Australian Government

Department of Industry, Science and Resources

Defence

Schools Pathways Program open competitive grant opportunity Key Performance Indicators and Reporting Data

Key Performance Indicators

When completing your application for grant funding you must identify the Key Performance Indicators (KPIs) you will use to demonstrate how your project activities will meet the objectives and outcomes of the grant opportunity.

In preparing your application you should consider the KPIs listed against each grant opportunity outcome. Table 1 below lists the grant opportunity outcomes, KPIs, definitions and explanations.

Every project must report against each outcome. You are not required to report against every KPI. Some KPIs are mandatory and some you choose based on your specific project activities. The KPIs you choose should be proportionate to the amount of grant funding you are seeking and the activities you area undertaking.

A project is required to report against each outcome, and at minimum must collect data towards the following KPIs for each outcome as outlined below :

- Outcome one: all KPIs listed under this outcome.
- Outcome two: all KPIs listed under this outcome.
- Outcome three: KPI 3.1 and at least one other KPI listed under this outcome
- Outcome four: all KPIs listed under this outcome.
- Outcome five: KPIs 5.1 and at least one other KPI listed under this outcome
- Outcome six: all KPIs listed under this outcome.

During each progress report a grantee must provide updated data for each KPI that is identified in their grant agreement. A definition and explanation of how each KPI is to be collected is provided in Table 1 and must be followed.

Table 1: Schools Pathways Program Open Competitive Grant Opportunity Outcomes and Key Performance Indicators		
Outcome	**Key Performance Indicator**	**Definition**
Outcome One - Secondary school students, teachers and parents/caregivers have a knowledge of defence industry *A project must be able to collect data for all of the KPIs listed under this outcome*	**KPI 1.1 -** Number of students who can correctly define defence industry	This data point aims to identify the number of students who can define defence industry. A standard definition of defence industry aligning with the *Defence Industry Development Strategy 2024*[1] is included in the Schools Pathways Program Open Competitive Grant Opportunity guidelines. For students, a more accessible approach to the definition is adapted from the Commonwealth's defence industry website (www.defenceindustry.gov.au/about. Either of these current definitions would

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[1] In this definition defence industry consists of businesses with an Australian Business Number and an Australian based industrial capability that provides or has the capacity to provide defence specific or dual-use goods or services in a supply chain that leads to the Australian Department of Defence or an international defence force.

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Outcome	**Key Performance Indicator**	**Definition**
		be considered 'correct' for the purposes of the KPI, noting definitions of defence industry may be updated in the future.
	KPI 1.2 - Number of teachers who can correctly define defence industry	This data point aims to identify the number of teachers who can define defence industry. A standard definition of defence industry aligning with the *Defence Industry Development Strategy 2024* is included in the Schools Pathways Program Open Competitive Grant Opportunity guidelines. A more accessible approach to the definition is adapted from the Commonwealth's defence industry website (www.defenceindustry.gov.au/about. Either of these current definitions would be considered 'correct' for the purposes of the KPI, noting definitions of defence industry may be updated in the future.
	KPI 1.3 - Number of parents/caregivers who have been provided with information about defence industry	This data point aims to identify the number of parents who have been engaged with through the distribution of information about defence industry. Exposure to information is being used as a proxy measure of knowledge in this KPI. Through communications, parents/caregivers will have resources available to help them facilitate conversations about defence industry with young people. The data entry for this KPI may be equal to the entry for Participation Data #3
	KPI 1.4 - Number of teachers who as a result of participation in the projects activities integrate real life examples of defence industry into their teaching.	This data point aims to identify the number of teachers who as a result of SPP activities and connections to defence industry can present students with real-life examples of defence industry work and careers into their teaching. Real-life examples could come from a range of sources, including but not limited to, for example, career case studies, 'a day in the life' scenarios, presentations from industry etc.
Outcome Two - Secondary school students, teachers and parents/caregivers have a knowledge of the skills required and the secondary and post-	**KPI 2.1 -** Number of students who can correctly identify the skills required for defence industry careers	This data point aims to identify the number of students who can correctly identify skills required for defence industry careers. A possible approach is for students to be asked to select one or more skills that appear on an agreed list of relevant skills for defence industry

Table 1: Schools Pathways Program Open Competitive Grant Opportunity Outcomes and Key Performance Indicators

Outcome	Key Performance Indicator	Definition
secondary pathways relevant to defence industry careers *A project must be able to collect data for all of the KPIs listed under this outcome*		careers over skills that do not appear on the list. The South Australian Defence Industry Workforce and Skills Report[2] will be useful for this purpose.
	KPI 2.2 - Number of teachers who can correctly identify the skills required for defence industry careers	This data point aims to identify the number of teachers who can correctly identify skills required for defence industry careers from a list of skills. A possible approach might be for teachers to be asked to select skills that appear on the agreed list of relevant skills for defence industry careers over other skills. The South Australian Defence Industry Workforce and Skills Report will be useful for this purpose.
	KPI 2.3 - Number of parents/caregivers who have been provided with information about the skills required for defence industry careers	This data point aims to identify the number of parents who have been engaged with through the distribution of information about the skills required for defence industry careers. Exposure is being used as a proxy measure of knowledge in this KPI. Through communications, parents/caregivers will have resources available to them to help facilitate conversations about defence industry with young people. The entry for this KPI may be equal to the entry for Participation Data #3.
	KPI 2.4 - Number of students who can correctly identify the secondary and post-secondary school pathways relevant to defence industry careers	This data point aims to identify the number of students who can correctly identify secondary and post-secondary school pathways into defence industry careers. A suggested approach is for students to be asked to select one or more pathways that appear on an agreed list of secondary and post-secondary school pathways relevant to defence industry over pathways that do not appear on the list.
	KPI 2.5 - Number of teachers who can correctly identify the secondary and post-secondary school pathways relevant to defence industry careers	This data point aims to identify the number of teachers who can correctly identify secondary and post-secondary school pathways into defence industry careers. A suggested approach is for teachers to be asked to select one or more pathways that appear on an agreed list of secondary and post-secondary

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[2] The South Australian Defence Industry and Workforce Skills report can be located at: https://www.defence.gov.au/about/reviews-inquiries/south-australian-defence-industry-workforce-skills-report

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		school pathways relevant to defence industry over pathways that do not appear on the list.
	KPI 2.6 - Number of parents/caregivers who have been provided with information about secondary and post-secondary pathways relevant to defence industry careers	This data point aims to identify the number of parents who have been engaged with through the distribution of information about secondary and post-secondary school pathways relevant to defence industry careers. Exposure data is being used as a proxy measure of knowledge in this KPI. Through communications, parents/caregivers will have resources available to them to help facilitate conversations about defence industry with young people. The entry for this KPI may be equal to the entry for Participation Data #3.
Outcome Three - Secondary school students are connected with defence industry and defence industry mentors *It is a minimum requirement for a project able to collect data for KPI 3.1 and at least one other KPI listed under this outcome.*	**KPI 3.1 -** Number of students connected with defence industry	This data point aims to identify the number of students who have been connected with defence industry businesses or defence industry representatives. The definition of connected is based on student attendance at many-to-one type activities/initiatives rather than one-on-one interactions. Many-to-one activities/initiatives could include but is not limited to presentations by defence industry guest speakers to a group, site visits to defence industry businesses/sites etc.
	KPI 3.2 - Number of students in a defence industry mentoring arrangement	This data point aims to identify the number of students who have engaged in a mentoring arrangement with a defence industry business or defence industry representatives. The definition of a mentoring arrangement (virtual, face-to-face or hybrid) is a meaningful interaction with defence industry where the interaction is tailored to the individual. This means that the interaction will provide specific guidance and/or answer specific questions that an individual has for their mentor. Mentoring arrangements will typically be one-on-one interactions (one student to one business/business representative) rather than many-to-one activities/initiatives. A mentoring interaction can be a one-off occurrence (lengthier than competition judging) or a

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Outcome	**Key Performance Indicator**	**Definition**
		periodic occurrence for a set or open ended period of time.
	KPI 3.3 - Number of students who have completed work experience with a defence industry business	This data point aims to identify the number of students who have completed work experience with a business that meets the defence industry business definition within the *Defence Industry Development Strategy 2024*.
	KPI 3.4 - Number of teachers who have facilitated student engagement with defence industry	Facilitation of student engagement means teachers have supported students to connect with defence industry through the arrangement of engagement activities. This could include but is not limited to examples such as defence industry guest speakers, site visits to defence industry businesses/sites, work experience opportunities etc. initiated by the teacher.
Outcome Four - Secondary school students are interested in studying STEM subjects relevant to defence industry careers

A project must be able to collect data for all of the KPIs listed under this outcome. | KPI 4.1 - Number of students who can identify the STEM subjects relevant to defence industry careers | This data point aims to identify the number of students who can identify the STEM subjects required for defence industry careers. A suggested approach would be to ask students to select subjects that appear on the agreed list of relevant STEM subjects for defence industry careers over subjects that do not appear on the list. |
| | KPI 4.2 - Number of students who indicate they are interested in studying STEM subjects relevant to defence industry careers | This data point aims to identify the number of individual students who self-report an interest in studying STEM subjects relevant to defence careers. |
| **Outcome Five -** Secondary school students have an aspiration to work in defence industry

It is a minimum requirement for a project able to collect data for KPI 5.1 and at least one other KPI listed under this outcome. | KPI 5.1 - Number of students who aspire to work in defence industry | This data point is the sum of the number of individual students who self-report an aspiration to work in defence industry |
| | KPI 5.2 - Number of students who intend to undertake University education related to defence industry | This data point aims to identify the number of students who intend to study at university for a qualification in a field that relates to defence industry. A field that relates to defence industry is considered to be one or more of the university level study pathways identified for outcome 2. |
| | KPI 5.3 - Number of students who intend to undertake Vocational Education and Training (VET) including an apprenticeship, internship or other work/study combination relevant to defence industry | This data point aims to identify the number of students who intend to study a VET qualification in a field that relates to defence industry. VET study may or may not include an apprenticeship or another type of work/study combination. A field that relates to defence industry is |

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Outcome	**Key Performance Indicator**	**Definition**
		considered to be one of the VET level study pathways outlined in outcome 2.
Outcome Six –The Schools Pathways Program has participation of students from traditionally underrepresented groups[3]

A project must be able to collect data for all of the KPIs listed under this outcome. | **KPI 6.1 -** Number of students participating in your project activities who identify as first nations people | This data point aims to measure a program diversity element. This data point is concerned with the number of students participating in SPP who identify as a First Nations person. First Nations peoples encompasses people of Aboriginal or Torres Strait Islander descent who identify as an Aboriginal or Torres Strait Islander and are accepted as such by the community in which they live (Australian Law Reform Commission, 2010). |
	KPI 6.2 - Number of students participating in your project activities who identify as female	This data point aims to measure a program diversity element. This data point is concerned with the number of students participating in SPP who identify as a female. In the case of the SPP, female is defined as a person who lives and identifies as female even though they may have been said to have a different gender at birth.
	KPI 6.3 - Number of students participating in your project activities who identify as a person living with a disability or as a being neurodivergent.	This data point aims to measure a program diversity element. This data point is concerned with the number of students participating in SPP who identify as a person with a disability. Person with a disability encompasses people who have long-term physical, mental, intellectual, or sensory impairments, which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others[4].
	KPI 6.4 - Number of students participating in your project activities who identify as a person from a culturally and linguistically diverse (CALD) background	This data point aims to measure a program diversity element. This data point is concerned with the number of students participating in SPP who identify as a person from a culturally and linguistically diverse (CALD) background. Culturally and linguistically diverse (CALD) is a term used to encompass people who were born overseas, in countries other than those classified by the Australian Bureau of Statistics (ABS) as 'main English speaking countries'. These countries include Australia, Canada, Republic of

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[3] For the purposes of the grant opportunity a definition of traditionally underrepresented groups will be provided in the glossary of the grant guidelines.
[4] United Nations Convention on the Rights of Persons with Disabilities

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		Ireland, New Zealand, South Africa, the United Kingdom, and the United States of America. This definition acknowledges that people born in these main English-speaking countries may still identify with another culture or country and may face language and other barriers when engaging with activities and services[5].
	KPI 6.5 - Number of students participating in your project activities who identify as a person living in an area with a low socioeconomic status	This data point aims to measure a program diversity element. This data point is concerned with the number of students participating in SPP who identify as a person living in an area with a low socioeconomic status, as defined in the Australian Bureau of Statistics Socio-Economic Indexes for Areas (SEIFA), Australia[6].
	KPI 6.6 - Number of students participating in your project activities who identify as LGBTQIA+.	This data point aims to measure a program diversity element. This data point is concerned with the number of students participating in SPP who identify as a LGBTQIA+ person. A glossary of LGBTQIA+ common terms can be located on the Australian Institute of Family studies website[7].
	KPI 6.7 - Number of students participating in your project activities who identify as living in a regional and/or remote area as defined by the Modified Monash Model.	This data point aims to measure a program diversity element. This data point is concerned with the number of students participating in SPP who identify as living in a regional and/or remote area. For the purpose of SPP the classification of location will be completed using The Department of Health and Aged Care Modified Monash Model. The Modified Monash Model has seven set locational categories based on the size of the population and distances between towns. Each category has an assigned code of which postcodes have been classified under. The category codes MM2 is to be used for regional locations, and the

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[5] Definitions vary widely. The definition adopted for SPP has been slightly adapted (the addition of the word 'activities') from Ethnolink. (2023). *What is CALD? A comprehensive guide to CALD communities*. https://www.ethnolink.com.au/blog/cald-culturally-and-linguistically-diverse. Based on an extensive literature review, Pham, T.T.L *et. al.* (2021) define CALD communities as "people born in non-English speaking countries, and/or who do not speak English at home" (p. 1). Pham, T.T.L *et. al.* (2021). Definitions of Culturally and Linguistically Diverse (CALD): A Literature Review of Epidemiological Research in Australia. *International Journal of Environmental Research and Public Health*, *18*, 737. https://doi.org/10.3390/ijerph18020737

[6] Further information on the Socio-Economic Indexes for Areas (SEIFA), Australia can be located at: https://www.abs.gov.au/statistics/people/people-and-communities/socio-economic-indexes-areas-seifa-australia/latest-release

[7] Further information on LGBTQIA+ common terms can be located at: https://aifs.gov.au/resources/resource-sheets/lgbtiqa-glossary-common-terms

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Outcome	**Key Performance Indicator**	**Definition**
		category codes MM3, MM4 and MM5 are to be used for rural locations[8].

Reporting Data

Successful grantees will be required to provide qualitative and quantitative reporting using the Participation Data report template provided on business.gov.au and GrantConnect.

Quantitative Data

At each progress report and at the end of project report, successful grantees will be required to provide quantitative data in relation to the:

- total number of individual students who participated in the project activities, and a breakdown of the data by schooling year, gender (male/female/otherwise not specified), and location (metro, regional or rural)
- total number of individual teachers who participated in the project activities, and a breakdown of the data by gender (male/female/otherwise not specified)
- total number of parents/caregivers who participated in the project activities, and a breakdown of the data by location (metro, regional or rural)
- total number of defence industry businesses participated in the project activities
- total number of defence industry mentors who participated in the project activities, and a breakdown of the data by gender (male/female/otherwise not specified)
- Key Performance Indicator data as agreed in your grant agreement.

Qualitative Data

At each progress report and at the end of project report, successful grantees will be required to:

- outline the project outcomes achieved during the reporting period, measured against the outcomes of the Schools Pathways Program using the Schools Pathways Program Key Performance Indicators (KPIs) document published on business.gov.au and GrantConnect
- describe their progress towards meeting the outcomes of the grant opportunity
- identify any success and/or barriers during the milestone reporting period
- provide a list of all defence industry businesses which participated in the project; and
- provide a list of all schools which participated in the project.

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[8] Further information of the Modified Monash Model can be located at:
https://www.health.gov.au/resources/publications/modified-monash-model-mmm-suburb-and-locality-classification-home-care-subsidy