

# AITSL Corporate Plan 2025–2029

AITSL is funded by the Australian Government and Education Ministers.



**aitsl** Australian Institute  
for Teaching and  
School Leadership  
Limited

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# Introduction

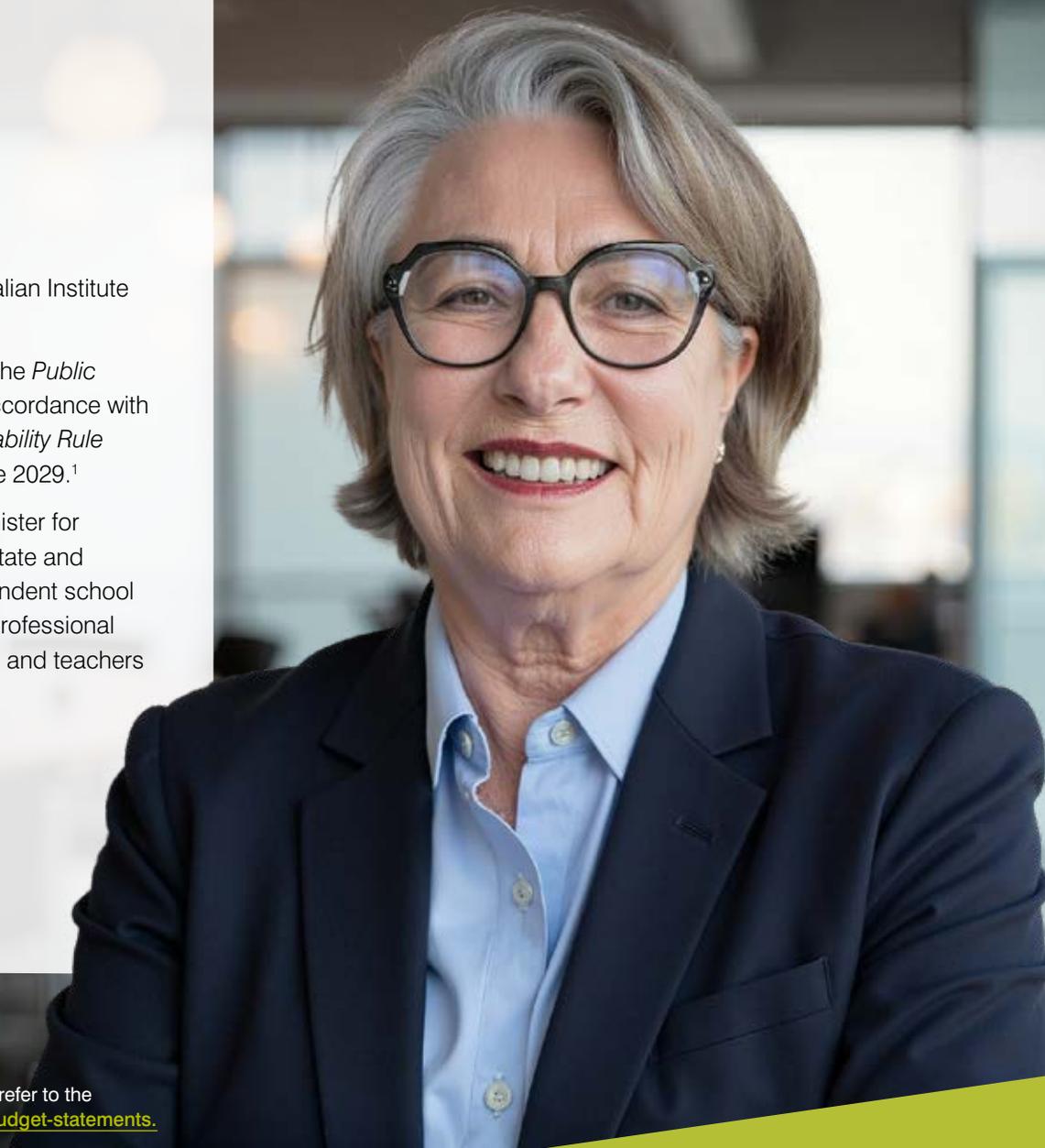
It is with pleasure that I present the 2025–2029 Corporate Plan for the Australian Institute for Teaching and School Leadership Limited (AITSL).

AITSL has prepared its Corporate Plan in accordance with Section 95(1) of the *Public Governance, Performance and Accountability Act 2013* (PGPA Act) and in accordance with Sections 16E and 27A of the *Public Governance, Performance and Accountability Rule 2014* (PGPA Rule). It covers the reporting period from 1 July 2025 to 30 June 2029.<sup>1</sup>

This plan enables AITSL to work collaboratively with the Commonwealth Minister for Education and the Australian Government Department of Education, the 8 state and territory education departments and their Ministers, the Catholic and independent school sectors, teacher educators, teacher regulatory authorities, teacher unions, professional and community organisations, Aboriginal and Torres Strait Islander peoples, and teachers and leaders throughout Australia to strengthen the profession.

*Michele Bruniges*

**Dr Michele Bruniges AM**  
**Chair**  
**AITSL Board of Directors**



<sup>1</sup> AITSL's current Commonwealth funding arrangements expire on 30 June 2027. Please refer to the <https://www.education.gov.au/about-department/resources/202526-education-portfolio-budget-statements>.

# Purpose Vision Mission

## 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 maximise learning for all children and young people by supporting teachers and school leaders to thrive.

AITSL delivers a program of work:

- in accordance with directions received from:
  - the Commonwealth Minister for Education
  - the AITSL Board of Directors
- through agreements with other federal ministers and national governance bodies
- through bilateral and multilateral agreements with states and territories
- 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.

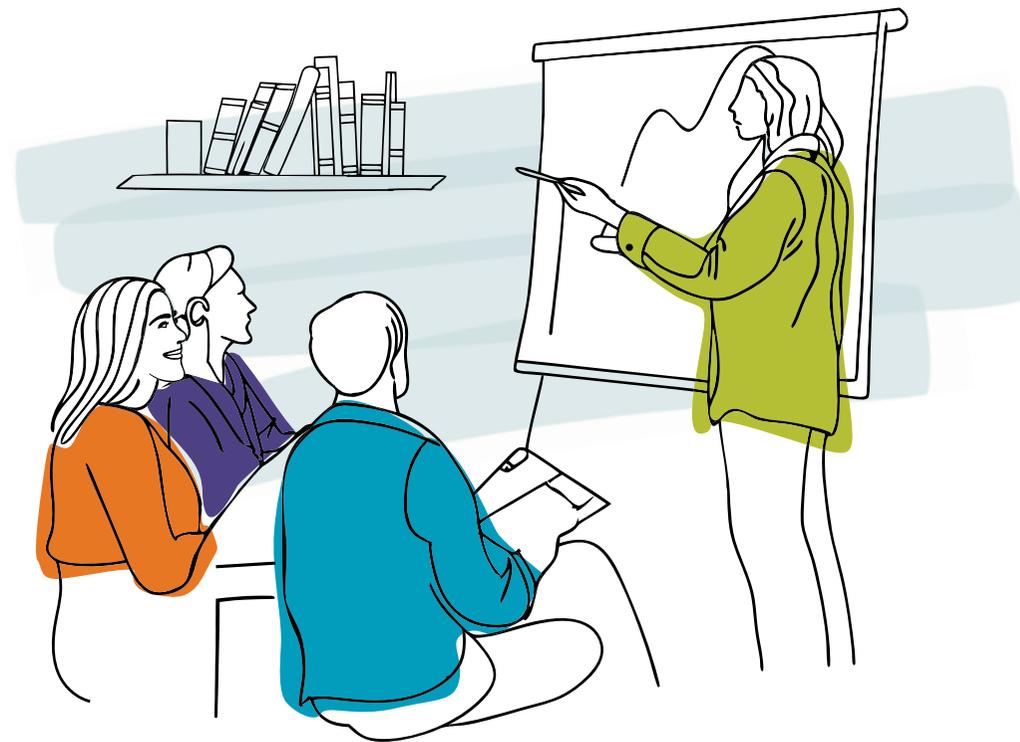
## Mission

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, is embodied in AITSL's work, including its products, tools, and resources. The importance of expertise is the very reason we have used it to frame our strategic priorities over the next 4 years.



## 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 11 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

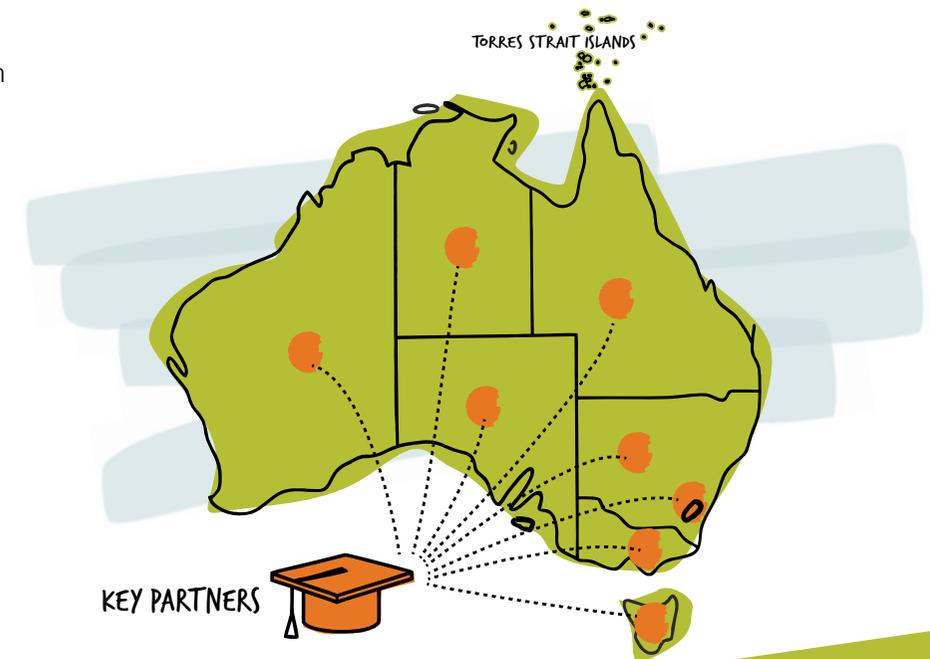
#### Purpose

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

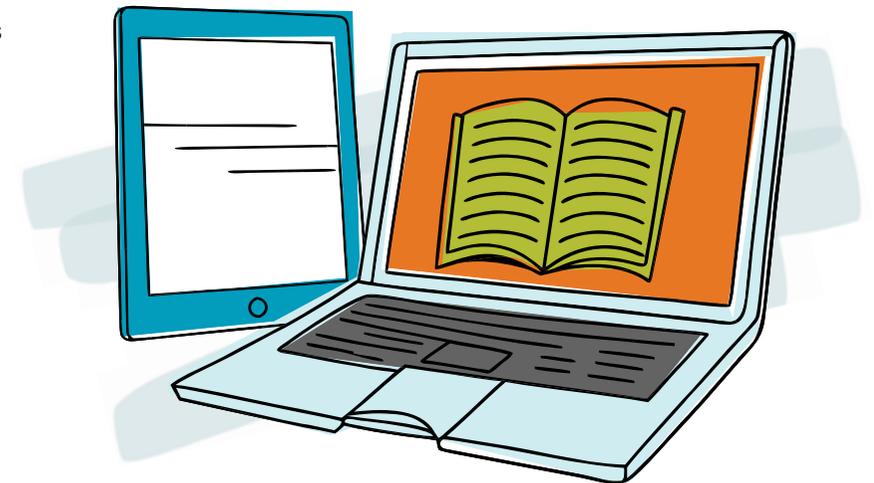
### Purpose

To provide solutions, informed by evidence and practice, to help the profession implement the national Standards and frameworks.

- 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

#### 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.

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 Commonwealth Minister for Education, including all work tasked to AITSL. Progress against the Work Plan is reported to the AITSL Board of Directors and the Minister.

#### 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 key activities and associated performance measures, the AITSL Board of Directors focused on a change from value-based statements to activity-based statements, based on AITSL’s core funding and influence for the reporting period. Refinements to the performance measures include amended and additional metrics, informed by relevant data.

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. The reason for each activity is based on an objective which is articulated in the Strategic Priority Outcomes.



## Key activities

Key Activity	Associated Strategic Priority Outcome(s)
<p>Create, promote, and support the implementation of national policy frameworks and standards.</p>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>
<p>Develop high-quality, evidence-informed tools, resources, and commissioned products.</p>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<p>Support implementation of the national initial teacher education (ITE) accreditation system.</p>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>The expertise of Australia's teachers and leaders is highlighted, recognised and celebrated, supporting an increased status of the profession.</li> </ul>

## Key activities

Key Activity	Associated Strategic Priority Outcome(s)
Deliver skills assessments for migration on behalf of the Australian Government.	<ul style="list-style-type: none"> <li>The expertise of Australia's teachers and leaders is highlighted, recognised, and celebrated, supporting an increased status of the profession.</li> </ul>
Provide nationally consistent data for an evidence-informed national approach to teacher workforce planning through the Australian Teacher Workforce Data (ATWD) initiative.	<ul style="list-style-type: none"> <li>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.</li> </ul>

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.



## Environment

### 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 ongoing 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, and a focus on the future needs of Australia's learners in a changing global environment. 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.

### Cooperation

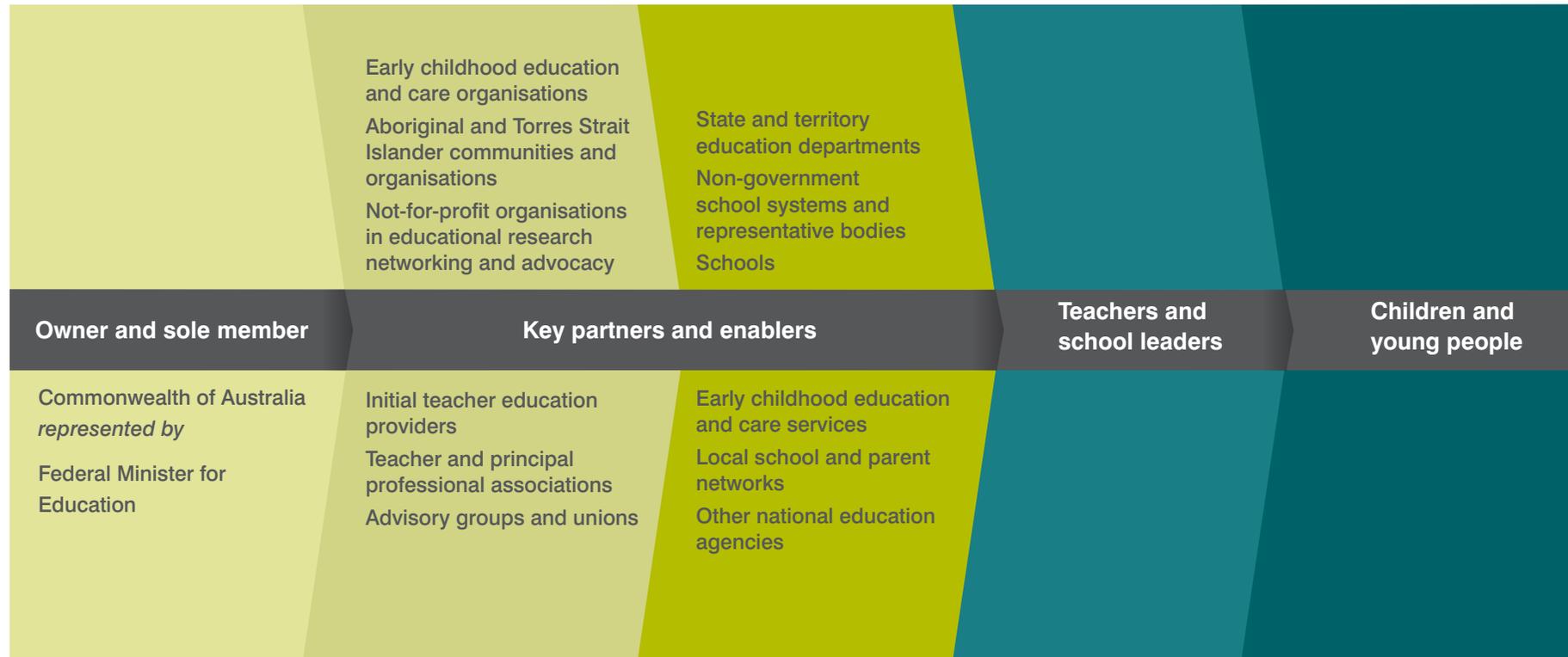
AITSL is accountable for delivering on the above priorities and the quality of the work produced, which is endorsed by the Australian Government and/or state and territory governments (where relevant), through the Grant Agreements between AITSL and the Department of Education, via the Education Ministers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

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, and 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 Key Partners, AITSL produces high-quality, evidence-informed solutions for teachers and leaders and helps drive the educational reform agenda for the benefit of student outcomes.

# Environment

## Our Owner and Key Partners



# Performance Measures

The AITSL Board has approved appropriate performance measures that measure and assess the company's performance in achieving defined outcomes. The performance measures, which were comprehensively reviewed in 2023–24 in response to a recommendation from an Australian National Audit Office (ANAO) performance audit and further refined in 2024–25, take into account the company's operating environment, organisational capability, and risks, and are consistent with the requirements set out in the *Public Governance, Performance and Accountability Rule 2014 Rule*.

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 performance 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

Performance Measure	Targets for 2025–26
Stakeholder use of national policy frameworks and standards developed by AITSL.	<ul style="list-style-type: none"> <li>• 2% annual increase in the views of the AITSL website.</li> <li>• 2% annual increase in AITSL Mail subscribers.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• AITSL's national standards and frameworks reflected in the websites of education systems, sectors and regulators as follows:             <ul style="list-style-type: none"> <li>– <b>Tier 1:</b> <i>Australian Professional Standards for Teachers and the Australian Professional Standard for Principals</i> reflected in 100% of websites.</li> <li>– <b>Tier 2:</b> <i>Framework for Certification of HALTs and Accreditation of ITE Programs in Australia – Standards and Procedures</i> reflected in 50% of relevant certifying authority and ITE accreditation authority websites.</li> <li>– <b>Tier 3:</b> Remaining 7 standards and frameworks reflected in 30% of websites.</li> </ul> </li> </ul>
Rate and quality of teacher inductions across Australia.	<ul style="list-style-type: none"> <li>• 5% annual increase in the percentage of early career teachers (ECT; 0–2 years) who receive a formal induction.</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• 2% annual increase in the clicks/downloads of AITSL's tools and resources that support teacher induction.</li> </ul>
Availability and use of high-quality, evidence-informed tools, resources and guidelines that support strategic initiatives.	<ul style="list-style-type: none"> <li>• Development and/or promotion of high-quality evidence-informed tools, resources, and commissioned products.</li> </ul>
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"> <li>• 5% annual increase of users of AITSL's Indigenous Cultural Responsiveness Self-reflection Tool.</li> </ul>

## Performance Measures

Performance Measure	Targets for 2025–26
Provision of: <ul style="list-style-type: none"> <li>national panel training for the initial teacher education (ITE) accreditation system, including panel chair training events, and</li> <li>interstate panellists for ITE panels based on teacher regulatory authority (TRA) requests.</li> </ul>	<ul style="list-style-type: none"> <li>At least 3 national panel training events are delivered each year.</li> <li>At least 1 panel chair training is delivered each year.</li> <li>All (100%) requests for interstate representation on national ITE panels are met.</li> <li>Core content is included in all (100%) panel training sessions.</li> </ul>
The proportion of ITE providers across Australia which have an endorsed teaching performance assessment (TPA).	<ul style="list-style-type: none"> <li>All accredited ITE programs (100%) across Australia have an endorsed TPA in place.</li> </ul>
Stakeholder engagement with national teacher certification.	<ul style="list-style-type: none"> <li>Increase (&gt; 1) in system and sector participation in Highly Accomplished and Lead teacher (HALT) certification.</li> <li>Sustained engagement with current HALTs including through development and distribution of 3 Expertise Matters e-newsletters.</li> </ul>
Total number of Highly Accomplished and Lead teachers (HALTs) nationally.	<ul style="list-style-type: none"> <li>20% annual increase in the number of HALTs nation-wide.</li> </ul>
Delivery of robust skills assessments for prospective migrant teachers to support national workforce supply.	<ul style="list-style-type: none"> <li>Deliver 90% of assessment-ready skills assessment outcomes within 8 weeks.</li> </ul>
Number of teachers who participate in the Australian Teacher Workforce Survey.	<ul style="list-style-type: none"> <li>Maintain Teacher Survey response rates above 8%, nationally.</li> <li>Participation of all TRAs in the ATWD initiative is maintained.</li> </ul>

# Capability

## Corporate Governance

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* (PGPA Act)
- 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 2024–25 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 (AITSL Board) that has decision-making authority. The AITSL Board 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.

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

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

## Capability

### Corporate Governance (cont')

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:

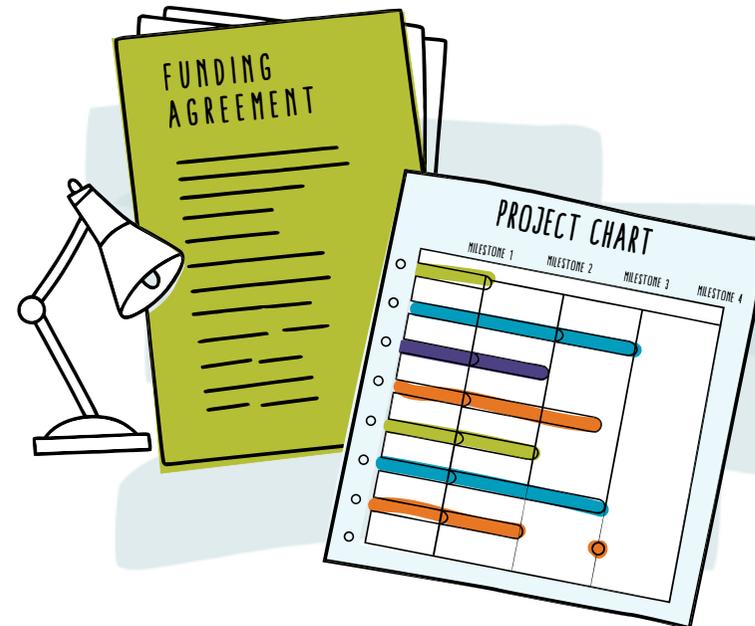
- setting AITSL's overall strategic direction and goals
- overseeing and monitoring organisational performance and the achievement of strategic goals and objectives
- monitoring financial performance and accountability
- setting specific limits of authority for Management
- reviewing and monitoring AITSL's 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 of Education end on 30 June 2027, with the current annual Work Plan concluding on 30 June 2026.

AITSL's Work Plan for 2025–26 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

### People and Culture

One of the pillars of AITSL's 2022–2026 Strategic Plan 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, project management, legal, governance and human resources professionals
- 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-informed 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. 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 its Key Partners and stakeholders across all aspects of the education landscape.

AITSL operates in a blended working model for our business-as-usual activities and continues to successfully deliver stakeholder-focused events through a blended model.

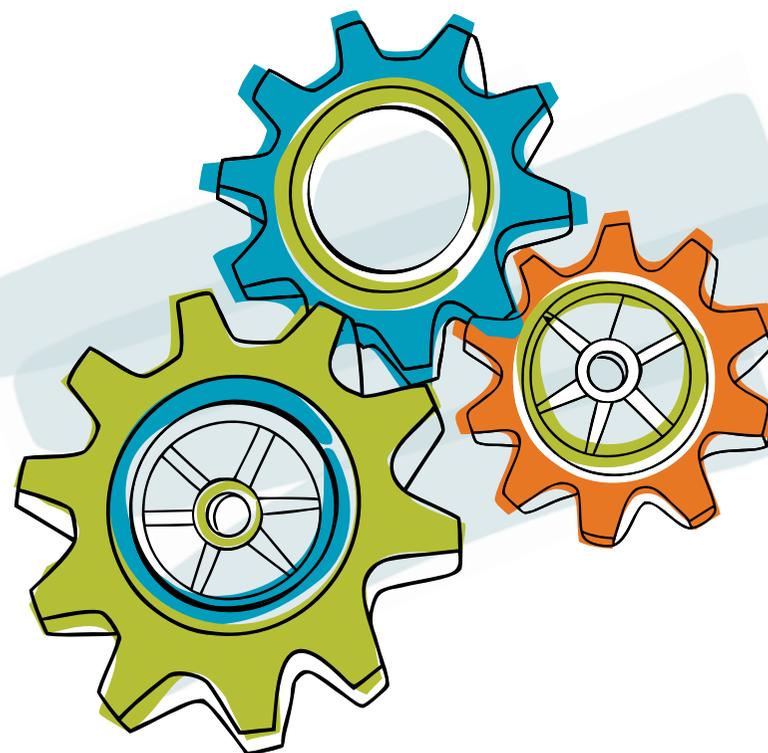
Through AITSL's highly skilled people, supported by efficient and effective systems, AITSL is well positioned to deliver high levels of support to teachers and leaders in a rapidly changing world.



# Internal Control and 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.



## Internal Control and Oversight

### 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. As part of that process in early 2025, the AITSL Board worked with its internal auditors to review and refine its risk categories and identify key strategic risks and reworked its risk appetite statements to reflect the current operating environment.

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.

Strategic Risk	Mitigations
Objects of the Company <sup>2</sup>	<ul style="list-style-type: none"> <li>Delivering AITSL's object is the company's highest priority. AITSL will ensure that all activities undertaken are contributing to the object, and will monitor and report on progress against the Strategic Plan.</li> </ul>
Strategic Focus	<ul style="list-style-type: none"> <li>AITSL is prepared to take risks and pursue opportunities associated with activities that will achieve value-add to learners. In doing this, AITSL will take account of the views of and existing relationships with the shareholder Minister, partners and key stakeholders, to increase the chances that AITSL's actions will lead to real change in education systems and the lives of learners.</li> </ul>
Relevance	<ul style="list-style-type: none"> <li>The AITSL Board will work to maintain the confidence of major stakeholders in the AITSL Board having the capabilities to achieve the object of the company. The Board's advocacy for evidence-informed positions will be done in a way that respects stakeholder positions and builds respect for AITSL and its Board as trusted advisors.</li> </ul>
Governance and Compliance	<ul style="list-style-type: none"> <li>AITSL will comply with mandatory legislation, regulations and reporting standards.</li> </ul>

<sup>2</sup> An excerpt from the AITSL Constitution outlining the Objects of the Company can be found at **Appendix 2**.

## Internal Control and Oversight

### Fraud and Corruption Control

As part of its Risk Management Framework, AITSL has been focused on improving its ability to prevent, identify, investigate, and respond to fraud and corrupt conduct.

AITSL has undertaken additional 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.

Following on from a full review of the associated policy and procedures in 2023–24, AITSL developed contextualised guidelines to provide greater instruction to staff in identifying and reporting fraud and corruption. The guidelines were complemented with fortnightly case studies posted to the company intranet that stepped employees through case studies, explaining why fraud and/or corruption occurred, how to identify similar behaviour within the company, and how to respond to it

Detection controls include internal audit, reporting to the Risk, Audit and Finance Committee and the AITSL Board of Directors, and an annual internal fraud survey to test comprehension and promote reporting of suspected incidents of fraud.

AITSL will continue to monitor and improve our controls to prevent, detect, and respond to fraud and corruption. 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.

AITSL has refined and enhanced its 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 its Reconciliation Action Plan. A focus on increasing the use of Indigenous suppliers has been taken on board at every level of the organisation.

# Appendix 1: 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*; and
- subsection 16E(2) and 27A of the *Public Governance, Performance and Accountability Rule 2014*.

The table details the requirements met by the AITSL's 2025–2029 Corporate Plan and the page reference(s) for each requirement.

Requirement	Page Ref.
<b>Introduction</b>	p. 3
Statement of Preparation	p. 3
Reporting period for which the plan is prepared	p. 3
Reporting periods covered by the plan	p. 3
<b>Purposes</b>	p. 4
<b>Key Activities</b>	pp. 11–13
<b>Operating Context</b>	pp. 14–25
Environment	pp. 14–16
Capability	pp. 20–22
Risk Management and Oversight	pp. 23–25
Cooperation	pp. 15–16
Performance	pp. 17–19

# Appendix 2: Objects of the Company

## Excerpt from the AITSL Constitution

### 2.2 Objects of the Company

The Company is formed to play a lead role in promoting excellence in teaching and school leadership for the Australian, state and territory governments. It does this by leading educational reform to strengthen the professionalism of teaching and school leadership with the objects of:

- a.** establishing the Company as a national organisation that operates openly, collaboratively, efficiently and ethically by working across jurisdictions and sectors through engagement with key bodies;
- b.** fostering, promoting and driving high quality professional learning for teachers and school leaders;
- c.** supporting and advancing the quality of teaching and leadership in Australian schools and other educational settings;
- d.** developing and maintaining national approaches to:
  - stronger quality assurance of teacher education courses;
  - rigorous selection for entry to teacher education courses;
  - improved and structured practical experience for teacher education students;
  - robust assessment of graduates to ensure classroom readiness;
  - research, data collection and workforce planning capabilities;
  - professional standards for teachers and school leaders;
  - certification of teachers and school leaders against the national professional standards;
  - consistent registration of teachers;
  - standards and/ or professional development for the early childhood education workforce; and
  - undertaking and engaging with international research and innovative developments in best practice.

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