Technology Strategy is under-pinned by key principles to guide decision-making. The five principles, which support critical departmental activities, are:

- user-centred design
- enterprise based technology decisions
- strategic technology platforms
- information as an enterprise asset
- security by design.

Communication

The department's *Digital and Communications Strategy 2017–2020* will support us to deliver coordinated engagement and communication in line with our stakeholders' needs and the whole-of-government digital transformation agenda. We need to transform the way we conceive and create experiences for families, students and education service providers.

The strategy focuses on six key principles:

- user-centred design
- skills, capabilities and competencies for digital transformation
- effective collaboration and consultation
- create content for delivery through digital channels first
- use the right channels, at the right time, for the right audience
- future focused.

In 2018–19 we will focus on enhancing the content and the user experience on www.education.gov.au with further work being done to gain a deeper understanding of our audience needs informed by ongoing user research program by 2020.

PEOPLE AND CULTURE

The *People Strategy 2018–2021* describes our priorities and activities in continuing to build our workforce to be a world-class policy entity. Our strategic workforce priorities focus on:

- culture and engagement
- strong leadership
- driving performance and optimising talent
- fostering flexibility, diversity and inclusion.

The department's workforce planning over the next four years will focus on enhancing our capabilities in policy, implementation, data literacy and analytics, and stakeholder engagement. To increase our capabilities in these areas, the department must first assess its current capability, identify its required future capability and then skill staff to fill the capability gaps.

In 2017–18, we undertook work to determine the cultural traits necessary for an agile and caring culture. To succeed as a department committed to national leadership, our culture must be one that engages *meaningfully* with risk to drive innovation.

Our new culture traits, outlined in *My Department – Our Culture*, will help us to maintain our strengths identified through the APS Census. They will also help us to embrace opportunities in areas such as decision-making, employee empowerment, better internal communication, innovation, respect and transparency.

This will grow our efficiency and effectiveness, drive productivity, and enable our continuous improvement in the outcomes we achieve for Australia—all the while making our department a great place to work.

INDIGENOUS BUSINESS IS EVERYONE'S BUSINESS

We proudly support the Government's priority to improve the wellbeing and opportunities of Aboriginal and Torres Strait Islander peoples, including a commitment to 'closing the gap' by improving educational outcomes for Aboriginal and Torres Strait Islander Peoples and their communities.

The department's *Reconciliation Action Plan 2018–2020* (RAP) provides the framework through which the department commits to practical actions that build respectful relationships and create opportunities with Aboriginal and Torres Strait Islander peoples.

The RAP commits the department to five initiatives:

- drive innovation in Indigenous education and training policy
- be an employer of choice through innovative Indigenous recruitment and career development
- increase our engagement with Indigenous owned businesses
- build our organisation's cultural responsiveness
- share our results through storytelling and reflection.

The focus for 2018–19 will be on implementing this new RAP while working on enhancing the RAP from 'Stretch' to 'Elevate' status over the next three years (by 2021–22).

Australian Government
Department of Education and Training

my department our
culture

Our Traits

Our culture underpins how we work. To achieve our purpose, *maximising opportunity and prosperity through national leadership on education and training*, we strive for a culture that positions us with the right capability, passion and pride to make a difference – delivering education and training that allows every Australian and all of Australia to thrive.

Our culture is an investment in us. It will grow our efficiency and effectiveness, drive productivity, and enable our continuous improvement in the outcomes we achieve for Australia – all while making our department a great place to work!

I will ***look forward*** by:

- thinking globally
- developing my expertise
- supporting innovation
- creating long-term, whole-of-life-learning education policy.

I will ***collaborate*** by:

- sharing what I do and connecting across government
- partnering with our stakeholders
- serving our Ministers and the Australian community
- embracing enabling technologies and flexible ways of working.

I will ***work smarter*** by:

- bringing the essential voices in early
- taking time to innovate and simplify
- inspiring positivity and creating energy
- teaching agile ways of working that fail fast and recover safely.

I will ***communicate openly*** by:

- encouraging and celebrating diversity and different points of view
- respectfully challenging, contesting and debating ideas
- giving and receiving honest, constructive feedback with respect.

We will ***trust*** one another by:

- empowering each other to take responsibility
- enabling judgement and initiative
- modelling how to take a calculated risk
- being accountable for our actions and inactions.

GOVERNANCE

The department's governance committee structure aims to support the department by creating a coordinated and unified structure designed to inform new policy design, drive evidence-based strategies and act as a forum for sharing ideas and best practice. The structure provides support and assurance to the way the department plans, consults, and makes and communicates decisions. The structure is reviewed periodically to ensure committees operate effectively and remain fit-for-purpose.

Forward work strategies enable our committees to identify priorities, manage risks and support the Secretary to facilitate planning and consultation, and meet statutory obligations. This includes meeting the requirements of the *Public Governance, Performance and Accountability Act 2013* (PGPA Act) and the *Public Service Act 1999*.

FINANCIAL PERFORMANCE

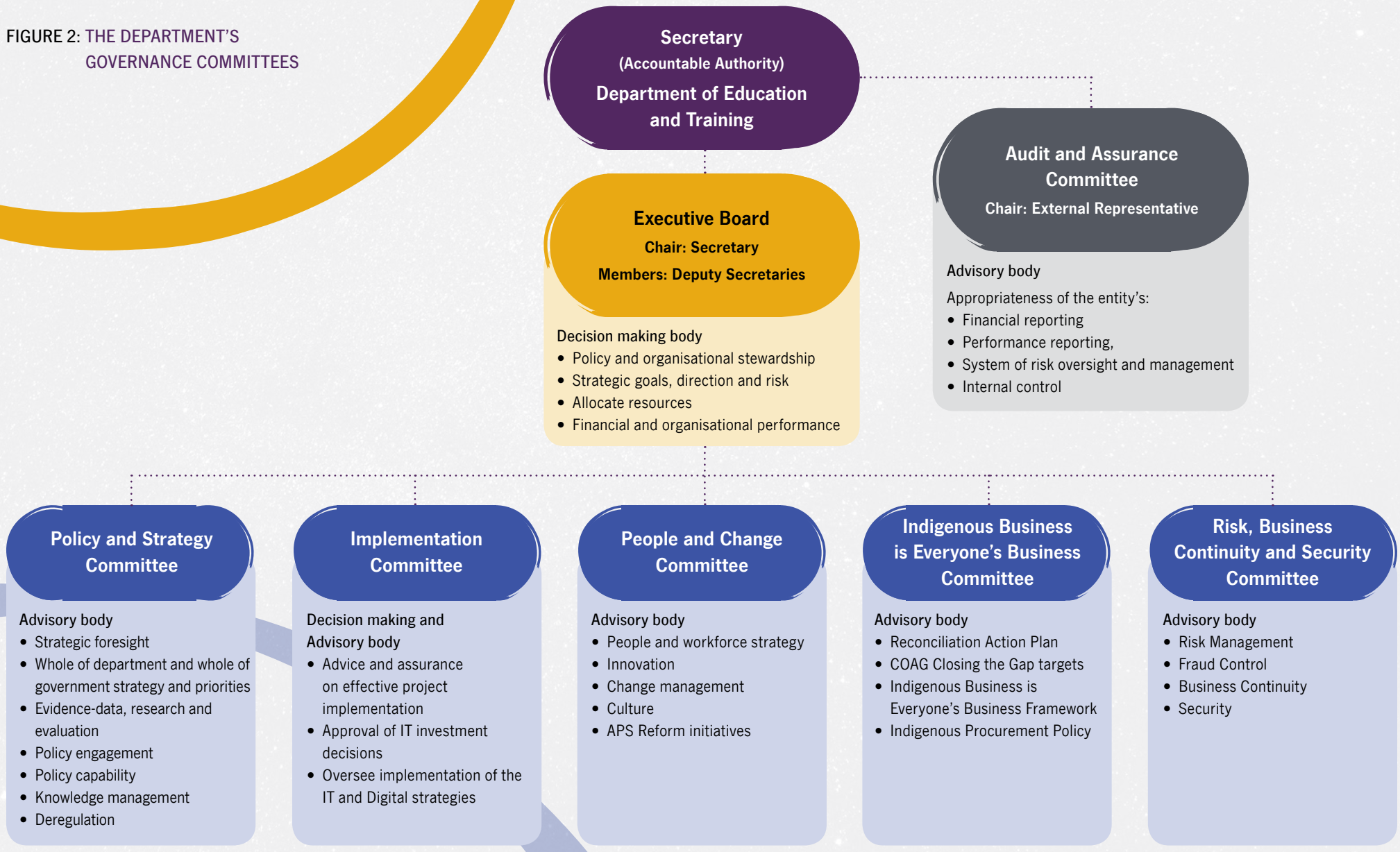
The department is committed to financial sustainability and sound financial governance. Effective budget management will ensure the department achieves its purpose and fulfils the expectations of the Minister and stakeholders. In order to maximise the usage of scarce resources, Government funding must be allocated effectively and be based upon corporate priorities.

We are leading an ongoing program of organisational reform with a commitment to continuous improvement and efficiency of our internal business support practices.

We are participating in shared service arrangements that will better support the department to deliver outcomes and maintain excellence and productivity in a constrained fiscal environment. This includes shared corporate service arrangements with the Service Delivery Office (Department of Finance) for core transactional services, and the Department of Jobs and Small Business for technology services.
The department provides library and theatre (including audio-visual) services to various APS agencies.

The department also participates in the Streamlining Government Grants Administration Program. We are transitioning the administration of grant programs to the Grants Hubs to provide grant recipients a streamlined service.

FIGURE 2: THE DEPARTMENT'S GOVERNANCE COMMITTEES



Risk oversight and management

Risk management is integral to the department's strategic and operational environment. The department recognises this as essential for ensuring the effective delivery of our activities and the achievement of our purpose. The department's risk management framework aligns with broader requirements, including the *Commonwealth Risk Management Policy* and the Australian/ New Zealand Standard on Risk Management (AS/NZS ISO 31000:2009), and meets the requirements of section 16 of the PGPA Act.

There are a number of enterprise-wide risks relevant to our purpose that, if realised, may impact on our performance. We actively manage these risks through systems, processes and strategies designed to respond to our environment, shape our activities and improve our capability. The Risk, Business Continuity and Security Committee monitors our enterprise risks and reports to Executive Board to inform decision-making and support our purpose.

RISK AND CULTURE

The department's new cultural traits have been developed with risk management at the forefront of our minds. As national leaders, we are committed to modelling how to take calculated risks, and to use risk management as a tool to make sound business decisions that support achievement of our purpose.

ENSURING A FIT FOR PURPOSE RISK FRAMEWORK

In late 2017–18, the department's risk management framework was revised to ensure a consistent and appropriate approach to the management and monitoring of risks. This resulted in the addition of new risk categories and updated descriptions.

In 2018–19, the department will consider options for a new principles-based approach to risk management, where staff develop their own risk matrix linked to the objectives and performance criteria for which they are responsible. The department's Risk, Business Continuity and Security Committee is considering options for implementation in 2018–19.

ENTERPRISE RISKS

The risks identified relate to the department's operating environment in 2018–19 and over the four-year outlook. Our enterprise risks are reviewed each year as part of the annual corporate planning cycle.

TABLE 2: ENTERPRISE STRATEGIC RISKS

Strategic risk	Description	Mitigation
Capability aligned to priorities	Staff capability and resource allocation are not aligned to priority activities that meet the department's purpose and objectives.	• Monitor and manage staff resources within financial limits to align resources to prioritised activities. • Implementation of the department's People Strategy. • Actively support staff development and build capability through relevant training opportunities, internal mobility opportunities and the recognition of quality work. • Undertaking functional and capability reviews.
Generate good policy and advice in a changing external environment	Policy and advice are not informed by or do not address changing external environment, including changing regulatory and funding architecture, multiple reform agendas, technological change, global advancements and community expectations.	• Ensure our enabling capabilities support the work of the department. • Ensure appropriate consultation between policy and service delivery areas of the department and Government, including national and jurisdictional committees. • Ensure strong knowledge of sector business models and operating practices and engage in co-design where possible. • Continue to improve confidence in the quality and consistency of national data sets and analysis to inform policy development, including strengthening the role of our Strategic Policy and Data Analytics Branch. • Take actions to respond to emerging global opportunities.
Fit-for-purpose systems, processes and infrastructure	Systems, processes, infrastructure and culture do not support the department to achieve its purpose and objectives.	• Harness automated systems. • Implement sound governance and assurance frameworks to support the delivery of shared service arrangements and to enable the effective use of whole-of-government financial systems. • Ensure effective project management of IT builds and system enhancements including governance, documentation, testing and post-implementation reviews. • Continued consultation with external stakeholders to ensure systems retain core functions supportive of their operational needs. • Implementing the department's Technology, People and Culture, and Digital and Communications strategies.
Fit-for-purpose accountabilities, controls and governance	Accountabilities, controls and governance arrangements fail to ensure the department can meet its purpose and objectives.	• Refresh our governance structures. • Ensure membership on key departmental governance committees be skills based with outcomes communicated as appropriate. • Accurate and regular reporting to Executive Board on key risks and outcomes. • Program of reviews and audits.

TABLE 3: ENTERPRISE OPERATIONAL RISKS

Operational risk	Description	Mitigation
Security	Failing to protect the physical safety of staff and visitors, information holdings and documents, personal information and IT infrastructure.	• Undertake the management, review and implementation of departmental policies relating to physical security and Cabinet materials. • Annual security training arrangements for all staff are in place. • Increase education and awareness of IT security and data management requirements across the department. • Continue to develop rigorous internal IT security controls, processes and governance, information management frameworks and policies. • Work closely with the Department of Jobs and Small Business to ensure the required security controls, latest security measures and regular monitoring is in place. • Compliance with the Commonwealth's Protective Security Framework.
Communications and information quality	Ineffective communication channels result in poor stakeholder management or in lost opportunity to perform better. Information produced is erroneous or irrelevant, or not produced or made available in a timely manner, resulting in poor decisions or reputational damage.	• Implementation of the department's Digital and Communications Strategy. • Undertake effective multilateral engagement. • Foster ongoing bilateral relationships with key external stakeholders during the design, implementation and evaluation phases of national policy and programs. • Undertake targeted communications activities delivered to ensure stakeholder needs are met. • Collaboration with other agencies, industry, external stakeholders and across the department to deliver programs. • Promote information sharing across the department that may assist in program management.
Fraud, non-compliance, and poor financial management	Fraudulent activities perpetrated by staff, or external parties against the department for personal gain. Non-compliance with policies and regulations (including staff failure to bring these to the attention of senior management) resulting in poor performance, poor financial management and/or legal action.	• Ensure staff are made aware of the requirements and expectations for complying with policies on financial management. • That robust governance arrangements are in place to ensure effective oversight of fraud, non-compliance and financial matters. • Undertake strengthened compliance through the implementation of policy and program integrity frameworks. • The department adheres to the Commonwealth Fraud Control Policy and requires staff to undertake training on an annual basis. • The department's internal financial management policies are regularly reviewed and updated for appropriateness to mitigate the risk of poor financial management or non-compliance.

Performance

The department recognises the importance of communicating what we do and how it impacts opportunity and prosperity both in Australia and overseas—especially for children, families, communities, domestic and international students, the workforce and the nation. The department aims to better measure, monitor and report our performance.

We recognise that responsibility for our outcomes is shared and we work with states and territories, educators and experts, and with a range of public, private and not-for-profit child care, education and training providers to develop measures of performance. We are driving efforts to build the national education evidence base to strengthen national policy development and service delivery.

This plan outlines priority activities and performance criteria for 2018–19 and over the four year outlook. The department's role in contributing to achievement in each area varies; sometimes we are involved directly in implementing national policy; at other times we use our funding and regulatory role to focus on improving outcomes through measures that are implemented by others.

MONITORING PERFORMANCE

The performance information listed in our corporate plan sits within a broader framework of measuring and monitoring our performance. The achievement against the performance criteria in this plan is monitored by the department's Executive Board throughout the year and will be reported in the department's annual performance statements, at the end of the reporting period.

Our performance measures and targets are reviewed annually and revised as required.

OUTCOME AND PROGRAM STRUCTURE[2]

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.[3]

- Program 1.1: Support for the Child Care System
- Program 1.4: Child Care Subsidy
- Program 1.5: Government Schools National Support
- Program 1.6: Non-Government Schools National Support
- Program 1.7: 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, skills and training.

- 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: Building Skills and Capability.

2 As per the Education and Training 2018–19 Portfolio Budget Statements
3 Program 1.2 and 1.3 ceased on 1 July 2018.

TABLE 4: OUTCOME 1 PERFORMANCE INFORMATION

Focus	Annual Target	Data source	Program	2018–19	2019–20	2020–21	2021–22
Child care support is targeted to vulnerable and disadvantaged families and communities							
	100% of the Child Care Safety Net supports vulnerable and disadvantaged families and communities	DET, Program administrative data	1.1	✓	✓	✓	✓
Existing families transition to the new child care arrangements							
	At least 90% of families transition to the new Child Care Subsidy	DET, Program administrative data	1.4	✓			
Ensuring accurate child care payments							
	At least 90% of child care payments to all services are accurate	Independent actuarial assessment	1.4	✓	✓	✓	✓
Universal access to quality early childhood education							
	95% of Indigenous children enrolled in early childhood education in the year before full-time school are enrolled for 600 hours per year	DET, National Early Childhood Education and Care Collection	1.7	✓	✓		
	95% of vulnerable and disadvantaged children enrolled in the year before fulltime school are enrolled for 600 hours per year	DET, National Early Childhood Education and Care Collection	1.7	✓	✓		

Access and participation Quality and appropriateness Sustainability and efficiency

Focus	Annual Target	Data source	Program	2018–19	2019–20	2020–21	2021–22
Lifting outcomes in Australian schools – student attainment							
	Lift the Year 12 (or equivalent) or Certificate III attainment rate to 90% by 2020 (*measured as trend towards target*)	ABS, Education and Work, Australia, 6227.0	1.5 1.6 1.7	✓	✓	✓	
Closing the Gap for Aboriginal and Torres Strait Islander students in schools							
	Halve the gap for Indigenous children in reading, writing and numeracy within a decade	ACARA, NAPLAN Achievement in Reading Writing, Language Conventions and Numeracy: National Report for 2018	1.5 1.6 1.7	✓			
	Reduce the gap in school attendance for Indigenous students	PC, Report on Government Services, 2019	1.5 1.6 1.7	✓			
	Halve the gap in attainment rates in Year 12 or equivalent, for Indigenous peoples aged 20–24 by 2020 (*measured as trend towards target*)	ABS, National Aboriginal and Torres Strait Islander Social Survey, 4714.0	1.5 1.6 1.7	✓	✓	✓	

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TABLE 5: OUTCOME 2 PERFORMANCE INFORMATION

Focus	Annual Target	Data source	Program	2018–19	2019–20	2020–21	2021–22
Creating a highly skilled workforce and educated community							
	The proportion of the 20–34 year old population with a tertiary qualification is stable or increases from previous year	ABS, Education and Work, Australia, 6227.0	2.1	✓	✓	✓	✓
	The rate of attrition for domestic bachelor students is less than 15%	DET, Higher Education Student Statistics	2.1	✓	✓	✓	✓
	At least 85% of undergraduates are employed within four months of completing degree	QILT, Graduate Outcomes Survey	2.1	✓	✓	✓	✓
Eligible current and former university employees receive support for certain superannuation expenses							
	All 27 eligible universities are able to meet specified superannuation expenses	DET, Program administrative data	2.2	✓	✓	✓	✓
Improving participation in higher education for students from previously disadvantaged groups							
	At least 18% of domestic undergraduates are from a low socioeconomic background	DET, Higher Education Student Statistics	2.3	✓	✓	✓	✓
	At least 16% of domestic undergraduates are from a low socioeconomic background	DET, Higher Education Student Statistics	2.3	✓	✓	✓	✓
	At least 2% of higher education students are Indigenous	DET, Higher Education Student Statistics	2.3	✓	✓	✓	✓

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Focus	Annual Target	Data source	Program	2018–19	2019–20	2020–21	2021–22
Maintaining the quality of higher education							
	At least 80% of undergraduate students rate the teaching quality at their institution positively	QILT, Student Experience Survey	2.3	✓	✓	✓	✓
	At least 85% of employers are satisfied with the skills of graduates (overall across all skills)	QILT, Employer Satisfaction Survey Report	2.3	✓	✓	✓	✓
Tertiary education is affordable for students and the community							
	The proportion of HELP debt not expected to be repaid is stable or reduces from the previous year	DET, HELP forward estimates model	2.4	✓	✓	✓	✓
VET training choices are better aligned with industry needs							
	The proportion of students surveyed that report studying for business or job related reasons remains stable or increases from the previous year	DET, HEIMS, Survey on enrolment	2.4	✓	✓	✓	✓
Australian universities continue to rank highly in research excellence							
	Australia's share of the world's top 10% most highly-cited research publications remains above the OECD average	SciVal / Scopus, bibliometric database	2.5	✓	✓	✓	✓
Research postgraduates continue to have high employability							
	At least 90% of research postgraduates are employed within four months of completing their degree	QILT, Graduate Outcomes Survey	2.5	✓	✓	✓	✓

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Focus	Annual Target	Data source	Program	2018–19	2019–20	2020–21	2021–22
More Indigenous Australians attain higher degrees by research							
	Indigenous higher degree by research (HDR) completions, as a proportion of all domestic HDR completions, increases from the previous year	DET, Higher Education Student Statistics	2.5	✓	✓	✓	✓
Investments are prioritised to ensure researchers have access to the resources needed to undertake world-class research							
	At least 85% of research conducted by Australian universities and related to priority investment areas is rated as world standard or above	DET, NCRIS Census	2.6	✓	✓	✓	✓
	At least 90% of researchers report access to NCRIS facilities and projects improved research quality and outputs	DET, NCRIS user survey	2.6	✓	✓	✓	✓
Sustainably grow Australia's international education sector by maintaining quality and increasing diversity							
	Average annual growth rate of 3% to 5% in international education export earnings	ABS, International Trade Services, 5368.0.55	2.7	✓	✓	✓	✓
	At least 85% of international students are satisfied or very satisfied with studying and living in Australia	DET, International Student Survey	2.7	✓		✓	
	At least 60% of international students employed or enrolled in further study after graduation	DET, graduate outcomes survey	2.7	✓	✓	✓	✓
	Maintain positive growth in the number of students enrolled in offshore and transnational education and training delivered by Australian providers	DET, Higher Education Statistics Collection	2.7	✓	✓	✓	✓

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Focus	Annual Target	Data source	Program	2018–19	2019–20	2020–21	2021–22
Maintaining the quality of vocational education and training							
	At least 85% of graduates are satisfied with the overall quality of the training	NCVER, VET Student Outcomes	2.8	✓	✓	✓	✓
	At least 53% of employers report use of the VET system	NCVER, Employers' use and views of the VET system	2.8		✓		✓
Responding to industry and employers through access to VET graduates with the required skills							
	Positive growth in the apprenticeship completion rate from the previous year	NCVER, Completion and Attrition Rates for Apprentices and Trainees	2.8	✓	✓	✓	✓
	At least 80% of VET graduates are employed or enrolled in further study after training	NCVER, VET Student Outcomes	2.8	✓	✓	✓	✓
Improving language, literacy and numeracy for target groups							
	At least 80% of participants in targeted programs increase one or more levels on the Australian Core Skills Framework	DET, Program administrative data	2.8	✓	✓	✓	✓

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Australian Government
Department of Education and Training

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