

Audit report of the 2022–23  
annual performance statements

Department of Education



## **INDEPENDENT AUDITOR'S REPORT on the 2022-23 Annual Performance statements of the Department of Education**

**To the Minister for Finance**

### ***Conclusion***

In my opinion, the 2022-23 Annual Performance Statements of the Department of Education (Education):

- present fairly Education's performance in achieving its purpose for the year ended 30 June 2023; and
- 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 PGPA Act).

### ***Audit criteria***

In order to assess whether Education's annual performance statements complied with Division 3 of Part 2-3 of the PGPA Act, I applied the following criteria:

- whether the entity's key activities, performance measures and specified targets are appropriate to measure and assess the entity's performance in achieving its purposes;
- whether the performance statements are prepared based upon appropriate records that properly record and explain the entity's performance; and
- whether the annual performance statements present fairly the entity's performance in achieving the entity's purposes in the reporting period.

### ***Emphasis of Matter – Removal of performance measure 023 from the annual performance statements***

I draw attention to the information provided by Education in the 'Changes to our performance measures' section of the annual performance statements regarding the department's decision to no longer report on performance measure 023 (PM023), *Proportion of researchers who report that access to NCRIS facilities and projects improved their research quality and outputs*.

My conclusion is not modified in respect of this matter.

### ***Accountable Authority's responsibilities***

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

- the preparation and fair presentation of annual performance statements that accurately reflect Education's performance and comply with the Act and Rule;
- keeping records about Education'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's responsibilities for the audit of the performance statements***

My responsibility is to conduct a reasonable assurance engagement to express an independent opinion on Education'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 fairly presents 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



George Sotiropoulos  
Group Executive Director  
Delegate of the Auditor-General

Canberra  
21 September 2023



Australian Government  
Department of Education

# 2022-23 Annual Report

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# 2.

## Performance statements

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## Statement by the accountable authority

I, as the Accountable Authority of the Department of Education, present the 2022–23 Annual Performance Statements as required under section 39(1)(a) of the *Public Governance, Performance and Accountability Act 2013* (PGPA Act).

In my opinion, these Annual Performance Statements are based on properly maintained records, accurately reflect the performance of the entity for 2022–23, and comply with section 39(2) of the PGPA Act.



**Tony Cook PSM**  
13 September 2023

## Changes to our performance measures

The Department of Education made amendments to the performance measures as published in the October 2022–23 Portfolio Budget Statements and the varied 2022–23 Corporate Plan. The amendments are summarised below.

### Changes to Outcome 1

<b>Performance measure PM008</b>	<b>Increase the proportion of Aboriginal and Torres Strait Islander people (age 20 to 24) attaining Year 12 or equivalent or gaining a qualification at Australian Qualifications Framework Certificate III or above</b>
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The department has amended the data source to clarify that the Productivity Commission Closing the Gap Information Repository Dashboard is the source of the result for PM008.

<b>Published data source</b>	Australian Bureau of Statistics (ABS) Census of Population and Housing
<b>Amended data source</b>	Productivity Commission, Closing the Gap Information Repository Dashboard, with underlying data from ABS Census of Population and Housing

## Changes to Outcome 2

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

The department has amended the performance measure and methodology wording to clarify the time period to ensure alignment with the data source (Quality Indicators for Learning and Teaching (QILT), Graduate Outcomes Survey). The methodology wording has also been clarified to reflect that this measure relates to domestic undergraduates.

<b>Published performance measure</b>	Proportion of undergraduates who are employed within 4 months of completing a degree
<b>Amended performance measure</b>	Proportion of undergraduates who are employed within 4 to 6 months of completing a degree
<b>Published methodology</b>	Number of undergraduates employed within 4 months of completing a degree over the total number of graduates available for work in that 4 months
<b>Amended methodology</b>	Number of domestic undergraduates employed within 4 to 6 months of completing a degree over the total number of domestic undergraduates available for work in those 4 to 6 months

### **Performance measure PM016**      **Proportion of undergraduate students who rate the teaching quality at their institution positively**

The methodology wording has been updated to clarify the cohort of students the measure is assessing.

<b>Published methodology</b>	Number of students rating the teaching received as positive over the total number of students with valid survey responses
<b>Amended methodology</b>	Number of domestic students rating the teaching received as positive over the total number of domestic students with valid survey responses



<b>Performance measure PM018</b>	<b>The proportion of HELP debt not expected to be repaid on new debt</b>
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The performance measure wording has been revised to clarify the scope of the measure.

<b>Published performance measure</b>	The proportion of HELP debt not expected to be repaid
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<b>Amended performance measure</b>	The proportion of HELP debt not expected to be repaid on new debt
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<b>Performance measure PM019</b>	<b>The proportion of research publications in the world's top 10% most highly cited journals that are Australian research publications</b>
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The performance measure wording has been revised to align with the methodology.

<b>Published performance measure</b>	The proportion of research publications in Australia that are among the world's top 10% most-highly cited journals
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<b>Amended performance measure</b>	The proportion of research publications in the world's top 10% most highly cited journals that are Australian research publications
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<b>Performance measure PM020</b>	<b>Proportion of research postgraduates who are employed within 4 to 6 months of completing their degree</b>
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The department has amended the performance measure and methodology wording to clarify the time period to ensure alignment with the data source (QILT, Graduate Outcomes Survey).

<b>Published performance measure</b>	Proportion of research postgraduates who are employed within 4 months of completing their degree
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<b>Amended performance measure</b>	Proportion of research postgraduates who are employed within 4 to 6 months of completing their degree
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<b>Published methodology</b>	Number of research postgraduates employed within 4 months of completing their degree over the total number available for work in that 4 months
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<b>Amended methodology</b>	Number of research postgraduates employed within 4 to 6 months of completing their degree over the total number available for work in those 4 to 6 months
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<b>Performance measure PM023</b>	<b>Proportion of researchers who report that access to NCRIS facilities and projects improved their research quality and outputs</b>
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In the course of the Australian National Audit Office (ANAO) audit of the then Department of Education, Skills and Employment (DESE) 2021–22 Annual Performance Statements, the ANAO identified that DESE had not verified the third-party survey data used to report on this measure. This was noted in the statement by the accountable authority in the former DESE 2021–22 Annual Performance Statements.

After further analysis the department determined that there were significant difficulties in verifying the data used in the measure. Accordingly, the department considers that the measure does not meet the requirements of section 16EA of the Public Governance, Performance and Accountability Rule 2014 (Cth) (PGPA Rule), and will no longer report on PM023.

The department is committed to improving the quality of its performance reporting. The department will use PM019 *'The proportion of research publications in the world's top 10% most highly cited journals that are Australian research publications'* to measure and assess its performance in respect of research infrastructure, reflecting that a key outcome sought by the national investment in research infrastructure is the creation of a high-quality research system, evidenced by published research.

These changes are reflected in the varied 2022–23 Corporate Plan ([www.education.gov.au/about-department/resources/202223-varied-corporate-plan-department-education](http://www.education.gov.au/about-department/resources/202223-varied-corporate-plan-department-education)) and the 2023–24 Portfolio Budget Statements ([www.education.gov.au/about-department/resources/2023-24-portfolio-budget-statements](http://www.education.gov.au/about-department/resources/2023-24-portfolio-budget-statements)).

<b>Performance measure PM026</b>	<b>Proportion of international students employed or enrolled in further study after graduation</b>
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The department has amended the methodology wording to clarify the time period to ensure alignment with the data source (QILT, Graduate Outcomes Survey).

<b>Published methodology</b>	Number of international undergraduates employed or undertaking further study 4 months after completing a degree over the total number of international graduates
<b>Amended methodology</b>	Number of international undergraduates employed or undertaking further study 4 to 6 months after completing a degree over the total number of international graduates

## Our purpose

Our purpose is to contribute to Australia's economic prosperity and social wellbeing by creating opportunities and driving better outcomes through access to quality education. To do this our focus in 2022–23 was on:



**Early childhood** to prepare children for school through quality early education and care that supports and prepares children for their future, and through access to subsidised child care that supports parents and carers to work, study or volunteer.



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



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

## Our outcomes

### Outcome 1

Improved early learning, schooling, student educational outcomes and transitions to and from school through access to quality 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.

### 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.

# Our performance

## Introduction

To reinforce the department's commitment to quality performance reporting, we have continued to raise our capabilities and capacity to improve reporting. Throughout 2022–23 we have focused on refining our performance reporting processes, particularly assurances to support data quality.

During 2022–23 we routinely reviewed our performance measures as part of the performance cycle to ensure they remained appropriate for measuring and assessing our performance in achieving our purpose – *We contribute to Australia's economic prosperity and social wellbeing by creating opportunities and driving better outcomes through access to quality education.*

When reviewing our performance measures, we consider feedback from the ANAO as part of its annual performance statements audit program. The department expects that the number and composition of its performance measures may change each year as a result of changes to government priorities and programs.

## Assessing our performance

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

**Table 2.1: Applying a result rating for 2022–23**

<b>Achieved</b>	The target was met or exceeded.
<b>On track</b>	The target is on track to be achieved against future year targets.
<b>Not achieved</b>	The target was not met during 2022–23.
<b>Not on track</b>	Based on current information the performance measure is not on track to meet future year targets.

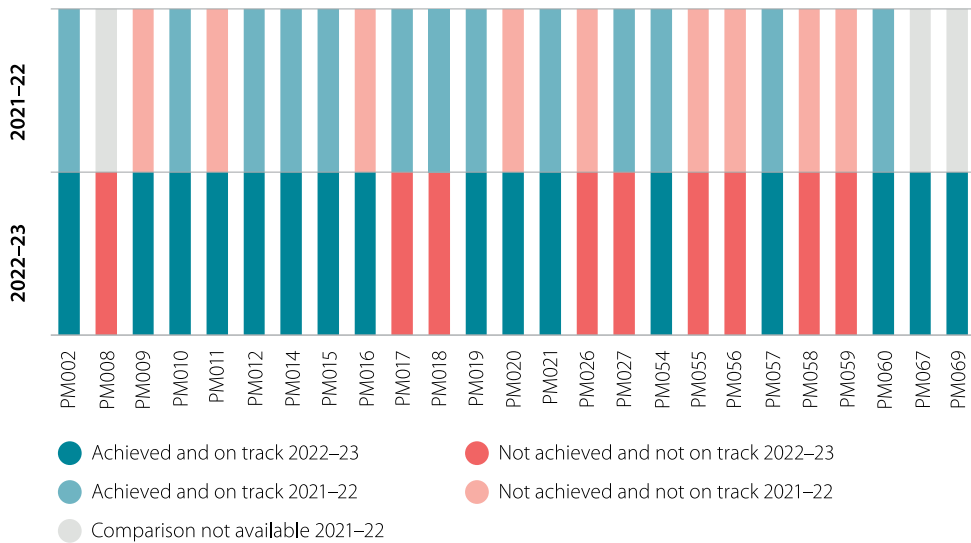
The department's 2022–23 Annual Performance Statements were audited for the second year by the ANAO, supported by dedicated internal resources.

## Analysis of our performance

Overall, our performance improved in 2022–23, with 16 out of 25 (64%) performance measures achieved or on track in 2022–23, compared to 13 out of 22 (59%) measures in 2021–22. Additionally, 45% of actual result values improved in 2022–23 when compared to 2021–22 results.<sup>1</sup>

Figure 2.1 summarises the result ratings for each performance measure for 2021–22 and 2022–23, showing how result ratings have changed in this reporting period from last year.

**Figure 2.1: 2021–22 result ratings compared to 2022–23 result ratings<sup>1</sup>**



The 2022–23 results have been influenced by our environment, including a range of external factors outside the control of the department.

Our commitment to quality early childhood education and care is demonstrated by the increased support and funds for vulnerable and disadvantaged communities, with more than 95% of all children, including First Nations children and vulnerable children, enrolled in quality preschool programs the year before attending school. The department’s continued focus on integrity ensured that the already high rates of payment accuracy for the Child Care Subsidy (CCS) improved further in 2022–23.

<sup>1</sup> This analysis does not include PM023, as an assessment could not be made in 2021–22 and, as outlined on pages 31 and 73, the department no longer reports on this measure as it does not meet PGPA Rule requirements.

The 2021–22 result for PM021 is based on final results published on the department’s website and differs from the 2021–22 DESE Annual Report result, which used preliminary data.

Three measures – PM008, PM067 and PM069 – could not be compared to 2021–22 results as data was not available or they are new measures.

Attendance rates at schools and student outcomes have continued to be influenced by COVID-19, influenza, and natural disasters such as floods. The department supports students and teachers through a range of literacy and numeracy programs, assessment tools and resources. The new NAPLAN Online was fully implemented in 2022. It provides a more precise assessment of student ability through an adaptive assessment mechanism. We continue to work with the states and territories on initiatives that will help identify ways to improve student attendance and performance.

We have supported positive economic and social benefits to Australia by contributing to a strong labour market and economic conditions across the country through education and research activities. Increases in the proportion of 20 to 24 year olds obtaining a Year 12 certificate or higher qualification, such as vocational education or university credentials, provided opportunities for individuals to be more socially engaged, have higher employment rates and receive higher relative earnings. While the rate of First Nations students completing Year 12 or equivalent is increasing, there is more work required, in consultation with key stakeholders, to reach the Closing the Gap outcomes.

General economic factors and the changed labour market during 2021 and 2022, combined with easing COVID-19 restrictions in 2022, have shaped some of our results in the university sector. The rates of employment for graduates with bachelor degrees or postgraduate research qualifications have increased. Despite changes in the labour market the Higher Education Support program has sustained stable employment results for graduates and increased employer satisfaction with the skills available.

Our investment in research has continued to produce first-class research outcomes, with an increase in the percentage of high-quality research papers being published. Australia remains above the average for Organisation for Economic Co-operation and Development (OECD) countries in quality research publications.

Our performance shows that the department plays a significant role in supporting the lives of Australians, from early learning years through to higher education. The results show that, despite the influences from our operating environment, we are contributing to this success through our programs and working collaboratively with key stakeholders to understand, in some cases, the reason for our results.

The analysis above is a consolidation of the results reported for each individual performance measure. Further detail on the individual performance measures for Outcome 1 is provided on pages 42 to 59 and Outcome 2 is provided on pages 60 to 75.

## Summary of 2022–23 performance measure results

Outcome 1					
Performance measure	PM#	Program	2021–22 result	2022–23 result	Page reference
Proportion of accurate child care payments to all services	PM002	1.2	Achieved	Achieved	42
Increase the proportion of Aboriginal and Torres Strait Islander people (age 20 to 24) attaining Year 12 or equivalent or gaining a qualification at Australian Qualifications Framework Certificate III or above	PM008	1.3, 1.4, 1.5	Data not available	Not on track	43
The proportion of Community Child Care Fund (CCCF) and Inclusion Support Program (ISP) support granted to socio-economically vulnerable and disadvantaged communities	PM054	1.1	Achieved	Achieved	45
Lower the proportion of students in the bottom 2 bands in NAPLAN for reading for Year 3 students	PM055	1.3, 1.4, 1.5	Not on track	Not on track	46
Lower the proportion of students in the bottom 2 bands in NAPLAN for numeracy for Year 3 students	PM056	1.3, 1.4, 1.5	Not on track	Not on track	48



<b>Outcome 1</b>					
<b>Performance measure</b>	<b>PM#</b>	<b>Program</b>	<b>2021–22 result</b>	<b>2022–23 result</b>	<b>Page reference</b>
Increase the proportion of students in the top 2 bands in NAPLAN for reading for Year 3 students	PM057	1.3, 1.4, 1.5	On track	On track	50
Increase the proportion of students in the top 2 bands in NAPLAN for numeracy for Year 3 students	PM058	1,3, 1.4, 1.5	Not on track	Not on track	52
Increase the proportion of students attending school 90% or more of the time	PM059	1.3, 1.4, 1.5	Not on track	Not on track	54
Increase the proportion of people (age 20 to 24) who have completed Year 12 or equivalent or gaining a qualification at Australian Qualifications Framework Certificate III or above	PM060	1.3, 1.4, 1.5	On track	On track	55
Average early childhood education and care hours attended by children that are supported by Additional Child Care Subsidy	PM067	1.2	n/a – this is a new measure for 2022–23	Achieved	57
Proportion of children enrolled in quality preschool programs in the year before full-time school who are enrolled for 600 hours per year	PM069	1.5	n/a – this is a new measure for 2022–23	Achieved	58

<b>Outcome 2</b>					
<b>Performance measure</b>	<b>PM#</b>	<b>Program</b>	<b>2021–22 result</b>	<b>2022–23 result</b>	<b>Page reference</b>
The proportion of the 25 to 34 year-old population with a tertiary qualification	PM009	2.1	Not achieved	Achieved	60
The rate of attrition for domestic bachelor students	PM010	2.1	Achieved	Achieved	61
Proportion of undergraduates who are employed within 4 to 6 months of completing a degree	PM011	2.1	Not achieved	Achieved	62
Proportion of eligible universities able to meet specified superannuation expenses	PM012	2.2	Achieved	Achieved	63
Proportion of domestic undergraduates who are from a low socio-economic background (based on Statistical Area level 1)	PM014	2.3	Achieved	Achieved	64
Proportion of higher education students who are Indigenous	PM015	2.3	Achieved	Achieved	65
Proportion of undergraduate students who rate the teaching quality at their institution positively	PM016	2.3	Not achieved	Achieved	66

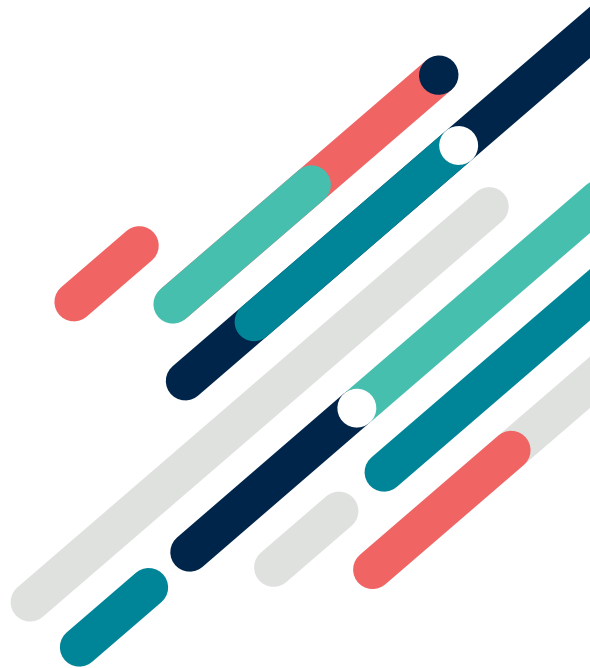
<b>Outcome 2</b>					
<b>Performance measure</b>	<b>PM#</b>	<b>Program</b>	<b>2021–22 result</b>	<b>2022–23 result</b>	<b>Page reference</b>
Proportion of employers who are satisfied with the skills of graduates (overall across all skills)	PM017	2.3	Achieved	Not achieved	67
The proportion of HELP debt not expected to be repaid on new debt	PM018	2.4	Achieved	Not achieved	68
The proportion of research publications in the world's top 10% most highly cited journals that are Australian research publications	PM019	2.5, 2.6	Achieved	Achieved	69
Proportion of research postgraduates who are employed within 4 to 6 months of completing their degree	PM020	2.5	Not achieved	Achieved	71
Indigenous Higher Degree by Research (HDR) completions	PM021	2.5	Achieved <sup>2</sup>	Achieved	72
Proportion of researchers who report that access to NCRIS facilities and projects improved their research quality and outputs	PM023	2.6	Unable to make an assessment	n/a <sup>3</sup>	73
Proportion of international students employed or enrolled in further study after graduation	PM026	2.7	Not achieved	Not achieved	74

2 The 2021 result is based on final results published on the department's website and differs from the 2021–22 DESE Annual Report result, which used preliminary data.

3 The department no longer reports on this measure as it does not meet PGPA Rule requirements, as outlined on pages 31 and 73.

**Outcome 2**

<b>Performance measure</b>	<b>PM#</b>	<b>Program</b>	<b>2021–22 result</b>	<b>2022–23 result</b>	<b>Page reference</b>
Number of students enrolled in offshore and transnational education and training delivered by Australian providers	PM027	2.7	Achieved	Not achieved	75



## Our 2022–23 individual performance measure results

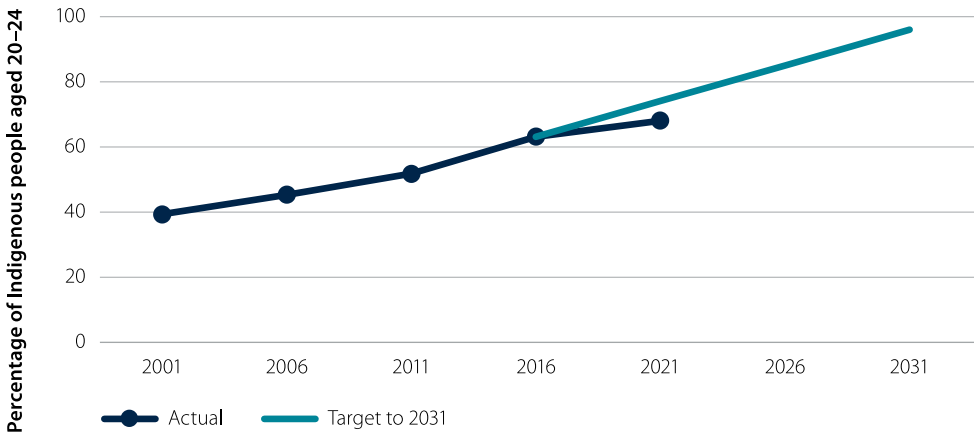
### Outcome 1

Performance measure PM002	Proportion of accurate Child Care Subsidy payments to all services
<b>Target</b>	90% or higher
<b>Result rating</b>	Achieved
<b>Result value</b>	96.9%
<b>Analysis</b>	<p>CCS payment accuracy increased from 93.0% in 2021–22 to 96.9% in 2022–23.</p> <p>The 2022–23 CCS payment accuracy rate is the highest annual rate recorded since the measure of child care payment accuracy was introduced in 2014–15; this shows the department’s focus on child care payment integrity had a significant effect during 2022–23.</p> <p>The department’s focus on payment integrity was driven by measures in the October 2022–23 Budget that provided funding for the department to increase its payment integrity activities and introduced a new requirement for CCS gap fees to be paid electronically.</p>
<b>Methodology</b>	<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>
<b>Source</b>	<p>Accuracy estimates subject to independent actuarial assessment</p> <p>Note: This measure is assessed on 11 months of data.</p>
<b>Contributing program</b>	1.2 – Child Care Subsidy
<b>Key activity</b>	<ul style="list-style-type: none"> <li>Support to families who rely on subsidised early childhood education and care to work, train, study or volunteer</li> </ul>

<b>Performance measure PM008</b>	<b>Increase the proportion of Aboriginal and Torres Strait Islander people (age 20 to 24) attaining Year 12 or equivalent or gaining a qualification at Australian Qualifications Framework Certificate III or above</b>
<b>Target</b>	Increase to 96% by 2031 (from 63.2% in 2016)
<b>Result rating</b>	Not on track
<b>Result value</b>	68.1%
<b>Analysis</b>	<p>In 2021 over two-thirds (68.1%) of Indigenous youth aged 20 to 24 had a Year 12 or equivalent or a Certificate III or higher qualification, the highest ever achieved and a significant increase (28.7 percentage points) from 2001. The 2021 result improved by 4.9 percentage points over the 2016 result. However, the 2021 result was below the projected attainment rate for 2021 that would be required to achieve an attainment rate of 96% in 2031.</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> <p>In line with the Priority Reforms of the National Agreement on Closing the Gap, the department continues work to strengthen partnership with the National Aboriginal and Torres Strait Islander Education Council (NATSIEC), including supporting NATSIEC's full establishment. The department is also providing targeted support to a range of Closing the Gap education measures, as outlined in the Commonwealth's Closing the Gap Implementation Plan.</p>
<b>Methodology</b>	<p>Total proportion of the 20 to 24 year-old Indigenous population that has attained at least Year 12 or equivalent or AQF Certificate III or above over the total Indigenous population aged 20 to 24 years.</p> <p>Note: The target reflects Outcome 5 of the National Agreement on Closing the Gap and the National School Reform Agreement (NSRA).</p>
<b>Source</b>	Productivity Commission, Closing the Gap Information Repository Dashboard, with underlying data from ABS Census of Population and Housing

<b>Performance measure PM008</b>	<b>Increase the proportion of Aboriginal and Torres Strait Islander people (age 20 to 24) attaining Year 12 or equivalent or gaining a qualification at Australian Qualifications Framework Certificate III or above</b>
<b>Contributing programs</b>	1.3 – Government Schools National Support 1.4 – Non-Government Schools National Support 1.5 – Early Learning and Schools Support
<b>Key activities</b>	<ul style="list-style-type: none"> <li>• Provide consistent, transparent and needs-based funding to government schools</li> <li>• Provide consistent, transparent and needs-based funding to non-government schools</li> <li>• Provide support for a range of curriculum, assessment, teaching and wellbeing programs</li> <li>• Provide national leadership and work with states on national policy reform</li> </ul>

**Figure 2.2: Aboriginal and Torres Strait Islander youth education attainment rate**



Source: Productivity Commission, Closing the Gap Information Repository Dashboard.

<b>Performance measure PM054</b>	<b>The proportion of Community Child Care Fund (CCCF) and Inclusion Support Program (ISP) support granted to socio-economically vulnerable and disadvantaged communities</b>
<b>Target</b>	Increase on previous year
<b>Result rating</b>	Achieved
<b>Result value</b>	20.8%
<b>Analysis</b>	<p>The proportion has increased from 19.6% in 2021–22 to 20.8% in 2022–23.</p> <p>This measure is a combined analysis of CCCF and ISP programs. The increase in 2022–23 was mainly driven by ISP-funded services, as there were no new funding rounds for application under the CCCF program in 2022–23.</p> <p>In the 2022–23 financial year, 44.8% of the services supported under the CCCF were in the most disadvantaged areas. In the same period, 18.8% of the services supported through the ISP program were in the most disadvantaged areas.</p>
<b>Methodology</b>	<p>The number of services that have received CCCF or ISP support located in vulnerable and disadvantaged Statistical Area level 2 (SA2s) (as defined by the SA2s in the lowest 20% Socio-Economic Indexes for Areas (SEIFA) category), divided by the total number of services that have received CCCF or ISP support in all areas.</p> <p>The measurement only includes services that received financial support within the given financial year (12-month period).</p> <p>Note: CCCF services include CCCF open and CCCF restricted supported services only.</p>
<b>Source</b>	<p>(i) ABS SEIFA, Table 2 SA2 Index of Relative Socio-economic Disadvantage, 2021</p> <p>(ii) Department of Education, CCCF – administrative data report</p> <p>(iii) Department of Education, ISP – administrative data report</p> <p>(iv) Department of Education, Child Care Subsidy Eligible Services Report</p>
<b>Contributing program</b>	1.1 – Support for the Child Care System
<b>Key activity</b>	<ul style="list-style-type: none"> <li>• Provide targeted support to families, children and early childhood education and care centres who need it</li> </ul>



Performance measure PM055	Lower the proportion of students in the bottom 2 bands in NAPLAN for reading for Year 3 students
<b>Target</b>	Lower than 2018 (8.6%) by the end of 2023
<b>Result rating</b>	Not on track
<b>Result value</b>	11.2%
<b>Analysis</b>	<p>From 2008 to 2018 the proportion of Year 3 students in the bottom 2 bands of NAPLAN for reading had been declining. However, since 2019 the proportion has been above the target.</p> <p>Restrictions introduced to combat the COVID-19 pandemic and declining school attendance in 2022 may have impacted NAPLAN results.</p> <p>Attendance rates in Semester 1 2022 declined due to the impact of the COVID-19 Omicron variant and high seasonal influenza outbreaks experienced across Australia at that time, as well as floods in certain regions. Attendance may have also been affected by stronger public health advice that students with cold and flu symptoms should not attend school. Further, the same factors may have impacted the teacher workforce, which in turn may have influenced student performance.</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> <p>In addition to jurisdiction and school specific initiatives, the Australian Government supported literacy teaching by funding the Year 1 Phonics Check and Literacy Hub, which aims to ensure that students struggling with learning to read are identified early using evidence-based assessment tools and resources, and that teachers have the resources they need to act on results.</p>
<b>Methodology</b>	<p>Total percentage of students at or below the national minimum standard (bands 1 and 2), compared to all students.</p> <p>Note: The target reflects the NSRA.</p>
<b>Source</b>	<p>Australian Curriculum, Assessment and Reporting Authority 2022, NAPLAN National Report for 2022, ACARA, Sydney</p>

<b>Performance measure</b> PM055	<b>Lower the proportion of students in the bottom 2 bands in NAPLAN for reading for Year 3 students</b>
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**Contributing programs**

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

**Key activities**

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

<b>Performance measure</b> PM056	<b>Lower the proportion of students in the bottom 2 bands in NAPLAN for numeracy for Year 3 students</b>
<b>Target</b>	Lower than 2018 (11.5%) by the end of 2023
<b>Result rating</b>	Not on track
<b>Result value</b>	14.6%
<b>Analysis</b>	<p>Restrictions introduced to combat the COVID-19 pandemic and declining school attendance in 2022 may have impacted NAPLAN results.</p> <p>Attendance rates in Semester 1 2022 declined due to the impact of the COVID-19 Omicron variant and high seasonal influenza outbreaks experienced across Australia at that time, as well as floods in certain regions. Attendance may have also been affected by stronger public health advice that students with cold and flu symptoms should not attend school. Further, the same factors may have impacted the teacher workforce, which in turn may have influenced student performance.</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> <p>In addition to jurisdiction and school specific initiatives, the Australian Government supported numeracy learning by funding several early years and schools mathematics initiatives. The Mathematics Hub and Year 1 Number Check provide resources aligned to the Australian Curriculum for teachers, school leaders, carers and students. The Let's Count program is designed for children aged 3 to 5 years and aims to improve the mathematical capabilities of preschool children and support a successful transition to school. The reSolve Maths by Inquiry program provides online teaching and professional learning materials that support teaching mathematics from Foundation to Year 10 through inquiry-based methods, and helps students learn mathematics in fun and innovative ways.</p>
<b>Methodology</b>	<p>Total percentage of students at or below the national minimum standard (bands 1 and 2), compared to all students.</p> <p>Note: The target reflects the NSRA.</p>
<b>Source</b>	Australian Curriculum, Assessment and Reporting Authority 2022, NAPLAN National Report for 2022, ACARA, Sydney

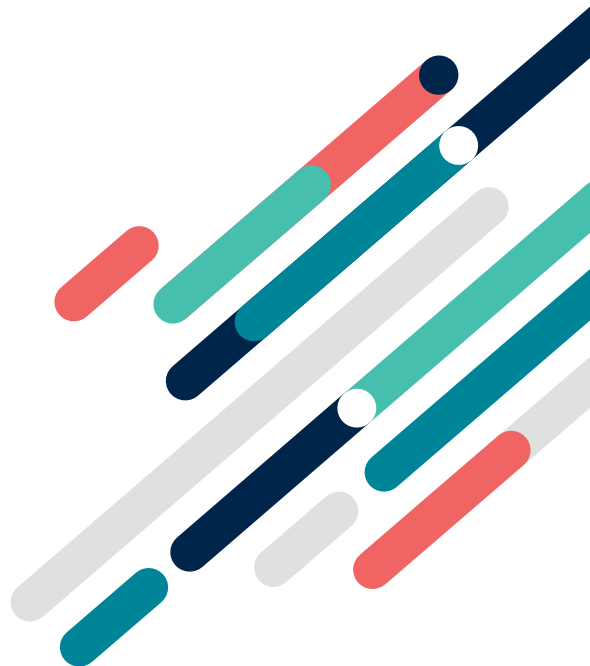
**Performance measure** **Lower the proportion of students in the bottom 2 bands in NAPLAN for numeracy for Year 3 students**  
PM056

**Contributing programs**

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

**Key activities**

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



<b>Performance measure</b> PM057	<b>Increase the proportion of students in the top 2 bands in NAPLAN for reading for Year 3 students</b>
<b>Target</b>	Higher than 2018 (53.2%) by the end of 2023
<b>Result rating</b>	On track
<b>Result value</b>	53.8%
<b>Analysis</b>	<p>Since 2008 the proportion of Year 3 students in the top 2 bands of NAPLAN for reading had been generally increasing. It was above the target in 2021 and 2022.</p> <p>There are 6 NAPLAN bands for Year 3 Reading. The proportion of students in the top 2 bands and bottom 2 bands can change due to changes in the proportion of students in the middle 2 bands.</p> <p>Higher performing students tend to come from more advantaged family backgrounds. Students from more advantaged backgrounds do not appear to have been affected by the disruptions to schooling in recent years as much as students from less advantaged backgrounds. For example, students from more advantaged backgrounds had higher attendance. The gap in Year 3 reading achievement between the most and least advantaged students has widened in recent years.</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> <p>In addition to jurisdiction and school specific initiatives, the Australian Government supported literacy teaching by funding the Year 1 Phonics Check and Literacy Hub, which aims to ensure that students struggling with learning to read are identified early using evidence-based assessment tools and resources, and that teachers have the resources they need to act on results.</p>
<b>Methodology</b>	<p>Total percentage of students in the top 2 bands (bands 5 and 6), compared to all students.</p> <p>Note: The target reflects the NSRA.</p>
<b>Source</b>	Australian Curriculum, Assessment and Reporting Authority 2022, NAPLAN National Report for 2022, ACARA, Sydney

<b>Performance measure</b> PM057	<b>Increase the proportion of students in the top 2 bands in NAPLAN for reading for Year 3 students</b>
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<b>Contributing programs</b>	1.3 – Government Schools National Support 1.4 – Non-Government Schools National Support 1.5 – Early Learning and Schools Support
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<b>Key activities</b>	<ul style="list-style-type: none"> <li>• Provide consistent, transparent and needs-based funding to government schools</li> <li>• Provide consistent, transparent and needs-based funding to non-government schools</li> <li>• Provide support for a range of curriculum, assessment, teaching and wellbeing programs</li> <li>• Provide national leadership and work with states on national policy reform</li> </ul>
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<b>Performance measure PM058</b>	<b>Increase the proportion of students in the top 2 bands in NAPLAN for numeracy for Year 3 students</b>
<b>Target</b>	Higher than 2018 (39.2%) by the end of 2023
<b>Result rating</b>	Not on track
<b>Result value</b>	34.1%
<b>Analysis</b>	<p>From 2008 to 2019 the proportion of Year 3 students in the top 2 bands of NAPLAN for numeracy had been generally increasing. However, in 2021 and 2022 the proportion dropped below the target.</p> <p>Public health measures introduced to manage the impact of the COVID-19 pandemic and declining school attendance in 2022 may have impacted NAPLAN results.</p> <p>Attendance rates in Semester 1 2022 declined due to the impact of the COVID-19 Omicron variant and high seasonal influenza outbreaks experienced across Australia at that time, as well as floods in certain regions. Attendance may have also been affected by stronger public health advice that students with cold and flu symptoms should not attend school. Further, the same factors may have impacted the teacher workforce, which in turn may have influenced student performance.</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> <p>In addition to jurisdiction and school specific initiatives, the Australian Government supported numeracy learning by funding several early years and schools mathematics initiatives. The Mathematics Hub and Year 1 Number Check provide resources aligned to the Australian Curriculum for teachers, school leaders, carers and students. The Let's Count program is designed for children aged 3 to 5 years and aims to improve the mathematical capabilities of preschool children and support a successful transition to school. The reSolve Maths by Inquiry program provides online teaching and professional learning materials that support teaching mathematics from Foundation to Year 10 through inquiry-based methods, and helps students learn mathematics in fun and innovative ways.</p>

<b>Performance measure</b> PM058	<b>Increase the proportion of students in the top 2 bands in NAPLAN for numeracy for Year 3 students</b>
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<b>Methodology</b>	Total percentage of students in the top two bands (bands 5 and 6), compared to all students.
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Note: The target reflects the NSRA.

<b>Source</b>	Australian Curriculum, Assessment and Reporting Authority 2022, NAPLAN National Report for 2022, ACARA, Sydney
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<b>Contributing programs</b>	1.3 – Government Schools National Support 1.4 – Non-Government Schools National Support 1.5 – Early Learning and Schools Support
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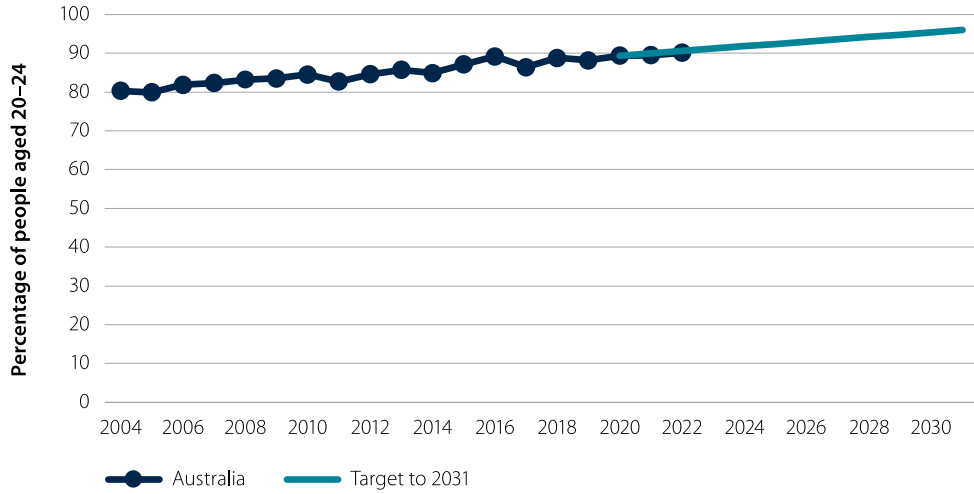
<b>Key activities</b>	<ul style="list-style-type: none"> <li>• Provide consistent, transparent and needs-based funding to government schools</li> <li>• Provide consistent, transparent and needs-based funding to non-government schools</li> <li>• Provide support for a range of curriculum, assessment, teaching and wellbeing programs</li> <li>• Provide national leadership and work with states on national policy reform</li> </ul>
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<b>Performance measure PM059</b>	<b>Increase the proportion of students attending school 90% or more of the time</b>
<b>Target</b>	Higher than 2018 (75.2%) by the end of 2023
<b>Result rating</b>	Not on track
<b>Result value</b>	49.9%
<b>Analysis</b>	<p>Student attendance declined 4 percentage points from 2018 to 2021 and declined a further 21 percentage points from 2021 to 2022.</p> <p>Attendance in Semester 1 2022 declined significantly due to the impact of the COVID-19 Omicron variant and high seasonal influenza outbreaks experienced across Australia at that time, as well as floods in certain regions. Attendance may have also been affected by stronger public health advice that students with cold and flu symptoms should not attend school. Further, the same factors may have impacted the teacher workforce, which in turn may have influenced student performance.</p> <p>The Australian Government took a successful proposal to the February 2023 Education Ministers Meeting requesting that the Australian Education Research Organisation investigate what is causing declining student attendance, and what evidence-based approaches may assist in reversing the trend.</p>
<b>Methodology</b>	<p>Total proportion of students whose attendance 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 1–10 in Semester 1 as a percentage of the total number of possible student-days attended in Semester 1.</p> <p>Note: The target reflects the NSRA.</p>
<b>Source</b>	ACARA National Student Attendance Data Collection, accessible through the National Report on Schooling in Australia Data Portal
<b>Contributing programs</b>	<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>
<b>Key activities</b>	<ul style="list-style-type: none"> <li>• Provide consistent, transparent and needs-based funding to government schools</li> <li>• Provide consistent, transparent and needs-based funding to non-government schools</li> <li>• Provide support for a range of curriculum, assessment, teaching and wellbeing programs</li> <li>• Provide national leadership and work with states on national policy reform</li> </ul>

<b>Performance measure PM060</b>	<b>Increase the proportion of people (age 20 to 24) who have completed Year 12 or equivalent or gaining a qualification at Australian Qualifications Framework Certificate III or above</b>
<b>Target</b>	Increase to 96% by 2031 (from 89.4% in 2020)
<b>Result rating</b>	On track
<b>Result value</b>	90.1%
<b>Analysis</b>	<p>In 2022, 90.1% of young people aged 20 to 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 2022 that would be required to achieve an attainment rate of 96% in 2031.</p> <p>Evidence shows that young 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>
<b>Methodology</b>	<p>Total proportion of the 20 to 24 year-old population that has attained at least Year 12 or equivalent or AQF Certificate III or above.</p> <p>Note: The target reflects the NSRA.</p>
<b>Source</b>	ABS, Survey of Education and Work, 2022
<b>Contributing programs</b>	<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>
<b>Key activities</b>	<ul style="list-style-type: none"> <li>• Provide consistent, transparent and needs-based funding to government schools</li> <li>• Provide consistent, transparent and needs-based funding to non-government schools</li> <li>• Provide support for a range of curriculum, assessment, teaching and wellbeing programs</li> <li>• Provide national leadership and work with states on national policy reform</li> </ul>

**Figure 2.3: Youth education attainment rate**



Source: ABS, Survey of Education and Work.

<b>Performance measure</b> PM067	<b>Average early childhood education and care hours attended by children that are supported by Additional Child Care Subsidy</b>
<b>Target</b>	Equal to or higher than the average child care hours attended by children that are supported by Child Care Subsidy
<b>Result rating</b>	Achieved
<b>Result value</b>	19.6 hours per week compared to 16.2 hours per week
<b>Analysis</b>	<p>In 2022–23 children supported by the Additional Child Care Subsidy (ACCS) attended early childhood education and care for an average of 19.6 hours per week compared to 16.2 for children supported by the CCS.</p> <p>This result reflects the policy settings in place to ensure that children who receive ACCS have the same opportunity to access and participate in early education and care as children who do not receive ACCS.</p> <p>Evidence shows that access to, and participation in, early childhood education and care is important to children facing barriers.</p>
<b>Methodology</b>	Average number of hours of child care attended by children that are supported by the ACCS compared to the average number of hours of child care for all children that are supported by the CCS.
<b>Source</b>	Services Australia – CCS System, program administrative data
<b>Contributing program</b>	1.2 – Child Care Subsidy
<b>Key activity</b>	<ul style="list-style-type: none"> <li>• Support to families who rely on subsidised early childhood education and care to work, train, study or volunteer</li> </ul>

Performance measure PM069	Proportion of children enrolled in quality preschool programs in the year before full-time school who are enrolled for 600 hours per year
<b>Target</b>	(a) Overall: 95% or higher (b) Indigenous: 95% or higher (c) Vulnerable and disadvantaged: 95% or higher
<b>Result rating</b>	(a) Overall: Achieved (b) Indigenous: Achieved (c) Vulnerable and disadvantaged: Achieved
<b>Result value</b>	(a) Overall: 96.9% (b) Indigenous: 96.8% (c) Vulnerable and disadvantaged: 96.2%
<b>Analysis</b>	<p>In 2022 the proportion of all children enrolled in a quality preschool program in the year before full-time school who were enrolled for 600 hours per year was 96.9%.</p> <p>The proportion of First Nations children enrolled in quality preschool programs in the year before full-time school who were enrolled for 600 hours per year increased from 96.3% in 2021 to 96.8% in 2022.</p> <p>The proportion of vulnerable and disadvantaged children enrolled in quality preschool programs in the year before full-time school who were enrolled for 600 hours per year increased from 95.5% in 2021 to 96.2% in 2022.</p> <p>Through the Preschool Reform Agreement (PRA), the Australian Government provides a funding contribution to states and territories (states) to ensure all children have access to 600 hours of preschool in the year before full-time school. The targets for this performance measure are the same as targets under the PRA for 2022, which states needed to meet to receive full funding. The Commonwealth does not approve performance payments until evidence supporting attainment has been provided. Since the introduction of the first preschool national partnership in 2008, the proportion of children enrolled in 600 hours of a quality preschool program has risen from 12% to almost 97% in 2022.</p>

**Performance measure PM069**      **Proportion of children enrolled in quality preschool programs in the year before full-time school who are enrolled for 600 hours per year**

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

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

**Source**      ABS, Preschool Education, Australia 2022 plus additional information approved by the Australian Government Department of Education when supplied by states and territories

Note: Additional information can be provided by the states 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 recalculated. This process is documented in the PRA, which is where this performance measure originates.

**Contributing program**      1.5 – Early Learning and Schools Support

**Key activities**

- Support children to have access to quality early learning, particularly in the year before reaching school
- Provide national leadership and work with states on national policy reform

## Outcome 2

Performance measure PM009	The proportion of the 25 to 34 year-old population with a tertiary qualification
<b>Target</b>	Increase from previous year
<b>Result rating</b>	Achieved
<b>Result value</b>	76.5%
<b>Analysis</b>	<p>The proportion has increased to 76.5% in 2022 from the previous year's result of 75.4%, which was likely affected by COVID-19.</p> <p>There is a long-term trend towards higher educational attainment in Australia in response to the increased skill levels required in the economy. In recognition of the economic and social benefits of increasing levels of education, particularly labour market outcomes, a range of government programs encourage participation in both vocational and higher education. This includes the Skilled Migration Program, which favours settlement by migrants with tertiary qualifications.</p>
<b>Methodology</b>	Number of the 25 to 34 year-old population with a tertiary qualification over the total 25 to 34 year-old population compared to previous year.
<b>Source</b>	ABS, Education and Work Australia, Table 24, 2022
<b>Contributing program</b>	2.1 – Commonwealth Grant Scheme
<b>Key activities</b>	<ul style="list-style-type: none"> <li>• Enhance the quality of the higher education system</li> <li>• Support students' access to higher education and transition to employment</li> </ul>

<b>Performance measure</b> PM010	<b>The rate of attrition for domestic bachelor students</b>
<b>Target</b>	Lower than 15%
<b>Result rating</b>	Achieved
<b>Result value</b>	14.8% (result based on preliminary 2022 data)
<b>Analysis</b>	<p>The attrition rate in 2022 (14.8% based on preliminary data) was higher than the attrition rate in 2021 (12.7%).</p> <p>The change since 2021 is likely to be related to the stronger labour market conditions and gradual easing of COVID-19 restrictions, providing students who might otherwise stay in studies to pursue other opportunities. For example, students can take up employment opportunities rather than continue studies.</p> <p>The final result for 2022 will be published on the Department of Education website. The version of the 2022–23 Annual Report tabled in parliament and available on <a href="http://www.transparency.gov.au">www.transparency.gov.au</a> will remain unchanged.</p> <p>Note: The 2021 result stated here is based on final results published on the Department of Education website and differs from the 2021–22 DESE Annual Report result, which used preliminary data.</p>
<b>Methodology</b>	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).
<b>Source</b>	Department of Education, Higher Education Statistics Collection
<b>Contributing program</b>	2.1 – Commonwealth Grant Scheme
<b>Key activities</b>	<ul style="list-style-type: none"> <li>• Enhance the quality of the higher education system</li> <li>• Support students' access to higher education and transition to employment</li> </ul>



<b>Performance measure</b> PM011	<b>Proportion of undergraduates who are employed within 4 to 6 months of completing a degree</b>
<b>Target</b>	85% or higher
<b>Result rating</b>	Achieved
<b>Result value</b>	88.3%
<b>Analysis</b>	<p>The proportion has increased from 84.8% in 2021 to 88.3% in 2022.</p> <p>Graduate employment outcomes are highly dependent on general economic and labour market conditions. This result reflects the strong labour market conditions throughout the period covered by the 2022 Graduate Outcomes Survey, following the gradual lifting of restrictions to combat COVID-19 in previous years.</p>
<b>Methodology</b>	Number of domestic undergraduates employed within 4 to 6 months of completing a degree over the total number of domestic undergraduates available for work in those 4 to 6 months.
<b>Source</b>	QILT, Graduate Outcomes Survey
<b>Contributing program</b>	2.1 – Commonwealth Grant Scheme
<b>Key activities</b>	<ul style="list-style-type: none"> <li>• Enhance the quality of the higher education system</li> <li>• Support students' access to higher education and transition to employment</li> </ul>

Performance measure PM012	Proportion of eligible universities able to meet specific superannuation expenses
<b>Target</b>	100%
<b>Result rating</b>	Achieved
<b>Result value</b>	100%
<b>Analysis</b>	<p>This is a demand-driven program. Eligible universities report reconciled information in relation to superannuation expenses.</p> <p>Eligibility is outlined in the Higher Education Support (Other Grants) Guidelines 2022 (available on the Department of Education website).</p> <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>Payments are made using determinations based on calendar years. Therefore, payments are spread across determinations for 2022 and 2023.</p>
<b>Methodology</b>	Number of eligible universities able to meet specific superannuation expenses over the total eligible universities that require funding.
<b>Source</b>	Department of Education, program administrative data
<b>Contributing program</b>	2.2 – Higher Education Superannuation Program
<b>Key activity</b>	<ul style="list-style-type: none"> <li>Support eligible current and former university employees for certain superannuation expenses</li> </ul>

<b>Performance measure</b> PM014	<b>Proportion of domestic undergraduates who are from a low socio-economic background (based on Statistical Area level 1)</b>
<b>Target</b>	16% or higher
<b>Result rating</b>	Achieved
<b>Result value</b>	16.8% (result based on preliminary 2022 data)
<b>Analysis</b>	<p>In 2022 the proportion of domestic undergraduates who are from a low socio-economic background (based on Statistical Area level 1 (SA1)) (16.8% based on preliminary data) was higher than the proportion in 2021 (16.6%).</p> <p>While the target for this measure has been achieved, it still sits below the participation target of 20% set out in the 2008 Review of Australian Higher Education.</p> <p>Despite sustained efforts, students from low socio-economic backgrounds participate in higher education at far lower rates than they should. The Australian Universities Accord acknowledges that more ambitious targets are needed and is considering what new targets will support increased enrolment and attainment by people from historically under-represented groups.</p> <p>Final data will be published on the Department of Education website. The version of the 2022–23 Annual Report tabled in parliament and available on <a href="http://www.transparency.gov.au">www.transparency.gov.au</a> will remain unchanged.</p> <p>Note: The 2021 result stated here is based on final results published on the Department of Education website and is the same as the 2021–22 DESE Annual Report result, which used preliminary data.</p>
<b>Methodology</b>	The result is calculated using the number of undergraduates from a low socio-economic background over the total of domestic undergraduate students registered at the disaggregated survey level of SA1, as defined by the ABS.
<b>Source</b>	Department of Education, Higher Education Statistics Collection
<b>Contributing program</b>	2.3 – Higher Education Support
<b>Key activities</b>	<ul style="list-style-type: none"> <li>• Enhance the quality of the higher education system</li> <li>• Support students' access to higher education and transition to employment</li> </ul>

Performance measure PM015	Proportion of higher education students who are Indigenous
<b>Target</b>	2% or higher
<b>Result rating</b>	Achieved
<b>Result value</b>	2.1% (result based on preliminary 2022 data)
<b>Analysis</b>	<p>In 2022 the proportion of higher education students who identify as Indigenous (2.1% based on preliminary data) was the same as the proportion in 2021 (2.1%).</p> <p>Higher education participant rates are lower for First Nations students than they should be despite sustained efforts.</p> <p>The Australian Universities Accord aims to evolve the mission for higher education by putting First Nations at the heart of Australia's higher education system.</p> <p>The government has recently committed to ensuring all First Nations students are eligible for a funded place at university, by extending demand-driven funding to metropolitan First Nations students to increase participation.</p> <p>Final data will be published on the Department of Education website. The version of the 2022–23 Annual Report tabled in parliament and available on <a href="http://www.transparency.gov.au">www.transparency.gov.au</a> will remain unchanged.</p> <p>Note: The 2021 result stated here is based on final results published on the Department of Education website and is the same as the 2021–22 DESE Annual Report result, which used preliminary data.</p>
<b>Methodology</b>	The result is calculated using the number of students who identify as Indigenous in enrolment data over the total of domestic undergraduate students registered.
<b>Source</b>	Department of Education, Higher Education Statistics Collection
<b>Contributing program</b>	2.3 – Higher Education Support
<b>Key activities</b>	<ul style="list-style-type: none"> <li>• Enhance the quality of the higher education system</li> <li>• Support students' access to higher education and transition to employment</li> </ul>

<b>Performance measure PM016</b>	<b>Proportion of undergraduate students who rate the teaching quality at their institution positively</b>
<b>Target</b>	80% or higher
<b>Result rating</b>	Achieved
<b>Result value</b>	80%
<b>Analysis</b>	<p>In 2022, 80% of domestic undergraduate students rated the teaching quality at their institution positively, up from 79% in 2021. The rating of teaching quality has now broadly recovered to the range seen prior to the COVID-19 pandemic.</p> <p>The higher education sector, like many others, has been subject to substantial challenges arising from the ongoing effects of the COVID-19 pandemic. Students' ratings of their education experience, including teaching quality, have improved as institutions and students have adapted to changing teaching and learning environments.</p>
<b>Methodology</b>	Number of domestic students rating the teaching received as positive over the total number of domestic students with valid survey responses.
<b>Source</b>	QILT, Student Experience Survey
<b>Contributing program</b>	2.3 – Higher Education Support
<b>Key activities</b>	<ul style="list-style-type: none"> <li>• Enhance the quality of the higher education system</li> <li>• Support students' access to higher education and transition to employment</li> </ul>

Performance measure PM017	Proportion of employers who are satisfied with the skills of graduates (overall across all skills)
<b>Target</b>	85% or higher
<b>Result rating</b>	Not achieved
<b>Result value</b>	84%
<b>Analysis</b>	<p>Employers have high levels of overall satisfaction with graduates produced by the Australian higher education system, as reported through the Employer Satisfaction Survey (ESS). The result has been stable (ranging from 84% to 85%) since the inception of the ESS in 2016.</p> <p>Given the stable nature of the results, the employer views of recent graduates provide assurance of the quality of the Australian higher education system. The results demonstrate the aim of maintaining or improving the quality of the higher education system has been supported through the Higher Education Support program managed by the department. Despite overall employer satisfaction decreasing slightly in 2022, employer satisfaction with employability skills increased slightly compared to 2021.</p>
<b>Methodology</b>	Number of employers of graduates satisfied with the skills of the graduate over the number of employers who responded to the survey question.
<b>Source</b>	QILT, ESS
<b>Contributing program</b>	2.3 – Higher Education Support
<b>Key activities</b>	<ul style="list-style-type: none"> <li>• Enhance the quality of the higher education system</li> <li>• Support students' access to higher education and transition to employment</li> </ul>

<b>Performance measure</b> <b>PM018</b>	<b>The proportion of HELP debt not expected to be repaid on new debt</b>
<b>Target</b>	Equal to or lower than previous year
<b>Result rating</b>	Not achieved
<b>Result value</b>	15.4%
<b>Analysis</b>	<p>The result of 15.4% for debt not expected to be repaid (DNER) on new debt is an increase in comparison to last year's result of 11.8%.</p> <p>DNER increased this year due to higher indexation rates and bringing forward expected future repayments. Future expected repayments were brought forward due to a significant increase in voluntary repayments by HELP debtors.</p> <p>In 2022–23 pay as you go (PAYG) withheld amounts were included in the current year for the calculation for DNER. Consequently the result is not directly comparable with last year's result.</p>
<b>Methodology</b>	Estimated HELP 'debt not expected to be repaid' of the new HELP debt incurred in 2022–23. The Australian Government Actuary determined 'debt not expected to be repaid' and fair value of total HELP debt is based on modelling of longitudinal data including loan recipient age, repayment and default history.
<b>Source</b>	Australian Taxation Office, Australian Government Actuary 2023 HELP Receivable Advice
<b>Contributing program</b>	2.4 – Higher Education Loan Program
<b>Key activity</b>	<ul style="list-style-type: none"> <li>• Support students' access to higher education and transition to employment</li> </ul>

Performance measure PM019	The proportion of research publications in the world's top 10% most highly cited journals that are Australian research publications
<b>Target</b>	Above the OECD average
<b>Result rating</b>	Achieved
<b>Result value</b>	5.06%
<b>Analysis</b>	<p>This measure reflects the influence Australian research has on the world and reflects the quality of research being conducted.</p> <p>In 2022 the average share of the world's top 10% most highly cited research publications among OECD countries was 2.45%. Australia's share is above this average at 5.06%, which ranks Australia fourth behind the United States, the United Kingdom and Germany. Australia's ranking remains the same as in the previous year and has remained relatively stable over the past 5 years.</p> <p>Australia's National Research Infrastructure (NRI) investment contributes to the efficiency and effectiveness of the national research effort. Research publications increase monotonically with increases in research infrastructure, and the magnitude of this increase can be used to compare different countries. NRI provides the necessary equipment, services and data for Australia's cutting-edge research. Two case studies of how NRI enables research in the top 10% of journals are provided below.</p> <p><b>First NRI case study: AuScope</b></p> <p>In 2022 NCRIS-enabled research published in top 10% journal <i>Nature</i> suggested that the movement of tectonic plates, mountains, volcanoes and seabed sediments have played a balancing role in Earth's climate in the past. The research indicates that harnessing these processes may offer tools to help respond to climate change, including carbon dioxide storage methods, which are recommended by the Intergovernmental Panel on Climate Change if the world is to reach net-zero greenhouse gas emissions. The researchers used AuScope's Gplates platform, an open-source, cross-platform plate tectonic geographic information system, enabling the interactive manipulation of plate-tectonic reconstructions and the visualisation of geo-data through geological time.<sup>4</sup></p>

<sup>4</sup> Müller, R.D., Mather, B., Dutkiewicz, A. et al. Evolution of Earth's tectonic carbon conveyor belt. *Nature* 605, 629–639 (2022). [doi.org/10.1038/s41586-022-04420-x](https://doi.org/10.1038/s41586-022-04420-x)



**Performance measure PM019**      **The proportion of research publications in the world's top 10% most highly cited journals that are Australian research publications**

<b>Analysis (continued)</b>	<p><b>Second NRI case study: Population Health Research Network (PHRN)</b></p> <p>PHRN sensitively and securely linked New South Wales ambulance and hospital data to support research into whether emergency medical service care differs between women and men admitted to hospital with stroke. This was a long-term population-based cohort study, analysing linked Admitted Patient Data Collection and NSW Ambulance data for people admitted to New South Wales hospitals with a principal diagnosis of stroke from 1 July 2005 to 31 December 2018. They found that of 202,231 people hospitalised with stroke, women were more likely than men to have been originally assessed by paramedics as having migraine, headache, anxiety, unconsciousness, hypertension or nausea. Women were therefore less likely than men to be managed according to pre-hospital stroke care protocol and may have experienced delays in receiving stroke care at the hospital on arrival, which both have long-term health impacts. This identified and evidenced sex differences in pre-hospital management, resulting in a recommendation that paramedics should receive training that improves the recognition of stroke symptoms in women. The research was published in the top 10% journal <i>Medical Journal of Australia</i>.<sup>5</sup></p>
<b>Methodology</b>	The result is calculated using the number of Australian research publications in the top 10% most highly cited over the total number of publications in the top 10% most highly cited, compared to the average share of OECD countries.
<b>Source</b>	<p>SciVal/Scopus (bibliometric database)</p> <p>The data is sourced from <a href="https://scival.com">https://scival.com</a>, 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.</p>
<b>Contributing programs</b>	<p>2.5 – Investment in Higher Education Research</p> <p>2.6 – Research Capacity</p>
<b>Key activity</b>	<ul style="list-style-type: none"> <li>Support the research sector, research training and national research infrastructure</li> </ul>

<sup>5</sup> Wang, X., Carcel, C., Hsu, B. et al. Differences in the pre-hospital management of women and men with stroke by emergency medical services in New South Wales. *Med J Aust*, 217 (2022). [doi.org/10.5694/mja2.51652](https://doi.org/10.5694/mja2.51652)

<b>Performance measure</b> PM020	<b>Proportion of research postgraduates who are employed within 4 to 6 months of completing their degree</b>
<b>Target</b>	90% or higher
<b>Result rating</b>	Achieved
<b>Result value</b>	91.9%
<b>Analysis</b>	<p>The overall employment rate for research postgraduates within 4 to 6 months of completing their degree reached 91.9% in 2022, the highest rate since 2012. The 2022 results recovered strongly, after the impacts of COVID-19 on the result in 2021 (88.1%).</p> <p>Analysis of the previous 10 years' results indicates that the proportion of research postgraduates who are employed within 4 to 6 months of completing their degree has been relatively consistent, ranging between 88.1% and 93.6%.</p> <p>The target was not met in 2021, with 88.1% of research postgraduates employed, the lowest rate on record. This is attributed to the ongoing restrictions to combat the COVID-19 pandemic and the resulting downturn in the labour market.</p> <p>Note: The 2022 Graduate Outcomes Survey was released in February 2023. Data is based on surveys conducted annually across 3 rounds, in November 2021, February 2022 and May 2022.</p>
<b>Methodology</b>	Number of research postgraduates employed within 4 to 6 months of completing their degree over the total number available for work in those 4 to 6 months.
<b>Source</b>	QILT, Graduate Outcomes Survey
<b>Contributing program</b>	2.5 – Investment in Higher Education Research
<b>Key activity</b>	<ul style="list-style-type: none"> <li>Support the research sector, research training and national research infrastructure</li> </ul>

Performance measure PM021	Indigenous Higher Degree by Research (HDR) completions
<b>Target</b>	Increase from previous year
<b>Result rating</b>	Achieved
<b>Result value</b>	The number of Indigenous HDR completions reported in 2022 is 81, compared with 79 Indigenous HDR completions reported in 2021, <sup>6</sup> which represents an increase of 2 completions (result based on preliminary 2022 data).
<b>Analysis</b>	<p>The increase in Indigenous HDR completions for 2022 is consistent with an overall increase in all HDR completions from 2021 to 2022, from 9,799 in 2021 to 10,740 in 2022).</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 2010 and 79 Indigenous HDR completions reported in 2021. The main reason for this longer-term growth is an increase in Indigenous HDR commencing students over the same period (102%). The Australian Government's Research Training Program includes financial incentives for higher education providers with Indigenous HDR completions.</p> <p>Final data will be published on the Department of Education website. The version of the 2022–23 Annual Report tabled in parliament and available on <a href="http://www.transparency.gov.au">www.transparency.gov.au</a> will remain unchanged.</p> <p>Note: The 2021 result stated here is based on final results published on the Department of Education website and differs from the 2021–22 DESE Annual Report result, which used preliminary data.</p>
<b>Methodology</b>	A comparison of the number of Indigenous higher degree by research completions to the previous year.
<b>Source</b>	Department of Education, Higher Education Statistics Collection
<b>Contributing program</b>	2.5 – Investment in Higher Education Research
<b>Key activity</b>	<ul style="list-style-type: none"> <li>Support the research sector, research training and national research infrastructure</li> </ul>

6 The result reported in the 2021–22 DESE Annual Report for 2021 Indigenous HDR completions was 69 (Not Achieved). This was based on the preliminary Higher Education Statistics Collection student data. Subsequently, following tabling of the 2021–22 DESE Annual Report, this value was finalised as 79 (Achieved) completions.

Performance measure PM023	Proportion of researchers who report that access to NCRIS facilities and projects improved their research quality and outputs
<b>Target</b>	90% or higher
<b>Result rating</b>	Not applicable as the department no longer reports on this measure
<b>Result value</b>	n/a
<b>Analysis</b>	<p>In 2022–23 the department changed the way it measures and assesses its performance in supporting national research infrastructure. As outlined on page 31, the department no longer reports on this measure as it does not meet the requirements of section 16EA of the PGPA Rule.</p> <p>The department is assessing its performance in supporting national research infrastructure through PM019 <i>The proportion of research publications in the world's top 10% most highly cited journals that are Australian research publications</i>, reflecting that a key outcome sought by the national investment in research infrastructure is the creation of a high-quality research system. Further information on PM019 is provided on pages 69–70.</p>
<b>Methodology</b>	n/a
<b>Source</b>	n/a
<b>Contributing program</b>	2.6 – Research Capacity
<b>Key activity</b>	<ul style="list-style-type: none"> <li>Support the research sector, research training and national research infrastructure</li> </ul>

<b>Performance measure</b> PM026	<b>Proportion of international students employed or enrolled in further study after graduation</b>
<b>Target</b>	85% or higher
<b>Result rating</b>	Not achieved
<b>Result value</b>	76.2%
<b>Analysis</b>	<p>The proportion has improved from 72.3% in 2021 to 76.2% in 2022 but remains below the target of 85%.</p> <p>Student employment outcomes in 2021 were affected by the general weakness of the labour market associated with the COVID-19 pandemic. However, the 2022 results show promising signs of progress towards the target as the labour market conditions have since improved.</p>
<b>Methodology</b>	<p>Number of international undergraduates employed or undertaking further study 4 to 6 months after completing a degree over the total number of international graduates.</p> <p>Note: International students are identified by the citizenship indicator, which shows whether a student's citizenship or residence status is domestic or overseas.</p>
<b>Source</b>	QILT, Graduate Outcomes Survey
<b>Contributing program</b>	2.7 – International Education Support
<b>Key activity</b>	<ul style="list-style-type: none"> <li>• Support a high-quality and sustainable international education sector</li> </ul>

<b>Performance measure</b> PM027	<b>Number of students enrolled in offshore and transnational education and training delivered by Australian providers</b>
<b>Target</b>	Numbers stabilised
<b>Result rating</b>	Not achieved
<b>Result value</b>	-2.4% (result based on 2022 preliminary data)
<b>Analysis</b>	<p>In 2022 the number of students enrolled in offshore courses delivered by Australian providers was 178,219 (based on preliminary data), lower than in 2021, when it was 182,536, but higher than in 2020, when it was 147,859.</p> <p>Student numbers in 2022 are a 2.4% reduction on 2021 student numbers, which contrasts with the growth experienced in 2020 (26.7%) and 2021 (23.5%).</p> <p>The decrease in numbers in 2022 is related to the reopening of Australian international borders from December 2021, with students who were intending to study onshore being able to once again enter Australia.</p> <p>Offshore student numbers in 2020 and 2021 were temporarily inflated due to students studying offshore due to closed borders.</p> <p>The final result for 2022 will be published on the Department of Education website. The version of the 2022–23 Annual Report tabled in parliament and available on <a href="http://www.transparency.gov.au">www.transparency.gov.au</a> will remain unchanged.</p> <p>Note: The 2021 result stated here is based on final results published on the Department of Education website and differs from the 2021–22 DESE Annual Report result, which used preliminary data.</p>
<b>Methodology</b>	Number of overseas students studying Australian higher education offshore courses compared to previous year.
<b>Source</b>	Department of Education, Higher Education Statistics Collection
<b>Contributing program</b>	2.7 – International Education Support
<b>Key activity</b>	<ul style="list-style-type: none"> <li>Support a high-quality and sustainable international education sector</li> </ul>