

Enhancing our impact



Education
Services
Australia

Education Services Australia
Strategic plan

2021 –
2023

Education Services Australia Limited

ABN 18 007 342 421

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In *Enhancing Our Impact: Education Services Australia Strategic Plan 2021–2023*, 'Education Services Australia' and 'Company' mean Education Services Australia Limited.

ESA acknowledges the Eastern Kulin Nation, Traditional Custodians of the land on which our head office stands, and pays our respects to Elders past and present. We recognise the Traditional Custodians of Country across Australia and their continuing connection and contribution to lands, waters, communities and learning.



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Executive summary

Achieving educational excellence in Australian schools requires strategic initiatives that provide every Australian student in every school with the opportunity to reach their potential. As Australian education's national, cross-sector education technology provider, Education Services Australia (ESA) has the relationships, capability and track record to take a leadership position in driving initiatives that achieve this goal.

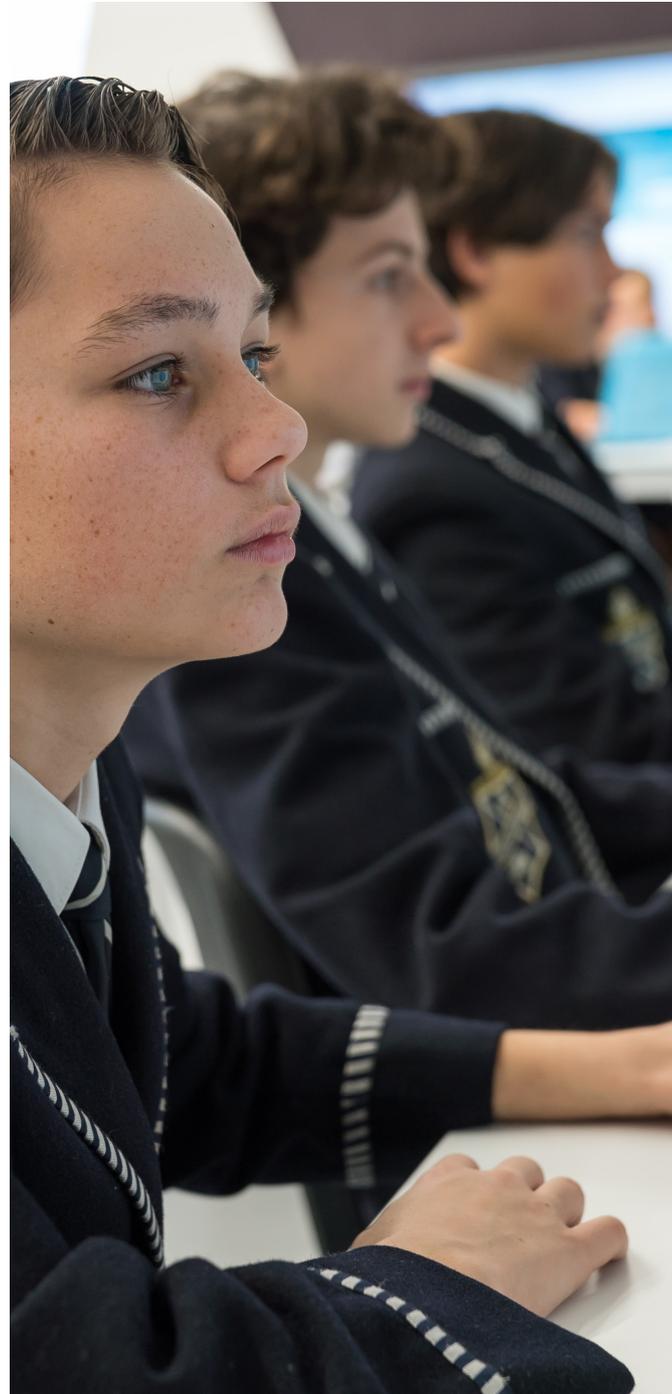
ESA is a not-for-profit company owned by all Australian education ministers. Formed in 2010, ESA has demonstrated an ability to combine education and technology expertise to generate and deliver digital education resources and technology services that further Australia's education reform agenda and meet the needs of stakeholders across all sectors.

Strategic statement

We use our unique combination of education and technology expertise to create and deliver solutions that can be used to improve student outcomes and enhance performance across all education sectors.

The objective of this strategy is to build on our reputation as a trusted and reliable partner and to ensure that we make a positive difference to the lives and learning of Australian students.

ESA will work closely with its stakeholders to execute this 2021–2023 strategic plan, *Enhancing our impact*. ESA's stakeholder community includes governments, education systems and sectors, education agencies, representative bodies, education leaders, teachers, students and parents.



Our strategic plan targets five interdependent strategic pillars to ensure that ESA continues making a positive difference to the lives and learning of Australian students.

ESA will:

1. deliver high-quality **projects and services** that meet the needs of stakeholders
2. disseminate **insights** that support decision-making
3. provide leadership in education **information management**
4. develop and maintain national **education technology platforms** that increase access and improve connectivity
5. **strategically engage stakeholders** to establish partnerships that help them achieve their goals.

Our strategic pillars will be supported by three operational plans that:

1. **enable our people** to ensure that ESA's workforce is capable, productive and engaged and that ESA provides a safe workplace
2. **build sustainable infrastructure and efficient processes** to ensure that ESA manages and allocates resources efficiently and actively pursues environmentally and socially responsible business practices
3. **maintain our financial health** to ensure the use and management of ESA's financial resources support the achievement of the company's objectives.

We will measure the success of our strategic plan in terms of the impact we seek. ESA will have successfully executed its strategic plan if our strategic initiatives contribute to improved student outcomes, enhanced teacher impact and stronger school communities. Key indicators of our impact include:

- user feedback on the impact of projects delivered on behalf of governments
- uptake of products and services offered by ESA
- stakeholder satisfaction with ESA's performance and approach
- secure and effective information management
- strong governance processes and practices
- staff engagement and satisfaction
- sustainable financial performance.

ESA receives no baseline operational funding from governments. The strategic plan is predominantly resourced through funded projects, fee-for-service products and prudent investment in the development of products and services.

At all times, ESA will maintain the core capability required to support education ministers' priorities.



Message from the Chair



'A key focus of the discussion has been on the place of technology in education – the lessons learnt and how to shape the future of education in Australia.'

On behalf of the ESA Board, it gives me great pleasure to present *Enhancing Our Impact*, ESA's strategic plan for 2021–2023.

Over the past 18 months the COVID-19 pandemic has presented ESA and its stakeholders with many challenges, but it has also given us the opportunity to reflect on the experience and evolve to ensure we continue to meet our shared commitment to an education system that promotes excellence and equity for all young Australians.

A key focus of the discussion has been on the place of technology in education – the lessons learnt and how to shape the future of education in Australia. In late 2020, ESA drew on our stakeholders' experiences, through our Voice of Education research, to reflect on how we can best contribute to the needs of Australia's changing classrooms.

The research revealed that the education community's pandemic experiences have created a renewed impetus to develop innovative education technology services enabling more flexible methods of learning. It also showed that ESA's stakeholders clearly see a role for ESA in moving this agenda forward.

The ESA Board has used this research and that of our stakeholders to produce the 2021–2023 strategic plan. This plan maintains the company's focus on sustainable high-quality services, but includes a greater emphasis on driving discussion about the future needs for, and use of, innovative technologies.

We thank Australia's education ministers and the wider education community for their trust, and look forward to another three years of working together to improve outcomes for all Australian students.

A handwritten signature in black ink, appearing to read 'Diane J', written in a cursive style.

Ms Diane Joseph
Chair, Education Services Australia



Background and strategic context

Governance

Alice Springs (Mparntwe) Education Declaration

Australian Governments have agreed common goals for schooling in Australia through the *Alice Springs (Mparntwe) Education Declaration*. These shared goals provide that schooling in Australia will be founded on the twin principles of equity and excellence. The Declaration sets out education ministers' vision for education in Australia and a commitment to improving educational outcomes for young Australians.

'Our vision is for a world class education system that encourages and supports every student to be the very best they can be, no matter where they live or what kind of learning challenges they may face.'

Alice Springs (Mparntwe) Education Declaration, 2019

National School Reform Agreement

The National School Reform Agreement, signed by all Australian governments in 2018, outlines a set of strategic reforms in areas where national collaboration will have the greatest impact. It builds on current national reform efforts, complements state and territory leadership in each jurisdiction and supports local implementation.

ESA's Company Objects and ministers' Letter of Expectation

The Company Objects define five broad priority areas of work for ESA that underpin the key strategic activities identified in this document.

ESA works in collaboration with all Australian education jurisdictions to provide technology-based products and services for education. Focused on advancing nationally agreed education initiatives, programs and projects, ESA will:

1. research, test and develop innovative technologies and communication systems for use in education
2. devise, develop and deliver curriculum and assessment, professional development, career and information support services
3. facilitate the pooling, sharing and distribution of knowledge, resources and services to support and promote e-learning
4. support national infrastructure to ensure access to quality-assured systems and content and interoperability between individuals, entities and systems
5. create, publish, disseminate and market curriculum and assessment materials, ICT-based solutions, products and services to support learning, teaching, leadership and administration.

ESA Company Objects

The ministers' Interim Letter of Expectation 2020 provides five operating principles that guide how ESA approaches its work and that are embedded in ESA's values.

Innovation and quality – ESA should deliver high-quality and innovative products and services to meet the requirements of the education sector in implementing the broader reform agenda.

Engagement – ESA should engage closely with all jurisdictions, systems, the bodies that comprise the national education architecture, and where appropriate, individual providers, in the education sector to determine the sector's requirements as consumers and to ensure that ESA products and services are aligned with these requirements and do not replicate existing service delivery offered by jurisdictions.

Leveraging existing capital – Wherever possible, ESA should work to leverage existing investment in resources, tools and infrastructure that is either owned nationally or by states or territories, and existing knowledge, expertise

and capacity in jurisdictions and the non-government education sector, where practical and mutually beneficial.

Efficiency – ESA should ensure products and services are cost-effective and delivered competitively and in a timely manner. In developing products and services ESA should consider, where possible, hosting and maintenance arrangements that support long term sustainability.

Sustainability – ESA should continue to build its capability to ensure its continued financial viability into the future, such as proactive exploration of business opportunities across all sectors of education and related industries.

*Operating Principles
ESA Interim Letter of Expectation 2020*



The Interim Letter states that ESA ‘has an important role in supporting the development and delivery of Council reforms as a leading service provider for the education sector in Australia’ and that it ‘should continue to build its capability to ensure its continued financial viability into the future, such as proactive exploration of business opportunities across all sectors of education and related industries’.

In line with the ministers’ expectations, ESA will utilise its unique combination of education and technology expertise to generate and deliver solutions that can be used to improve student outcomes, enhance performance across all education sectors and to diversify its portfolio of education products and services.

Funding

ESA receives no core funding from government. ESA revenue is earned through the delivery of government-commissioned projects (85%) and digital services (15%).

As a project-based business reliant on government projects, ESA’s impact is subject to potential threats and business challenges, including:

- education funding and investment becoming more fragmented with increasing school autonomy
- reduced national investment in education technology and infrastructure projects
- flexibility and agility in responding to market needs
- retention of skills, capabilities and knowledge
- maintenance and hosting of legacy services
- a competitive market for the provision of products and services that can provide annuity income streams.

It is important to stress that in meeting the Letter of Expectation request that ESA explore opportunities to increase annuity revenue, ESA will retain a strong focus on delivering the Work Priorities and Key Projects & Outputs that are also set out in the Letter of Expectation and Company Objects.

The operating environment

Unprecedented disruption by COVID-19

The global COVID-19 pandemic triggered an unprecedented disruption of Australia's system of classroom-based learning, forcing teachers to rapidly adapt to new methods of digital pedagogy, almost overnight. The experience of jurisdictions, education sectors and classroom teachers forced to adapt to new ways of teaching and learning reinforced existing structural issues within Australia's education system. It also revealed new opportunities for innovative education services and more flexible methods of learning. COVID-19 has served as a catalyst to encourage greater numbers of teachers to embrace digital learning tools. While necessity precipitated this transition, there is an opportunity to capitalise on this paradigm shift in ways that enhance the impact of teachers and school leaders.

Fiscal constraints

COVID-19 has created significant changes in almost all aspects of the economy. While spending and government revenue are projected to return to pre-COVID levels relatively quickly, the long-term fiscal outlook for Australia has deteriorated somewhat. The impact of this deterioration is that governments and education bodies are likely to face constrained economic conditions across the life of this strategic plan. ESA will be required to balance its work on national priorities and focus on support for the priorities of state and territory education departments with building fee-for-service revenue streams. ESA expects to see an increased focus on ensuring that value for money is achieved and that funding is targeted to those initiatives demonstrated to have an impact. It is well placed to respond to these requirements.

Changed education policy architecture

The convergence of the *Review of the National Architecture for Schooling* (2019) and the *Review of the Former COAG Councils and Ministerial Forums* (2020) has altered the policy and decision-making landscape within which ESA operates, and has the potential to alter ESA's own governance and its relationships with these key decision-making bodies. The implementation of changes arising from this will occur across 2021. Although it will introduce some uncertainty regarding the future operating environment, this implementation will present opportunities to explore new ways of working with stakeholders.

Flexible working arrangements

ESA's long-term objective is to provide staff with greater flexibility than was available prior to 2020 and to achieve a fair balance between the needs of staff and the business. We are able to contemplate more flexible arrangements because 2020 forced us to significantly enhance our individual and organisational capacity to support more flexible working arrangements. There remains a degree of uncertainty that needs to be considered in planning for new ways of working that will impact the achievement of our strategic objectives. ESA's objective will be to realise benefits including attracting and retaining skilled and motivated staff from a wider geographic region, increased staff engagement and productivity and improved health and wellbeing leading to reduced absences.

Opportunities



There are many opportunities for ESA to enhance its impact and meet the needs of stakeholders across all sectors, and to generate commissioned work that will provide products and services commercially.

1. Australian governments are focused on monitoring and measuring performance

Australian governments are investing in assessment and data standards to enable effective assessment, measurement and analysis of student and school performance. Supporting this investment presents opportunities to leverage experience gained through current work on the online assessment platform and other significant national projects.

2. Use of digital education resources and education technology solutions continues to expand

There is a need for trusted and experienced support services that are available to stakeholders as they source, develop and implement technology-enabled solutions to address common challenges. Leveraging existing relationships and its position as a ministerial company, ESA is well positioned to work cooperatively with stakeholders to understand and respond to their needs and deliver national solutions.

3. There is an opportunity to support the safe and effective use of technology in education

Institutions, students and parents understand the importance of technology in education. However, in a crowded and complex market place they require support to ensure that the digital resources they choose facilitate a safe and secure environment for users. The mobilisation of education data to support national reform poses a similar challenge. This presents an opportunity for a trusted body to assess these digital education products against a nationally consistent set of privacy, security and online safety standards.

4. A fragmented and complex environment requires a trusted facilitator, broker and coordinator

There is an opportunity to provide national leadership in 'what good education technology looks like' and a trusted broker that can bring sector partners together and leverage resources nationally.

5. Opportunities across education sectors to leverage existing expertise

ESA has an extensive national and international network that can be leveraged to build new relationships and offer existing capabilities, products and services to new markets that have the demand, finance and willingness to pay.

6. Data, interoperability and standards are at the heart of key educational needs

The need for data to move around schools, to be linked and shared nationally and to be effectively reported to systems requires development and maintenance of data sets, technical standards, privacy measures, governance arrangements and agreements at the national level. This is a market gap that the private sector does not have the capacity, position or appetite to address.

Understanding these key themes allows ESA to identify opportunities to build on its core capabilities as a trusted, reliable, national service provider. This includes supporting stakeholders in conceiving, delivering and maintaining large-scale education technology infrastructure; enabling economies of scale by leveraging new and existing investment; and providing high-quality, cost-effective resources.



Our objectives

In responding to these opportunities and challenges, ESA's strategy is aligned to its Company Objects to advance key nationally agreed education initiatives, programs and projects by providing services to education ministers and other stakeholders.

In addition to this, and in line with the ministers' Interim Letter of Expectation, ESA will diversify its revenue sources to sustain a standing core capability to deliver timely government services and maintain organisational stability. It will remain flexible enough to respond to future education technology needs and invest in innovative education technology products and services that impact positively on the Australian education sector.

Our strategy

ESA's 2021–2023 strategic objective is to enhance our positive impact on the lives and learning of young Australians by contributing to improved student outcomes, enhanced teacher impact and stronger school communities. Our strategy guides our decisions and provides clear direction to the company.

Over the next three years, ESA will focus on five interrelated strategic pillars that are enabled by three core capabilities and built on our shared values. These elements are summarised below and explained over the remainder of this document.

Enhancing our impact 2021–2023

Our values			Our strategy
User-focused	Collaborative	Innovative	We will use our unique combination of education and technology expertise to create and deliver solutions that can be used to improve student outcomes and enhance performance across all education sectors.
High-quality	Efficient and Sustainable	Responsible	

We will

Enable our people	Build sustainable infrastructure and efficient processes	Maintain our financial health
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To deliver

Projects and services High-quality projects and services that meet the needs of governments, agencies, schools, teachers, students and parents	Insights Disseminate insights, evidence and exemplars that support decision-making by governments, school leaders and teachers	Information management Provide trusted, secure information management that supports the development and use of the national education evidence base	Technology platforms Develop and maintain education technology platforms that support systems and sectors to achieve their education objectives	Strategic engagement Purposeful engagement and focused engagement with stakeholders to understand their priorities, co-design solutions and monitor impact
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That generate

Improved student outcomes	Enhanced teacher impact	Stronger school communities
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Our strategic pillars

Five strategic pillars will provide support and strength for achieving our objectives and provide focus for strategy execution. Each strategic pillar builds on our core capabilities.

1

Deliver high-quality **projects and services** that meet the needs of stakeholders

2

Disseminate **insights** that support decision-making

3

Provide leadership in education **information management**

4

Develop and maintain national **education technology platforms** that increase access and improve connectivity

5

Strategically engage stakeholders to establish partnerships that help achieve their goals

Pillar 1

Deliver high-quality projects and services

Rationale

Projects and services are the historical core of ESA. We will continue to deliver high-quality projects, products and services that meet the needs of governments, agencies, schools, teachers, students and parents.

Technology is a critical tool to personalise learning, enhance equity and prepare students for the world of today and tomorrow. Studies consistently find that effective use of technology in education is associated with learning gains. Advances in technology, and their potential to enhance student outcomes and to support system and school administration, are progressing rapidly.

We will deliver digitally enabled projects and services that support national reform priorities and have a positive impact on the education of young Australians. Importantly, these activities will support the collection, sharing and distribution of knowledge, resources and services to reduce cost and duplication across jurisdictions, sectors and schools.

Key activities

ESA will build on its trusted status and strong networks in the following activities:

1. Identify and deliver evidence-based projects and services that support policy objectives and further Australia's education reform agenda through the innovative use of digital technologies.
2. Research, develop and deploy effective and innovative digital products and services that meet the needs of stakeholders across all sectors.
3. Develop products and services that use technology to reduce time and cost, thus allowing teachers to focus more resources on the things that make a positive difference to education outcomes.

Success

Successful execution will see ESA retaining its status as a provider of choice for education projects across all sectors, and also achieving sufficient revenue from the use of ESA products and services to ensure that these remain sustainable.

Pillar 2

Disseminate insights for decision-making

Rationale

Simply creating evidence about what works best in education is not sufficient to improve national education attainment. Evidence only leads to improved outcomes if it is influential in changing behaviour and teachers are supported to adopt and adapt evidence into their context and practices. At the national and system levels, research and evidence will have greatest impact on policy development and implementation if the findings have been translated and communicated effectively. We will work with systems, sectors and agencies to support the collection and sharing of evidence to support the adoption of evidence into practice.

In many cases teachers and school leaders are required to make long-term decisions on the use and efficacy of technology and digital products, often with limited information. We will work with stakeholders to provide guidance on how to maximise the effectiveness and safe use of technology in education settings and enhance integration with existing practice and infrastructure.

Key activities

ESA will facilitate the pooling, sharing and distribution of knowledge, evidence and exemplars that support decision making by governments, school leaders and teachers. The following key activities will drive this outcome.

1. Develop a partnership with the Australian Education Research Organisation (AERO) to support the sharing and distribution of knowledge, evidence and exemplars that support teaching and learning.
2. Identify and share high-quality research, key findings and best practice in the safe and effective implementation of technology that supports decision-making by governments, school leaders and teachers.

Success

Successful execution will see ESA expand its role in two ways: providing trusted, high-quality evidence and resources to support teachers and school leaders in adopting and adapting evidence into practice; and supporting the safe and effective use of education technology.

Pillar 3

Provide leadership in education information management

Rationale

The national reform priorities include initiatives focused on enhancing national education data quality, consistency and collection to improve the national evidence base and inform policy development.

Managing and protecting the information of individuals, particularly students, presents a complex and dynamic landscape. Expertise and mechanisms that facilitate the appropriate, safe and secure sharing and analysis of national education information and data are necessary for the achievement of education improvement objectives set out in the *Alice Springs (Mparntwe) Education Declaration* and the National School Reform Agreement.

Key activities

ESA will be a leader in the management of education information and data. The following key activities will drive this outcome.

1. Leverage our experience and knowledge in privacy and information management to make a significant contribution to the collection, protection and use of information to strengthen Australia's education evidence base, enabling new insights and effective interventions.
2. Provide trusted, secure information and data management services that support the development and use of the national education evidence base.
3. Support systems and sectors in the collection, sharing and protection of data that is essential to school improvement and improved student outcomes.

Success

Successful execution will see ESA as a leader in the management and operation of secure technology platforms and services, both for itself and its stakeholders and partners.

Pillar 4

Facilitate shared platforms to increase access and improve connectivity

Rationale

ESA is Australia's leading provider of shared education platforms. In this role, ESA develops, procures and maintains valuable software products and services on behalf of stakeholders, supporting access to quality-assured systems and content and achieving greater interoperability between individuals, entities and systems.

Importantly, many of these digital platforms leverage similar underlying technology and infrastructure. This enables stakeholders to benefit from increased reliability and reduced costs by using systems built on ESA's national education technology platforms.

Key activities

ESA will facilitate the pooling, sharing and distribution of knowledge, evidence and exemplars that support decision-making by governments, school leaders and teachers. The following key activities will drive this outcome.

1. Develop and maintain national education technology platforms that effectively and efficiently support stakeholders to achieve their education objectives.
2. Provide data standards and privacy measures that enable the development of learner-centric identity and data management systems that support the monitoring, progress and mobility of individual students.
3. Maintain national education infrastructure and services (for example, SCIS, edu.au) that enable the efficient and effective operation of education systems and services.

Success

Successful execution of this strategy will lead to efficiencies, economies of scale on existing platforms and improved connectivity between content and service providers in ways that reduce duplication, complexity and cost.

Pillar 5

Strategically engage stakeholders to help them achieve their goals

Rationale

The Australian education sector is diverse, distributed, and to varying degrees, devolved. The circumstances and needs of systems, sectors, schools and students vary according to a range of factors. This makes collective decision-making and national effort challenging.

Effective engagement for ESA, therefore, represents both value creation and accountability by allowing us to identify opportunities through understanding the specific challenges faced by systems, sectors, schools, educators and students. In doing so we will co-design solutions and assess their impact.

Key activities

ESA understands that strong, reciprocal relationships with stakeholders generate insights and support that enhances our positive impact on Australian education. The following key activities will enable this.

1. Develop a strategic engagement strategy that will broaden and deepen ESA's networks across education systems, sectors, agencies and providers.
2. Establish complementary partnerships that deliver value to our owners.
3. Build relationships and engage with stakeholders for a clear purpose to listen, understand and achieve agreed outcomes. Our engagement will be purposeful and focused on understanding stakeholders' priorities, co-designing solutions and monitoring impact.

Success

Effective engagement with stakeholders will ensure alignment between ESA's activities and the priorities of our stakeholders and help ESA achieve its goals.



Our enabling plans

Our operational plans will support the delivery of the strategic pillars.

Enable our people to align HR strategy with organisation strategy, enhance communication and collaboration, facilitate skill growth and development, recruit and retain a skilled, engaged and diverse workforce, provide a healthy and safe workplace, and recognise and reward leaders and exemplars.

Build sustainable infrastructure and efficient processes to leverage existing investment, develop continuous improvement habits, allocate resources efficiently, and pursue environmentally and socially responsible business practices.

Maintain our financial health to align financial strategy with organisation strategy, deliver transparent and useful reporting to inform decision-making, generate balanced income streams to support an adaptable and responsive organisation, and strategically invest in innovation and development.



Alignment with our values

Our values guide our interactions with colleagues and stakeholders. We are:

User-focused – we develop relationships that ensure our products and services meet the needs of our stakeholders and colleagues and make a positive difference to education outcomes.

Collaborative – we work together to meet the needs of our stakeholders and colleagues and we facilitate collaboration to exchange data, share practice and achieve nationally agreed goals.

High-quality – we apply high standards to all of our activities and develop our people to deliver value to our stakeholders and colleagues.

Innovative – we foster a culture of creativity, facilitate the generation of ideas, share innovations and explore opportunities to embed innovations in practice to enhance our impact.

Efficient and sustainable – we ensure that all products and services are cost-effective and sustainable into the future.

Responsible – we apply high standards of governance and pursue responsible business practices in line with our status as a ministerial company.

Measures of our success

We will measure our success based on the impact we seek. Indicators that ESA has successfully executed its strategy include:

- user feedback on the impact of projects delivered on behalf of governments
- uptake of products and services offered by ESA
- stakeholder satisfaction with ESA's performance and approach
- secure and effective information management
- strong governance processes and practices
- staff engagement and satisfaction
- sustainable financial performance.

Implementation of the strategy will be tracked using a Balanced Scorecard approach. The Balanced Scorecard will be monitored at executive and Board level and will evolve as implementation plans are developed.

A first draft of the Balanced Scorecard showing initial metrics can be found at Appendix 1.

Business planning and implementation

To support strategy execution, ESA will develop an annual business plan that comprises:

- the ESA workplan that aligns with the ministers' Letter of Expectation
- individual implementation plans for each of the strategic pillars and enablers.



Appendix 1

Objective:	Measure (intent)	Measure (metric)	2020–21 target	FY21–22 target
1. ESA's 2018–2020 strategy is implemented effectively				
Projects and services High-quality projects, products and services that meet the needs of governments, agencies, schools, teachers, students and parents	Uptake of Digital Teaching and Learning products and services ¹	Growth in usage rates of digital education resources	>10%	>20% over 2019–20 usage
	Effective project management	All commissioned projects ² managed within ESA project management framework	100% projects incorporated into PMO reporting	100% of projects compliant with PMO process
	Fee-for-service products achieve targets	Digital Services revenue growth over FY21	5%	10%
		Financial margin on SCIS	>14%	>14%
		Secure Hosting Services revenue		\$1.6 million
Insights Dissemination of evidence, insights and exemplars that support decision making by governments, school leaders and teachers	ESA is a trusted provider of advice and insights	ESA Voice of Education Research program		Voice of Education Research project completed/published
		Publish high-quality articles demonstrating ESA's thought leadership (media releases, articles)		4
		Online product security assessment product expanded to meet jurisdiction priorities	Minimum of 75 new product assessments	>150 product assessments completed
Information management Trusted, secure data management that supports the development and use of the national education evidence base	Adherence to ACSC governance, privacy and security standards	Privacy Management Plan implemented	Privacy and governance policies and procedures implemented	PMF implementation completed in line with IIS review recommendations
Platforms Develop and maintain national education technology platforms that support systems and sectors	Delivery of commissioned platforms	ONAP is fit for purpose to deliver NAPLAN online in May 2022	No avoidable performance or availability issues impacting user experience	No avoidable performance or availability issues impacting user experience
		2022 platform enhancements	Enhancements as per NAPLAN Online program schedule	Enhancements as per NAPLAN Online program schedule
	Maintenance of existing platforms	Operating platforms ³ meet contractual obligations and service-level commitments for availability, system response, uptime and helpdesk issue resolution times		All contract SLA's met
		Avoid notifiable breaches under the Notifiable Data Breaches Scheme		No notifiable breaches
		Security maintained as per the Australian Government Information Security Manual (ISM)		Outcomes of independent assessment accepted by ESA Board
Engagement Purposeful and focused on understanding stakeholders' priorities, co-designing solutions and monitoring impact	Stakeholder and community feedback	Implement agreed actions from 2020 stakeholder perceptions research	2020 stakeholder survey completed	Agreed actions implemented
		Grow user engagement		+5%
	Reconciliation Action Plan	Achieve 'Innovate' RAP status	February audit of progress	Reconciliation Australia approves Innovate RAP

Objective:	Measure (intent)	Measure (metric)	2020–21 target	FY21–22 target
2. ESA is a capable, well governed and sustainable organisation				
Enable our people	Engaged and capable staff	Undertake 'Voice Survey'	Staff feedback steady or improving across all pulse surveys	Staff feedback steady or improving across 'Progress' and "Passion" indicators
	ESA is effectively governed	Internal audit program satisfactorily delivered	FRAC acceptance of internal audit reports	FRAC acceptance of internal audit reports
		CEO support/advice to Board	Board performance survey Average score >4.0 on relevant questions	Board performance survey average score >4.0 on relevant questions
	A safe workplace	Long-term injury (number)	0	0
		OHS Compliance Training completion		95%
		EAP participation		7–9%
Sustainable infrastructure and efficient processes	Operational costs effectively controlled	Actual Net Overhead expense ratio is better than target	<19%	<19%
	Process improvement to increase efficiency	Process improvement plan implemented and reviewed	Implement agreed actions arising from internal audit program	Implement agreed actions arising from internal audit program
	Meet and maintain environmental and social responsibility targets	Environment Report accepted by ESA Board	Maintain emissions at or below 2018–19 levels	Reduce emissions per FTE by 10% from 2018–19 levels
Maintain financial health	Financial control and early visibility of progress against targets	FY21 budget revenue achieved	\$34 million	>\$40 million
		Digital Services revenue meets or exceeds budget	\$6.9 million	>\$7.5 million
		Corporate overhead costs within budget	<\$7 million	<\$8.6 million
		Year-end surplus target achieved	0–2%	0–2%

1 Included Digital Teaching and Learning products and services are ELLA, DTH, SWH. The GIST, Literacy Hub, Numeracy Hub

2 Commissioned projects are those funded by government or other external parties.

3 Operating platforms – SCIS, myfuture, Phonics/Numeracy Check, Scootle



Education
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Making a positive difference in the lives
and learning of young Australians

www.esa.edu.au