



Corporate Plan

2024–2028

AITSL is funded by the Australian
Government and Education Ministers.

aitsl

Australian Institute
for Teaching and
School Leadership
Limited

Dr Michele Bruniges AM
DipTeach MEd PhD
Chair



Introduction

It is with pleasure that I present the AITSL Corporate Plan as the Chair of the Australian Institute for Teaching and School Leadership Limited (AITSL).

AITSL has prepared its Corporate Plan in accordance with Section 95(1) of the *Public Governance, Performance and Accountability Act 2013* and in accordance with Sections 16E and 27A of the *Public Governance, Performance and Accountability Rule 2014*. It covers the reporting period from 1 July 2024 to 30 June 2028¹.

This plan enables AITSL to work collaboratively with the Commonwealth Minister for Education and Department of Education, the eight state and territory education departments and their Ministers, the Catholic and independent school sectors, teachers and leaders, teacher educators, teacher regulatory authorities, teacher unions, professional and community organisations, and Aboriginal and Torres Strait Islander peoples throughout Australia to strengthen the profession.

Michele Bruniges

Artwork (on cover)

Ngar-wu lotjpa yapaneyepuk
"to listen and yarn together"

Artist

Bayadherra
Siena Tieri, Luke Tieri

1. AITSL's current Commonwealth funding arrangements expire on 30 June 2027. Please refer to the [Australian Government Department of Education Portfolio Budget Statement for 2024–25](#).

Purpose

AITSL plays a key role in leading significant, national educational reform for the Commonwealth, state, and territory governments to promote excellence in initial teacher education (ITE), teaching, and leadership to achieve maximum impact on learning in all Australian schools and early childhood settings. AITSL delivers a program of work in accordance with directions received from:

- the Commonwealth Minister for Education
- other federal ministers and national governance bodies
- the AITSL Board of Directors
- bilateral and multilateral agreements with states and territories
- agreements with international governments and education partners pursuing Australian Government education priorities.

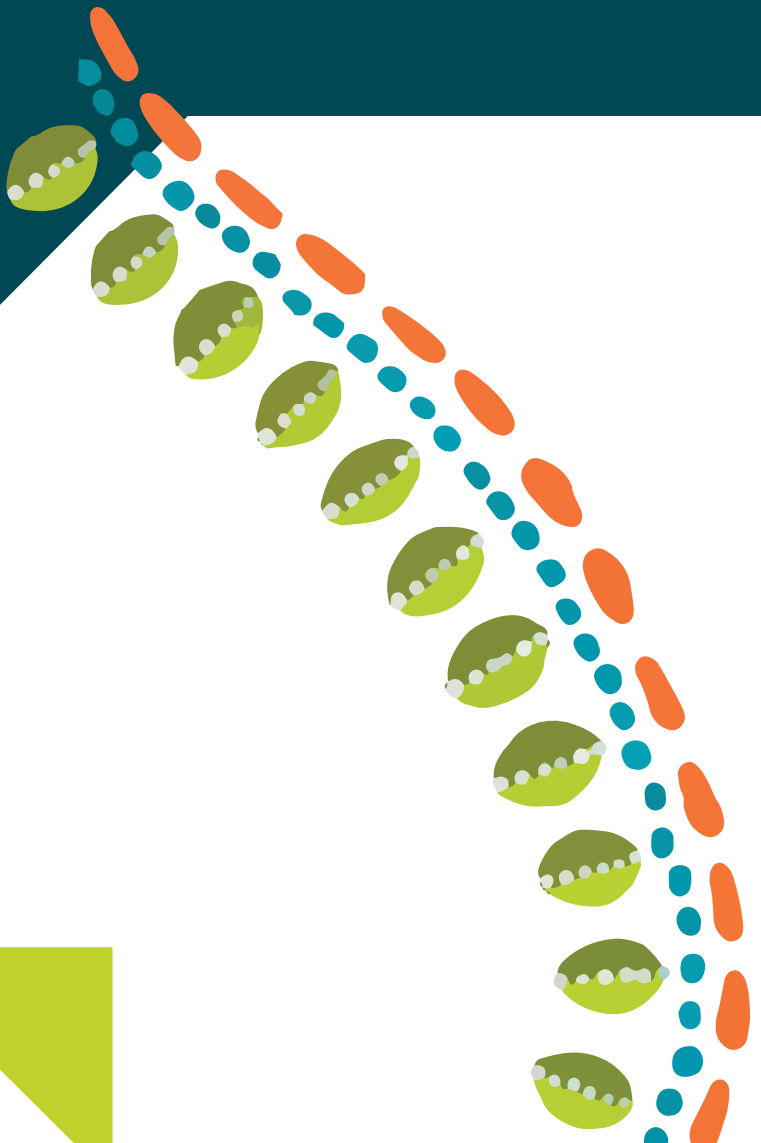
Vision

Australia has a high-quality education system in which teachers and leaders have the greatest impact on the educational growth and achievement of every learner.

Mission

Promoting excellence so that teachers and leaders have the maximum impact on learning in all Australian schools and early childhood settings.

Strategic Priorities



Expertise is at the core of AITSL's work. We know that it is the expertise residing in Australia's teachers, leaders, and our Key Partners that will most help our learners succeed. This expertise, with a solid evidence base, has been embodied in our national Standards as well as AITSL's tools and resources. The importance of expertise is the very reason we have used it to frame our strategic priorities.

Strategic Priorities

Shaping expertise



Purpose

To lead a high-quality and nationally consistent approach to teaching and leadership in schools and education settings.

- Provide leadership for the 9 national policy frameworks, with the Teacher, Principal and ITE Standards (the Standards), at the centre.
- Work with the profession to make sure the Standards remain fit for purpose and demonstrate teaching excellence.
- Provide national policy advice to support informed and innovative education systems and sectors.
- Champion an inclusive and equitable education system, with a focus on the outcomes of Aboriginal and Torres Strait Islander students.
- Bring together the voices of our Key Partners (teachers and leaders in schools and early childhood and other education settings, and representatives from government systems, Catholic and independent school sectors, teacher regulatory authorities, initial teacher education providers, teacher unions, Aboriginal and Torres Strait Islander communities and groups, principal and other professional associations and community organisations) to help shape national reform priorities.

Outcome

Quality teaching and leadership is underpinned by relevant, fit-for-purpose national Standards that are understood and implemented by all teachers and leaders throughout Australia.

Strategic Priorities

Influencing expertise

Purpose

To encourage the national adoption of practices and policies that help lift quality teaching and leadership in schools and education settings.

- Be passionate advocates for evidence-based practices that lead to improvements in quality teaching and leadership.
- Convene our Key Partners to help shape and implement nationally agreed policies and practices.
- Champion the growth and impact of national teacher certification.
- Help lead the national workforce supply conversation, with informed outcomes based on national data.
- Provide states and territories with access to quality teachers from outside Australia.

Outcome

AITSL's Key Partners across all Australian states and territories participate in the development and adoption of nationally informed practices and policies that help lift quality teaching and leadership in schools and education settings.



Strategic Priorities

Enhancing expertise

Purpose

To provide solutions, informed by evidence and practice, to help the profession implement the national Standards and frameworks. Be passionate advocates for evidence-based practices that lead to improvements in quality teaching and leadership.

- Lead research that shapes reform agendas and resources for the profession.
- Engage with our Key Partners in the development of evidence-based tools and resources that have teacher and leader expertise at their core.
- Curate and create content that supports teachers and leaders in changing contexts like emergency education scenarios and increased wellbeing needs.
- Showcase diverse learning environments in evidence-based tools and resources for teachers and leaders.

Outcome

The delivery of high-quality, practical, and evidence-based tools and resources that are created in partnership with the profession, and support quality teaching and leadership.



Strategic Priorities

Esteeming expertise



Purpose

To recognise and raise awareness of the lasting impact of teacher and leader expertise.

- Encourage and support teachers and leaders to be innovative in applying the Teacher and Principal Standards.
- Promote positive messages on the impact of teachers by showcasing their practice, expertise and stories.
- Bring together teachers and leaders to share and celebrate their expertise and knowledge.

Outcome

The expertise of Australia's teachers and leaders is highlighted, recognised and celebrated, supporting an increased status of the profession.

Strategic Priorities

Supporting expertise

Further information about AITSL's priorities and goals can be found in our **Strategic Plan 2022–2026**.

In line with AITSL's Constitution, and to operationalise the Strategic Plan, an annual Work Plan is developed for approval by the Minister, including all work tasked to AITSL. Progress against the Work Plan is reported to the AITSL Board of Directors and the Minister.

Purpose

To have a healthy, high-performing culture, and strong and adaptive operational foundations, that support our purpose.

- Cultivate a healthy, high-performing culture that lives and breathes AITSL's Values and engages our people in our strategy.
- Prioritise diversity and inclusion at all levels of the organisation.
- Leverage our people to realise our potential and constantly lift our capability.
- Be accountable and transparent in our everyday business activities.
- Ensure our business is underpinned by good governance.
- Deliver fit-for-purpose systems and processes that support the organisation to work efficiently and effectively.

Outcome

AITSL's culture is healthy, culturally safe, adaptive and inclusive, and facilitates the effective deployment of resources to achieve strategic outcomes.



Key Activities

In undertaking its recent review of AITSL’s performance measures, the AITSL Board of Directors has focused on a change from value-based statements to activity-based statements linked to AITSL’s core funding and influence for the reporting period.

AITSL’s key activities are aligned to the priority outcomes in the [Strategic Plan 2022–2026](#), the AITSL Constitution, instructions received from the Minister, and work commissioned by the Education Ministers Meeting.

Key Activity

Associated Strategic Priority Outcome(s)

Support the implementation of national policy frameworks and standards that influence, enhance, and sustain effective teaching and leadership across Australia.

Quality teaching and leadership are underpinned by relevant, fit-for-purpose national Standards that are understood and implemented by all teachers and leaders throughout Australia.

AITSL’s Key Partners across all Australian states and territories participate in the development and adoption of nationally informed practices and policies that help lift quality teaching and leadership in schools and education settings.

Develop high-quality, evidence-based tools, resources, and commissioned products to support and enhance quality teaching and leadership.

The delivery of high-quality, practical, and evidence-based tools and resources that are created in partnership with the profession, and support quality teaching and leadership.

Support implementation of the national initial teacher education (ITE) accreditation system.

AITSL’s Key Partners across all Australian states and territories participate in the development and adoption of nationally informed practices and policies that help lift quality teaching and leadership in schools and education settings.

Key Activities (continued)

Key Activity

Associated Strategic Priority Outcome(s)

Lead and support national participation in certification across Australia and recognise the professional expertise of teachers certified at the Highly Accomplished and Lead teacher (HALT) career stages.

The expertise of Australia's teachers and leaders is highlighted, recognised, and celebrated, supporting an increased status of the profession.

Deliver skills assessments for migration on behalf of the Australian Government to ensure that teachers migrating to Australia are suitable to teach and improve policy outcomes for skilled migration.

Quality teaching and leadership is underpinned by relevant, fit-for-purpose national Standards that are understood and implemented by all teachers and leaders throughout Australia.

Provide nationally consistent data for an evidence-driven national approach to teacher workforce planning to improve the recruitment, resourcing, and retention of quality teachers through the Australian Teacher Workforce Data (ATWD) initiative.

The delivery of high-quality, practical, and evidence-based tools and resources that are created in partnership with the profession, and support quality teaching and leadership.

AITSL's annual work program directly connects with our key activities and performance measures. We play a key role in leading and coordinating significant national educational reforms, including:

- placing impact of ITE, teaching, and leadership at the centre of our work
- building, enhancing, and sustaining effective teaching and leadership at every level
- advocating for quality and rigour in the design and implementation of national policies, tools, and resources

- undertaking and engaging with national and international research and innovation developments in best practice
- affirming the status of the profession
- building cultural responsiveness
- conducting assessments and improving policy outcomes for skilled migration to Australia.

AITSL pursues fee-for-service work within Australia and internationally to advance outcomes for teachers and leaders and to support Australian Government policy priorities.

Environment

AITSL was registered and commenced operations in January 2010 as a Commonwealth company limited by guarantee under the *Corporations Act 2001*. AITSL is subject to the *Public Governance, Performance and Accountability Act 2013* and the *Australian Charities and Not-for-profits Commission Act 2012*. AITSL is governed by a Board of Directors that acts in accordance with the company Constitution.

AITSL is a wholly owned Commonwealth company. The Australian Government is the sole company member and is represented by the Minister for Education.

AITSL has no regulatory authority and works cooperatively with jurisdictions and key stakeholders to achieve our strategic and operational objectives.

Operating Environment

AITSL is critical to, and operates within, the national education architecture and has a remit to work with the education community in all states and territories, systems, and sectors.

It is likely that the environment over the period of this Corporate Plan will be characterised by increased concerns about teacher supply and the challenge of having quality teaching in every learning environment, every day, as well as the influence of artificial intelligence (AI) in education. AITSL's work to support quality teaching and improve the status of the teaching profession remains relevant in this environment.

There will be a greater need for reliable data on teacher supply and demand, and an increased focus on the quality and diversity of pathways into teaching, preparation of school leaders, career pathways that recognise expertise, and exploring migration of teachers to Australia.

Environment

(continued)

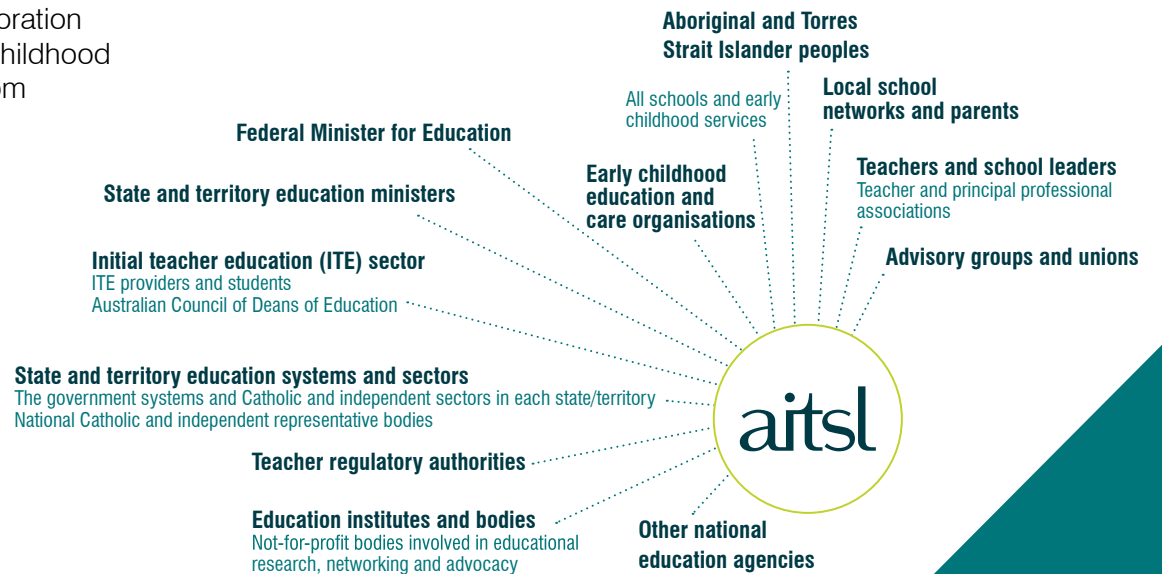
Co-operation

AITSL is accountable for delivering on the above priorities and the quality of the work produced, which is endorsed by the Australian Government and state and territory governments (where relevant), through both the Grant Agreements between AITSL and the Department of Education, and via the Education Ministers Meeting.

AITSL has established clear and effective frameworks for undertaking genuine consultation and collaboration with teachers and leaders in schools and early childhood and other education settings, representatives from government systems, Catholic and independent school sectors, teacher regulatory authorities, initial teacher education providers, teacher unions, principal and other professional associations, Aboriginal and Torres Strait Islander peoples, and community organisations – also known as AITSL’s Key Partners.

Working collaboratively with all stakeholders, AITSL produces high-quality, evidence-based tools and resources, and helps drive the educational reform agenda for the benefit of student outcomes.

Stakeholder Guide



Performance Measures

The AITSL Board of Directors has approved appropriate performance measures that measure and assess the company's performance in achieving defined outcomes. The performance measures, which were recently reviewed, take into account our operating environment, organisational capability, and risks, and are consistent with the requirements set out in the *Public Governance, Performance and Accountability Rule 2014*.

In reviewing the measures, AITSL also considered Recommendation 4 of the recent Australian National Audit Office performance audit of *AITSL's Administration of National Standards and Frameworks*. This recommendation called for AITSL to review the company's performance measures with particular attention to diversifying sources of performance information, and ensuring the outcomes of the company's work are captured.

A report of AITSL's performance against these measures is provided to the AITSL Board every 6 months as part of the company's organisational impact measurement strategy, and performance is publicly reported on an annual basis through the AITSL Annual Report.

To ensure AITSL delivers on its purpose and has maximum impact, the following measures have been developed in order to draw a clear link between AITSL's Strategic Plan and the results achieved and provide meaningful performance information with a clear line of sight between planned and actual performance.

Performance Measures (continued)

Key Activity	Performance Measure(s)	Target(s)	Metrics/Data Sources (baseline data)
Support the implementation of national policy frameworks and standards that influence, enhance, and sustain effective teaching and leadership across Australia.	Stakeholder use of national policy frameworks and standards developed by AITSL.	<ul style="list-style-type: none"> Maintain use of the AITSL website (views and users). 4% annual increase in AITSL Mail subscribers. 5% annual increase in social media viewers. AITSL's national standards and frameworks reflected in all (100%) websites of education systems, sectors and regulators. 	<ul style="list-style-type: none"> Website analytics (4,971,097 page views in 2023; 1.018 million users in 2022–23 financial year). AITSL Mail subscriber rates (213,000 as of 31 Dec 2023). Social media viewers (audience of 133,073 on 30 June 2023). Desktop scan of system/sector and teacher regulatory authority websites (baseline data TBD).
	Rate and quality of teacher inductions across Australia.	<ul style="list-style-type: none"> 5% annual increase in the percentage of early career teachers (ECT; 0–2 years) who receive a formal induction. Maintain or increase the use of AITSL's tools and resources which support teacher induction (My Induction App – 5% increase in cumulative users; Supervising Pre-service Teachers online learning modules – maintain number of users). Maintain availability of high-quality induction resources for Australian teachers and school leaders. 	<ul style="list-style-type: none"> Induction data from the Australian Teacher Workforce Survey (57% of ECTs in 2022). Website analytics (2023 data shows: <ul style="list-style-type: none"> 21,270 users of the My Induction app (cumulative) 1,008 users accessed at least one SPT module, with 415 completing all 5 modules in 2023.) Qualitative information/project records².
Develop high-quality, evidence-based tools, resources, and commissioned products to support and enhance quality teaching and leadership.	Availability of accessible research that supports stakeholder implementation of national policies, frameworks, tools, and resources.	<ul style="list-style-type: none"> Publish 4 high-quality, evidence-informed Spotlight or Collaborate research reports. 4% annual increase in views of Spotlights and Collaborates. 	<ul style="list-style-type: none"> Qualitative information/project records. Website analytics (baseline of 152,722 views in 2023). Citation metrics.

2. Qualitative information/project records refers to non-numerical information that can be extracted from assorted documents associated with a project. For example, a literature review or stakeholder consultations that establish current best practice might be used as evidence for quality of a product.

Performance Measures (continued)

Key Activity	Performance Measure(s)	Target(s)	Metrics/Data Sources (baseline data)
Develop high-quality, evidence-based tools, resources, and commissioned products to support and enhance quality teaching and leadership (continued).	Availability and use of high-quality, evidence-based tools, resources and guidelines that support strategic initiatives.	<ul style="list-style-type: none"> Development and/or promotion of high-quality evidence-based tools, resources, and commissioned products. 	<ul style="list-style-type: none"> Qualitative information/project records. Website analytics.
	Availability and use of high-quality resources that increase the Indigenous cultural responsiveness of teachers and school leaders across Australia.	<ul style="list-style-type: none"> 4% annual increase in the use of AITSL's resources focused on improving the Indigenous cultural responsiveness of teachers and school leaders. 	<ul style="list-style-type: none"> Number of users of the Indigenous Cultural Responsiveness Self-Reflection Tool (9,742 users since launch in 2022). Qualitative information/project records. Website analytics.
Support implementation of the national initial teacher education (ITE) accreditation system.	Provision of: <ul style="list-style-type: none"> national panel training for the ITE accreditation system, including panel chair training events, and interstate panellists for ITE panels, based on teacher regulatory authority requests. 	<ul style="list-style-type: none"> At least 3 national panel training events are delivered each year. At least 1 panel chair training event is delivered each year. All (100%) requests for interstate representation on national ITE panels are met. Core content is included in all (100%) panel training sessions. 	<ul style="list-style-type: none"> Quantitative information/project records, i.e. number of events occurring.
	The proportion of ITE providers across Australia which have an endorsed teaching performance assessment (TPA).	<ul style="list-style-type: none"> All accredited ITE programs (100%) across Australia have an endorsed TPA in place. 	<ul style="list-style-type: none"> Qualitative information/project records.

Performance Measures (continued)

Key Activity	Performance Measure(s)	Target(s)	Metrics/Data Sources (baseline data)
Lead and support national participation in certification across Australia and recognise the professional expertise of teachers certified at the Highly Accomplished and Lead teacher (HALT) career stages.	Stakeholder engagement with national teacher certification.	<ul style="list-style-type: none"> Increase (≥ 1) in system and sector participation in Highly Accomplished and Lead teacher (HALT) certification. Sustained engagement with current HALTs including through development and distribution of 3 Expertise Matters e-newsletters. 	<ul style="list-style-type: none"> Qualitative information/project records (19 of 24, as of 30 June 2024). Number of publications/subscribers/reads of Expertise Matters e-newsletter (2023 data shows: <ul style="list-style-type: none"> – there were 1,061 subscribers – the newsletter was opened 2,983 times).
	Total number of Highly Accomplished and Lead teachers (HALTs) nationally.	<ul style="list-style-type: none"> 20% annual increase in the number of HALTs nation-wide. 	<ul style="list-style-type: none"> Count of certified HALTs (1,410 of 31 December 2023).
Deliver skills assessments for migration on behalf of the Australian Government to ensure that teachers migrating to Australia are suitable to teach and improve policy outcomes for skilled migration.	Delivery of robust skills assessments for prospective migrant teachers to support national workforce supply.	<ul style="list-style-type: none"> 90% of assessment-ready skills assessment outcomes are delivered within 6 weeks. 	<ul style="list-style-type: none"> Quantitative information/project records, application and assessment trends and rates (2023 data shows 96% assessed within 6 weeks but remains dependent upon application trends and published timeframes).
Provide nationally consistent data for an evidence-driven national approach to teacher workforce planning to improve the recruitment, resourcing, and retention of quality teachers through the Australian Teacher Workforce Data (ATWD) initiative.	Number of stakeholders who submit data to the ATWD, when requested.	<ul style="list-style-type: none"> All (100%) teacher regulatory authorities (TRAs) contribute TRA data to the ATWD (first achieved in 2023). 3% annual increase in responses to the Australian Teacher Workforce Survey (Teacher Survey). 	<ul style="list-style-type: none"> Qualitative information/project records. Number of responses to the Teacher Survey (38,415 responses in 2022).

Capability

Corporate Governance

As referenced under **Environment**, AITSL commenced operations in January 2010 in Melbourne and is:

- a Commonwealth company as defined in Section 89 (1) of the *Public Governance, Performance and Accountability Act 2013*
- a company limited by guarantee subject to the *Corporations Act 2001*
- a registered charity subject to the *Australian Charities and Not-for-profits Commission Act 2012*
- wholly owned by the Commonwealth of Australia.

The Minister for Education, as the representative for the Commonwealth of Australia, is the sole shareholder of AITSL. The Hon Jason Clare MP was the Minister for Education throughout the 2023–24 financial year.

AITSL regularly reports to the Minister for Education, Minister for Finance, and the Australian Government Department of Education based on the reporting timetable detailed in AITSL's Grant Agreements and other requests from the ministers. AITSL is also subject to parliamentary scrutiny through the Senate Estimates process.

As AITSL is owned by the Commonwealth of Australia, under Section 250 N (4) of the *Corporations Act 2001*, it is not required to hold an annual general meeting.

AITSL operates under its own constitution with a Board of Directors that has decision-making authority. The AITSL Board of Directors is responsible for setting the company's strategic direction and governing its operations and performance.

The AITSL Board is supported by a company headed by a Chief Executive Officer (CEO), who is responsible for the ongoing management and leadership of AITSL within the broad framework and strategic direction set by the AITSL Board.

AITSL is committed to meeting high standards of corporate governance, which we consider essential to our long-term performance and sustainability, and in the best interests of our stakeholders.

AITSL's governance framework is regularly reviewed to ensure it aligns to government, regulatory, and legislative requirements.



Capability (continued)

AITSL's governance practices continue to evolve, having regard to the:

- *Public Governance, Performance and Accountability Act 2013*
- *Public Governance, Performance and Accountability Rule 2014*
- *Corporations Act 2001*
- requirements of the *Australian Charities and Not-for-profits Commission Act 2012*
- relevant government policies and/or Government Policy Orders.

AITSL is governed by a constitution that outlines its governance and operational powers, which are exercised by the AITSL Board.

The AITSL Board has also adopted a charter that sets out its role and responsibilities and those of the CEO. The AITSL Board is responsible for:

- setting AITSL's overall strategic direction and goals
- overseeing and monitoring organisational performance and the achievement of strategic goals and objectives
- monitoring financial performance and accountability

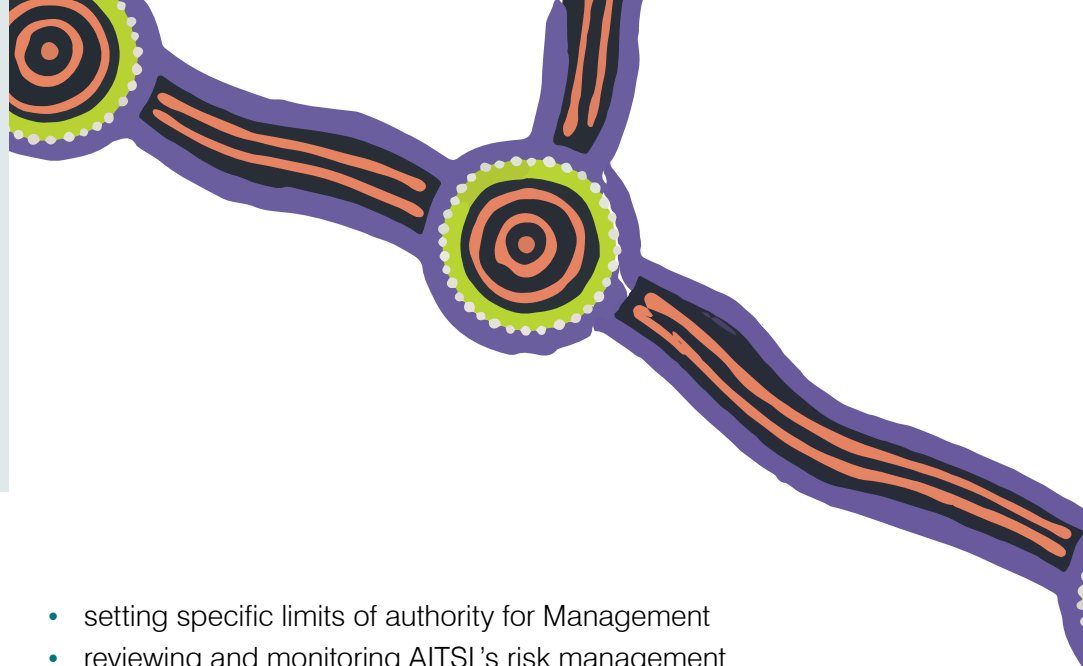
- setting specific limits of authority for Management
- reviewing and monitoring AITSL's risk management and compliance systems
- setting appropriate standards of corporate governance and codes of conduct
- protecting and enhancing AITSL's reputation.

The AITSL Board has also adopted a number of policies that set out legal requirements and ethical standards to which each Director is expected to adhere.

Funding

AITSL's existing Grant Agreements with the Department Education end on 30 June 2027, with the current annual Work Plan concluding on 30 June 2025.

AITSL's Work Plan for 2024–25 continues our long-standing commitment to supporting teachers and leaders to deliver quality education to the more than 4 million students across Australia. The Work Plan describes the work AITSL undertakes with our core funding, under the Project Grant Agreement, and through activities that are funded outside of these agreements.



Capability (continued)

People and Culture

One of the pillars of the AITSL Strategic Plan 2022–2026 includes a focus on our internal capability, with an outcome of ensuring AITSL's culture is healthy, culturally safe, adaptive, and inclusive, and facilitates the effective deployment of resources to achieve strategic outcomes. AITSL's capacity to deliver is supported by the capability and expertise of our people. Our company is made up of:

- corporate services including project management, legal, governance, and human resources
- policy and subject matter experts
- communications, digital, and information technology experts.

Our skilled core team delivers a complex, interconnected, and interdependent program of work ranging from policy development to the delivery of user-focused and evidence-based tools, resources, and digital platforms that support the profession. We also leverage our unique specialist network of expert stakeholders and service providers to assist in delivering this body of work.

AITSL will continue to enhance its people-focused, positive work culture through living its values of being *Up for the Challenge*, *Working Together*, *Being Respectful*, and *Embracing Change*. Our commitment to reconciliation through our Reconciliation Action Plan and to the principles of diversity and inclusion seek to ensure our workplace is representative of the communities within which Australian teachers and learners live.

Our focus is on shaping, influencing, enhancing, esteeming, and supporting expertise across the profession, and AITSL will continue to engage with stakeholders across all aspects of the education landscape. AITSL has successfully transitioned to a blended working model for our business-as-usual activities and continues to successfully deliver stakeholder-focused events through a blended model.

Through AITSL's highly skilled people, supported by efficient and effective systems, AITSL is well positioned to deliver high levels of support to teachers and leaders in a rapidly changing world.



Internal Control & Oversight

AITSL continues to mature as an organisation and maintains focus on the refinement of our internal controls and accountabilities. AITSL recognises that these elements are vital to business health, operations, quality work programs, and managing the wide range of uncertainties faced by organisations.

We continue to focus on proactive internal controls to efficiently pursue organisational goals and understand and manage risks faced going forward.

Risk Management

To meet the challenges of the future working environment, AITSL is focused on undertaking a more mature and proactive approach to managing risk, consistent with the best practice outlined in the *Commonwealth Risk Management Policy* and fit for the size and risk profile of the company.

We continue to mature and embed our risk management framework into operations. This includes increasing the risk management capability of the AITSL Board and all levels of the business and improving the way that AITSL manages project risks to better enable identification, assessment, and mitigation of risk across the company.

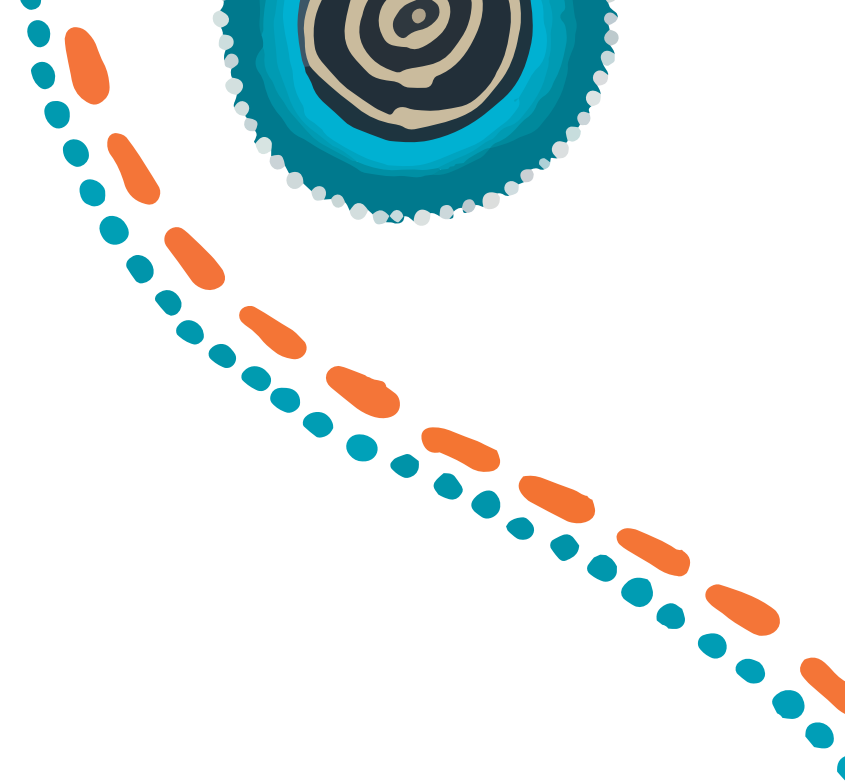
The AITSL Board has overarching responsibility for the key strategic risks and setting of risk appetite, ensuring the effectiveness of the framework in place and its management. The Risk, Audit and Finance Committee supports the Board by reviewing the appropriateness of these risk management activities. The AITSL Board reviews the strategic risks and risk appetite statements on a regular basis against the current risk environment to ensure they are fit for purpose and align with AITSL's strategic priorities.

Over the next 12 months, the AITSL Board will be conducting deep dives into AITSL's strategic risk areas via a risk review panel. Membership for the panel consists of 13 AITSL staff from a cross-section of different teams and levels and is facilitated by an external risk management specialist.

The following table lists the strategic risks identified by the AITSL Board and a high-level summary of current mitigation strategies. The mitigations are reviewed every 6 months, and the risks themselves annually.

Internal Control & Oversight

(continued)



Strategic Risk	Mitigations
Delivery	<ul style="list-style-type: none">• Strong project management processes• Recruitment and retention of skilled staff
Funding	<ul style="list-style-type: none">• Careful budget management• Accurate costing of new projects
People	<ul style="list-style-type: none">• Workforce planning• Staff engagement activities
Stakeholder engagement	<ul style="list-style-type: none">• Regular meetings with key stakeholders
Compliance	<ul style="list-style-type: none">• Regular reviews and testing• Regular staff training
Business continuity and cyber security	<ul style="list-style-type: none">• Compliance with all government requirements• Regular testing and staff training

Internal Control & Oversight (continued)

Fraud and Corruption Control

As part of our Risk Management Framework, AITSL has been focused on improving its ability to prevent, identify, investigate, and respond to fraud and corrupt conduct. We have updated our Fraud and Corruption Risk Control Plan to include corruption in line with the establishment of the National Anti-Corruption Commission (NACC) and to better meet Australian Government expectations on organisational transparency, accountability, and integrity.

AITSL has undertaken work to further develop internal controls, including staff guides and training, to ensure AITSL staff understand the extent of their obligations as identified public officials and administrators of public funds. Detection controls include internal audit, reporting to the Risk, Audit and Finance Committee and the AITSL Board of Directors, and an annual internal fraud and corruption survey to test comprehension and promote reporting of suspected incidents of fraud and corruption.

AITSL will continue to monitor and improve our controls to prevent, detect, and respond to fraud and corruption. As part of this, we have a dedicated officer who focuses on maintaining staff awareness and processes and providing organisational advice. AITSL staff will continue to undertake mandatory annual training on fraud and corruption.

Procurement

AITSL continues to implement effective, ethical, and robust procurement processes to provide the best possible support for achieving value for money. AITSL sees maintaining key supplier relationships as critical in driving value on an ongoing basis.

We have refined and enhanced our Procurement Procedures by further strengthening internal controls and ensuring the highest levels of probity in procurement management. Regular ongoing procurement training programs based on our Procurement Policy and Procedures continue to drive value-for-money procurement and probity under the guidance of a dedicated Senior Procurement Officer.

AITSL continues to use a customised contract management system, which is supported by the in-house Legal team, to enact appropriate controls over procurement and contracting approvals to minimise risks of fraud and delegation breaches. Risks are actively monitored and mitigated through the Procurement and Contract Risk Register.

A major focus of AITSL has been the development and rollout of awareness and capability training in Indigenous procurement, in line with our Reconciliation Action Plan. A focus on increasing the use of Indigenous suppliers has been taken on board at every level of the organisation.

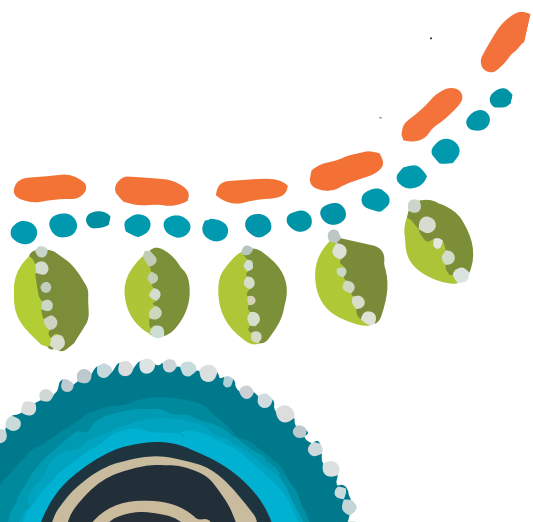
List of Requirements

The Corporate Plan has been prepared in accordance with the requirements of:

- subsection 95(1) of the *Public Governance, Performance and Accountability Act 2013*
- subsection 16E(2) and 27A of the *Public Governance, Performance and Accountability Rule 2014*.

The table details the requirements met by the AITSL's 2024–2028 Corporate Plan and the page reference(s) for each requirement.

Requirement	Page Ref.
Introduction	p. 02
Statement of Preparation	p. 02
Reporting period for which the plan is prepared	p. 02
Reporting periods covered by the plan	p. 02
Purposes	p. 03–09
Key Activities	p. 10–11
Operating Environment	p. 12
Environment	p. 12–13
Capability	p. 18–20
Risk Management and Oversight	p. 21–23
Co-operation	p. 13
Performance	p. 14–17



Acknowledgement of Country

The Australian Institute for Teaching and School Leadership Limited (AITSL) acknowledges the Traditional Custodians of the lands, sea countries, and waterways from across Australia.

We acknowledge the Wurundjeri Woi Wurrung people of the Kulin Nation as the Traditional Custodians of the land on which AITSL's office stands. We honour and pay our respects to Aboriginal and Torres Strait Islander histories and living cultures; and to Elders past and present. We commit to reconciling the past and look to build unity and understanding through our role in education to create a better future for all.

aitsl.edu.au

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Melbourne

AITSL is funded by the Australian Government

The logo for the Australian Institute for Teaching and School Leadership Limited (AITSL). It features the lowercase letters 'aitsl' in a light green, sans-serif font. The letters are slightly shadowed, giving them a three-dimensional appearance as if they are floating above the white background.

Australian Institute
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