Australian Government

**Department of Education,
Skills and Employment**

Corporate Plan
2019–20

National leadership on education, skills and employment

Acknowledgement of Country

The Department of Education, Skills and Employment acknowledges the traditional owners and custodians of country throughout Australia and acknowledges their continuing connection to land, water and community. We pay our respects to the people, the cultures and the elders past, present and emerging.

The Department of Education, Skills and Employment 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 in our Corporate Plan 2019–20 to underpin our commitment to Indigenous business is everyone's business. The artist is a Bidjara man from Charleville, Queensland and an employee of the department since 2012.

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Secretary's Introduction

On 5 December 2019, the Prime Minister announced Machinery of Government (MoG) changes to the Australian Public Service.

This announcement included the transfer of employment and skills functions to the renamed Department of Education, Skills and Employment (DESE).

These changes took effect on 1 February 2020.

Our Corporate Plan 2019–20 reflects the establishment of the Department of Education, Skills and Employment and combines the content of the two former departments' Corporate Plans, as the basis of our work for the balance of 2019–2020. More broadly, the Corporate Plan provides the strategic context for the role we play in developing and delivering policies and programs that ensure Australians can experience the wellbeing and economic benefits that quality education, skills and employment offer.

By closely linking education and employment, we can create better, stronger pathways for Australians throughout their education, learning and working lives. This places the department in a central role in delivering on the Government's commitments and highlights the national impact of our work with individuals, families, communities, business and industry.

This plan is our primary planning document and encapsulates what we aim to achieve over the next four years, the activities to get us there, performance measures to keep us on track, and how we will do it.

We will continue to look for opportunities to integrate and drive greater linkages between our four outcomes through strengthening our capacity and capability in data, analytics and project management and by prioritising evidence-based policy advice through robust research and analysis. We will build positive relationships and collaborate within and beyond government to foster a strategic approach to policy development and program delivery that achieves the Government's agenda.

Our commitment to Indigenous business being everyone's business is unwavering, as is our commitment to diversity and inclusion in our workplace, our policies and practices. Importantly, this commitment stems from our values and culture and guides our work—to help us develop stronger collaborative policy development and program delivery skills—where we realise the benefits of true diversity, inclusion and innovation.

This plan also recognises that the last few months have been of unprecedented challenge to all Australians. The COVID-19 pandemic and the summer bushfires have required urgent responses from the Government and the department. As the response to these challenges is still taking place, and to ensure appropriate allocation of resources, these issues will be addressed in our 2020–21 Corporate Plan.

Statement of Preparation

I, as the accountable authority of the Department of Education, Skills and Employment, present the Department of Education, Skills and Employment Corporate Plan 2019–20, which covers the period 2019–2023 as required under section 35(1)(b) of the *Public Governance, Performance and Accountability Act 2013*.

Dr Michele Bruniges AM
Secretary
May 2020

Purpose

The Department of Education, Skills and Employment's purpose is to help create an inclusive and prosperous Australia by maximising opportunity through national leadership on education, skills and employment policy.

We will achieve this by ensuring Australians can experience the social wellbeing and economic benefits that quality education, skills and employment provide by actively supporting our Ministers to deliver Government policies and priorities.

The department works to achieve its purpose through delivering our four outcomes, with a commitment to service delivery.

Performance framework

Our Corporate Plan is the department's primary planning document, and sets the direction for how we will work, build our capability and engage with risk to deliver our purpose. We will work together to leverage the transformative opportunities that our new responsibilities represent.

Our Corporate Plan is a key component of our Performance Framework, which reflects the requirements of the enhanced Commonwealth Performance Framework. Typically, we develop our Corporate Plan at the beginning of the reporting cycle. Following the Prime Minister's announcement, the formation of the department on 1 February is the catalyst for this plan. Our Corporate Plan outlines our purpose, how we will measure our performance and what elements (environment, capability and risk) will play a role in how successful we are.

The Portfolio Budget Statements set out our annual appropriations and how we will measure the impact of the expenditure of our appropriations against our purpose.

Our annual performance statements are included in our annual report, which is prepared at the end of the reporting cycle. The annual performance statement reports our actual performance for the year against the performance measures and targets in our Corporate Plan and Portfolio Budget Statements, and provides analysis of the extent to which we have achieved our purpose and the factors that contributed to the outcome.

Our annual priorities flow into our division and branch business plans, and then into individual performance agreements. This flow provides a clear line of sight from our purpose to the work of the individual.

OUTCOME 1
Quality early learning and schooling

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.

OUTCOME 2
Quality higher education, international education and international quality research

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

OUTCOME 3
Quality skills and training

Promote growth in economic productivity and social wellbeing through access to quality skills and training.

OUTCOME 4
Quality employment

Foster a productive and competitive labour market through policies and programs that assist job seekers into work and meet employer needs.

Operating environment

The environment in which the Department of Education, Skills and Employment operates is global, complex, and interconnected. Our success is contingent on our ability to anticipate and adapt within this evolving environment, while maintaining our strategic direction and focus on improving the experience of Australians in their education, skills and employment journeys.

In Australia, the natural environment presents unique challenges. Throughout the life of this plan the department will provide advice to government and implement the response to natural disasters such as floods and the ongoing drought, to support people and communities impacted.

Over the last few months, Australia has experienced extraordinary challenges. The 2019–2020 bushfire season affected many Australians. In addition, the COVID-19 pandemic has required unprecedented action to protect Australian lives, to keep Australians in jobs, and to help keep Australia functioning.

The Australian Government has announced a series of initiatives to provide education and mental health support to children, students, families and communities affected by the 2019–2020 bushfire crisis. These measures will help rebuild communities affected by the bushfires by supporting the physical and mental health of those affected, as well as supporting the economic recovery of impacted areas.

Like all Australian Government agencies, the department is working to implement measures to minimise the impact of the COVID-19 pandemic. The department is regularly meeting with state and territory counterparts to best prepare the Australian education, skills and employment community to mitigate and manage the risks of the COVID-19 pandemic.

Some of the COVID-19 pandemic-related measures that have been announced include:

- Higher Education Relief Package
- Further child care relief to support families and services
- Contribution to Powell Legacy Fund
- Preschool funding guaranteed for 2021
- Child Care Safety Net Package
- Funding to support improved COVID-19 hygiene measures in non-government schools
- Amendments to *Family Assistance Act* and *Family Administration Assistance Act*
- Suspension of mutual obligation requirements for employment services

- Boosting Cash Flow for Employers
- Supporting Apprentices and Trainees
- Infection control training
- Stream A credits for Employment Fund
- Establish a separate funding source for Career Transition Assistance
- Institute Jobs Hub.

In addition, the department has supported redeployment of staff to assist in-demand government agencies, such as Services Australia.

The COVID-19 pandemic is a rapidly changing situation, and the Australian Government and the department's response must remain adaptive. The department's support to bushfire-affected communities is similarly responsive. Current information on how the department is supporting the Australian Government's response is available on dese.gov.au.

Over 2019–2023, we will continue to collaborate to deliver on the Australian Government's priorities, build lifelong learning opportunities that support people in all stages of life and engage with the changing nature of work. We will put our experience and expertise into practice, and use our knowledge base to develop proactive policies to support people and businesses to gain the maximum benefit from this challenging environment.

The department responds to the policy needs and priorities of the government of the day, 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 our workforce and economy. These may be exacerbated by the impact of the COVID-19 pandemic.

This requires us to continually adapt to national policy priorities and take a leadership role, to best support Australia to adapt and prosper in the future.

The department is apolitical, professional, agile, innovative and efficient, delivering policy advice and its the implementation of Australian Government decisions.

Our success is contingent on our ability to anticipate and adapt to a changing and complex environment, while maintaining our strategic direction and commitment to achieving our purpose. The department's approach to policy development, and program implementation and delivery must respond and adapt to these, and other environmental factors, in 2019–2020 and beyond. Our challenge will be to assist stakeholders, including businesses, students, job seekers, and providers, to thrive in this environment; to have the confidence, skills and ability to embrace change; and to position Australia for the future.

Our partnerships

The department works closely with our portfolio and other Commonwealth entities and state and territory governments to deliver key national policies and programs across areas of education, skills and employment. We also actively engage with whole-of-government service delivery organisations, including Services Australia, on all policies with service delivery implications to ensure our Australian Government policies and programs are delivered as intended.

Our collaboration demonstrates the strength of our existing national arrangements within a complex policy environment. Australia's education, skills and employment architecture is multifaceted and encompasses the interests, aspirations and responsibilities of our many stakeholders.

Our stakeholders include:

- our Ministers
- COAG Councils
- federal, state and territory agencies
- education, skills and employer program providers, industry associations and regulators
- employers, employees, and job seekers and their associations
- students and their families.

Our engagement with stakeholders helps to ground our policy development, program delivery, on-the-ground services and evaluation and reflects the needs of our users. We will also engage with our stakeholders to ensure we gather intelligence and feedback to help improve the success of our policies and programs. 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.

Implications of the external environment

Education service providers

TREND

Australia's education architecture is multifaceted, creating a complex environment for the delivery of high-quality education for all students.

IMPLICATIONS

To ensure the delivery of high-quality education for all students. It is critical the Australia Government, through its leadership role, effectively collaborates with states, territories, and other education service providers.

Teaching workforce

TREND

Teaching and school leadership have a significant influence on student outcomes. A skilled, capable and valued teaching workforce is critical to ensure all students reach their potential; transition successfully to further education, employment or training; and become adaptable, lifelong learners.

IMPLICATIONS

Identifying, understanding and acting on shared challenges and opportunities will position the teaching profession for the future and contribute to improved teaching and learning across Australia.

Ageing population

TREND

Life expectancy rates are increasing active working life, creating challenges and opportunities for the economy and government.

IMPLICATIONS

National education policy aimed at building lifelong learning opportunities that support workforce participation through all stages of life.

International education

TREND

International education still remains a significant contributor to Australia's economy and place in the world and operates in a complex and changing geopolitical environment.

IMPLICATIONS

Remain attuned to the shifting environment, especially with regard to the COVID-19 pandemic, and work with the education sector and across government to help underpin continued quality and success.

Employer and citizen expectations

TREND

There is increasing employer demand for workers who possess a 'portfolio of skills', including specialised and high level skills, digital literacy and soft skills. Workers are also expected to be prepared with job-specific skills.

IMPLICATIONS

Students need to be supported with access to high-quality, appropriate education to develop a 'portfolio of skills' to facilitate mobility.

The changing world of work

TREND

The effects of new technology, globalisation, demography and consumer preferences are changing existing jobs and creating new jobs.

There is an increasing need for digital skills, ranging from basic digital literacy to specialised and high-level technical skills. Demand is also growing for creativity, complex judgement, emotional intelligence and communication skills.

The employment landscape and the way people work has been significantly impacted by the shock of the COVID-19 pandemic.

IMPLICATIONS

National policy and targeted programs for impacted employers and employees is important to the recovery from the COVID-19 pandemic.

Students need to be supported with access to high-quality, appropriate education to develop a 'portfolio of skills' to facilitate mobility.

Workers will likely need to train and upskill throughout their careers to adapt to changing roles.

Businesses—small and large—may need information and support to undertake more workplace-based training, to reskill or upskill current workers. This is a more cost effective path than recruiting for new workers.

Vulnerable cohorts need to be supported through appropriate labour market programs to gain the skills they need and be supported to transition into a job in the future.

Relationships with state and territory governments

TREND

The national training system is a responsibility shared between the Australian Government and state and territory governments.

IMPLICATIONS

A cooperative and collegiate relationship enables effective policy development and implementation, especially in a period of reform in VET and schooling.

Therefore there is proactive engagement with states and territories through senior officials and other networks.

Addressing disadvantage

TREND

Education, skills and employment play an important role in promoting equal opportunity for all Australians. Changes to the way we work can pose additional barriers for vulnerable and disadvantaged groups participating in society, education opportunities and the labour market. Certain groups of job seekers face barriers to accessing education, have higher unemployment rates and are more likely to experience long-term unemployment. These groups include youth, mature-age Australians, Indigenous Australians, people with disability, migrants and ex-offenders. Many face additional barriers and may experience higher relative disadvantage compared to other job seekers in the labour market.

IMPLICATIONS

National policy and targeted support through needs-based funding and targeted programs for vulnerable and disadvantaged under-represented students and mature-age people and communities is important to maximise access and participating in education, skills and employment.

We need to make sure the programs delivered by the department are able to successfully support all job seeker cohorts to gain and keep employment, and minimise their likelihood of entering a cycle of long-term unemployment.

Connectivity and changing technology

TREND

Increases in online connectivity and the rapid evolution of technology with the use of automation and artificial intelligence are changing the way we learn, work and engage with the world.

IMPLICATIONS

Digital transformation provides an opportunity for the department to deliver better and more services online, to make it easier for citizens to access and transact with government. It changes the way we connect with them and creates value.

Rapid technological advancements also create divides in digital literacy and use. We have an important role to ensure the people and organisations we work with are empowered by technology and not left behind.

Transforming the National Data System

TREND

The Government is committed to a national data reform agenda, including the establishment of the National Data Commissioner, National Data Advisory Council, a new data availability and transparency framework and an Artificial Intelligence Ethical Framework. The Government is also committed to understanding, measuring, building and sustaining public trust in its management and use of public data.

IMPLICATIONS

Wide ranging whole-of-government changes are affecting the way we manage, use and share data.

The community has a greater expectation that data is used to improve service delivery and as an evidence base for policy and program development. There is, however, an ongoing concern that this data must be protected from misuse and breaches.

These higher community expectations mean that the department needs to be more open with, and make better use of, its data. We also expect increased transparency, opening up our policies for more examination on their effectiveness and allowing for more digital service delivery.

Risk oversight and management

Risk management is integral to the department's strategic and operational environment and ensures that the organisation makes coordinated and informed decisions in relation to the management of risk in pursuit of objectives. The department's risk management framework and policy has been established to assist employees meet the obligations of section 16 of the PGPA Act. It aligns with the Commonwealth Risk Management Policy and the Australian/New Zealand Standard on Risk Management (AS/NZS ISO 31000:2018).

Governance

The department's Executive Board, including the Secretary, has overarching responsibility for the department's risk oversight and setting the department's risk appetite. Executive governance committees are responsible for overseeing the management of risks. In particular, the Risk, Security and Governance Committee ensures the department has embedded an effective risk framework and policy. The Investment and Implementation Committee oversees the department's major project risks, and the Audit and Assurance Committee also reviews the appropriateness of the system of risk oversight and management.

Risk management is incorporated into departmental governance arrangements at the project and activity level. This includes oversight of shared risk that we manage with other entities, such as our shared service arrangements or projects relating to joint government business enterprises with other agencies.

Ensuring a fit-for-purpose risk policy and framework

The department's risk framework and policy guide the identification, management and reporting of risks at the strategic and operational level including risks shared with other entities. The department's Risk Appetite and Tolerance Statement articulates our appetite for engaging with risk, exploring opportunities and making risk informed decisions. Both the risk framework and policy, and risk appetite statement are subject to regular reviews to ensure currency within a changing operating environment.

Risk culture

The department's Executive and the Chief Risk Officer promote a positive risk culture that fosters a considered approach to taking risks in pursuit of objectives. This includes encouraging active engagement with risk to support innovation and transformational change over the four years of this plan.

Enterprise risks

The department's enterprise-wide risks are actively managed and reviewed through the application of appropriate risk systems and mitigation strategies. The enterprise-wide risks are considered in line with the risk appetite and tolerances of the department.

Enterprise risks

Risk	Mitigation strategies
Failure to generate and deliver good policy advice and programs in a changing external environment Policy advice and programs that are not informed by, or do not address the external environment, such as changing regulatory and funding architecture including those affecting our partner agencies, multiple reform agendas, technological change, global advancements and community expectations.	• Ensure there is appropriate consultation between policy development 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 use and develop diverse, linked and accessible datasets to inform the development of evidence-based policy advice. • Continue to implement the department's data management documentation. • Respond quickly and deliver on expectations, quality and timeframes of strategically important commitments. • Continue to build our awareness of changing global market dynamics affecting student flows and opportunities. • Undertake research and pilot new initiatives as part of the skills package. • Trial elements of the new employment services model. • Develop and implement legislative frameworks that will increase education, skills and employment opportunities. • Develop policy advice to improve student outcomes for Aboriginal and Torres Strait Islander students. • Ensure our corporate services support the work of the business divisions. • Continue to build on our current capability to ensure that responsibility for key areas such as data, innovation and policy strategy are integrated into business areas. • Ensure ongoing development opportunities that align with the Policy and Program Skills Framework. • Continue to work collaboratively with other Commonwealth agencies to deliver policy reforms.
Failure to engage effectively with our stakeholders The work of the department is constrained by its inability to actively collaborate and consider perspectives from students, education providers, industry and partner agencies.	• Actively collaborate and consider stakeholder perspectives from students, industry, education providers, consumers of child care services, child care providers and partner agencies that will foster effective and efficient regulation, continuous improvement to policy development, quality assurance and affirm Australia's global position as a world-class education provider. • Engage with COAG, whole-of-government partners and multilateral organisations to ensure a strategic and integrated approach. • Utilise industry and government networks to address issues and share feedback to ensure continuous improvement and best practice policy design. • Foster ongoing relationships with key external stakeholders during the design, implementation and evaluation phases of national policy and programs. • Undertake targeted communication activities to ensure stakeholder needs are being met. • Promote information sharing across the department that assists program management. • Collaborate widely internally and operate as a connected organisation to provide excellence and value to stakeholders and government. • Continue to implement the department's Digital and Communications Strategy 2017–20.

Risk	Mitigation strategies
Failure to attract, allocate and retain appropriately skilled people The department's workforce planning, investment and management of its people does not assess the current and emerging needs of our people and broader public service to achieves its purpose.	● Ongoing implementation of the department's People Strategy 2018–21 and its supporting elements, including a focus on defining a shared culture and desired behaviours. ● Actively support staff development and build capability through targeted training opportunities, on-the-job development, internal mobility opportunities and the recognition of quality work. ● Continue to implement the department's Diversity and Inclusion Strategy. ● Deliver health, safety and wellbeing initiatives. ● Monitor and manage staff resources to align to our prioritised activities led by the Deputy Secretary Committee—Workforce Resourcing. ● Provision of data discovery seminars to our staff supporting the department's data transformation journey. ● Ensure ongoing development opportunities that align with the Policy and Program Skills Framework. ● Better understand current and future workforce and capability requirements by implementing the Job Family Model. ● Ensure regular, ongoing quality conversations between employees and supervisors occur to ensure learning requirements and career needs are fulfilled.
Failure to protect the integrity of our programs, including our key payments, data and assets The department does not protect the integrity of our policy advice, program delivery, payments and the proper use of public resources, through fraud, non-compliance or poor financial management. The department does not govern and manage data effectively, reducing opportunities to better use information and increasing our exposure to targeted, intentional or accidental disclosure. The department does not protect our key assets, including the physical security of our staff.	● Ensure the development of program legislation protects the integrity of public funding. ● Undertake strengthened compliance through the implementation of policy and program integrity frameworks. ● Detect and mitigate emerging compliance risk by educating job seekers, families and external providers. ● Continue to implement security, fraud awareness and data management training for our staff. ● Work closely with our service partners to ensure the latest security measures are in place. ● Continue to comply with the Commonwealth's Protective Security Policy Framework and Financial Management Framework. ● Continue to implement governance arrangements that ensure effective oversight of fraud, non-compliance, security and financial matters. ● Ensure 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. ● Continue to communicate and share, both internally and with other agencies, identified common fraud risks and treatments. ● Support implementation of the department's Audit and Assurance Plan and the development of a departmental assurance strategy. ● Continue to work collaboratively with partner agencies to protect data and the integrity of payments.

Risk	Mitigation strategies
Failure to achieve our purpose and objectives, including the implementation of new initiatives Established activities and new initiatives are not supported by our processes, infrastructure and culture, including failure to adequately escalate risk.	● Continue our current governance practices in relation to key projects including appropriate oversight, accountability and escalation processes. ● Leverage the outcomes and lessons learned from the development of IT systems in the department and across government. ● Ensure rigorous implementation planning is undertaken especially where significant time constraints exist. ● Continue to consult with external stakeholders to ensure systems retain core functions supportive of their operational needs. ● Implement the department's technology, people and culture, digital and communication strategies. ● Continue to implement the department's investment and risk management and project management frameworks, including external assurance reviews on key projects. ● Continue the work of the Portfolio Project Office, which supports the Investment and Implementation Committee to oversee departmental projects. ● Engage with IT delivery agencies as partners in the consideration of shared risk.
Failing to ensure security of our services, data and information in a whole-of-government context Digital capability is changing how we perform our daily operations and designing online services to be simpler, clearer and faster for government service users. This means the need to ensure our services are securely protected is a priority.	● Ongoing implementation of our IT, data and information management strategies. ● Using trials in the development of our systems. ● Implementation of the Commonwealth's Information Security Manual.

Performance

The department recognises the importance of communicating what we do and how it affects opportunity and prosperity both in Australia and overseas—especially for children, families, communities, job seekers, domestic and international students and the nation.

Our department will achieve its purpose through four outcomes. Each outcome will be achieved through activities that support their accomplishment. How we perform in undertaking those activities is monitored through performance measures and targets. The department monitors performance against these measures regularly throughout the year.

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 organisations to achieve these outcomes. The department's role in contributing to achievement in each area varies. Sometimes we are involved directly in implementing national policy, while at other times we use our funding and regulatory role to focus on improving outcomes through measures that are implemented by others.

The department will be reviewing the appropriateness of its performance criteria during the years covered by this plan. This will also include the review of activities, measures and targets for continued relevance, reliability and completeness. We continue to assess whether our performance criteria include measures for effectiveness.

Monitoring performance

The achievement against the performance criteria in this plan is monitored by the department's Executive Board on a quarterly basis, and will be reported in the department's annual performance statements at the end of the reporting period.

Outcome and program structure

Quality early learning and schooling

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

Quality higher education, international education and international quality research

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

Quality skills and training

OUTCOME 3

Promote growth in economic productivity and social wellbeing through access to quality skills and training.

Program 3.1
Building Skills and Capability

Quality employment

OUTCOME 4

Foster a productive and competitive labour market through policies and programs that assist job seekers into work and meet employer needs.

Program 4.1
Employment Services

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.

Policy and strategy

The department will use an evidence-based approach to policy development and decision making to:

- develop, maintain and improve early learning and child care policy frameworks, with a particular focus on improving outcomes for vulnerable and disadvantaged, and Indigenous children
- remove unnecessary barriers and ensure sector regulation is appropriate and fit-for-purpose
- develop and implement the three national reform directions as set out in the National School Reform Agreement:
  - support students, student learning and student achievement
  - support teaching, school leadership and school improvement
  - enhance the national evidence base.

Program implementation and delivery

The department will administer funding and deliver programs to:

- facilitate participation in quality education and child care from early learning to secondary schooling
- ensure all children have access to quality early learning before reaching school
- improve inclusion and reduce access barriers for vulnerable and disadvantaged children, families and communities
- provide consistent needs-based funding to government and non-government authorities to assist in the delivery of quality education in schools
- support student wellbeing and the implementation of the Australian Curriculum.

Regulation and compliance

The department will protect the integrity of public funding through monitoring and compliance activities across sectors. This includes:

- ensuring the accuracy and integrity of child care subsidy payments and other programs
- educating service providers about their obligations
- ensuring appropriate transparency and accountability for public funding for schools through the implementation of a risk-based compliance and assurance framework.

Relationships, networks and collaboration

The department will foster and maintain relationships with its stakeholders to:

- work in partnership with Commonwealth agencies, state and territory governments and other key stakeholders to ensure high-quality child care, early childhood education and schooling
- enable the delivery of key national policies and programs across all areas of school education
- ensure quality policy advice is provided to government.

Research and analysis

The department will undertake research and analysis to better inform national policy and program development. This includes:

- collecting and analysing data to inform policy advice, and managing early learning and child care programs effectively
- undertaking evidence-based analysis to inform the development of policy advice and program improvements for school students
- working with states and territories to enhance the national evidence base and data infrastructure.

Outcome 1: Performance measures

Program			Performance measure	Annual targets	Methodology	2019–20	2020–21	2021–22	2022–23
	1.1		Proportion of the Child Care Safety Net that supports vulnerable and disadvantaged families and communities	100%	Evaluation determined from ABS, AEDC and Child Care Finder data Data source: DESE, Program administrative data	◯	◯	◯	◯
	1.2		Proportion of accurate child care payments to all services	90% or higher	As per the methodology of the data source Data source: Independent actuarial assessment	◯	◯	◯	◯
	1.5		Proportion of Indigenous children, enrolled in early childhood education in the year before full-time school, that are enrolled for 600 hours per year	95%	Assessment of the Preschool Education Publication with additional options for input by states and territories Data source: DESE Education, National Early Childhood Education and Care Collection	◯	◯		
	1.5		Proportion of vulnerable and disadvantaged children, that are enrolled in the year before full-time school, that are enrolled for 600 hours per year	95%	Assessment of the Preschool Education Publication with additional options for input by states and territories Data source: DESE, National Early Childhood Education and Care Collection	◯	◯		
1.3	1.4	1.5	Increase the Year 12 (or equivalent) or Certificate III attainment rate by 2020	Annual increase to 90% by 2020	As per the methodology of the ABS survey Data source: ABS, Education and Work, Australia, 6227.0	◯	◯		
1.3	1.4	1.5	Reduce the gap for Indigenous students in Year 12 (or equivalent) by 2020	Increase in attainment rate	As per the methodology determined by PM&C Data source: ABS, National Aboriginal and Torres Strait Islander Social Survey, 4714.0	◯	◯		

OUTCOME 2

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

Policy and strategy

The department will use an evidence-based approach to policy advice and decision making to:

- facilitate high-quality, sustainable and transparent tertiary education and research sectors
- remove unnecessary barriers and ensure sector regulation is appropriate and fit-for-purpose
- deliver policy and regulatory frameworks that support sustainable growth in the international education sector.

Program implementation and delivery

The department will administer funding and deliver programs to:

- provide students with access to higher education
- facilitate sustainable growth in the education export sector
- support international student mobility, sector research and priority bilateral projects
- facilitate recognition of qualifications for domestic and overseas students.

Regulation and compliance

The department will protect the integrity of public funding through monitoring and compliance activities across sectors. This includes:

- monitoring compliance with legislative frameworks to ensure protections for domestic and international students
- regulating international education providers and assessing the performance of higher education providers through contract management
- implementing the Unique Student Identifier service for higher education to provide students with access to their education records.

Relationships, networks and collaboration

The department will foster and maintain relationships with its stakeholders by:

- developing effective and efficient regulation, ongoing policy development and quality assurance to affirm Australia's global position as a world-class education provider
- reviewing the Australian Qualifications Framework and Higher Education Provider Category to ensure a tertiary education system that is fit for the future
- ensuring a strategic and integrated approach to the future of higher education and research
- engaging with foreign governments to further policy collaboration, foster trade in education services and enhance Australia's reputation for education excellence.

Research and analysis

The department will undertake research and analysis to better inform national policy and program development. This includes:

- ongoing monitoring and evaluation of data, stakeholder feedback and the effectiveness of industry engagement
- evaluating changing employer, student and education provider needs to ensure suitability and appropriateness of the tertiary education system
- collecting, verifying and publishing statistics on the higher and international education sectors to provide greater insight for stakeholders and the public
- collecting information from providers on higher education students to support the Higher Education Loan Program and Commonwealth Grants Scheme
- conducting student experience surveys to assess the performance of providers of higher and international education.

Outcome 2: Performance measures

Program	Performance measure	Annual targets	Methodology	2019–20	2020–21	2021–22	2022–23
2.1	The proportion of the 20-34 year old population with a tertiary qualification	Stable or increase from previous year	Assessment of annual results, benchmarked against prior results for quality assurance Data source: ABS, Education and Work, Australia, 6227.0, Table 9	O	O	O	O
2.1	The rate of attrition for domestic bachelor students	15% or less	Assessment of annual results, benchmarked against prior results for quality assurance Data source: DESE, Higher Education Student Statistics	O	O	O	O
2.1	Proportion of undergraduates who are employed within four months of completing degree	85% or higher	Assessment of annual results, benchmarked against prior results for quality assurance Data source: QILT, Graduate Outcomes Survey	O	O	O	O
2.2	Proportion of eligible universities that are able to meet specified superannuation expenses	100%	Evaluation of estimates provided by universities then verified by the department Data source: DESE, Program administrative data	O	O	O	O
2.3	Proportion of domestic undergraduates who are from a low socioeconomic background (based on postcode)	18% or higher	Assessment of data reported through the department's Higher Education Information Management System. SES measured at the Statistical Area Level 1, as defined by the ABS. Data source: DESE, Higher Education Student Statistics	O	O	O	O
2.3	Proportion of domestic undergraduates who are from a low socioeconomic background (based on Statistical Area level 1)	16% or higher	Assessment of data reported through the department's Higher Education Information Management System. SES measured at the Statistical Area Level 1, as defined by the ABS. Data source: DESE, Higher Education Student Statistics	O	O	O	O
2.3	Proportion of Indigenous higher education students	2% or higher	Assessment of data reported through the department's Higher Education Information Management System Data source: QILT, Student Experience Survey	O	O	O	O
2.3	Proportion of undergraduate students who rate the teaching quality at their institution positively	80% or higher	Assessment of annual results, benchmarked against prior results for quality assurance Data source: QILT, Student Experience Survey	O	O	O	O
2.3	Proportion of employers who are satisfied with the skills of graduates (overall across all skills)	85% or higher	Assessment of annual results, benchmarked against prior results for quality assurance Data source: QILT, Employer Satisfaction Survey Report	O	O	O	O

Program	Performance measure	Annual targets	Methodology	2019–20	2020–21	2021–22	2022–23
2.4	Proportion of HELP debt not expected to be repaid is stable or reduces from the previous year	Stable or reduction from previous year	Evaluation of new debt modelled using historical repayment and longitudinal data Data source: ATO, Annual HELP Data Report	O	O	O	O
2.5	Australia's share of the world's top 10 per cent most highly-cited research publications	Above the OECD average	Delivery of review of all publications against OECD average Data source: SciVal/Scopus, bibliometric database	O	O	O	O
2.5	Proportion of research postgraduates who are employed within four months of completing their degree	90% or higher	Survey of graduates living in Australia Data source: QILT, Graduate Outcomes Survey	O	O	O	O
2.5	Indigenous HDR completions, as a proportion of all domestic HDR completions	Increase from previous year	Assessment of proportion of Indigenous HDR completions compared to previous years Data source: DESE, Higher Education Student Statistics	O	O	O	O
2.6	Proportion of research conducted by Australian universities and related to priority investment areas is rated as world standard or above	85% or higher	Data extracted from NCRIS Census survey data Data source: DESE, NCRIS Census	O	O	O	O
2.6	Proportion of researchers who report access to NCRIS facilities and projects improve research quality and outputs	90% or higher	Data delivered by NCRIS user survey Data source: DESE, NCRIS user survey	O	O	O	O
2.7	Average annual growth rate in international education export earnings	3% to 5% growth each year	As per ABS methodology Data source: ABS, International Trade Services, 5368.0.55	O	O	O	O
2.7	Proportion of international students who are satisfied or very satisfied with studying and living in Australia	85% or higher	Survey scores from several questions aggregated Data source: DESE, International Student Survey	O	O	O	O
2.7	Proportion of international students who are employed or enrolled in further study after graduation	60% or higher	Survey to establish the proportion of respondents in work or further study Data source: DESE, Graduate Outcomes Survey		O		O
2.7	Maintain positive growth in the number of students enrolled in offshore and transnational education and training delivered by Australian providers	Increase from previous year	Assessment of number of students with a term residence overseas Data source: DESE, Higher Education Statistics Collection	O	O	O	O

3

Promote growth in economic productivity and social wellbeing through access to quality skills and training.

Maintain the quality of vocational education and training

- Implementation of the Delivering Skills for Today and Tomorrow Package, including the establishment of a National Skills Commission, piloting of Skills Organisations, establishment of a National Careers Institute and improved apprenticeship arrangements.
- Improving the currency and relevance of nationally recognised VET qualifications, with support for industry-led training product development and improved processes through the Australian Industry Skills Committee mechanism.
- Quality training underpinned by effective national regulation.
- Develop an RTO performance dashboard on the My Skills website to enable consumers to make better choices based on outcome and price information.
- Develop a new VET Employer Survey to measure factors contributing to employers' use and views of the VET system.

Risks to achieving the performance target

- Delivery of improvements to the system slow due to divergence of stakeholders' views on reform.
- Lack of support for regulatory arrangements undermines confidence in the quality of training.
- Data gaps and concerns about the publication of outcome and price information may result in reduced confidence in the effectiveness of the reforms.
- Respondent fatigue may lead to reduced data and compromise the effectiveness of information available to the sector.

Respond to industry and employers through access to VET graduates with the required skills

- Establishment of a National Skills Commission and trialling of Skills Organisations to improve the alignment of training to skills needs and job opportunities.
- Ongoing support to the Australian Industry Skills Committee and its network of Industry Reference Committees to ensure the skill standards needed to perform effectively in the workplace are reflected in nationally recognised VET qualifications.
- Establish a new National Careers Institute and appoint a National Careers Ambassador to work with industry, governments, schools and tertiary providers to ensure every working age Australian has access to high-quality, evidence-based career advice to support and inform their study and career choices.
- Provide advice and support to employers and apprentices throughout the life cycle of an Australian Apprenticeship.
- Implement incentives that encourage up to 80,000 additional apprentices over five years.

Risks to achieving the performance target

- Successful implementation of the Skills Package—delivering skills for today and tomorrow in the 2019–2020 Budget will be dependent on support from states and territories and industry partners.
- The economic cycle can influence the ability of employers to employ and retain apprentices and trainees.
- Workplace, personal and health issues encountered by apprentices and trainees can become a barrier to completion.

Improve language, literacy and numeracy for target groups

- Deliver foundation skills training to eligible individuals, including job seekers, recently unemployed, or at risk of unemployment, through the Skills for Education and Employment program and the Foundation Skills for Your Future programs.

Risks to achieving the performance target

- That individuals and communities most in need of language, literacy and numeracy training experience barriers to participation that prevent them from taking up the opportunity.
- Availability of data to generate meaningful predictions about future skills supply.

Reduce student financial barriers to undertaking quality, higher-level VET training

- Ensure high-quality provision of training through effective VET Student Loans provider approval processes and ongoing compliance activity.
- Implement an Engagement Strategy to ensure the VET Student Loans program is meeting the needs of students.
- Pay VET Student Loans providers in a timely way after assurance of student progression.

Risks to achieving the performance target

- Approved VET Student Loans providers are not of sufficient quality to enable successful student outcomes.
- Engagement with students does not fully capture the breadth of student needs and the program is unable to respond accordingly.
- Approved courses do not match student training objectives.

Outcome 3: Performance measures

Program	Performance Measure	Annual targets	Methodology	2019–20	2020–21	2021–22	2022–23
3.1	Proportion of employers who report use of the VET system	50%	Sourced directly from NCVER statistics: Employers' Use And Views Of The VET System and VET Student Outcomes. Data source: Data is publicly available from NCVER publications.	◯	◯	◯	◯
3.1	Proportion of graduates who are satisfied with the overall quality of the training	85%	Sourced directly from NCVER statistics: Employers' Use And Views Of The VET System and VET Student Outcomes. Data source: Data is publicly available from NCVER publications.	◯	◯	◯	◯
3.1	Proportion of VET graduates who are employed or enrolled in further study after training	80%	Sourced directly from NCVER, VET Student Outcomes. Data source: Data is publicly available from NCVER publications.	◯	◯	◯	◯
3.1	Growth in the number of apprenticeship commencements	An increase from 2018–19	Sourced directly from NCVER, National Apprentice and Trainee Collection. Data source: Data is publicly available from NCVER publications.	◯	◯	◯	◯
3.1	Proportion of participants in targeted programs who increase one or more levels on the Australian Core Skills Framework	80%	Data is sourced from DESE Program administrative data.	◯	◯	◯	◯
3.1	Proportion of VET Student Loans students who are satisfied with the quality of their training provider	80%	Data is sourced from student electronic Commonwealth assistance form (e-CAF) survey results.	◯	◯	◯	◯
3.1	Proportion of VET Student Loans students who complete units of study in VET Student Loans	70%	Data is sourced from student outcomes as reported by VET Student Loans approved providers through the DESE Higher Education Information Management System and published annually.	◯	◯	◯	◯

OUTCOME 4 Foster a productive and competitive labour market through policies and programs that assist job seekers into work, and meet employer needs.

jobactive

Help job seekers find and keep a job

- Job seekers in non-remote Australia are assisted by 40 jobactive providers in around 1,700 locations nationally.
- jobactive providers work closely with job seekers, tailoring their services to the job seeker's assessed needs so they can find and keep employment.
- Payments to providers and the performance framework emphasise the achievement of outcomes, with the greatest weight given to long-term outcomes achieved for the most disadvantaged job seekers.
- The department's assessment of provider performance is published quarterly as Star Ratings to drive continuous improvement.
- The jobactive program is designed to give job seekers the practical help they need to build their skills and employability and to find and stay in work.

Risks to achieving the performance target

- Sustainability of job placements is influenced by local labour market conditions, including the availability of suitable long-term work, as well as the relationship between providers and employers in supporting participants post-placement.
- Assisting job seekers to find and keep employment is significantly influenced by the impact of the COVID-19 pandemic on business confidence and operation, labour market conditions and the overall economy.

Help job seekers move from welfare to work

- Outcome payments are paid to providers when job seekers stay in work that significantly reduces their reliance on income support although they may continue to receive partial benefits. Higher outcome payments are made to providers where job seekers move fully off income support, or if they are parents, people with disability or others who have part-time Mutual Obligation requirements, work sufficient hours to meet those requirements.
- Providers have access to a range of support and tools to provide assistance according to individual job seeker circumstances, including complementary programs, Wage Subsidies and post-placement support, and drawing on the Employment Fund.
- Online employment services assist eligible job ready job seekers who are digitally capable.

Risks to achieving the performance target

- Achieving sustainable employment and reducing or removing reliance on income support payments is strongly influenced by labour market conditions, the availability of suitable full-time work, jobactive provider services and the extent and nature of employment barriers faced by participants.

Help job seekers meet their mutual obligation requirements

- A central feature of the jobactive program is its emphasis on keeping job seekers activated and focused on finding employment.
- Work for the Dole places job seekers in activities where they can build employability skills, and get the experience and confidence to move from welfare to work, while giving back to their community.
- Providers are incentivised through the Performance Framework to ensure job seekers are activated and can meet their mutual obligations.
- The Targeted Compliance Framework focuses penalties on the small minority of job seekers who persistently do not comply with their requirements, while ensuring that requirements take into account each individual's capabilities.
- Ensuring that job seekers actively look for work and stay engaged with the labour market is a key objective of jobactive. Most job seekers participating in jobactive must search for work and have the requirement to look for work included in their Job Plan.
- The number of job searches which a job seeker needs to undertake is based on their individual circumstances and local labour market conditions.
- Job seekers can report their job search activities on the Job Seeker App or jobactive website, or directly to their provider.
- Providers need to ensure job seekers are aware of their job search requirements as well as when and how to report on their job search.

Risks to achieving the performance target

- This measure uses a job seeker's own assessment of changes in their motivation, which is influenced by personal and internal factors as well as program factors.
- Changes in the number and characteristics of job seekers participating in Work for the Dole activities, rather than other activities that fulfil mutual obligations, could affect the measure over time.
- Achieving the target for this measure is dependent on job seekers complying with the requirements of their Job Plan.
- Performance against this measure could be affected if providers do not adjust job search requirements to take into account personal and local factors—such as limited vacancies being available in a small labour market.

jobactive organisations deliver quality services

- By tailoring their services to employers' needs, jobactive providers are better positioned to help job seekers achieve job placements, while providing a valuable service for employers.
- A range of initiatives and incentives are available through jobactive to help employers hire unemployed job seekers at no cost to the employer. This includes screening and shortlisting candidates, providing support after the employee starts work, and help to access Wage Subsidies if the employer hires an eligible job seeker.
- jobactive providers are monitored to ensure they are delivering the services to help job seekers into work and to meet employers and other stakeholders' needs to which they committed as part of their Service Delivery Commitments.
- Service Delivery Commitments are based on the obligations a jobactive provider made in its tender response and Service Delivery Plan.

Risks to achieving the performance target

- Providers not taking into account employer needs and individual job seeker capabilities may result in unsuitable participants being referred to vacancies.
- Providers not delivering on their service delivery commitments.
- Competing priorities result in fewer commitments being assessed.

Overall program efficiency

- The cost per employment outcome is the key efficiency measure of jobactive.

Risks to achieving the performance target

- This measure is driven by program costs, including outcome payments and administration fees paid to providers. The extent to which providers achieve employment outcomes for different cohorts of job seeker, and take up of Wage Subsidies or use of the Employment Fund, affects the overall cost of jobactive.
- The number of employment outcomes achieved is influenced by labour market conditions and the composition of the caseload.
- Poor targeting of expenditure and provider time can reduce the efficiency of jobactive by spending discretionary funds where they are not needed, or failing to sufficiently invest in job seekers for whom this would make a significant difference.

Outcome 4: Performance measures - jobactive

Program	Performance measure	Annual targets	Methodology	2019–20	2020–21	2021–22	2022–23
4.1	Proportion of job placements sustained to 26 weeks	Overall 30% Indigenous Job Seekers 30%	Calculated as the proportion of job placements recorded by jobactive providers on the department's information technology system that convert to a paid 26-week outcome. The department reports publicly on this measure each year. Data source: DESE, Program administrative data	○	○	○	○
4.1	Proportion of job seekers employed three months following participation in employment services	Overall 45% Stream A job seekers 55% Stream B job seekers 40% Stream C job seekers 25%	The department surveys a sample of job seekers who participated in jobactive three months earlier on their employment status. The job seekers may have been on the jobactive caseload or exited jobactive when selected for the Post-Program Monitoring survey. Data is published in the quarterly Employment Services Outcomes Report. Data source: DESE, Program administrative data	○	○	○	○
4.1	Proportion of job seekers moving off income support, or with reduced reliance on income support, six months after participation in jobactive	40%	A snapshot of the income support status of all job seekers on the jobactive caseload is taken at the end of each month. Each job seeker's income support status is then compared with their income support status six months later. A significant reduction in a job seeker's reliance on income support payments is defined as an average reduction of 60 per cent or more. This measure includes participants in the Online Employment Services Trial. The department reports publicly on this measure each year. Data source: DESE, Program administrative data	○	○	○	○
4.1	Proportion of Work for the Dole participants who report increased motivation to find a job	75%	The department's Post-Program Monitoring survey measures the proportion of job seekers reporting an improvement in their desire to find a job around six weeks after commencing a Work for the Dole activity. The data is published in the quarterly Employment Services Outcomes Report. Data source: DESE, Post-program monitoring survey	○	○	○	○

Program	Performance measure	Annual targets	Methodology	2019–20	2020–21	2021–22	2022–23
4.1	Proportion of provider appointments attended by activity-tested job seekers	90%	The extent to which job seekers attend provider appointments is an established measure of job seeker engagement. The measure is calculated using administrative data. The measure calculates provider appointments attended as a proportion of the sum of attended appointments, appointments not attended for an invalid reason, and appointments where misconduct occurred. Missed appointments where the job seeker had a valid reason for not attending are excluded from the calculation. The department reports publicly on this measure each year. Data source: DESE, Program administrative data	O	O	O	O
4.1	Proportion of job seekers (with Mutual Obligation requirements) who are actively looking for work	90%	The measure calculates the proportion of active job seekers meeting their job search requirement when it is included in their Job Plan. The department reports publicly on this measure each year. Data source: DESE, Program administrative data	O	O	O	O
4.1	Proportion of employers satisfied with the assistance provided by a jobactive organisation	80%	The performance measure is the proportion of employers who used an employment service provider in the last 12 months who said they were satisfied with the assistance provided. The data is sourced from the department's Survey of Employers' Recruitment Experiences. The survey is broadly representative of Australian employers and has coverage of employers across all industries; metropolitan, regional and remote areas; and business sizes. The measure is calculated based on the employers who could recall the name of a jobactive provider they had used in the last 12 months. The department verifies that the named provider delivers jobactive services. The department reports publicly on this measure each year.	O	O	O	O

Program	Performance measure	Annual targets	Methodology	2019–20	2020–21	2021–22	2022–23
4.1	Proportion of jobactive organisations that meet their service delivery commitments	80%	Providers' delivery of their Service Delivery Commitments is monitored through the department's contract management arrangements. This measure calculates the proportion of jobactive providers that meet at least 80 per cent of their assessed Service Delivery Commitments. From 1 July 2018, 25 per cent of provider commitments are being assessed each six months, with all commitments assessed over two years. The department reports publicly on this measure each year. Data source: DESE, Program administrative data	◯	◯	◯	◯
4.1	Cost per employment outcome	$2,500	This measure is calculated annually using administrative data and data from the department's Post-Program Monitoring survey. It includes participants in the Online Employment Services Trial. Program costs include Employment Fund expenditure, administration fees and outcome payments. Employment outcomes are extrapolated from the number of job seekers who are employed three months after participation in jobactive, as measured by the department's Post-Program Monitoring survey. Employment outcomes include any type of employment, such as casual, part-time and full-time employment. The department reports publicly on this measure each year. Data source: DESE, Program administrative data and DESE Post-program monitoring survey	◯	◯	◯	◯
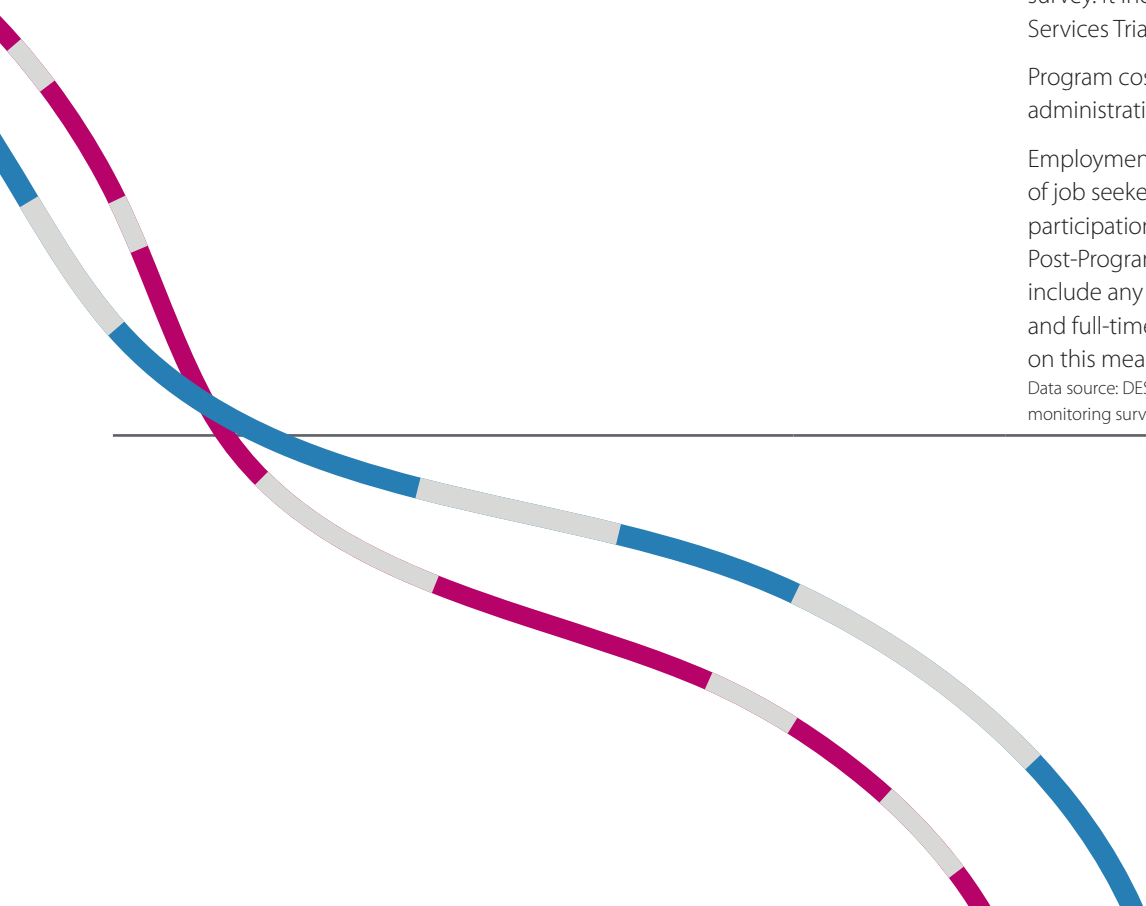
New Enterprise Incentive Scheme

Help people to create their own job through self employment

The New Enterprise Inventive Scheme (NEIS) helps people create their own job through self–employment by providing accredited small business training with mentoring and support for up to 52 weeks.

Risks to achieving the performance target

– Performance depends on the participants' aptitude and ability to manage self–employment, and the market support for their business idea.

ParentsNext

Support parents to build their work readiness or a pathway to education or work

ParentsNext is a national pre-employment program that assists parents of young children plan and prepare for employment by the time their youngest child reaches school age.

ParentsNext provides personalised assistance to parents to identify their education and employment goals, develop a pathway and link them to activities and services in the local community to achieve these goals.

The ParentsNext program also helps parents at risk of long-term welfare dependency identify and achieve their education goals.

As part of assessing a provider's performance, the department takes into account the overall increase in parents' work readiness, including Work Readiness Assessments.

Risks to achieving the performance target

– The accuracy of this performance measure is dependent on accuracy, quality and timeliness of Work Readiness Assessments undertaken by providers.

– Provider staff need to be trained using the third-party tool (Work Star) which is licensed by the department.

– Provider staff retention can affect the accuracy of assessment as it is based on a rapport between the provider and parent.

– The pool of candidates on a provider's caseload changes frequently.

Time to Work Employment Service

Support Indigenous prisoners prepare to find employment and reintegrate back into the community

The Time to Work Employment Service provides in-prison employment services to Aboriginal and Torres Strait Islander prisoners. The service is designed to ensure Indigenous prisoners are able to access to support they need upon release to better prepare them to find employment and reintegrate back into the community.

Providers are required to deliver three face-to-face meetings, two assessments and complete a transition plan with a facilitated transfer where possible.

Risks to achieving the performance target

– This measure relies on providers forming effective working relationships with prison staff, whose assistance is required to promote the program and provide access to facilities.

– Estimates of eligible prisoner numbers may differ from actual eligible prisoner numbers as they are based on the number of Aboriginal and Torres Strait Islander prisoners released in the previous six months, which can fluctuate.

Transition to Work

Help young people move into work or education

Transition to Work is designed to provide intensive, pre-employment support to improve the work readiness of young people aged between 15 and 21 (and between 15 and 24 from 1 January 2020) to help them into work (including apprenticeships or traineeships) or education.

This performance measure recognises the different ways a participant can find and stay in work.

A Transition to Work provider can receive:

- a 12-week employment outcome when a participant is employed for 12 cumulative weeks, where each period of employment comprises at least four weeks
- an education outcome when a participant attains a Certificate III course or higher, or Year 12
- an education outcome when a participant undertakes 26 consecutive weeks of full-time participation in or completion of a Certificate III course or higher, full-time participation in or completion of secondary education leading to a Year 12 qualification, or full-time participation in the Adult Migrant English Program or the Skills for Education and Employment program
- a hybrid outcome when a participant completes 12 consecutive weeks in a combination of employment and education participation (as described in the outcomes listed above).

A key objective of Transition to Work is to help participants move off, or reduce their reliance on, income support, or be on the path to becoming financially self-reliant and independent. Those who move onto Youth Allowance (student) payments are studying and earning qualifications that will improve their employment prospects in the future.

Risks to achieving the performance target

- Achievement of outcomes is influenced by the nature of services delivered by Transition to Work providers and local labour market conditions, particularly for young people. Education or hybrid outcome achievement relies on participants having the capacity to participate or complete a course at the requisite level.
- Sustainability outcomes depend on participants being placed in work that has the potential to be long-term, as well as the post-placement support offered by providers to both participants and employers.
- Achieving sustainable employment and reducing or removing reliance on income support payments is strongly influenced by labour market conditions, Transition to Work provider services, and the extent and nature of employment barriers faced by participants.
- Availability of suitable education options that meet the qualifying conditions for Youth Allowance (student) and that participants have the ability to engage in also affects performance against this measure.

Outcome 4: Performance measures – Other employment programs

Program	Performance measure	Annual targets	Methodology	2019–20	2020–21	2021–22	2022–23
4.1	Proportion of NEIS participants off income support or working 20 hours per week three months after participating in and then exiting NEIS	68%	It measures the proportion of NEIS participants off income support or working 20 hours per week three months after exiting NEIS. Data source: DESE, Program administrative data	○	○	○	○
4.1	Proportion of ParentsNext participants who increase their work readiness	Overall 80% Indigenous participants 80%	This measure is calculated using data from a third party tool. The measure calculates the proportion of parents who increase their work readiness based on their results in the Work Star assessment tool. Providers undertake an initial assessment and then re-assess parents every six months using the Work Star tool. The department reports publicly on this measure each year.	○	○	○	○
4.1	Number of participants who improve their education (completion of an education course higher than the participant's previous education level) or find employment	Overall 5,000 Indigenous participants 1,000	This measure uses administrative data recorded in the department's employment services system as well as earnings reported by participants to Services Australia. The department reports publicly on this measure each year. Data source: DESE, Program administrative data	○	○	○	○
4.1	Proportion of early school leavers who are in or have completed education or training	25%	Administrative data is used to determine the number of parents who commence, or are expected to commence, in an accredited education course, complete an accredited education course higher than their previous level of education or achieve an education outcome. The department reports publicly on this measure each year. Data source: DESE, Program administrative data	○	○	○	○

Program	Performance measure	Annual targets	Methodology	2019–20	2020–21	2021–22	2022–23
4.1	Proportion of eligible prisoners that participate in the service	50%	Data for this measure is sourced from state and territory governments (estimated eligible prisoner numbers) and departmental administrative data sources (participant numbers). The measure calculates the number of participants as a proportion of eligible prisoners where providers have commenced delivering services in a prison. The department reports publicly on this measure each year.	○	○	○	○
4.1	Proportion of participants who exit the service with an approved transition plan	25%	The measure calculates the number of participants who exit the service with an approved transition plan as a proportion of the total number of participants who have exited the service. The department reports publicly on this measure each year. Data source: DESE, Program administrative data	○	○	○	○
4.1	Proportion of placements sustained to a 12-week employment outcome or hybrid outcome, or an education outcome	65%	This measure is calculated as the proportion of Transition to Work placements sustained to a 12-week employment or hybrid outcome, or an education outcome, using administrative data. The department reports publicly on this measure each year. Data source: DESE, Program administrative data	○	○	○	○
4.1	Proportion of placements that are converted to sustainability outcomes	40%	This measure is calculated as the proportion of placements converted to sustainability outcomes using administrative data. The department reports publicly on this measure each year. Data source: DESE, Program administrative data	○	○	○	○
4.1	Proportion of Transition to Work participants moving off income support, reducing their reliance on income support, or moving on to Youth Allowance (student) six months after participating in the service	30%	This measure is calculated as the proportion of Transition to Work participants moving off income support, reducing their reliance on income support (defined as a reduction of 60 per cent or more), or moving onto Youth Allowance (student) six months after participating in the service. The department reports publicly on this measure each year.	○	○	○	○

Enabling capabilities

The department recognises that capabilities enable us to achieve our purpose and we must continue to enhance the way we work. This includes focusing on strengthening our culture, building a dynamic operating model, investing in our workforce and maintaining strong internal and external partnerships.

A healthy organisation will constantly look at ways to refresh itself. For us, this involves reviewing our capability, developing and promoting our people's skills and learning, and investing strategically in information technology.

Corporate and Enabling Services

The Corporate and Enabling Services Group plays a pivotal role in driving key governance, parliamentary, communication, audit, legal, information technology, information management, financial, property and people capability outcomes for the department. The group builds capability, supports delivery and enhances accountability; lifting performance and helping all staff to deliver the department's purpose and outcomes in an evolving environment.

We will continue work to improve the impact, cost and performance of our functions. In everything, we do, we aim to support a positive, flexible, safe and innovative workplace culture. It is important that we lead by example in the way we deliver our enabling functions, particularly in our workplace practices and policies.

The department also shares enabling services with other APS departments and agencies. We provide IT and some other corporate services such as library and theatre (including audio visual) services, to other government departments.

The Department of Finance's Service Delivery Office supplies our department with core transactional services including accounts payable and receivable, payroll and payroll administration.

Integration Taskforce

Following the establishment of the department, we have formed an Integration Taskforce.

The role of the Taskforce is to review critical aspects of the department's operating model and culture, and identify and commence implementation of a series of initiatives specifically designed to strengthen connections across policy advice and development, program and operational areas of the department.

Governance

The department's governance committee structure supports the department by providing 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* and the *Public Service Act 1999*.

The department's governance committees

Secretary (Accountable Authority)

Executive Board

Audit and Assurance Committee

Policy and Strategy Committee

Investment and Implementation Committee

People, Culture and Engagement Committee

Indigenous Business is Everyone's Business Committee

Risk, Security and Governance Committee

People and culture

Our people are our greatest strength and key to delivering on the department's commitments to the Australian public. The department will build on our strong cultural values, a focus on leadership capability and the principle that Indigenous business is everyone's business.

During 2020–2021, we will design and implement a new departmental People Strategy supported by an enterprise workforce plan. Our workforce planning framework will facilitate operational workforce planning at all levels, inform enterprise workforce planning and ensure we have people with the right skills, in the right place, at the right time. The department will also seek to better understand its current and future capability and workforce needs by segmenting the workforce in accordance with the APS Job Family Model. The data obtained from analysis of job family data can aid in decision making in the areas of attraction, retention, learning and development, and succession planning.

Our focus during 2019–2020 continues to build our shared culture and behaviours to develop the department's leadership and wellbeing capability. Our culture underpins how we work to achieve our purpose, to position us with the right capability, passion and pride to make a difference – delivering education that allows every Australian and all of Australia to thrive. We will define and communicate our agreed culture, driving a high-performing workforce that contributes to stronger service delivery outcomes and higher productivity.

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 and employment outcomes for Aboriginal and Torres Strait Islander peoples and their communities.

The department's ongoing commitment to supporting outcomes for Aboriginal and Torres Strait Islander peoples is evidenced by our efforts to strengthen reconciliation and build greater understanding between Aboriginal and Torres Strait Islander peoples and the broader Australian community.

This year, we continue to invest in opportunities to improve employment outcomes for our Indigenous staff and will work on developing a new Reconciliation Action Plan.

Technology

We provide technology platforms and application solutions that address and support departmental business needs and major business transformation projects.

The department currently has two technology strategies that support both the Education and Skills programs, and the Employment programs. These strategies will be redesigned into a single strategy in 2020–21. The strategies set the direction for providing technology solutions that are modular, less complex, easier to maintain and responsive in addressing departmental business needs. The strategies will enable and support major business transformation projects, bring together our data reforms, and build our technology capabilities.

In 2019–20, the department will enhance the productivity tools that support our staff, encourage collaboration, and enable user-centred ways of working.

We will continue to transition our systems to cloud computing where it is cost effective and appropriate to do so. We will continue to strengthen the security and integrity of the department's IT systems and data holdings, including delivering ongoing improvements to reduce the risk of cyber intrusion through the implementation of the Australian Cyber Security Centre's eight essential mitigation strategies to prevent cyber incidents.

We will work with our users to co-design and enhance our online service offerings, modernise technology, and build our data and analytics capability. We will continue to adopt whole-of-government services, partner with industry and leverage re-use of technology across government where appropriate.

Data and analytics

We seek to become a more data-driven organisation and invest in maturing our organisational data management capability. Improved data capability will allow our department to harness our data for better outcomes for Australians.

The department has a range of data management initiatives that support the improved use of data, while ensuring the security and privacy of the data we hold is maintained.

Our priorities to build our data management and analysis capabilities include:

- delivering a program of data-driven analytical research for national leadership in education, skills and employment policy
- connecting data to better understand education and employment transitions and lifelong learning through the National Education Evidence Base
- ensuring data held by the department remains safe and secure
- delivering innovative projects such as the New Employment Services Model and the Jobs and Education Data Infrastructure (JEDI) project
- developing and implementing a new department-wide data strategy to grow capability, harness data, improve data quality and assurance, data sharing and integration and communicate data insights, while safeguarding individual privacy and ensuring compliance with all legislative obligations. This will bring together the current data strategies that support the Education and Skills programs, and the Employment programs.
- continuing to build staff capability in data literacy and data analytics.

Evaluation and research

The Evaluation, Research and Evidence Framework 2015–2020 features four pillars — evaluation, research, data management and evidence capability. The framework will guide our investment in evaluation and research to ensure it supports evidence-based policy advice and maximises the use of the insights we collect.

This year we will evaluate the design and impact of a number of departmental programs and trials. This will include evaluations of the new employment services trial, the national expansion of ParentsNext, Empowering YOUth Initiatives, the Youth Jobs PaTH, Career Transition Assistance, Entrepreneurship Facilitators, the Online Job Seeker Classification Instrument (JSCI) trial and the Online Employment Services trial.

We will prioritise our research efforts in line with our strategic goals to maximise the return on our investment. We will support research projects from across the department and collaborate with other agencies to support evidence-based decision making and to inform broader debate. We will also leverage international best practices, experiences and research in line with the department's International Engagement Strategy.

We will also work to enhance the availability of data and evidence to build staff capability in conducting research and in analysing and using evidence.

Project management

To guide effective delivery, the department has developed a Project Management Framework that outlines our approach to managing departmental projects and change initiatives. It is a practical guide to project management with flexible and scalable approaches for successful delivery, ensuring the project's benefits remain a critical element through the project's life cycle.

Our five key priorities are:

- ensuring the framework is fit-for-purpose and applied consistently
- promoting better practice in project management
- continuing to build staff capability
- leveraging the lessons learned from projects to improve the delivery of future initiatives
- providing a portfolio view of project performance to enable sound decision making.

Communication

The department's Digital and Communications Strategy 2017–20 supports us to deliver coordinated engagement and communication in line with our stakeholders' needs and the whole-of-government digital transformation agenda.

The strategy focuses on five 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.

Finance

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 our Ministers and stakeholders. To maximise the use of scarce resources, government funding must be allocated effectively and be based on corporate priorities.

We are leading a program of organisational reform with a commitment to continuous improvement and efficiency of our internal business support practices. The department is a CPA Australia recognised partner, underlining our commitment to investing in the financial capability of our employees. With the introduction of the Portfolio Project Office, we are improving our capability in project costing to support effective management of project investments.

The department also participates in the Streamlining Government Grants Administration Program, which includes delivering grant programs through the Community Grants Hub and Business Grants Hub to provide grant recipients a streamlined service.

Acronyms

ABS	Australian Bureau of Statistics
AEDC	Australian Early Development Census
APS	Australian Public Service
ARC	Australian Research Council
ASQA	Australian Skills Quality Authority
ATO	Australian Taxation Office
COAG	Council of Australian Governments
CPA	Certified Public Accountant
HDR	Higher Degree by Research
HEIMS	Higher Education Information Management System
HELP	Higher Education Loan Program
ITE	Initial Teacher Education
NAPLAN	National Assessment Program Literacy and Numeracy
NCRIS	National Collaborative Research Infrastructure Strategy
NCVER	National Centre for Vocational Education Research
OECD	Organisation for Economic Co-operation and Development
PBS	Portfolio Budget Statements
PGPA	*Public Governance, Performance and Accountability Act 2013*
PISA	Programme for International Student Assessment
PM&C	Department of the Prime Minister and Cabinet
PPO	Portfolio Project Office
QILT	Quality Indicators for Learning and Teaching
RTO	Registered Training Organisation
SES	Socioeconomic Status
SRS	Schooling Resource Standard
TEQSA	Tertiary Education Quality and Standards Agency
VET	Vocational Education and Training

Glossary

Assessment:
An assessment of performance by the department based on evidence and informed judgement.

Delivery:
Delivery of a specific measure, supported by verifiable evidence.

Evaluation:
A systematic and objective assessment of an investment, program or policy to produce evidence, which informs major decisions and highlights lessons learnt.

SciVal:
SciVal is a tool for citation-based research evaluation using the Scopus database.

Scopus:
Scopus is a large abstract and citation database of peer-reviewed literature: scientific journals, books and conference proceedings.

Survey:
Information sought from delivery partners and/or stakeholders to understand the results of an activity. Where practical, benchmarked against other surveys.

Contact us

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