

Audit report of the 2021–22
annual performance statement

Department of Education, Skills and
Employment



Auditor-General for Australia



INDEPENDENT AUDITOR'S REPORT

To the Minister for Finance

Conclusion

I have undertaken a reasonable assurance engagement of the attached 2021–22 Annual Performance Statements of the Department of Education, Skills and Employment (the Entity).

In my opinion, the attached 2021–22 Annual Performance Statements of the Entity are prepared, in all material respects, in accordance with the requirements of Division 3 of Part 2-3 of the *Public, Governance, Performance and Accountability Act 2013* (the Act), including accurately presenting the Entity's performance in achieving its purposes in the reporting period.

Audit criteria

In order to assess whether the Entity's annual performance statements complied with Division 3 of Part 2-3 of the Act, including accurately presenting the Entity's performance in achieving its purposes in the reporting period, I applied the following criteria:

- whether the annual performance statements comply with Division 2 of Part 2-3 of the *Public, Governance, Performance and Accountability Rule 2014* (the Rule);
- whether the performance measures and targets in the annual performance statements are appropriate as required by Division 1 of Part 2-3 of the Rule to accurately measure the entity's performance in achieving its purposes in the reporting period; and
- whether the results reported against the performance measures in the annual performance statements and accompanying supporting analysis are accurate and complete, and supported by appropriate records.

Accountable Authority's responsibilities

As the Accountable Authority of the Entity, the Secretary is responsible under the Act for:

- the preparation and fair presentation of annual performance statements that accurately reflect the Entity's performance and comply with the Act and Rule;
- keeping records about the Entity's performance in accordance with requirements prescribed by the Act; and
- establishing such internal controls that the Accountable Authority determines is necessary to enable the preparation and presentation of the annual performance statements that are free from material misstatement, whether due to fraud or error.

Auditor-General's responsibilities

My responsibility is to conduct a reasonable assurance engagement to express an independent opinion on the Entity's annual performance statements.

I conducted my audit in accordance with the Australian National Audit Office Auditing Standards, which include the relevant Standard on Assurance Engagements (ASAE) 3000 *Assurance Engagements Other than Audits or Reviews of Historical Financial Information* issued by the Auditing and Assurance Standards Board. In accordance with this standard, I plan and perform my procedures to obtain reasonable assurance about whether the performance measures and accompanying results presented in the annual performance statements of the Entity accurately reflect the Entity's performance in achieving its purpose and comply, in all material respects, with the Act and Rule.

The nature, timing and extent of audit procedures depend on my judgment, including the assessment of the risks of material misstatement, whether due to fraud or error, in the annual performance statements. In making these risk assessments, I obtain an understanding of internal control relevant to the preparation of the annual performance statements in order to design procedures that are appropriate in the circumstances.

I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my conclusion.

Independence and quality control

I have complied with the independence and other relevant ethical requirements relating to assurance engagements and applied Auditing Standard ASQC 1 *Quality Control for Firms that Perform Audits and Reviews of Financial Reports and Other Financial Information, Other Assurance Engagements and Related Services Engagement* in undertaking this assurance engagement.

Inherent limitations

Because of inherent limitations of an assurance engagement, it is possible that fraud, error or non-compliance may occur and not be detected. An assurance engagement is not designed to detect all instances of non-compliance of the annual performance statements with the Act and Rule as it is not performed continuously throughout the period and the assurance procedures performed are undertaken on a test basis. The reasonable assurance conclusion expressed in this report has been formed on the above basis.

Australian National Audit Office



Grant Hehir
Auditor-General

Canberra

Date 26 September 2022



Australian Government
**Department of Education,
Skills and Employment**

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ANNUAL REPORT



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Statement by the accountable authority

Statement by the accountable authority

I, as the accountable authority of the Department of Education, Skills and Employment during the 2021–22 reporting period, present the 2021–22 annual performance statements of the department, as required under paragraph 39(1)(a) of the *Public Governance, Performance and Accountability Act 2013*.

In my opinion, these annual performance statements are based on properly maintained records, accurately reflect the performance of the entity, and comply with subsection 39(2) of the *Public Governance, Performance and Accountability Act 2013*, with the exception of verifying the third party data for PM023.

Michele Bruniges

Dr Michele Bruniges AM
19 September 2022

Our purpose, outcomes and programs

The purpose of the Department of Education, Skills and Employment (the department): to contribute to Australia's economic prosperity and social wellbeing by creating opportunities and driving better outcomes for people, through education, skills and employment pathways.

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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.

The following programs support the delivery of this outcome:

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

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Outcome 2

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

The following programs support the delivery of this outcome:

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

3 Outcome 3

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

The following programs support the delivery of this outcome:

- Program 3.1 Building Skills and Capability
- Program 3.2 VET Student Loans

4 Outcome 4

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

The following program supports the delivery of this outcome:

- Program 4.1 Employment Services

Note: Outcome and program numbering in these annual performance statements reflects the Department of Education, Skills and Employment on 30 June 2022. Under the Administrative Arrangements Order of 23 June 2022 (effective 1 July 2022) the Department of Education, Skills and Employment was renamed the Department of Education and responsibility for skills and employment transferred to the newly established Department of Employment and Workplace Relations.

Analysis

During 2021–22 the department provided support to the Australian people as the COVID-19 pandemic continued to present challenges to individuals and local and global communities. Following on from the rapid changes experienced during the initial outbreak of the pandemic, we continued to monitor and adjust the way we delivered programs and services to the Australian community.

The department has a strong commitment to quality performance reporting and has invested significantly to lift internal capability and improve reporting. Over a number of years the department has focused on continual improvement, including refining our performance measurement selection and improving how we work with third parties to enable the provision of high-quality performance data.

The department's 2021–22 Annual Performance Statements were audited by the Australian National Audit Office (ANAO) for the first time this year. The department is one of the early participants in the ANAO annual performance statements program of audits. The department allocated significant resources to support the audit. At the time of signing the Annual Performance Statements, the audit opinion had not been received by the department.

The following pages discuss the major deliverables for the department in early childhood education and care, youth, schools, higher education, skills, employment and workforce, and present the results of each of our performance measures as published in the 2021–22 Corporate Plan.

Early childhood and youth

Emergency management

COVID-19 and other natural disasters continued to have a significant impact on the early childhood education and care sector in 2021–22. To support families and child care services the government provided support, including:

- \$281 million in business continuity payments made in 2021–22 to support over 6,400 services in extended lockdowns
- unlimited paid absences through lockdowns and the initial COVID-19 Omicron wave, as well as an extra 10 paid absences for use at any time during the 2021–22 financial year
- \$2.89 million in flood support payments of \$10,000 made in 2021–22 for services affected by the 2022 New South Wales and Queensland floods
- increasing and expanding eligibility for Community Child Care Fund special circumstances funding.

Services were also able to receive the Child Care Subsidy (CCS) and waive gap fees for children who did not attend care during lockdowns, when a service had to close due to the impacts of emergency events or COVID-19, and when a child or a member of their immediate household had COVID-19.

Higher Child Care Subsidy for families with multiple children and removal of the annual cap

Ongoing measures to provide a Higher Child Care Subsidy for families with multiple children and to remove the annual cap were included as part of the Women's Budget Statement 2021–22, to reduce child care costs for families with multiple children aged 5 and under in care. In December 2021, the CCS annual cap of \$10,655 per child for families earning over \$190,015 was removed for the entire 2021–22 financial year onwards. In March 2022, CCS rates for families using care for 2 or more children aged 5 or under increased by 30 percentage points for their second child and younger children, up to a maximum subsidy rate of 95%.

Starting Blocks website

On 7 February 2022, changes were made to www.startingblocks.gov.au to make it easier for families to access key information about early childhood education and care. The changes meant that families could use a single website to access information on location, fees, inclusions, vacancies and quality ratings. There were 2 new functions which allowed families to compare early childhood education and care services side by side, and a new simple calculator to allow families to estimate their out-of-pocket costs.

Preschool Reform Agreement

In 2021, the Australian Government provided funding of \$453.2 million to states and territories under the National Partnership Agreement on Universal Access to Early Childhood Education (UANP) to support universal access to quality early childhood education programs. The UANP concluded on 31 December 2021 and final payments were made to states and territories by 30 June 2022. The UANP is succeeded by the \$2 billion Preschool Reform Agreement (PRA) 2022–2025. The PRA has been agreed by all states and territories and will continue to support universal access to at least 15 hours of preschool each week (600 hours a year) for children in the year before they start school, with a new focus on improving preschool participation and maximising preschool benefits by improving outcomes.

Child Care Safety Net

In addition to the support provided to help the early childhood education and care services through COVID-19, the programs that are part of the Child Care Safety Net continued to support families and children to access quality care and early learning. The Inclusion Support Program, which supports early childhood education and care services to improve their capability and capacity to provide quality inclusive practices for all children, has assisted eligible services to support children's mental health and wellbeing generally. The Community Child Care Fund Program is delivering grants over 4 years (2021–22 to 2024–25) to around 900 services in vulnerable and disadvantaged communities and in regional and remote locations.

Improving outcomes for First Nations children and families

The Connected Beginnings Program expanded from 24 to 31 sites across Australia in 2021–22 and supports around 10,200 First Nations children. Of the 31 sites, 7 are directly led by Aboriginal Community-Controlled Organisations, and an additional 6 work in close partnership to build capacity and knowledge to lead future projects. The program is embedding the Closing the Gap Priority Reforms through its national expansion and contributes to outcomes under the National Agreement on Closing the Gap by increasing participation in early education activities and increasing school readiness.

Connected Beginnings aims to support First Nations children aged 0 to 5 to be school ready through integration of early childhood education, health and family support services and programs in each community. The program employs over 110 local people, of whom 59% identify as First Nations.

Achievements demonstrated by the program since its commencement in 2016 include:

- Preschool attendance in Derby, WA saw an increase from 12.3% in 2019 to 18.8% in 2021.
- Preschool attendance in Ceduna, SA saw an increase from 26.5% in 2019 to 32.7% in 2021.
- Preschool attendance in Galiwin'ku, NT saw an increase from 4.5% in 2019 to 12.3% in 2021.
- While the national percentage of all children reported to be on track in all the 5 Australian Early Development Census domains¹ in 2021 was higher, at 54.8%, the percentages in Alice Springs (47.5%) and Angurugu (47.6%), are higher than the Northern Territory (NT) average of 38.6%.

The Secretariat of National Aboriginal and Islander Child Care – National Voice for our Children (SNAICC) has been engaged as the community partner for the program. SNAICC will lead local engagement with First Nations communities, stakeholders and services to support the establishment of new sites and the ongoing implementation of community-led and culturally safe early childhood projects. This supports greater shared decision-making and partnership with the community-controlled sector on the program moving forward.

Australia's Youth Policy Framework

Australia's Youth Policy Framework was released on 12 August 2021. The framework sets out a blueprint for how the government is supporting young people to navigate life's challenges and be engaged and active citizens who contribute productively to society. The culmination of extensive consultations with young people in 2019 and 2020, the framework identified engagement, health and wellbeing (including mental health), opportunity and security, inclusion and the environment as priority areas.

¹ The Australian Early Development Census (AEDC) is a nationwide data collection of early childhood development at the time children commence their first year of full-time school. This instrument collects data relating to 5 key areas of early childhood development referred to as 'domains': physical health and wellbeing, social competence, emotional maturity, language and cognitive skills (school-based), and communication skills and general knowledge.

Schools

COVID-19 response

The disruptions due to the COVID-19 pandemic that were first experienced in 2020–21 continued to impact our school communities. While school systems, along with school leaders and teachers, have faced ongoing challenges, face-to-face learning was prioritised wherever possible.

Following its cancellation in 2020, the National Assessment Program – Literacy and Numeracy (NAPLAN) recommenced in 2021. In 2022 over 9,000 schools participated, with a record 4.3 million NAPLAN tests completed during the test window by students in years 3, 5, 7 and 9. The results will provide important insights into student achievement in key learning areas.

The department continued to support schools, teachers, students and their families through the funding of initiatives to build capability and deliver services to improve student outcomes.

Funding for schools

In the 2021 calendar year, the department delivered recurrent funding to support school education:

- \$9.3 billion to the states and territories for government schools
- \$14.4 billion to non-government education authorities for non-government schools.

Funding arrangements are informed by the Schooling Resource Standard, which includes a base amount for every primary and secondary school student, with additional funding to target priority equity cohorts, small schools, and regional and remote areas.

In 2021–22 the Direct Measure of Income (DMI), used to determine the capacity of a school's community to financially contribute towards the school's operating costs, was implemented in full following close consultation and partnership work. The DMI is a shift from previous arrangements which used area-based assessments of socio-economic status to determine capacity to contribute.

National reform

Throughout 2021–22 the department continued to work closely with states and territories to progress the 3 reform directions under the National School Reform Agreement (NSRA):

- Supporting students, student learning and student achievement
- Supporting teaching, school leadership and school improvement
- Enhancing the national evidence base.

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These are being implemented through 8 NPIs, together with a suite of state/territory-specific activities outlined in bilateral agreements between the Commonwealth and each state and territory. The NPIs are available on the [department's website](http://www.education.gov.au/quality-schools-package/national-school-reform-agreement) (www.education.gov.au/quality-schools-package/national-school-reform-agreement).

The following points detail key achievements under the auspices of the NSRA in 2021–22:

- All initial teacher education providers had an endorsed Teaching Performance Assessment (TPA) in place from late 2021. Pre-service teachers must now complete a TPA before graduation. Alongside reforms previously implemented under the NSRA, the TPA will see that graduate teachers are classroom ready and meet the requirements of the graduate career stage of the Australian Professional Standards for Teachers.
- The Online Formative Assessment Initiative (OFAI) entered into a prototype testing phase, with the South Australian Department for Education assuming project management responsibility during the course of the year.
- In September 2021 the Australian Education Research Organisation's first Strategic Plan and Research Agenda was approved by education ministers, concluding delivery of the independent national evidence institute to inform teacher practice, system improvement and policy development.
- Implementation of the first wave of a new national Post-School Destinations Survey began during 2022. The survey seeks to provide reliable estimates of post-school outcomes for key equity groups, and provide participating states and territories, schools and Year 10 students with relevant and timely information on career interests, future plans, and learning.
- In 2021 and 2022 the department worked with New South Wales, South Australia, and the Northern Territory, and representatives from the Catholic and independent school sectors in those states, to design and deliver a pilot of the national Schools Unique Student Identifier (USI). The pilot demonstrated that the model would enable education authorities and schools to effectively connect to the Office of the Student Identifiers Registry systems via their own systems and generate and maintain national USIs.

In addition, the Productivity Commission is conducting a review of the NSRA on behalf of the education ministers. The review includes an assessment of the effectiveness of the NPIs and the appropriateness of the measurement framework.

On 24 February 2022 the report [Next Steps: Report of the Quality Initial Teacher Education Review](http://www.education.gov.au/quality-initial-teacher-education-review/resources/next-steps-report-quality-initial-teacher-education-review) (www.education.gov.au/quality-initial-teacher-education-review/resources/next-steps-report-quality-initial-teacher-education-review) was released, outlining the findings of the Quality Initial Teacher Education Review Expert Panel, Ms Lisa Paul AO PSM (Chair), Mr Malcolm Elliott, Emeritus Professor Bill Loudon AM and Mr Derek Scott. The report made recommendations on how best to attract and select high-quality candidates into initial teacher education, prepare them to become effective teachers and strengthen support for them in the early years of their career. The report is the outcome of a review of initial teacher education announced in April 2021. The government has prioritised working with states, territories, non-government systems and peak bodies to address teacher workforce shortages, and this will be a significant focus of work in the coming year.

Higher education, research and international education

In 2021–22 the department implemented policies focused on enabling the higher education and international education sectors to continue their teaching and research activities during the COVID-19 pandemic and beyond.

Research

In 2021–22 the government continued to invest in research through the commitment of \$2 billion in research block grant funding to higher education providers to support Australian research and research training, through the Research Support Program and Research Training Program (RTP).

In 2021 the RTP industry internship weighting was successfully implemented. This introduced an additional weighting for each research doctorate student who completes their course having undertaken an eligible industry internship. Industry internships will strengthen links between industry, universities and research doctorate students, exposing students to real-world problems.

Support for Australia's international education sector

The opening of borders in December 2021 saw international students returning to onshore study in Australia. However, rebuilding student numbers to pre-COVID levels remained a focus for the international education sector. Further assistance was delivered to English language education providers most affected by the decline in international enrolments.

The **Australian Strategy for International Education 2021–2030** (www.education.gov.au/australian-strategy-international-education-2021-2030) was released on 26 November 2021, following consultation with more than 1,600 stakeholders. The strategy identifies 4 priorities for the sector: diversification, meeting Australia's skills needs, placing students at the centre, and supporting Australia's growth and competitiveness. In support of these priorities, the department has launched a number of initiatives to encourage innovative education offerings in new modes of delivery, in emerging markets and in areas of national skills needs. The government also continues to strengthen bilateral government partnerships and engage in multilateral fora to enhance the competitiveness of Australia's international education sector.

The department continues to work with other government agencies to counter foreign interference and to safeguard our national interests and the reputation of Australian universities. One aspect of this is working with the sector to develop and implement the refreshed *Guidelines to counter foreign interference in the Australian university sector*.

Improving the collection of student information

The department is continuing work on the Tertiary Collection of Student Information (TCSI) system in collaboration with higher education providers, giving providers access to core benefits of the system. Recent achievements include:

- TCSI has been used to efficiently assess, process and manage student loans and entitlements, in collaboration with the Australian Taxation Office (ATO) and Services Australia.
- Student loan recredits are being processed through TCSI in partnership with the Ombudsman.
- Near real-time data is being used to support policymakers, regulators, public stakeholders and government.

Initial work has also begun on modernising the collection of international student information through the Provider Registration and International Student Management System.

Continued refinement of support for students from equity backgrounds

From 2022 the Tertiary Access Payment was expanded to students from inner regional areas, alongside those from outer regional and remote areas, to provide support with relocation costs. In 2021 payments were operationalised through Conditions of Grant with 40 universities for university students, and Services Australia administered payments to students enrolled with vocational education and training providers and non-university higher education providers. Under the Conditions of Grant, universities have provided financial acquittals capturing student payments and administration costs in 2021. From 2022 all payments are now administered by Services Australia with monthly and annual reporting requirements in place.

A review of the National Disability Coordination Officer Program was completed. This will inform upcoming consultation to target funding and support for students with disability.

The Regional University Centres (RUC) program was strengthened and expanded, with a competitive grant process undertaken and the announcement of 6 new RUCs, adding to the 26 already in place, and commitment to a further 4 years of funding for the initial 16 RUCs. Key projects were also completed and initial findings implemented, including a scoping study to inform future RUC locations, and a research project reviewing RUC partnership arrangements. Australia's first Regional Education Commissioner, the Hon Fiona Nash, was appointed in 2021 with a broad remit to support regional students and communities from early childhood to higher education. This includes monitoring the implementation of recommendations from the National Regional, Rural and Remote Tertiary Education Strategy (Naphthine Review) and leading cross-sector research projects.

University–industry collaboration in teaching and learning

The final report of the Review into University-Industry Collaboration in Teaching and Learning, led by professors Martin Bean CBE and Peter Dawkins AO, was released on 7 December 2021. It recommended short-term and long-term actions that government, universities and industry can take to strengthen graduate outcomes, encourage lifelong learning, and build a highly skilled workforce. Responding to the recommendation to scale up industry-focused micro-credentials in higher education, the department commenced implementation of a micro-credentials initiative with funding of \$32.5 million from 2021–22 through to 2025–26.

Skills and training

The vocational education and training (VET) system plays an important role in supporting Australia's growth and prosperity. Ensuring Australia's VET sector is responsive to dynamic labour market conditions is critical to helping prepare Australians for the workforce opportunities of today and the future.

COVID-19 response

As part of the response to the COVID-19 pandemic, funding was invested to deliver targeted skills initiatives to rebuild Australia's economy and develop the skills needed for the nation's future. Collaboration between all governments, as well as engagement with industry and training providers, was critical in addressing the challenges and planning a way forward.

The department administered 3 significant wage subsidy measures that supported the continued employment and training of apprentices and trainees:

- The Boosting Apprenticeship Commencements and Completing Apprenticeship Commencements wage subsidies provided financial support for apprentices and trainees who commenced or recommenced their Australian Apprenticeship during the economic recovery from the COVID-19 pandemic.
- The Supporting Apprentices and Trainees (SAT) wage subsidy was a retention measure designed to shield apprentices and trainees from the economic impacts of the COVID-19 pandemic.

The Australian Government partnered with state and territory governments to continue the \$1 billion JobTrainer Fund to provide free or low-fee training for job seekers and young people in areas of identified skills need. In 2021 the Australian Government allocated an additional \$500 million (with matched funding from states) to extend JobTrainer to 31 December 2022 and expand eligibility to provide free or low-fee training to more Australians. By the end of the 2021–22 financial year, more than 448,000 Australians were supported to enrol in free or low-fee training to help them obtain skills for in-demand jobs, including more than 245,000 enrolments in 2021–22 (based on state and territory reporting).

In response to COVID-19 an additional 72,000 participants commenced or enrolled in units of infection control training, with over 6,000 in the 2021–22 financial year. More than 58,000 participants completed these units by the closure of the National Infection Control Training Fund on 15 December 2021, with over 11,000 completions in the 2021–22 financial year.

To assist with Australia's economic recovery from the impact of COVID-19 and to fill skills shortages, the Australian Government also introduced Skills Assessment Pilots to maximise the contribution of Australia's onshore migrant workforce where there is a shortage of skilled labour.

Skills reform

During 2021–22 the department continued to progress key future skills reform priorities for the VET system through:

- further developing the work of the National Careers Institute (NCI) including through the Your Career website and Enhanced Support for School Leavers initiative so that Australians have access to reliable and accurate careers information, resources and support irrespective of their age or career stage
- continuing the NCI's engagement with employers, students, VET practitioners and education and training providers through the Australian Training Awards to promote the benefits of vocational education and training across 16 categories
- delivering the Vocational Education and Training Information Strategy to raise the status of VET as an equal choice pathway, including through almost 600 Australian VET alumni who inspire people making career decisions by sharing their personal stories of success
- transforming VET activity data collection through the VET Data Streamlining program, which is implementing a new standard and policy framework for VET data, and building a national cloud-based ICT system that is scalable, flexible, efficient and stable
- engaging with key stakeholders on longer term skills reform, including working with states and territories and the National Skills Commission to better understand future skills priorities and priorities for future investment.

These changes occurred as part of the wider skills reform agenda guided by the Heads of Agreement for Skills Reform signed by the National Cabinet. Under the heads of agreement all state and territory governments committed to immediate reforms to support excellence in the VET sector.

Implementation of the immediate reform priorities has included:

- skills and training ministers agreeing to new industry engagement arrangements for the VET system to enhance the role of industry and embed improved governance
- qualification reform trials to build the evidence base required to inform future national training products necessary to support a strong and adaptable national training system
- significant stakeholder consultation to support key reforms to the quality of training delivery including revising the Standards for Registered Training Organisations (RTOs), building RTO capability and capacity for continuous improvement and developing measures to support the quality of the VET workforce.

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Over 2021–22 the department also worked closely with the states and territories on a range of Commonwealth–state agreements:

- The National Partnership for the Skilling Australians Fund expired on 30 June 2022. Over 4 years, the Commonwealth contributed \$617 million for more than 169,000 additional apprenticeships, traineeships and pre/higher apprenticeships/traineeships (to 30 April 2022).
- The Revitalising TAFE Campuses Across Australia initiative commenced on 1 July 2020, to deliver 14 infrastructure projects across all jurisdictions. Six of the 8 state and territory agreements expired on 30 June 2022. The remaining projects were delayed due to the impact of COVID-19 on the infrastructure and logistics sectors and are now expected to be completed by 31 December 2022.
- Development of a draft National Skills Agreement to replace the National Agreement on Skills and Workforce Development.

Foundation skills

The department is supporting Australians to have the language, literacy, numeracy and digital literacy skills they need to access further education, training or employment, which is vital for improving economic participation. We are doing this through programs such as:

- the Skills for Education and Employment (SEE) program. In 2021–22 SEE helped nearly 22,000 job seekers with basic foundational training to improve their language, literacy, numeracy and digital literacy skills
- the Foundation Skills for Your Future program, which engages with employers to provide employed or recently unemployed Australians with training to develop their language, literacy, numeracy and digital skills. In 2021–22, 33 projects were approved for funding under the program to deliver training to a minimum of 1,417 participants
- Remote Community Pilots, which are testing community co-designed and place-based delivery of language, literacy, numeracy and digital skills assessment and training in 4 remote communities.

In April 2022 the department launched the ADMS, which looks to replace the Training and Youth Internet Management System in 2023. ADMS is transforming the delivery of Commonwealth apprenticeship programs, engaging directly with apprentices and employers to manage claims, and streamlining systems for providers to relieve them of administration and allow them to focus more on advisory and wraparound services.

Employment

The Australian Government's employment and pre-employment programs help people prepare for, find, and take up employment or assist people to create their own employment. The mainstream employment service, jobactive, was supported by a range of specialist and complementary programs to support specific groups, such as ParentsNext and Transition to Work.

In 2021–22 the department continued managing, adapting and improving these programs so job seekers and participants could access the support they needed to reconnect with employment, particularly as the Australian economy recovered from COVID-19.

Recovering from COVID-19

The jobactive caseload reduced steadily throughout the year, from 1.013 million to 770,000 (a 24% reduction) as the labour market improved and participants moved off income support into work. Similarly, the Transition to Work caseload reduced from 37,000 in June 2021 to 23,300 in June 2022 (a reduction of 27%). In the 12 months to 31 December 2021, 50.8% of participants were employed 3 months after participating in employment services. This compares with 41.8% for the 12 months to December 2020. The number of 12- and 26-week employment outcomes in jobactive increased from 2020–21:

- 193,755 12-week outcomes were achieved in 2021–22, compared to 175,407 the previous year
- 159,147 26-week outcomes were achieved in 2021–22, compared to 91,515 the previous year.

To further support the economic recovery from COVID-19, the department worked closely with key stakeholders to enable policies and programs that were well positioned to support job seekers to return to employment. This included:

- reform of employment services to better support Australians to get a job
- strengthening the successful youth employment services program, Transition to Work
- supporting workforce participation, including through expanding the Local Jobs Program (LJP).

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Reform of employment services

Throughout 2021–22 the department focused its efforts on the transition from jobactive and other employment programs to Workforce Australia, the New Employment Services Model, from 1 July 2022. This was broadly achieved through:

- streamlining of contracts and developing a new provider performance framework
- revising legal and policy settings in conjunction with the new legislation (the Social Security Legislation Amendment (Streamlined Participation Requirements and Other Measures) Bill 2022) that supports digital clients
- developing an integrated Digital Services Contact Centre to support all user cohorts
- releasing the new Workforce Australia digital platform, released progressively over 2021–22 to minimise the risk of a ‘single event’ IT release. This includes enabling digital identity through myGovID, increasing provider security, and implementing the Right Fit for Risk framework, which protects government data and the personal information of job seekers
- consolidating 50 brands, supporting new online interfaces and a whole-of-government digital identity.

In addition to this, preparations for the transition were underpinned by a set of principles to facilitate the transfer of participants to minimise disruption and see continuity of employment services and income support payments.

The department was equally focused on ensuring that in its last year, employment programs continued to meet the needs of Australians. The ability of these programs to adapt and respond to the changing needs of the labour market was well demonstrated by the way Employability Skills Training providers adjusted their servicing arrangements to support job seekers of all ages in Online Employment Services from October 2021.

New Employment Services Trial

The New Employment Services Trial (NEST) concluded on 30 June 2022. The NEST has been an important contributor to the design and implementation of Workforce Australia, with key aspects of the new approach to employment services tested with users in real time.

NEST outcomes included:

- testing elements of the new employment services model to inform Workforce Australia
- job-ready participants successfully self-managing in a digital service, with adequate safety nets built in so that participants were supported through this service
- provider-serviced participants achieving employment outcomes at a higher rate than their jobactive-serviced counterparts in comparison regions
- greater participant and provider staff satisfaction within the service
- establishment of the department’s Digital Services Contact Centre.

Employment support for youth

Employment support for youth during 2021–22 was primarily delivered through the 2016–2022 Transition to Work contract. During this period, providers achieved more than 48,196 job and activity placements and 23,658 employment and education outcomes.

The department’s review of Initiative 1 (reducing the period for which an individual must be disengaged from school or work before accessing Transition to Work) and Initiative 2 (introducing Youth Advisory Sessions for young people in Workforce Australia Online) of the Faster Connections and Greater Support for Young People budget measure identified that providers were able to, and did, engage earlier with young people and in some instances improved referral pathways into the service. The review also found that while uptake of the Youth Advisory Sessions had been low, 80% of participants who attended found the sessions beneficial.

Throughout 2021–22, key learnings from the program and consultation with young people were harnessed to develop a new service model for youth under Workforce Australia – Transition to Work. The Youth Advisory Sessions were also reviewed, with suggestions for program improvement for delivery alongside the new model.

Workforce participation

The LJP was designed as a COVID-19 recovery initiative but has since expanded to all 51 employment regions (from 1 July 2021) and adapted to become a placed-based employment initiative that supports tailored local approaches to reskilling, upskilling and employment pathways for individuals in a range of cohorts and to meeting the needs of local businesses. The LJP is delivered with an employment facilitator and support officer based in the region. The program recognises the unique and variable nature of labour markets within regions across Australia, as well as the importance of local knowledge in ensuring that there is a clear understanding of the local needs of both businesses and individuals.

The Seasonal Worker Programme (SWP) allows eligible Australian businesses to hire workers from 9 Pacific islands and Timor-Leste when there are not enough local workers available. In 2021–22, 8,254 SWP workers arrived in Australia. At 30 June 2022 there were with 15,676 SWP workers in Australia (an increase from 10,149 at 30 June 2021). The department also facilitated 8,039 redeployments of SWP workers in Australia to meet labour demand. In November 2021, administration of the SWP transitioned from the department to the Department of Foreign Affairs and Trade. The SWP now forms the seasonal/short-term stream under the Pacific Australia Labour Mobility scheme.

Results

List of measures

The following section reports on measures that were published in the Department of Education, Skills and Employment 2021–22 Corporate Plan and in the Education Skills and Employment 2021–22 Portfolio Budget Statements. There are 42 performance measures across the department's 4 outcomes.

Outcome 1				
Performance measure	Program	PM#	Result rating	Page reference
The proportion of Community Child Care Fund (CCCF) and Inclusion Support Program (ISP) support granted to socio-economically vulnerable and disadvantaged communities	1.1	PM054	Achieved	34
Proportion of accurate child care payments to all services	1.2	PM002	Achieved	36
Lower the proportion of students in the bottom two bands in the National Assessment Program – Literacy and Numeracy (NAPLAN) for reading for Year 3 students	1.3, 1.4, 1.5	PM055	Not on track	37
Lower the proportion of students in the bottom two bands in NAPLAN for numeracy for Year 3 students	1.3, 1.4, 1.5	PM056	Not on track	38
Increase the proportion of students in the top two bands in NAPLAN for reading for Year 3 students	1.3, 1.4, 1.5	PM057	On track	39

Outcome 1				
Performance measure	Program	PM#	Result rating	Page reference
Increase the proportion of students in the top two bands in NAPLAN for numeracy for Year 3 students	1.3, 1.4, 1.5	PM058	Not on track	40
Increase the proportion of students attending school 90% or more of the time	1.3, 1.4, 1.5	PM059	Not on track	41
Increase the proportion of people (age 20–24) who have completed Year 12 or equivalent or gaining a qualification at Australian Qualifications Framework Certificate III or above	1.3, 1.4, 1.5	PM060	On track	42
Increase the proportion of Aboriginal and Torres Strait Islander people (age 20–24) attaining Year 12 or equivalent or gaining a qualification at Australian Qualifications Framework Certificate III or above	1.3, 1.4, 1.5	PM008	Data not available	43
Proportion of Indigenous children enrolled in early childhood education in the year before full-time school who are enrolled for 600 hours per year	1.5	PM003	Achieved	45
Proportion of vulnerable and disadvantaged children enrolled in the year before full-time school who are enrolled for 600 hours per year	1.5	PM004	Achieved	47

02

Outcome 2				
Performance measure	Program	PM#	Result rating	Page reference
The proportion of the 25 to 34 year old population with a tertiary qualification	2.1	PM009	Not achieved	49
The rate of attrition for domestic Bachelor students	2.1	PM010	Achieved	50
Proportion of undergraduates who are employed within four months of completing a degree	2.1	PM011	Not achieved	51
Proportion of eligible universities able to meet specified superannuation expenses	2.2	PM012	Achieved	52
Proportion of domestic undergraduates who are from a low socio-economic background (based on Statistical Area level 1)	2.3	PM014	Achieved	53
Proportion of higher education students who are Indigenous	2.3	PM015	Achieved	54
Proportion of undergraduate students who rate the teaching quality at their institution positively	2.3	PM016	Not achieved	55
Proportion of employers who are satisfied with the skills of graduates (overall across all skills)	2.3	PM017	Achieved	56
The proportion of HELP debt not expected to be repaid	2.4	PM018	Achieved	57
The proportion of research publications in Australia that are among the world's top 10% most highly-cited journals	2.5	PM019	Achieved	58

Outcome 2				
Performance measure	Program	PM#	Result rating	Page reference
Proportion of research postgraduates who are employed within four months of completing their degree	2.5	PM020	Not achieved	59
Indigenous Higher Degree by Research (HDR) completions	2.5	PM021	Not achieved	60
Proportion of researchers who report that access to NCRIS facilities and projects improved their research quality and outputs	2.6	PM023	Unable to make an assessment	61
Proportion of international students employed or enrolled in further study after graduation	2.7	PM026	Not achieved	62
Number of students enrolled in offshore and transnational education and training delivered by Australian providers	2.7	PM027	Achieved	63

02

Outcome 3				
Performance measure	Program	PM#	Result rating	Page reference
Proportion of employers that report use of the VET system	3.1	PM028	Achieved	64
Proportion of graduates who are satisfied with the overall quality of the training	3.1	PM029	Achieved	66
Proportion of VET graduates who are employed or enrolled in further study after training	3.1	PM030	Achieved	67
Maintain the number of apprenticeship commencements	3.1	PM031	Achieved	69
Proportion of participants assessed in targeted programs that increase one or more levels on the Australian Core Skills Framework (ACSF) or the Digital Literacy Skills Framework (DLSF)	3.1	PM032	Achieved	70
Proportion of VET student loans students who are satisfied with the quality of their training provider	3.2	PM033	Achieved	71
Proportion of VET student loans students who complete units of study	3.2	PM034	Achieved	72

Outcome 4				
Performance measure	Program	PM#	Result rating	Page reference
Proportion of job placements sustained to 26 weeks	4.1	PM036	Achieved	73
Proportion of job seekers employed three months following participation in employment services	4.1	PM037	Achieved	74
Proportion of Work for the Dole participants who report increased motivation to find a job	4.1	PM039	Achieved	75
Proportion of job seekers (with mutual obligation requirements) who are actively looking for work	4.1	PM041	Not achieved	76
Proportion of jobactive organisations that meet their service delivery commitments	4.1	PM043	Achieved	77
Cost per employment outcome	4.1	PM044	Achieved	78
Proportion of ParentsNext participants who increase their work readiness	4.1	PM046	Achieved	79
Number of participants who improve their education (completion of an education course higher than the participant's previous education level) or find employment	4.1	PM047	Achieved	80
Transition to Work – Proportion of placements that are converted to sustainability outcomes	4.1	PM052	Achieved	82

Results

1 Outcome 1

Measure PM054	The proportion of Community Child Care Fund (CCCF) and Inclusion Support Program (ISP) support granted to socio-economically vulnerable and disadvantagedⁱ communities
Target	Increase on previous year ⁱⁱ
Result rating	Achieved
Result value	19.6%
Analysis	<p>In 2021–22, 19.6% of CCCF and ISP services were located in the most disadvantaged areas. This is up from 19.4% in the 2020–21 financial year – an increase of approximately 0.2%.</p> <p>This measure is based on combining the results from 2 programs and each program has different eligibility criteria. CCCF eligibility criteria target child care services that are located in vulnerable and disadvantaged areas. ISP eligibility criteria do not consider the location of a service, but the needs of the service.</p> <p>In the 2021–22 financial year, 45.9% of the services supported under the CCCF were in the most disadvantaged areas. In the same period, 17.0% of the services supported through the ISP program were in the most disadvantaged areas.</p>
Methodology	<p>Using Microsoft Excel, a list of all the services supported by the CCCF and the ISP over the relevant financial year is compiled. This is then matched, using an index match formula on the service Child Care Subsidy approval ID (CRN), to the Child Care Subsidy Eligible Services Report to import the details of each service location, including the geographic Statistical Area level 2 (SA2) each service is located in.</p> <p>An aggregated list of all services supported in both programs is then made in a separate tab (the 2 data sources containing the service CRNs and other details are copied and pasted together).</p> <p>Duplicate service CRNs are removed using Excel's 'remove duplicates' function on the service CRN column. This ensures there are no overlaps within or between the programs.</p>

Measure PM054	The proportion of Community Child Care Fund (CCCF) and Inclusion Support Program (ISP) support granted to socio-economically vulnerable and disadvantaged communities
	<p>Using an index match formula, the SA2 each service is located in is matched to the Socio-Economic Indexes for Areas (SEIFA) Index of Relative Socio-Economic Disadvantage national decile, to assign each service a decile of disadvantage relative to their SA2.</p> <p>Services located in areas with no assigned SEIFA decile are removed from further calculations.</p> <p>The number of services in each SEIFA decile is determined using a COUNTIF formula within Excel.</p> <p>The number of services in the most disadvantaged 20% (decile 1 and decile 2) are summed to determine how many services are located within the most disadvantaged 20% of SA2s in the country.</p> <p>The number of services in all deciles are summed.</p> <p>The number of services in the most disadvantaged 20% of SA2s is then divided by the total number of services across all SEIFA deciles.</p>
Source	<p>2033.0.55.001 Socio-Economic Indexes for Areas (SEIFA), Table 2 Statistical Area level 2 (SA2) Index of Relative Socio-Economic Disadvantage, 2016, Australian Bureau of Statistics (ABS).ⁱⁱⁱ</p> <p>DESE Community Child Care Fund (CCCF) administrative data report^{iv} generated from the Department of Social Services (DSS) online Grant Processing System (report generated by the CCCF team to capture all grant activities within a financial year).</p> <p>DESE Inclusion Support Program (ISP) administrative data report^{iv} generated from the DSS online Grant Processing System (report generated by the ISP team to capture all activities within a financial year).</p> <p>Child Care Subsidy Eligible Services Report. Generated in a secure environment by the Early Childhood Education and Care Data and Analytic team, this report contains details of every approved child care service that is approved to receive the Child Care Subsidy. It is provided to the CCCF team monthly.</p>
Contributing program	1.1 Support for the Child Care System
Key activity	Provide targeted support to families, children and child care centres who need it

02

Measure PM002	Proportion of accurate child care payments to all services ^{v vi vii}
Target	90% or higher
Result rating	Achieved
Result value	93.0%
Analysis	<p>COVID-19 continued to have an impact on payment accuracy during the reporting period. Rolling lockdowns and gap fee waivers created instability and complexity in CCS arrangements, which may have had a downward influence on accuracy results. Despite these factors, accuracy remains above the target figure of 90%.</p> <p>Compliance and enforcement activities, along with strong approval processes to enter the market, played a key role in the achievement of the annual accuracy target. The department used a range of tools to protect the integrity of child care payments, including education and other support activities to help providers understand and implement their legal obligations, imposing conditions for continued approval, suspensions and cancellations, infringement notices and prosecution of fraudulent providers.</p> <p>The department stepped up its efforts to proactively detect non-compliance and fraud through continued development of sophisticated data analytics and modelling. This facilitated better targeting and allowed integrity resources to be directed to areas of most need.</p> <p>The department continued to work with partner agencies across government to combat whole-of-government payment integrity risks, including leading the whole-of-government multi-agency tactical working group designed to combat fraud.</p> <p>The department collaborated with state and territory governments to undertake a pilot trialling joint monitoring, data sharing and compliance efforts and, along with the Australian Children’s Education and Care Quality Authority, made changes to the Starting Blocks website to increase information transparency for families. The department also established a joint provider approvals portal to reduce administrative burden and increase efficiencies across government.</p>
Methodology	<p>The result is determined by comparing CCS payment data against the information provided by families in random sample parent check interviews.</p> <p>The child care attendance times reported by parents (primary data source) were compared with the session times reported by child care services via the CCS System (secondary data source).</p>
Source	DESE, program administrative data: random sample parent check interviews, an online survey and the CCS System.

Measure PM002	Proportion of accurate child care payments to all services
Contributing program	1.2 Child Care Subsidy
Key activity	Provide support to families who rely on subsidised child care to work, train, study or volunteer
Measure PM055	Lower the proportion of students in the bottom two bands in NAPLAN for reading for Year 3 students
Target	Lower than 2018 (8.6%) by the end of 2023 ^{viii ix}
Result rating	Not on track
Result value	9.9%
Analysis	<p>Between 2018 and 2021, the proportion of students in the bottom 2 bands in NAPLAN for reading for Year 3 students increased by 1.3 percentage points (from 8.6% in 2018 to 9.9% in 2021), a statistically significant increase. Restrictions introduced to combat the COVID-19 pandemic and the resulting arrangements for schooling across the country may have impacted NAPLAN results.</p> <p>Full implementation of NAPLAN Online was achieved in 2022. The new online assessments are adaptive, matching questions to each student's level based on their prior answers and thus allowing for a more precise assessment of student ability.</p>
Methodology	Total percentage of students at or below the national minimum standard (bands 1 and 2), compared with all students.
Source	National Assessment Program – Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2021. ^x
Contributing program	1.3 Government Schools National Support 1.4 Non-Government Schools National Support 1.5 Early Learning and Schools Support
Key activities	<ul style="list-style-type: none"> ■ Provide consistent, transparent and needs-based funding to government schools ■ Provide consistent, transparent and needs-based funding to non-government schools ■ Provide support for a range of curriculum, assessment, teaching and wellbeing programs ■ Provide national leadership and work with states on national policy reform

02

Measure PM056	Lower the proportion of students in the bottom two bands in NAPLAN for numeracy for Year 3 students
Target	Lower than 2018 (11.5%) by the end of 2023 ^{viii ix}
Result rating	Not on track
Result value	13.0%
Analysis	<p>The 1.5 percentage point increase in the bottom 2 bands in NAPLAN for numeracy for Year 3 students from 11.5% in 2018 to 13.0% in 2021 was statistically significant. Restrictions introduced to combat the COVID-19 pandemic and the resulting arrangements for schooling across the country may have impacted NAPLAN results.</p> <p>The Australian Government funds a number of early years and schools science, technology, engineering and maths (STEM) initiatives to help support Australia improving its overall results in NAPLAN and international tests, particularly in mathematics and science. In 2021–22 the Australian Government supported the Research into Best Practice Models for Online Teaching of Mathematics project. The project will reflect on what worked well in lifting mathematics and numeracy outcomes during COVID-19 and what key aspects could potentially be further explored and developed as enduring augmentations to mathematics teaching.</p> <p>Full implementation of NAPLAN Online was achieved in 2022. The new online assessments are adaptive, matching questions to each student’s level based on their prior answers and thus allowing for a more precise assessment of student ability.</p>
Methodology	Total percentage of students at or below the national minimum standard (bands 1 and 2), compared with all students.
Source	National Assessment Program – Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2021. ^x
Contributing program	<p>1.3 Government Schools National Support</p> <p>1.4 Non-Government Schools National Support</p> <p>1.5 Early Learning and Schools Support</p>
Key activities	<ul style="list-style-type: none"> ■ Provide consistent, transparent and needs-based funding to government schools ■ Provide consistent, transparent and needs-based funding to non-government schools ■ Provide support for a range of curriculum, assessment, teaching and wellbeing programs ■ Provide national leadership and work with states on national policy reform

Measure PM057	Increase the proportion of students in the top two bands in NAPLAN for reading for Year 3 students
Target	Higher than 2018 (53.2%) by the end of 2023 ^{viii ix}
Result rating	On track
Result value	55.3%
Analysis	<p>This measure helps parents, teachers, schools, education authorities, governments, and the broader community to determine whether young Australians are developing the literacy skills that provide the critical foundation for other learning and for their productive and rewarding participation in the community.</p> <p>In 2021, 55.3% of students were in the top 2 bands in NAPLAN for reading for Year 3 students, a statistically significant (2.1 percentage point) increase from 2018.</p> <p>Full implementation of NAPLAN Online was achieved in 2022. The new online assessments are adaptive, matching questions to each student's level based on their prior answers and thus allowing for a more precise assessment of student ability.</p>
Methodology	Total percentage of students in the top 2 bands (bands 5 and 6), compared with all students.
Source	National Assessment Program – Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2021. ^x
Contributing program	<p>1.3 Government Schools National Support</p> <p>1.4 Non-Government Schools National Support</p> <p>1.5 Early Learning and Schools Support</p>
Key activities	<ul style="list-style-type: none"> ■ Provide consistent, transparent and needs-based funding to government schools ■ Provide consistent, transparent and needs-based funding to non-government schools ■ Provide support for a range of curriculum, assessment, teaching and wellbeing programs ■ Provide national leadership and work with states on national policy reform

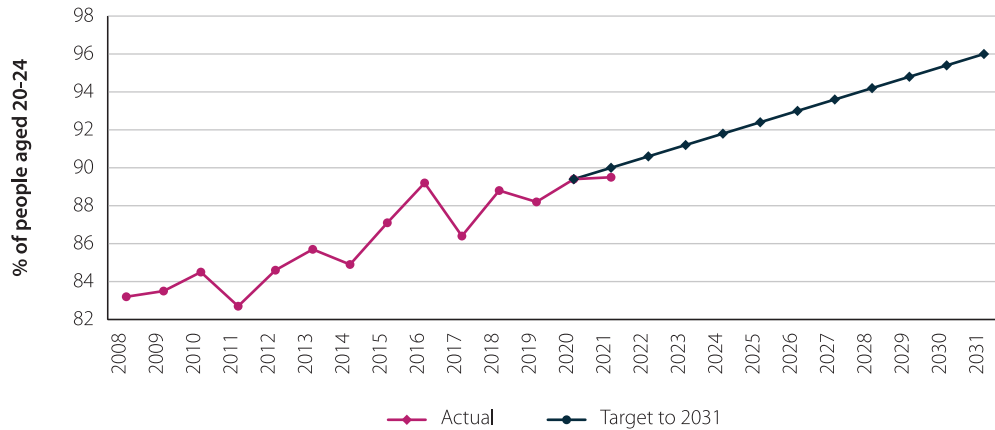
02

Measure PM058	Increase the proportion of students in the top two bands in NAPLAN for numeracy for Year 3 students
Target	Higher than 2018 (39.2%) by the end of 2023 ^{viii ix}
Result rating	Not on track
Result value	36.2%
Analysis	<p>Between 2018 and 2021, the proportion of students in the top 2 bands in NAPLAN for numeracy for Year 3 students decreased by 3 percentage points (from 39.2% in 2018 to 36.2% in 2021), a statistically significant decline. Restrictions introduced to combat the COVID-19 pandemic and the resulting arrangements for schooling across the country may have impacted NAPLAN results.</p> <p>The Australian Government funds a number of early years and schools STEM initiatives to help support Australia improving its overall results in NAPLAN and international tests, particularly in mathematics and science. In 2021–22 the Australian Government supported the Research into Best Practice Models for Online Teaching of Mathematics project. The project will reflect on what worked well in lifting mathematics and numeracy outcomes during COVID-19 and what key aspects could potentially be further explored and developed as enduring augmentations to mathematics teaching.</p> <p>Full implementation of NAPLAN Online was achieved in 2022. The new online assessments are adaptive, matching questions to each student’s level based on their prior answers and thus allowing for a more precise assessment of student ability.</p>
Methodology	Total percentage of Year 3 students in the top 2 bands (bands 5 and 6) in NAPLAN for numeracy, compared with all Year 3 students.
Source	National Assessment Program – Literacy and Numeracy Achievement in Reading, Writing, Language Conventions and Numeracy: National Report for 2021. ^x
Contributing program	<p>1.3 Government Schools National Support</p> <p>1.4 Non-Government Schools National Support</p> <p>1.5 Early Learning and Schools Support</p>
Key activities	<ul style="list-style-type: none"> ■ Provide consistent, transparent and needs-based funding to government schools ■ Provide consistent, transparent and needs-based funding to non-government schools ■ Provide support for a range of curriculum, assessment, teaching and wellbeing programs ■ Provide national leadership and work with states on national policy reform

Measure PM059	Increase the proportion of students attending school 90% or more of the time
Target	Higher than 2018 (75.2%) by the end of 2023 ^{viii}
Result rating	Not on track
Result value	71.2%
Analysis	In 2021, 71.2% students attended school 90% or more of the time, a 4 percentage point decline from 2018. Student attendance in 2021 was affected by the COVID-19 pandemic and the different arrangements for schooling across the country that were put in place in response to local health advice.
Methodology	Total proportion of students whose attendance ^{xi} rate is equal to or greater than 90%. Attendance rate is calculated as the number of actual full-time equivalent student days attended by full-time students in years 1 to 10 in Semester 1 as a percentage of the total number of possible student days attended in Semester 1.
Source	ACARA National Student Attendance Data Collection, accessible through the National Report on Schooling in Australia Data Portal.
Contributing program	1.3 Government Schools National Support 1.4 Non-Government Schools National Support 1.5 Early Learning and Schools Support
Key activities	<ul style="list-style-type: none"> ■ Provide consistent, transparent and needs-based funding to government schools ■ Provide consistent, transparent and needs-based funding to non-government schools ■ Provide support for a range of curriculum, assessment, teaching and wellbeing programs ■ Provide national leadership and work with states on national policy reform

Measure PM060	Increase the proportion of people (age 20–24) who have completed Year 12 or equivalent or gaining a qualification at Australian Qualifications Framework Certificate III or above
Target	Increase to 96% by 2031 (from 89.4% in 2020) ^{xii}
Result rating	On track
Result value	89.5%
Analysis	<p>In 2021, 89.5% of people aged 20–24 in Australia had completed a qualification at Year 12 or equivalent or at Certificate III or higher. This is the highest rate ever achieved and is within the survey margin of error of the projected attainment rate for 2021 that would be required to achieve an attainment rate of 96% in 2031.</p> <p>Evidence shows that people who complete Year 12 or equivalent or a Certificate III or higher qualification have significantly better employment outcomes compared with those who have less education. In recognition of the long-term economic and social benefits, all Australian governments have been working to increase student attainment, and educational attainment has been steadily increasing in Australia for several decades.</p>
Methodology	<p>Computation for this measure is $100 \times (\text{Numerator} \div \text{Denominator})$.</p> <p>Numerator: number of people aged 20–24 who have attained a school qualification of Year 12 or equivalent, or attained a non-school qualification at Certificate level III or above based on the Australian Qualifications Framework.</p> <p>Denominator: number of people aged 20–24.</p> <p>The methodology for the Survey of Education and Work, from which the data is derived, is published on the ABS website (www.abs.gov.au/methodologies/education-and-work-australia-methodology/may-2021).</p>
Source	ABS, Survey of Education and Work, 2021.
Contributing program	<p>1.3 Government Schools National Support</p> <p>1.4 Non-Government Schools National Support</p> <p>1.5 Early Learning and Schools Support</p>
Key activities	<ul style="list-style-type: none"> ■ Provide consistent, transparent and needs-based funding to government schools ■ Provide consistent, transparent and needs-based funding to non-government schools ■ Provide support for a range of curriculum, assessment, teaching and wellbeing programs ■ Provide national leadership and work with states on national policy reform

Figure 2.1: Attainment rate each year

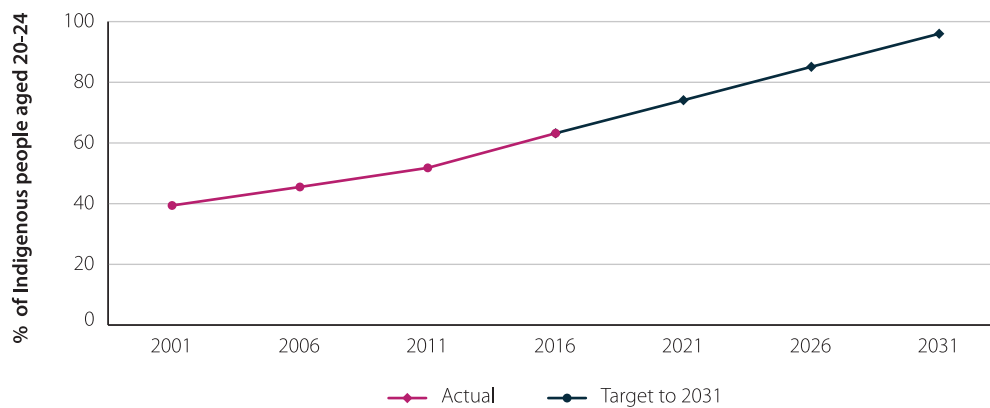


Measure PM008	Increase the proportion of Aboriginal and Torres Strait Islander people (age 20–24) attaining Year 12 or equivalent or gaining a qualification at Australian Qualifications Framework Certificate III or above
Target	Increase to 96% by 2031 (from 63.2% in 2016) ^{xii xiii}
Result rating	Data not available
Result value	<p>The primary data source for the target is the ABS Census of Population and Housing. There is no new data available since the baseline result in 2016.</p> <p>The 2021 ABS Census of Population and Housing was held on 10 August 2021 and the relevant data needed for this target is expected to be released in October 2022. The data is expected to be publicly reported through the December 2022 update of the ACARA National Report on Schooling in Australia data portal and the June 2023 update of the Productivity Commission Closing the Gap Information Repository Dashboard.</p>
Analysis	<p>In 2016 almost two-thirds (63.2%) of Indigenous youth aged 20–24 had a Year 12 or equivalent or a Certificate III or higher qualification, a significant increase (23.8 percentage points) from 2001.</p> <p>A higher or increasing attainment rate indicates an improvement in educational outcomes. Students with Year 12 or equivalent or Certificate III or above qualifications tend to be more socially engaged and have higher employment rates and higher relative earnings. This level of educational attainment is also positively associated with greater participation in formal and non-formal adult education and training.</p>

02

Measure PM008	Increase the proportion of Aboriginal and Torres Strait Islander people (age 20–24) attaining Year 12 or equivalent or gaining a qualification at Australian Qualifications Framework Certificate III or above
Methodology	The result is calculated using the number of Indigenous people aged 20–24 who have attained Year 12 (or equivalent) or Certificate Level III or above, over the total population of Indigenous Australians aged 20–24.
Source	ABS, Census of Population and Housing, 2016, ^{xiv}
Contributing program	1.3 Government Schools National Support 1.4 Non-Government Schools National Support 1.5 Early Learning and Schools Support
Key activities	<ul style="list-style-type: none"> ■ Provide consistent, transparent and needs-based funding to government schools ■ Provide consistent, transparent and needs-based funding to non-government schools ■ Provide support for a range of curriculum, assessment, teaching and wellbeing programs ■ Provide national leadership and work with states on national policy reform

Figure 2.2: Indigenous attainment rate in Census years



Source: Productivity Commission Closing the Gap Information Repository Dashboard.

Measure PM003	Proportion of Indigenous children enrolled in early childhood education in the year before full-time school who are enrolled for 600 hours per year
Target	95% or higher ^{xv}
Result rating	Achieved
Result value	96.3%
Analysis	<p>The Australian Government funds state and territory governments to provide quality preschool programs through the UANP.^{xvi} This has facilitated very high enrolment rates in early education programs for Indigenous children the year before they start full-time school, particularly for 15 hours per week (or 600 hours per year).</p> <p>This performance measure has been consistently met since 2017. The Commonwealth has provided a funding contribution to states and territories to support access to preschool programs for 600 hours in the year before full-time school since 2009. A 2020 review of the UANP found that since 2014 the UANP has continued to build on predecessor agreements to improve participation in preschool in the year before full-time school.</p>
Methodology	<p>The result is calculated using data from the ABS Preschool Education, Australia publication. Tables 2 and 4 from the publication's summary release provide the data, which is the number of 4- and 5-year-old Indigenous children receiving 600 hours a year in preschool as a proportion of all 4- and 5-year-old Indigenous children who are enrolled in preschool regardless of the number of hours.</p> <p>Additional information^{xvii} can be provided by the states and territories to supplement the figures sourced from the ABS publication. This is in acknowledgement that the ABS Preschool Education data may not capture all children undertaking an early education program in their preschool year or may overstate the relevant population of children. This process is documented in the UANP agreement, which is where this performance measure originates.</p> <p>Specifically, the UANP agreement 2018–2021 (clause 26) allows for states and territories to provide supplementary and/or contextual information to the Commonwealth (DESE) to aid in calculation of the performance indicators on which their payments are based. This data may include impacts of COVID-19 disruptions and/or impacts of shifts in enrolment numbers. If agreed to by DESE, the supplementary data and/or contextual information will be used to inform assessment of the relevant jurisdiction's achievement of performance benchmarks. The supplementary data must be provided in a timely manner to assist in assessing performance benchmarks. DESE assesses this data for its suitability, then additional numbers of Indigenous children are added into the numerator and/or the denominator and the result for Australia is recalculated.</p>

02

Measure PM003	Proportion of Indigenous children enrolled in early childhood education in the year before full-time school who are enrolled for 600 hours per year
	<p>For the 2021–22 performance statements, supplementary data from the NT was supplied. A summary of this is provided below. No other jurisdiction supplied supplementary data for this measure for the reporting period.</p> <p>Supplementary data from the Northern Territory: On behalf of the NT, the ABS supplied information on the NT’s Families as First Teachers (FaFT) program for its supplementary data submission. The NT provides FaFT unit record level data to the ABS so that it can be ascertained how many of these children were also enrolled in a quality early childhood education program and therefore already included in the ABS preschool data. Indigenous children in the FaFT program who are not already enrolled in a service covered by the ABS preschool data are added into the preliminary numbers, which alters this performance measure.</p> <p>FaFT is delivered in schools and provides early learning playgroups and parenting programs on child development and health to enhance children’s early learning and prepare children for successful entry to school. It is offered to children of varied ages. Generally FaFT programs are delivered for 4 hours per day/4 days per week/40 weeks per year; therefore they qualify to be included for all 6 paid UANP performance indicators.</p>
Source	ABS, Preschool Education, Australia, 2021, plus additional information approved by DESE when supplied by states and territories. ^{xviii}
Contributing program	1.5 Early Learning and Schools Support
Key activity	Support children to have access to quality early learning, particularly in the year before reaching school

Measure PM004	Proportion of vulnerable and disadvantaged children enrolled in the year before full-time school who are enrolled for 600 hours per year
Target	95% or higher ^{xvi}
Result rating	Achieved
Result value	95.5%
Analysis	<p>The Australian Government funds state and territory governments to provide quality preschool programs through the UANP^{xvii}. This has facilitated very high enrolment rates in early education programs for vulnerable and disadvantaged children the year before they start full-time school, particularly for 15 hours per week (or 600 hours per year).</p> <p>This performance measure has been met since 2019. In 2018 the result was 94.2% – just under the 95% target. The Commonwealth has provided a funding contribution to states and territories to support access to preschool programs for 600 hours in the year before full-time school since 2009. A 2020 review of the UANP found that since 2014 the UANP has continued to build on predecessor agreements to improve participation in preschool in the year before full-time school.</p>
Methodology	<p>The result is calculated using data from the ABS Preschool Education, Australia publication. Tables 2 and 3 from the publication's summary release provide the data, which is the number of 4- and 5-year-old vulnerable and disadvantaged children^{xix} receiving 600 hours a year in preschool as a proportion of all 4- and 5-year-old vulnerable and disadvantaged children who are enrolled in preschool regardless of the number of hours.</p> <p>Additional information^{xvii} can be provided by the states and territories to supplement the figures sourced from the ABS publication. This is in acknowledgement that the ABS Preschool Education data may not capture all children undertaking an early education program in their preschool year or may overstate the relevant population of children.</p> <p>This process is documented in the UANP agreement, which is where this performance measure originates.</p> <p>Specifically, the UANP agreement 2018–2021 (clause 26) allows for states and territories to provide supplementary and/or contextual information to the Commonwealth (DESE) to aid in calculation of the performance indicators on which their payments are based. This data may include impacts of COVID-19 disruptions and/or impacts of shifts in enrolment numbers. If agreed to by DESE, the supplementary data and/or contextual information will be used to inform assessment of the relevant jurisdiction's achievement of performance benchmarks. The supplementary data must be provided in a timely manner to assist in assessing performance benchmarks.</p> <p>DESE assesses this data for its suitability, then additional numbers of vulnerable and disadvantaged children are added into the numerator and/or denominator and the result for Australia is recalculated.</p>

Measure PM004	Proportion of vulnerable and disadvantaged children enrolled in the year before full-time school who are enrolled for 600 hours per year
	<p>For the 2021–22 performance statements, supplementary data from the NT and the Australian Capital Territory (ACT) was supplied. A summary of this is provided below. No other jurisdiction supplied supplementary data for this measure for the reporting period.</p> <p>Supplementary data from the Northern Territory: On behalf of the NT, the ABS supplied information on the NT’s FaFT program for its supplementary data submission. The NT provides FaFT unit record level data to the ABS so that it can be ascertained how many of these children were also enrolled in a quality early childhood education program and therefore already included in the ABS preschool data. Vulnerable and disadvantaged children in the FaFT program who are not already enrolled in a service covered by the ABS preschool data are added into the preliminary numbers, which alters this performance measure.</p> <p>FaFT is delivered in schools and provides early learning playgroups and parenting programs on child development and health to enhance children’s early learning and prepare children for successful entry to school. It is offered to children of varied ages. Generally FaFT programs are delivered for 4 hours per day/4 days per week/40 weeks per year; therefore they qualify to be included for all 6 paid UANP performance indicators.</p> <p>Supplementary data from the Australian Capital Territory: In its submission, the ACT proposed to use data from the 2018 Australian Early Development Census (AEDC) to calculate performance against performance indicators (PIs) for vulnerable and disadvantaged children (PI 3.3). Due to the ACT’s small population size and a mixture of socio-economic status within all suburbs, the department has agreed that using the ABS’s SEIFA measure is not appropriate for measuring vulnerability and disadvantage in the ACT. As a result, this approach (using AEDC data) is set out in the ACT’s National Partnership Implementation Plan (IP) and was used in 2016, 2017 and 2018, using data from the 2015 AEDC. IPs are agreed to in the UANP bilateral negotiations with states and territories. For UANP performance reporting, the ACT IP states that vulnerable and disadvantaged children are defined in the ACT as those residing in communities identified in the AEDC as having above the national average rates of vulnerability in 2 or more domains.</p>
Source	ABS, Preschool Education, Australia, 2021, plus additional information approved by DESE if supplied by states and territories. ^{xviii}
Contributing program	1.5 Early Learning and Schools Support
Key activity	Support children to have access to quality early learning, particularly in the year before reaching school

2 Outcome 2

Measure PM009	The proportion of the 25 to 34 year old population with a tertiary qualification
Target	Increase from previous year
Result rating	Not achieved
Result value	75.4%
Analysis	<p>In 2021, 75.4% of the 25- to 34-year-old population held a non-school qualification, down from 76.2% in 2020 (noting this is an increase from the 75.0% recorded in 2019).</p> <p>The 2021 results are likely to have been affected by deferred enrolments and lower application rates due to COVID-19.^{xx}</p>
Methodology	Number of people aged 25–34 with a tertiary qualification over the total number of people aged 25–34, compared with the previous year.
Source	ABS, Education and Work, Australia, May 2021, Table 24.
Contributing program	2.1 Commonwealth Grant Scheme
Key activity	Support students' access to higher education and transition to employment

02

Measure PM010	The rate of attrition for domestic Bachelor students
Target	Lower than 15%
Result rating	Achieved
Result value	12.8% (result based on preliminary 2021 data)
Analysis	<p>The attrition rate in 2021 (12.8%) was lower than the attrition rate in 2020 (13.2%). The inclusion of the attrition rate in the performance-based funding for the Commonwealth Grant Scheme calculations is intended to incentivise universities to focus on teaching and support services to lower the attrition rate for students likely to drop out.</p> <p>The attrition rate is also affected by general economic and labour market conditions. The COVID-19 pandemic initially reduced options for students who might otherwise have left their studies, for example to join the labour market or travel overseas. This is likely to have contributed to the decline in the attrition rate from the previous year.</p> <p>This result is based on preliminary 2021 information and will be updated when final 2021 information is available in Q4, 2022. Final information will be published on the Department of Education's website. The version of the 2021–22 Annual Report that was tabled in parliament and is available on www.transparency.gov.au will remain unchanged.</p>
Methodology	The result is calculated using the number of commencing domestic students who do not complete or who do not return to study in year (x+1) over the total number of commencing domestic students enrolled in year (x).
Source	DESE, program administrative data, Higher Education Statistics Collection.
Contributing program	2.1 Commonwealth Grant Scheme
Key activity	Enhance the quality of the higher education system

Measure PM011	Proportion of undergraduates who are employed within four months of completing a degree
Target	85% or higher
Result rating	Not achieved
Result value	84.8%
Analysis	<p>The result is outside the margin of error of the survey. However, the target is very close to being achieved, in the context of survey variability.</p> <p>The impact of the COVID-19 pandemic continued to be felt in the Australian labour market throughout the period covered by the 2021 Graduate Outcomes Survey, with graduate employment rates lower than typically recorded before the pandemic.</p> <p>Other factors that may impact on the achievement of the result include a number of programs that seek to enhance students' employment after graduating:</p> <ul style="list-style-type: none"> ■ the National Priorities and Industry Linkage Fund ■ the Job-ready Graduates reforms, which seek to encourage students into courses with labour market demand ■ performance-based funding for the Commonwealth Grant Scheme, which double-weights graduate employment.
Methodology	Number of domestic undergraduates employed within 4 months of completing a degree over the total number of domestic graduates available for work in that 4 months.
Source	Quality Indicators for Learning and Teaching (QILT), Graduate Outcomes Survey. ^{xxi}
Contributing program	2.1 Commonwealth Grant Scheme
Key activity	Enhance the quality of the higher education system

02

Measure PM012	Proportion of eligible universities able to meet specified superannuation expenses
Target	100%
Result rating	Achieved
Result value	100%
Analysis	<p>The department has provided funding based on information reported by the universities and their superannuation funds. This has allowed 100% of eligible universities to meet their specified superannuation expenses.</p> <p>This program has been in place since 1975 to cover unfunded superannuation liabilities for universities. It was initiated as part of the arrangements transferring primary funding responsibilities for universities from states to the Commonwealth.</p> <p>The payments are made using determinations based on calendar years. Therefore, payments are spread across determinations for 2021 and 2022.</p>
Methodology	<p>Number of eligible universities that are able to meet specific superannuation expenses over the total eligible universities.^{xxii}</p> <p>The final payment is acquitted and adjusted (if required) in the following calendar year. All claims are certified by an authorised university officer and are verified by the department against supporting documentation before processing in Unipay.</p>
Source	DESE, program administrative data.
Contributing program	2.2 Higher Education Superannuation Program
Key activity	Support eligible current and former university employees for certain superannuation expenses

Measure PM014	Proportion of domestic undergraduates who are from a low socio-economic background (based on Statistical Area level 1)
Target	16% or higher
Result rating	Achieved
Result value	16.6% (result based on preliminary 2021 data)
Analysis	<p>Low socio-economic status (SES) students are more responsive to continued strong labour market conditions. While the proportion of higher education students who are from a low-SES background (by Statistical Area level 1) has remained broadly stable at 16.6%, it has fallen in recent years (down from 17.0% in 2018).</p> <p>This result is based on preliminary 2021 information and will be updated when final 2021 information is available in Q4, 2022. Final information will be published on the Department of Education’s website. The version of the 2021–22 Annual Report that was tabled in parliament and is available on www.transparency.gov.au will remain unchanged.</p>
Methodology	<p>The number of undergraduates from a low-SES background over the total of domestic undergraduate students registered in the TCSI.</p> <p>Socio-economic background is measured at Statistical Area level 1, as defined by the ABS.</p>
Source	DESE, program administrative data, Higher Education Statistics Collection.
Contributing program	2.3 Higher Education Support
Key activity	Support students’ access to higher education and transition to employment

02

Measure PM015	Proportion of higher education students who are Indigenous
Target	2% or higher
Result rating	Achieved
Result value	2.1% (result based on preliminary 2021 data)
Analysis	<p>The proportion of higher education students who are Indigenous increased from 2020 (from 2.0% to 2.1%). This continues the trend of steady improvement in Indigenous higher education access and participation.</p> <p>Targeted initiatives that contribute to the participation and retention of Indigenous students include the Indigenous Student Success Program and Away from Base program, managed by the National Indigenous Australians Agency.</p> <p>The Higher Education Participation and Partnerships Program also contributes to this measure, by funding campus support programs for Indigenous students who are also from a low-SES background, and outreach activities to widen aspiration and capability to attend university.</p> <p>This result is based on preliminary 2021 information and will be updated when final 2021 information is available in Q4, 2022. Final information will be published on the Department of Education's website. The version of the 2021–22 Annual Report that was tabled in parliament and is available on www.transparency.gov.au will remain unchanged.</p>
Methodology	<p>The result is calculated using the number of students who identify as Indigenous in enrolment data over the total of domestic students registered.</p> <p>The number of undergraduates is based on student enrolment data collected through the department's TCSI system.</p>
Source	DESE, program administrative data, Higher Education Statistics Collection.
Contributing program	2.3 Higher Education Support
Key activity	Support students' access to higher education and transition to employment

Measure PM016	Proportion of undergraduate students who rate the teaching quality at their institution positively
Target	80% or higher
Result rating	Not achieved
Result value	79%
Analysis	In 2021, 79% of undergraduate students rated the teaching quality at their institution positively, up from 78% in 2020, but this continued to be affected by government-mandated and public health restrictions introduced due to the COVID-19 pandemic.
Methodology	Number of students rating the teaching received as positive over the total number of students with valid survey responses. ^{xxiii}
Source	QILT, Student Experience Survey. ^{xxi}
Contributing program	2.3 Higher Education Support
Key activity	Enhance the quality of the higher education system

02

Measure PM017	Proportion of employers who are satisfied with the skills of graduates (overall across all skills)
Target	85% or higher
Result rating	Achieved
Result value	85%
Analysis	The survey indicates that in general employers have high levels of satisfaction with graduates produced by the Australian higher education system.
Methodology	Number of employers of graduates satisfied with the skills of the graduate over the number of employers who responded to the survey question.
Source	QILT, Employer Satisfaction Survey. ^{xxi}
Contributing program	2.3 Higher Education Support
Key activity	Enhance the quality of the higher education system

Measure PM018	The proportion of HELP debt not expected to be repaid
Target	Equal to or lower than the previous year (15.07%) ^{xxiv}
Result rating	Achieved
Result value	11.82%
Analysis	<p>The Higher Education Loans Program (HELP) 'debt not expected to be repaid' (DNER) is an indicator of the affordability of higher education compared to earnings of those with these debts.^{xxv}</p> <p>Policy changes that increase employment opportunities, accelerate repayments and decrease incurred HELP debts will reduce DNER on new debt and DNER on outstanding debt over time.</p> <p>Changes to the methodology, including the addition of an extra 2 years of income data in the modelling, have produced increases in expected repayments and a corresponding reduction in DNER.</p> <p>The department's financial statements include reporting of all HELP debt (page 152 of this annual report). The full Australian Government Actuary report <i>Reporting of HELP Receivable</i> is available at www.education.gov.au/higher-education-publications.</p>
Methodology	<p>DNER is the estimated HELP 'debt not expected to be repaid' of new HELP debt incurred in the current year.^{xxvi xxvii} The actuarial determined DNER and the expected repayment value of HELP debt is based on modelling of longitudinal data including loan recipient age, sex, repayment, and default history.</p> <p>One significant change and several refinements to the income modelling methodology have been made since the previous year. For the first time the Australian Government Actuary has used the latest income data (i.e. 2020–21 incomes) for income projection purposes. This means that, compared with last year's model, 2 additional years of income data have been used to update income projections. The impact of the more optimistic economic assumptions and the inclusion of an extra 2 years of income data in the modelling approach are the dominant causes of the increase in repayments from one year to the next.</p>
Source	Australian Taxation Office, Annual HELP Data Report, Reporting of HELP Receivable.
Contributing program	2.4 Higher Education Loan Program
Key activity	Support students' access to higher education and transition to employment

02

Measure PM019	The proportion of research publications in Australia that are among the world's top 10% most highly-cited journals
Target	Above the OECD average
Result rating	Achieved
Result value	5.31%
Analysis	<p>This measure reflects the influence Australian research has on the world and reflects the quality of research being conducted.</p> <p>In 2021 the average share of the world's top 10% most highly cited research publications among Organisation for Economic Co-operation and Development (OECD) countries was 2.63%.</p> <p>Australia's share is above this average at 5.31%, which ranks Australia fourth behind the United States, the United Kingdom and Germany.</p> <p>Australia's ranking remains the same as in the previous year and has remained relatively stable over the past 5 years.</p>
Methodology	The result is calculated using the number of Australian research publications in the top 10% most cited over the total number of publications, compared with the average share of OECD countries.
Source	SciVal/Scopus (bibliometric abstract and citation database). ^{xxviii}
Contributing program	2.5 Investment in Higher Education Research
Key activity	Support the research sector, research training and national research infrastructure

Measure PM020	Proportion of research postgraduates who are employed within four months of completing their degree
Target	90% or higher
Result rating	Not achieved
Result value	88.1%
Analysis	<p>The result is outside the margin of error considered for the QILT Graduate Outcomes Survey (GOS) for research postgraduates. However, the target is very close to being achieved, in the context of survey variability.</p> <p>Data from the GOS shows that overall employment of postgraduate research students has declined from 90.0% in 2020 to 88.1% in 2021. Restrictions to combat the COVID-19 pandemic and the resulting downturn in the labour market temporarily reduced employment opportunities for recent research postgraduates.</p> <p>Reference period: The 2021 GOS was released in October 2021. Data is based on surveys conducted annually across 3 rounds, in November 2020, February 2021 and May 2021.</p>
Methodology	Number of research postgraduates employed 4 months after completing a degree over the total number available for work.
Source	QILT, Graduate Outcomes Survey. ^{xxi}
Contributing program	2.5 Investment in Higher Education Research
Key activity	Support the research sector, research training and national research infrastructure

Measure PM021	Indigenous Higher Degree by Research (HDR) completions
Target	Increase from previous year
Result rating	Not achieved
Result value	The number of Indigenous HDR completions reported in 2021 is 69, compared with 71 Indigenous HDR completions reported in 2020, ^{xxix} which represents a decrease of 2 completions (result based on preliminary 2021 data).
Analysis	<p>The decrease in Indigenous HDR completions for 2021 is consistent with an overall decrease in all HDR completions from 2020 to 2021 (8,941 in 2021 compared with 10,257 in 2020).</p> <p>The number of Indigenous HDR completions is small, which can lead to some fluctuation on year-by-year basis reporting. However, the number of Indigenous HDR completions is trending upwards over the longer term, with 43 Indigenous HDR completions reported in 2011 and 72 Indigenous HDR completions reported in 2019. The main reason for this longer term growth is an increase in Indigenous HDR commencing students over 10 years to 2020 (122%). The government's Research Training Program includes financial incentives for higher education providers with Indigenous HDR completions.</p> <p>This result is based on preliminary 2021 information and will be updated when final 2021 information is available later in 2022. Final information will be published on the Department of Education website. The version of the 2021–22 Annual Report that was tabled in parliament and is available on www.transparency.gov.au will remain unchanged.</p>
Methodology	A comparison of the number of Indigenous higher education research completions to the previous year.
Source	DESE, Higher Education Student Statistics.
Contributing program	2.5 Investment in Higher Education Research
Key activity	Support the research sector, research training and national research infrastructure

Measure PM023	Proportion of researchers who report that access to NCRIS facilities and projects improved their research quality and outputs
Target	90% or higher
Result rating	Unable to make an assessment
Result value	In the course of the ANAO audit it was identified that the department had not verified the third party survey data.
Analysis	The unverified 2021–22 survey results show that 92.46% of researchers who responded to the survey believe that National Collaborative Research Infrastructure Strategy (NCRIS) research infrastructure improved research quality and outputs. COVID-19 continued to impact some research infrastructure facilities over the period, especially around social distancing requirements, in some cases reducing the number of researchers who could access facilities.
Methodology	Number of respondents who report NCRIS has improved research quality and outcome over the total number of survey respondents.
Source	NCRIS user satisfaction surveys. ^{xxx}
Contributing program	2.6 Research Capacity
Key activity	Support the research sector, research training and national research infrastructure

02

Measure PM026	Proportion of international students employed or enrolled in further study after graduation
Target	85% or higher
Result rating	Not achieved
Result value	72.3%
Analysis	<p>This measure will track employability and further study of international students,^{xxxii} a key competitive indicator of the performance of Australia's education sector in assisting international students to meet their career and personal goals.</p> <p>The proportion of international students employed or enrolled in further study after graduation as of 2021 is 72.3%. The 2021 result is an improvement from 70.0% in 2020 and is close to the 2019 result of 72.5%; however, it remains lower than the 74.3% recorded in 2018.</p> <p>The target has been changed from 60% in 2020 to 85% in 2021 to align the target with the outcomes for domestic students and encourage improvements as the labour market and the international education sector recover from the COVID-19 pandemic.</p>
Methodology	Number of international undergraduates employed or undertaking further study within 4 months of completing a degree over the total number of international graduates. ^{xxxiii}
Source	QILT, Graduate Outcomes Survey. ^{xxxi}
Contributing program	2.7 International Education Support
Key activity	Support a high-quality and sustainable international education sector

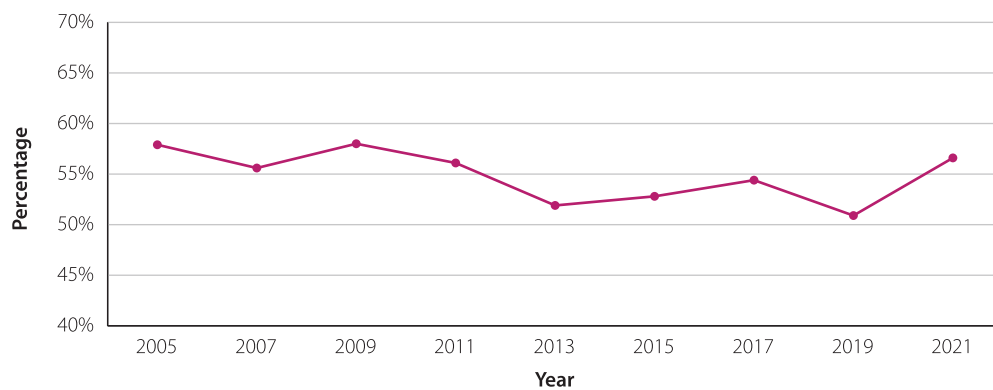
Measure PM027	Number of students enrolled in offshore and transnational education and training delivered by Australian providers
Target	Numbers stabilised
Result rating	Achieved
Result value	23.8% (result based on preliminary 2021 data)
Analysis	<p>The levels of growth experienced in 2020 (26.7%) and 2021 (23.8%) were higher than in previous years due to the impact of the COVID-19 pandemic and related international travel restrictions. The fact that many students intending to study in Australia in 2020 and 2021 were unable to come onshore increased the total number of offshore students in 2021. With the opening of borders in November 2021 and the return of international students to onshore study, we are likely to see the number of students offshore decrease. However, a number of initiatives are underway across the government to support continued uptake of offshore and transnational education and training by Australian providers moving forward.</p> <p>This result is based on preliminary 2021 information and will be updated when final 2021 information is available. Final information will be published on the Department of Education’s website. The version of the 2021–22 Annual Report that was tabled in parliament and is available on www.transparency.gov.au will remain unchanged.</p>
Methodology	Number of overseas students studying Australian higher education offshore courses compared with the previous year.
Source	DESE, Higher Education Statistics Collection.
Contributing program	2.7 International Education Support
Key activity	Support a high-quality and sustainable international education sector

3 Outcome 3

Measure PM028	Proportion of employers that report use of the VET system
Target	50% or higher
Result rating	Achieved
Result value	56.6%
Analysis	<p>The most recent result is from 2021. This result shows that VET remains a training system of choice for a substantial proportion of employers.</p> <p>Two in 5 employers (40.2%) reported they had jobs requiring vocational qualifications. Employers using the VET system were generally satisfied: 78.7% of employers were satisfied with their use of nationally recognised training and 74.2% of employers with apprentices and trainees were satisfied with the capabilities of those employees.</p> <p>The proportion of employers who report they use VET has exceeded 50% since the survey commenced in its current form in 2005 (as shown in Figure 2.3). From 2005 to 2019, the proportion of employers using VET was in decline.</p> <p>The relatively large increase in 2021, to 56.6% from 50.9% in 2019, has brought the proportion closer to 2005 levels. The increase in employers accessing VET between 2019 and 2021 is likely to be due to new training needs as employers adapt to changing conditions. For example, 44.0% of employers had new training requirements due to the impacts of the COVID-19 pandemic. Of those employers that had new training requirements:</p> <ul style="list-style-type: none"> ■ 83.6% needed training so that they could effectively/safely operate in the COVID-19 environment ■ 32.8% needed to train staff to undertake new tasks and/or responsibilities ■ 30.8% needed to access training to help manage business operations in the COVID-19 environment. <p>In response to the previous declines, the department has been supporting initiatives to strengthen industry engagement in the VET system, designing industry-relevant training products and streamlining and simplifying existing national qualifications to make the VET system more relevant to industry and employer needs.</p>

Measure PM028	Proportion of employers that report use of the VET system
Methodology	The indicator is calculated as the number of businesses with employees that, in the previous 12 months, have used nationally recognised training, have apprentices/trainees, or have jobs that require a vocational qualification, over the total number of businesses with employees. Note that the numbers of employers are based on weighted Survey of Employers' Use and Views of the VET System (SEUV) responses, as described below.
Source	National Centre for Vocational Education Research (NCVER) statistics: Employers' Use and Views of the VET System (NCVER 2021, Employers' use and views of the VET system, NCVER, Adelaide). ^{xxxiii}
Contributing program	3.1 Building Skills and Capability
Key activity	Respond to national future skills needs through access to VET graduates with the required skills

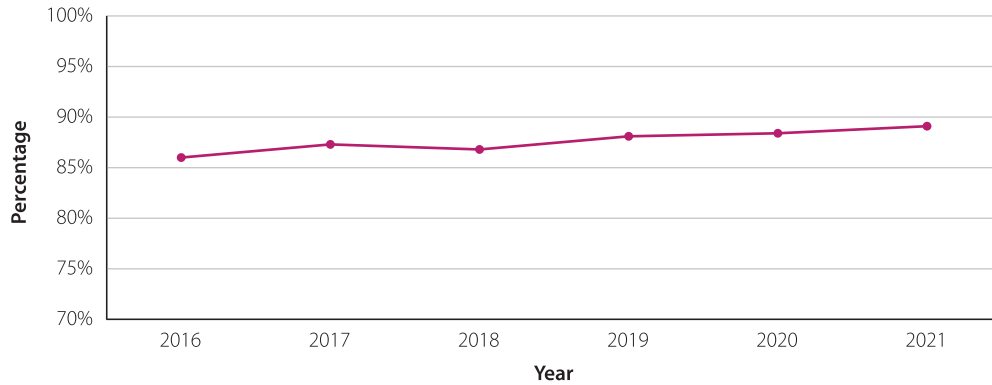
Figure 2.3: Proportion of employers that report use of the VET system



02

Measure PM029	Proportion of graduates who are satisfied with the overall quality of the training
Target	85% or higher
Result rating	Achieved
Result value	89.1%
Analysis	<p>The proportion of graduates who are satisfied with the overall quality of training shows the quality of experience provided by vocational education and training. The measure aims to provide an overarching system-wide insight into the quality of the sector from the perspective of graduates.</p> <p>From 2016 to 2020, students undertaking vocational education and training consistently reported high levels of satisfaction with the training they received (as shown in Figure 2.4). In 2021 the result for this measure again exceeded the target of 85%.</p>
Methodology	<p>The result is based on the annual survey, consistent with previous reporting. The latest survey results for 2021–22 are from the 2021 National Student Outcomes Survey.</p> <p>The result is calculated using the number of VET graduates who were satisfied or very satisfied with the overall quality of their training, over the total number of VET graduates.</p> <p>The sample results are weighted to minimise any survey bias so that the weighted sample represents the population and is used to produce accurate estimates.</p>
Source	NCVER, National Student Outcomes Survey, 2021.
Contributing program	3.1 Building Skills and Capability
Key activity	Enhance the quality of vocational education and training

Figure 2.4: Proportion of graduates who are satisfied with overall quality of training

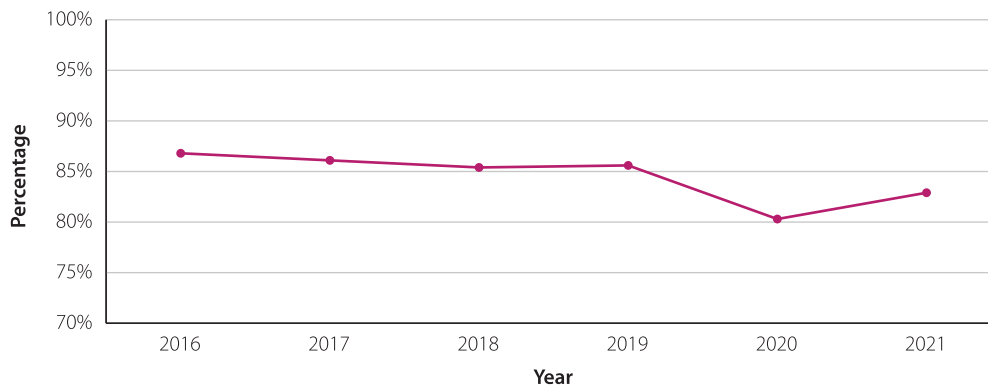


Measure PM030	Proportion of VET graduates who are employed or enrolled in further study after training
Target	80% or higher
Result rating	Achieved
Result value	82.9%
Analysis	<p>Enrolment in further study or training is an indicator of the quality of education being provided, and recognition that study and training results in better employment outcomes. Vocational education and training graduates continue to report strong labour market outcomes, including improved employment status after training and receiving at least one job-related benefit from their training. More than a third report that they are enrolled in further study after training, with just under a quarter going into study at a higher training level.</p> <p>The measure continues to exceed the target of 80%.</p> <p>The results have been largely consistent from 2016 until 2020 (as shown in Figure 2.5). The decrease in 2020 results and the small recovery in 2021 are likely to reflect the effects of the social and economic restrictions put in place to manage the COVID-19 pandemic. Research reports by the NCVET have highlighted the adverse effects of the COVID-19 pandemic on businesses, training organisations and students.</p>

02

Measure PM030	Proportion of VET graduates who are employed or enrolled in further study after training
Methodology	The result is calculated using the number of VET graduates who self-reported a labour force status of 'employed' or were enrolled in further study at the time of the survey, over the total number of VET graduates.
Source	NCVER, National Student Outcomes Survey, 2021. The measure combines the outcomes for graduates 'employed after study' and 'enrolled in further study'.
Contributing program	3.1 Building Skills and Capability
Key activity	Enhance the quality of vocational education and training

Figure 2.5: Proportion of VET graduates who are employed or enrolled in further study after training



Measure PM031	Maintain the number of apprenticeship commencements
Target	Maintain numbers from 2019–20 (pre-COVID-19 commencement levels)
Result rating	Achieved
Result value	55.6% increase
Analysis	<p>The number of apprenticeship commencements in the first half of the 2021–22 financial year increased by 55.6% compared with the first half of 2019–20. There were 98,375 commencements in the first 6 months of 2021–22, compared with 63,220 in the first 6 months of 2019–20.</p> <p>This increase in commencements can be attributed to the much higher level of Australian Government support available to employers in 2021–22 to take on an apprentice, through the Boosting Apprenticeship Commencements measure.</p>
Methodology	Number of apprenticeship commencements in the first 6 months of the 2021–22 financial year compared to the number of commencements in the first 6 months of the 2019–20 financial year. ^{xxxiv}
Source	<p>NCVER, National Apprentice and Trainee Collection, December quarter 2021.</p> <p>Note: NCVER releases data 6 months in arrears, so the December quarter 2021 data was released on 26 July 2022. The full 2021–22 financial year data will not be available until December 2022.</p>
Contributing program	3.1 Building Skills and Capability
Key activity	Respond to national future skills needs through access to VET graduates with the required skills

Measure PM032	Proportion of participants assessed in targeted programs that increase one or more levels on the Australian Core Skills Framework (ACSF) or the Digital Literacy Skills Framework (DLSF)
Target	80% or higher
Result rating	Achieved
Result value	95%
Analysis	<p>This measure helps the government to determine whether participants receiving tailored language, literacy, numeracy and digital (LLND) skills training in the Skills for Education and Employment (SEE) program and the Foundation Skills for Your Future Program (FSFYF) are developing the critical LLND skills they need to improve their employment and training pathways.</p> <p>An increase was achieved by 95% of participants in one or more levels of the 5 core skills of the ACSF or the DLSF as a result of undertaking training in these programs. This result is consistent with the result in 2020–21.</p> <p>The ACSF is a tool which assists both specialist and non-specialist English language, literacy, and numeracy practitioners to describe an individual’s performance in the 5 core skills of learning, reading, writing, oral communication and numeracy. Digital skills are described using the DLSF. Together they provide a consistent national approach to identifying and developing the core skills in 3 diverse contexts: personal and community, workplace and employment, and education and training.</p>
Methodology	<p>The result value is calculated using a weighted average of results for the SEE and FSFYF programs.</p> <ul style="list-style-type: none"> ■ SEE uses the number of SEE clients assessed as achieving an increase in one or more indicators after completing 200 hours or more of training, over the total number of assessed program participants.^{xxxv} ■ FSFYF uses the number of FSFYF clients achieving an increase in one or more indicators over the total number who completed training. <p>Results for the FSFYF program are included for the first time in 2021–22. In its first full year of operations, FSFYF achieved a result of 76% of participants increasing their skill level by one or more levels on the ACSF or DLSF.</p>
Source	ACSF and DLSF assessments completed by service providers.
Contributing program	3.1 Building Skills and Capability
Key activity	Improve language, literacy, and numeracy and digital (LLND) literacy for target groups

Measure PM033	Proportion of VET Student Loans (VSL) Students who are satisfied with the quality of their training provider ^{xxxvi}
Target	80% or higher
Result rating	Achieved
Result value	81.20%
Analysis	<p>Satisfaction with training providers indicates the quality of training being provided. Quality training leads to increased employment opportunities, or further training and study.</p> <p>VSL students undertaking vocational education and training continue to report high levels of satisfaction with their training provider, with the measure exceeding the target in 2021–22.</p> <p>Since 2019 the satisfaction rate has marginally increased. This may be attributable to an increasing number of continuing students being included in the result or changes to student arrangements due to the COVID-19 pandemic. The department will continue:</p> <ul style="list-style-type: none"> ■ taking student satisfaction into account when determining provider fee limits (i.e. the maximum amount the department will issue in loans for a given provider), approved courses, and re-approvals of providers as their respective periods of approval approach expiry ■ encouraging providers to raise the quality of their training through provider discussions and performance review.
Methodology	Number of VSL students who responded to the electronic Commonwealth assistance form (e-CAF) survey and who provided a rating of 'satisfied' or 'very satisfied', over the total number of VSL students who responded to the e-CAF survey.
Source	VSL student surveys submitted through the e-CAF for the 2021 calendar year.
Contributing program	3.2 VET Student Loans
Key activity	Reduce barriers to undertaking quality vocational education and training

02

Measure PM034	Proportion of VET Student Loans (VSL) Students who complete units of study
Target	70% or higher
Result rating	Achieved
Result value	79.74%
Analysis	<p>Completing units of study is an indication that VSL has successfully reduced or removed barriers to study.</p> <p>VSL students continue to have strong units of study completion rates. To foster these consistently strong outcomes the department:</p> <ul style="list-style-type: none"> ■ continued its focus on approving/re-approving only high-quality providers for participation in the VSL program ■ encouraged high-quality providers to continue to engage with the program (e.g. allowing higher provider fee limits up to the maximum amount the department will pay in loans for a given provider) ■ monitored provider outcomes ■ initiated provider discussions and performance reviews as relevant.
Methodology	<p>The results for student completion rates for each year are based on data extracted in July of the year following the reporting year. The lag before extraction of the data allows additional time for providers to complete their submissions of units of study data into the system.</p> <p>The result is calculated using the number of reported equivalent full-time study load (EFTSL) units of study completed, over the total number of EFTSL units of study.</p>
Source	Student completions data submitted by VET Student Loans approved course providers through the department's TCSI for the 2021 calendar year.
Contributing program	3.2 VET Student Loans
Key activity	Reduce barriers to undertaking quality vocational education and training

4 Outcome 4

Measure PM036	Proportion of job placements sustained to 26 weeks
Target	30% or higher
Result rating	Achieved
Result value	42.7%
Analysis	<p>This measure is an indicator of the ability of the department’s job placement programs to achieve ongoing sustainable employment outcomes.</p> <p>The conversion rate of 42.7% for job placements recorded from 5 November 2020 to 4 November 2021 is a significant improvement from the figure of 34.0% provided in the 2020–21 Annual Report.</p> <p>Performance against this measure is improving due to improved labour market conditions and an increase in the proportion of job-ready participants on the jobactive provider-servicing caseload. The result for 2021–22 is roughly similar to the result for the most recent full year before the impact of the COVID-19 pandemic (42.9% for 2018–19). However, the recovery has not been consistent across all key groups. For example, only 29.5% of job placements for Indigenous participants were sustained to a 26-week outcome in the most recent results, compared with 34.8% in 2018–19.</p>
Methodology	<p>This measure tracks sustainable employment gained through jobactive by reporting on the proportion of job placements that converted into a 26-week outcome.^{xxxvii} A jobactive provider receives a 26-week outcome payment if the participant remains employed for 26 weeks and reduces their reliance on income support by 100%. Adjustments are also made for participants with modified mutual obligation requirements. The results are based on the 12-month period from 5 November 2020 to 4 November 2021.</p> <p>The result is calculated using the number of job placements that were sustained to a 26-week employment outcome over the total number of job placements that could have achieved a 26-week outcome, in a 12-month period.</p>
Source	DESE’s administrative system, ESSWeb, which is used to administer employment services.
Contributing program	4.1 Employment Services
Key activity	Help job seekers find and keep a job

02

Measure PM037	Proportion of job seekers employed three months following participation in employment services
Target	45% or higher
Result rating	Achieved
Result value	50.8%
Analysis	<p>This measure is an indicator of the ability of the department’s programs to achieve employment outcomes.</p> <p>The employment rate for participants in jobactive provider servicing from 1 January 2021 to 31 December 2021 is 50.8%, which is above the target of 45% and is a significant improvement from the figure of 41.8% provided in the 2020–21 Annual Report.</p> <p>This figure has been steadily increasing as the labour market recovers from the impacts of COVID-19 and affected participants return to employment. As these participants are typically more job-ready than those who have been out of the workforce for long periods, the overall proportion in employment has increased.</p>
Methodology	<p>The department’s post-program monitoring survey samples jobactive provider-serviced participants on their employment (labour market) status around 3 months after participation. The survey data provides additional information not available from administrative data, such as the employment and education status of exited participants. It provides a fuller picture of employment outcomes, as not all employment undertaken by jobactive participants is recorded in the department’s job placement records.^{xxxviii}</p> <p>The results are based on the 12-month period between 1 January 2021 and 31 December 2021. The result is calculated by estimating the number (of a representative sample) of job seekers employed 3 months following participation in jobactive over the total number of job seekers who participated in jobactive during the reference period (a rolling 12-month period).</p> <p>The population for this measure does not include participants in Online Employment Services or the New Employment Services Trial.</p>
Source	DESE, program administrative data. Employment rates are sourced from the post-program monitoring survey.
Contributing program	4.1 Employment Services
Key activity	Help job seekers find and keep a job

Measure PM039	Proportion of Work for the Dole participants who report increased motivation to find a job
Target	75% or higher
Result rating	Achieved
Result value	76.3%
Analysis	<p>Work for the Dole is a work experience program that offers participants the opportunity to demonstrate their capabilities, contribute to their local community and build skills to help them find secure work.</p> <p>Of the participants who commenced in Work for the Dole between 1 February 2021 and 31 January 2022, 76.3% reported that the activity had increased their desire to find a job. This is above the target of 75%.</p> <p>The program was suspended between March 2020 and September 2020 due to the impacts of COVID-19, and no post-program monitoring survey was conducted on Work for the Dole participants. While this means there is limited recent historical data available, the current result is consistent with pre-pandemic results, which varied between 75% and 77.5% for participants who commenced in 2018 and 2019.</p>
Methodology	<p>The results are based on responses to the post-program monitoring survey from participants who commenced in Work for the Dole between 1 February 2021 and 31 January 2022. Participants are surveyed 6 weeks after commencement in a Work for the Dole activity.^{xxxix}</p> <p>The survey measures the impact of Work for the Dole participation on job seekers' soft skills and outlook and, in particular, the proportion of participants reporting an improvement in their desire to find a job 6 weeks after commencing in a Work for the Dole activity.</p> <p>The result is calculated using a representative sample of job seekers, surveyed 6 weeks after participating in Work for the Dole, who reported that participation in the activity improved their desire to find a job, over the total number of job seekers who responded to the survey following participation in Work for the Dole.</p>
Source	DESE, program administrative data and post-program monitoring survey.
Contributing program	4.1 Employment Services
Key activity	Help job seekers find and keep a job

02

Measure PM041	Proportion of job seekers (with mutual obligation requirements) who are actively looking for work
Target	90% or higher
Result rating	Not achieved
Result value	72.5%
Analysis	<p>The target rate of job seekers meeting their job search requirement is intentionally aspirational.</p> <p>Results for this measure are positively skewed during periods when job search mutual obligation requirements are suspended for part or all of the country. The 2021–22 result reflects the impacts – including suspensions of mutual obligation requirements – of COVID-19 lockdowns and natural disasters.</p> <p>The result was slightly lower than the result of 75.8% in 2020–21, when COVID-19 and the gradual resumption of mutual obligations had a greater impact.</p>
Methodology	Number of active job seekers meeting their job search requirement or with no job search requirement, over the total number of job seekers who may be required to undertake job search as part of their mutual obligation requirements.
Source	DESE, program administrative data.
Contributing program	4.1 Employment Services
Key activity	Help job seekers find and keep a job

Measure PM043	Proportion of jobactive organisations that meet their service delivery commitments
Target	80% or higher
Result rating	Achieved
Result value	89.7%
Analysis	<p>A high proportion of jobactive providers met the service delivery commitment expectations outlined in their individual service delivery offers. This represents a positive outcome given the ongoing challenges to the operating environment, including COVID-19 and other natural disruptions to service experienced across the period.</p> <p>The result for this performance period was comparable to the result achieved in 2020–21 (90%).</p>
Methodology	<p>jobactive providers were monitored to provide assurance that they were making available to job seekers, employers, and other stakeholders the services to which they committed in their service delivery offers. The department monitored these commitments through its contract management process.</p> <p>The result is calculated as the proportion of jobactive providers that met at least 80% of their assessed service delivery commitments across all jobactive providers.</p> <p>In each 6-month period, department account managers review at least 25% of provider service delivery commitments, with all provider commitments reviewed at least once across a 2-year period.</p> <p>This year’s calculation includes the last 6-month period of the 2-year assessment process. As such, it includes a check to support that all valid commitments have been assessed at least once over the 2 years.⁴¹</p>
Source	DESE, program administrative data extracted from Provider 360.
Contributing program	4.1 Employment Services
Key activity	Deliver high-quality and efficient services

02

Measure PM044	Cost per employment outcome
Target	\$2,500
Result rating	Achieved
Result value	\$2,059
Analysis	<p>Cost per employment outcome is an efficiency measure of jobactive provider servicing.</p> <p>The cost per employment outcome has decreased slightly over the last year, from \$2,117 as reported in the 2020–21 Annual Report to \$2,059 for the most recent year.^{xlii}</p> <p>The key drivers of jobactive expenditure are outcome payments, administration fees and the Employment Fund. The jobactive payment model has a strong focus on outcomes, and during periods where jobactive providers have performed well, outcome payments will be the key driver of jobactive expenditure.</p> <p>Costs increased in the 2021 calendar year – particularly those related to outcome payments and the Employment Fund – but this has been offset by an increase in the number of participants in employment, particularly those exiting jobactive provider servicing. This reflects stronger labour market conditions and more job-ready participants in the program over the past year compared with the previous year.</p>
Methodology	<p>The cost per employment outcome is a measure of efficiency and is the average sum of money spent per employment outcome. The total expenditure on jobactive includes expenditure such as administration fees, outcome payments and support provided from the Employment Fund.^{xlii}</p> <p>Employment outcomes are estimated as the number of participants employed 3 months after participating in jobactive, as measured by the post-program monitoring survey.^{xliii} Note that this is not the same as the number of employment outcomes paid to providers.</p> <p>The reference period for this measure is participants in jobactive from 1 January 2021 to 31 December 2021.</p> <p>The result is calculated using the total expenditure on jobactive job seekers within the relevant reference period, over the estimated number of job seekers who were employed 3 months after participating in jobactive.</p> <p>Participants in and costs associated with Online Employment Services and the New Employment Services Trial are excluded from the measure, to maintain comparability with previous years.</p>
Source	DESE's financial data, program administrative data, and responses to the post-program monitoring survey.

Measure PM044 **Cost per employment outcome**

Contributing program 4.1 Employment Services

Key activity Deliver high-quality and efficient services

Measure PM046 **Proportion of ParentsNext participants who increase their work readiness**

Target 75% or higher

Result rating Achieved

Result value 75.27%

Analysis Analysis of previous data demonstrated incremental increases in this measure over time. Previous results are:

- 2019–20: 67.90%
- 2020–21: 75.02%.

Typically the more time parents spend in the program, and consequently the more work readiness assessments they complete, the more likely it is that improvements in work readiness will be observed. Analysis as at 31 May 2022 shows that the average score for initial work readiness assessments is 7.2 out of 10. This average score generally increases with each assessment done, up to the sixth assessment (average score 8.2 out of 10).

Methodology Using the Star Online Work Star assessment tool, trained providers undertake an initial assessment with participants^{xiv} and are encouraged to conduct subsequent assessments every 6 months.^{xiv} To be included in the population for analysis, a participant must have had at least 2 work readiness assessments, with at least one of these in the 2021–22 performance period.^{xvi} In 2021–22, 11,978 ParentsNext participants had at least one subsequent assessment conducted.

The result is calculated using the number of participants who increased their work readiness based on their results in the Work Star assessment tool (9,016), over the total number of participants who had more than one work readiness assessment using the tool (11,978).

Source Outcomes Star Online system: Work Star Online Service User Report.

Contributing program 4.1 Employment Services

Key activity Support target groups to improve their work readiness and find employment

02

Measure PM047	Number of participants who improve their education (completion of an education course higher than the participant's previous education level) or find employment
Target	5,000 or higher ^{xlvii}
Result rating	Achieved
Result value	16,478
Analysis	<p>With a result of 16,478 for the number of participants who improve their education or find employment, ParentsNext has significantly exceeded the target of 5,000 or higher for this measure.</p> <p>This is a continuation of the strong results against targets for this measure since the measure was introduced in 2019–20. Previous results are:</p> <ul style="list-style-type: none">■ 2019–20: 13,733■ 2020–21: 17,564. <p>New program eligibility rules introduced on 1 July 2021 resulted in significant caseload changes as participants who were no longer eligible were exited from the program and newly eligible participants were referred. More than 30,000 participants were exited in July 2021 and more than 70,000 new participants have been referred to the program across the performance period. Despite the fact that the target has been met, the change has impacted the 2021–22 result. The result is down on 2020–21 as it takes time for new participants to complete education or find employment – noting that the focus of the program is on pre-employment.</p> <p>The result demonstrates that ParentsNext is achieving the objective of increasing parents' readiness to participate in education and employment. This result contributes to Outcome 4, to assist job seekers into work.</p>

Measure PM047	Number of participants who improve their education (completion of an education course higher than the participant’s previous education level) or find employment
Methodology	<p>Program administrative data is used to:</p> <ul style="list-style-type: none"> ■ establish participants who were commenced on the caseload from 1 July 2021 to 30 June 2022 (performance period) ■ establish highest education level as captured at the referral date ■ determine whether participants increased their education from completed activity commencements or approved/pending education outcome claims within the period ■ determine whether participants found employment within the performance period from declared earnings data, exits with stable employment, or approved or pending employment outcome claims. <p>The result is calculated using the number of participants who improved their education or found employment within the performance period.</p>
Source	DESE, program administrative data, including DSS declared earnings data.
Contributing program	4.1 Employment Services
Key activity	Support target groups to improve their work readiness and find employment

02

Measure PM052	Transition to Work – Proportion of placements that are converted to sustainability outcomes
Target	40% or higher
Result rating	Achieved
Result value	51.6%
Analysis	<p>The result for this measure is significantly above the target of 40% and has increased substantially from the result of 41.6% for the 2020–21 financial year.</p> <p>This is in line with expectations, as the result for the previous financial year was significantly affected by the impacts of COVID-19. Many Transition to Work participants were placed into jobs before March 2020 and not able to sustain those jobs for 26 weeks.</p> <p>The first job placements in scope for the current result were those in May 2020, with outcomes achieved 6 months later in November 2020. By this time, the labour market was recovering and there were more opportunities for young people to find sustainable employment.</p> <p>The conversion rate of job placements to sustainability outcomes peaked at 57.6% for those who had a placement in July 2020, before tapering to 45.7% for those with a placement in April 2021. This reflects restrictions in parts of Australia in late 2021, around the time those placements became eligible for a sustainability outcome.</p>
Methodology	<p>This measure reports the proportion of Transition to Work placements that converted to sustainability outcomes. Sustainability outcomes occur when a participant continues in their employment or education placement for an additional 14 consecutive weeks following the completion of their 12-week employment or hybrid outcome.^{xlviii}</p> <p>The reference period for job placements is a placement occurring in the 12 months between 8 May 2020 and 7 May 2021 with outcomes achieved up to 30 June 2022. The result is calculated using the number of job placements converted to a 26-week sustainability outcome, over all job placements that can achieve a 26-week sustainability outcome over a 12-month period.</p>
Source	DESE, program administrative data from the ESSWeb system, which is used to administer employment services.
Contributing program	4.1 Employment Services
Key activity	Support target groups to improve their work readiness and find employment

Endnotes

- i Disadvantage is measured by the ABS's SEIFA index, which looks at relative advantage and disadvantage according to geographic location, based on the most recent Census data. In this context, children are counted as disadvantaged if they reside in an area for which the SEIFA score is in the bottom quintile (i.e. bottom 20% of scores across Australia).
- ii The target for this measure for the forward estimates 2023–26 will be 'equal to or higher than 2022–23'.
- iii The ABS will release the updated SEIFA indices in 2023. These new geographical boundaries will be used for future measures.
- iv This measure reports on the department's administrative data, which is based on data sourced externally from the Department of Social Services Grant Processing System.
- v This measure is assessed on 11 months of data. Surveys and interviews for this measure are not conducted in January each year, and therefore data does not include this period.
- vi Interviews to collect data for this measure are conducted by third parties (Lighthouse Data Collection, CanvasU, Action Market Research) on behalf of the department.
- vii The measure uses a number of data sources which are compiled and undergo independent actuarial assessment as the final step.
- viii Annual targets for the years leading up to 2023 are not available, as this is a medium-term measure. This measure is one of the sub-outcomes of the NSRA, which was agreed to by the Commonwealth and state and territory governments. The analysis, results and statuses published against this target until the end of 2023 will examine progress and activities towards meeting the target.
- ix NAPLAN performance measures reflect the nationally agreed outcomes in the National School Reform Agreement (NSRA), signed by all jurisdictions in 2018–19.
These measures are to increase the proportion of students in the top 2 bands and decrease the proportion of students in the bottom 2 bands (the first sub-outcome of the first outcome in the NSRA). The data against these measures is drawn from the NAPLAN national report, which does not disaggregate by sector.
- x Full NAPLAN reports are available at www.nap.edu.au.
- xi This measure only reports attendance for students in years 1–10 as the Australian Education Regulations 2013 define attendance rate to include full-time students who are in years 1–10, which forms the basis for the National Standards for Student Attendance Data Reporting.
- xii Annual targets for the years leading up to 2031 are not available, as this is a long-term measure. This measure is a national target agreed to by the Commonwealth, and state and territory governments in the NSRA and is part of the National Agreement on Closing the Gap developed in partnership with the Coalition of Aboriginal and Torres Strait Islander Peak Organisations. The analysis, results and statuses published against this target until the end of 2031 will examine progress and activities towards meeting the target.
- xiii The target is based on one of the socio-economic outcomes of the National Agreement on Closing the Gap. All governments agreed to working together towards achieving the socio-economic outcomes articulated in the agreement.
- xiv The Census of Population and Housing is a survey of the Australian population conducted by the ABS every 5 years.
- xv The Commonwealth and state and territory governments have agreed to the new Preschool Reform Agreement, which will provide additional attendance targets and reporting by 2024.
- xvi The 'key activity' under the UANP was to maintain universal access to quality preschool programs for 15 hours a week. Universal access relates to access, rather than participation, in recognition of the fact that preschool is a non-compulsory sector. Access is best measured through enrolments. The UANP included a secondary focus on 'increasing participation', but this is not considered the 'key activity' under the agreement. Participation is best measured through attendance.
The data currently available on attendance is not suitable for reporting against performance targets. Work is underway to improve data and establish agreed attendance targets by 2024 under the new Preschool Reform Agreement.
The agreed outcomes of the UANP (at clause 15) are:
 - all children, including vulnerable children and children experiencing disadvantage, have access to, and participate in, an affordable, quality early childhood education program
 - all Indigenous children have access to, and participate in, an affordable, quality early childhood education program
 - all Indigenous 4-year-olds in remote communities have access to early childhood education.

It is therefore appropriate to have performance measures relating specifically to enrolment for Indigenous and disadvantaged children, noting that a performance measure for all children will be added in 2022–23. In 2021, 96.3% of all children enrolled in early childhood education in the year before full-time school were enrolled for 600 hours per year.

- xvii Additional information can be provided by the states and territories to supplement the figures sourced from the ABS publication. This is in acknowledgement that the ABS Preschool Education data may not capture all children undertaking an early education program in their preschool year or may overstate the relevant population of children. The department assesses this data for its suitability. Additional numbers of children, including numbers for Indigenous or disadvantaged children, are then added into the numerator and/or denominator, and the result for Australia is recalculated. This process is documented in the PRA, which is where this performance measure originates.
- xviii The ABS provides the data for this measure from its Preschool Education, Australia publication. The ABS is engaged by the department specifically to collect this data to inform the assessment of the performance of the states and territories under the UANP. As part of the collection and processing of the data, the ABS employs robust and stringent quality control processes to ensure the reliability and validity of the data. The states and territories are able to provide supplementary data as part of their performance assessments, which are evaluated by the department. The department assesses this additional data, verifies it, and includes it if it is acceptable under the conditions of the UANP.
- xix The methodology published in the 2021–22 Corporate Plan referred to ‘Indigenous children’ when it should have referred to ‘vulnerable and disadvantaged children’.
- xx Programs such as Undergraduate Certificates will continue to be available under the Australian Qualifications Framework (AQF) for at least 3 and a half years in response to the COVID-19 pandemic, with the aim of providing opportunities for Australians to reskill and upskill.
- xxi The QILT survey is conducted by the Social Research Centre (SRC), which is owned by the Australian National University.
- xxii There are no employees in Queensland in eligible schemes; therefore none receive Higher Education Superannuation Program funding and they are not reported in this measure. The Northern Territory is also not reported in this measure, as its superannuation liabilities under the program have been paid out in full.
- xxiii Due to available populations and the large number of reporting strata, the SES is in practice conducted as a census of all available sample with the exception of a small number of universities.
- xxiv The target published in the 2021–22 Corporate Plan was ‘Equal to or lower than 2019–20 (14.69%)’. This has been corrected to ‘Equal to or lower than the previous year’, which is equivalent to 2020–21, when the final result was 15.07%.
- xxv The DNER figure is not determined by the department, and there are few factors influenced by the department that contribute to this performance measure in the short term.
- xxvi This measure reports on data available to 30 June 2021.
- xxvii The methodology published in the 2021–22 DESE Corporate Plan did not state that this measure was reporting on new debt. This was an omission from the Corporate Plan rather than a change to the measure, which has historically reported on new debt.
- xxviii The data is sourced from <https://scival.com>, which is an online tool that provides access to research performance worldwide using bibliometrics (statistical methods to analyse books, articles and other publications). The underlying data used by SciVal is Scopus, which is the largest abstract and citation database of peer-reviewed literature: scientific journals, books and conference proceedings.
- xxix The result reported in the 2020–21 Annual Report for 2020 Indigenous HDR completions was 67, which was based on preliminary higher education student data. Subsequently this value was finalised as 71 completions following tabling of the 2020–21 Annual Report.
- xxx User satisfaction surveys are conducted within each NCRIS facility and are aggregated to inform user satisfaction with the NCRIS network as a whole. NCRIS facilities and platforms also attract investment from various sources including partner universities, state or territory government funding, other non-corporate Commonwealth entities, and corporate Commonwealth entities.

- xxx1 International students are identified by the citizenship indicator, which shows whether a student's citizenship or residence status is domestic or overseas.
- xxx2 The methodology published in the 2021–22 Corporate Plan did not clarify the 4-month time period after completing a degree. The correct methodology has been used and is consistent with how this measure was reported in the 2020–21 Annual Report.
- xxx3 The SEUV, from which this performance measure is taken, is undertaken as a randomly selected sample, stratified by state/territory, employer size and industry. Survey responses are weighted to population benchmarks from the Australian Bureau of Statistics Business Register. The estimates in the SEUV publication are subject to sampling variability, as they are based on a sample rather than a population; that is, they may differ from the estimates that would have been produced if all employers had been included and had responded to the survey. In 2021 around 5,600 employers responded to the survey. The SEUV is run every 2 years. As such, this measure is only reported on in years when survey data is available.
- xxx4 The methodology published in the 2021–22 Corporate Plan did not clarify that the methodology compares commencements in the first 6 months of the current financial year (2021–22) with commencements in the first 6 months of the target financial year (2019–20). The correct methodology has been used and is consistent with how this measure was reported in the 2020–21 Annual Report.
- xxx5 The measure includes only individuals who have completed and passed between 100 and 200 hours of training.
- xxx6 This measure considers the proportion of VSL students who are satisfied with the quality of their training provider, who are enrolled in the calendar year.
- xxx7 As this is a measure of sustainability of employment, any participant who did not have a job placement recorded during the period is excluded from this measure.
- xxx8 This measure combines results for participants on the jobactive provider-serviced caseload and those who exited jobactive provider servicing to produce a composite figure. This figure is intended as a reasonable approximation of overall performance. This measure assumes that participants accurately and honestly report their labour force status when surveyed. Due to restrictions as a result of COVID-19, the computer-assisted telephone interview component of the surveys did not operate for the full period. This may have had a small impact on the final result.
- xxx9 This measure uses a participant's own assessment of changes in their motivation, which may be influenced by personal factors as well as program factors.
- xl This measure reports on provider assessments collected between 1 July 2020 and 30 June 2022.
- xli There are limitations on comparing this measure across years, as the nature of jobactive expenditure changes considerably as new employment programs are added. For example, having the most job-ready participants in the Online Employment Service affects the cost per employment outcome result.
- xl2 Certain costs are excluded from the total expenditure used to calculate the measure. These include programs not limited to jobactive participants, such as structural adjustment packages; income support payments, including payments associated with jobactive programs such as the PaTH Internship Incentive payment; costs historically not associated with jobactive, such as those for the Work for the Dole program, to allow comparison with results from previous years and fixed costs, such as those for the National Harvest Labour Information System.
- xl3 Due to the use of survey data in the methodology, there is a slight mismatch in the date ranges used for the numerator and denominator. Participants in jobactive in 2021 were surveyed about their labour force status up to May 2022.
- xl4 As Work Star assessments are conducted collaboratively between the trained provider and the participant, results may not align with an individual's own assessment. However, the department performed a sense check comparing individual data from the Work Star assessment tool in the 2021–22 reporting period with responses to a census conducted on ParentsNext participants in the first half of 2022. This showed that participants whose work readiness had improved according to the Work Star assessment tool were more likely to have responded positively to a related question from the census, compared to those whose work readiness had not improved.
- xl5 The measure only reports where assessments have been completed by both the practitioner and the participant.
- xl6 From 2021–22, participants who score the maximum possible score at their initial assessment (and therefore cannot improve) are excluded from the analysis.
- xl7 This target has been easily exceeded in the past 3 performance periods. The measure will be changed in 2022–23 to 'Proportion of participants who complete training or education, or participate in employment', with a target of 20%.
- xl8 This measure allows a significant length of time to determine whether a participant achieved a sustainable outcome. As a result, this measure may only be minimally affected by recent program or labour market changes.