Schools Pathways Program
open competitive grant opportunity

Key Performance Indicators and Reporting Data Guide

Key Performance Indicators

When completing your application for grant funding you must identify the Key Performance Indicators (KPIs) you will report against 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, except for Outcome 6, which only applies to projects delivering professional development for teachers. You are not required to report against every KPI. Some KPIs are mandatory and some are only required 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 are undertaking.

A project is required to report against all applicable outcomes and, at minimum, must collect data towards the following KPIs for each outcome:

- 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: KPI 6.1 where your project includes teacher professional development.
- Outcome seven: all KPIs listed under this outcome.

For each progress report a grantee must provide updated data for each KPI identified in their grant agreement. A definition for each KPI and suggested ways they can be measured 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 KPI measures the number of students who can correctly define defence industry, indicating knowledge development. A standard definition can be found in the 2026 Defence Industry Development Strategy, while a simplified version is available at www.defenceindustry.gov.au and in the footnote below1. For this KPI, either version would be considered 'correct', noting definitions of defence industry may be updated in the future. This KPI can be measured through: • Written definitions (e.g. surveys or workbooks) • Multiple-choice or true/false questions • Matching or categorisation activities involving definitions, examples or scenarios. *Participation counts **cannot** sufficiently measure this KPI.*

[1] The Defence industry is made up of businesses and civilian workers who create, supply and maintain the equipment and services used by the Australian Defence Force (ADF). Working in the Defence industry does not mean joining the military. Most people in the Defence industry work for companies as civilian employees, while helping to support Australia's defence capabilities. A career in the Defence industry can provide opportunities to develop your skills, solve real-world problems and work with advanced technology. Defence industry businesses range from small local companies to large national and international organisations, all of which help support Australia's defence and security.

Table 1: Schools Pathways Program Open Competitive Grant Opportunity Outcomes and Key Performance Indicators		
Outcome	**Key Performance Indicator**	**Definition**
	KPI 1.2 - Number of teachers who can correctly define defence industry	This KPI measures the number of teachers who can correctly define defence industry, indicating knowledge development. A standard definition aligned with the 2026 Defence Industry Development Strategy, or a simplified version is available from www.defenceindustry.gov.au, either version would be considered 'correct' for this KPI, noting definitions of defence industry may be updated in the future. This KPI can be measured through: • Written definitions (e.g. surveys or workbooks) • Multiple-choice or true/false questions • Matching or categorisation activities involving definitions, examples or scenarios *Participation counts **cannot** sufficiently measure this KPI.*
	KPI 1.3 - Number of parents/caregivers who have been provided with information about defence industry	This KPI measures the number of parents/caregivers who have been provided with information about defence industry, indicating the reach of program activities. Provision of information aims to equip parents/caregivers with resources to support conversations with young people about defence industry careers. This KPI can be measured through a count of interactions, such as: • Distribution of take-home materials (e.g. student information sheets or newsletters) • Emails sent to parents/caregivers with information or resources • Attendance at parent information sessions (in-person or virtual), or participation in student activities (e.g. excursions or incursions)
Outcome Two - Secondary school students, teachers and parents/caregivers have a knowledge of the skills required and the secondary and post-secondary pathways relevant to defence industry careers. *A project must be able to collect data for **all of the KPIs listed** under this outcome*	**KPI 2.1 -** Number of students who can correctly identify the skills required for defence industry careers.	This KPI measures the number of students who can correctly identify the skills required for defence industry careers, indicating knowledge development. Further information on defence industry careers and associated skills can be found in the 2023 South Australian Defence Industry Workforce and Skills Report, and subsequent Action Plans[2], further information can also be accessed at www.defenceindustry.gov.au and in the Defence Industry Factsheet for the Schools Pathways Program published on the BGH website. This KPI can be measured through: • Multiple-choice or true/false questions (e.g. surveys or quizzes) • Selecting relevant skills from an agreed list of defence industry skills • Matching activities linking careers with associated skills *Participation counts **cannot** sufficiently measure this KPI.*

[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

Table 1: Schools Pathways Program Open Competitive Grant Opportunity Outcomes and Key Performance Indicators		
Outcome	**Key Performance Indicator**	**Definition**
	KPI 2.2 - Number of teachers who can correctly identify the skills required for defence industry careers.	This KPI measures the number of teachers who can correctly identify the skills required for defence industry careers, indicating knowledge development. Further information on defence industry careers and associated skills can be found in the 2023 South Australian Defence Industry Workforce and Skills Report, and subsequent Action Plans.[3] This KPI can be measured through: • Multiple-choice or true/false questions (e.g. surveys or quizzes) • Selecting relevant skills from an agreed list of defence industry skills • Matching activities linking careers with associated skills *Participation counts **cannot** sufficiently measure this KPI.*
	KPI 2.3 - Number of parents/caregivers who have been provided with information about the skills required for defence industry careers.	This KPI measures the number of parents/caregivers who have been provided with information about the skills required for defence industry careers, indicating the reach of program activities. Provision of information aims to equip parents/caregivers with resources to support conversations with young people about defence industry career pathways. This KPI can be measured through a count of interactions, such as: • Distribution of take-home materials (e.g. student information sheets or newsletters) • Emails sent to parents/caregivers with information or resources • Attendance at parent information sessions (in-person or virtual), or participation in student activities (e.g. excursions or incursions)
	KPI 2.4 - Number of students who can correctly identify the secondary and post-secondary school pathways relevant to defence industry careers.	This KPI aims to identify the number of students who can correctly identify secondary and post-secondary school pathways into defence industry careers. This KPI can be measured through: • Multiple-choice or true/false questions (e.g. surveys or quizzes) • Selecting relevant pathways from an agreed list (e.g. school subjects, VET or university options) • Matching activities linking subjects, pathways and careers • Career or vocational research activities *Participation counts **cannot** sufficiently measure this KPI.*

[3] 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

Table 1: Schools Pathways Program Open Competitive Grant Opportunity Outcomes and Key Performance Indicators		
Outcome	**Key Performance Indicator**	**Definition**
	KPI 2.5 - Number of teachers who can correctly identify the secondary and post-secondary school pathways relevant to defence industry careers	This KPI aims to identify the number of teachers who can correctly identify secondary and post-secondary school pathways into defence industry careers[4]. This KPI can be measured through: • Multiple-choice or true/false questions (e.g. surveys or quizzes) • Selecting relevant pathways from an agreed list (e.g. school subjects, VET or university options) • Matching activities linking subjects, pathways and careers • Career or vocational research activities *Participation counts **cannot** sufficiently measure this KPI.*
	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 KPI measures the number of parents/caregivers who have been provided with information about secondary and post-secondary school pathways relevant to defence industry careers, indicating the reach of program activities. Provision of information aims to equip parents/caregivers with resources to support conversations with young people about defence industry career pathways. This KPI can be measured through a count of interactions, such as: • Distribution of take-home materials (e.g. student information sheets or newsletters) • Emails sent to parents/caregivers with information or resources • Attendance at parent information sessions (in-person or virtual), or participation in student activities (e.g. excursions or incursions)
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 KPI measures the number of students who have been connected with defence industry businesses or representatives, indicating the reach of program activities. "Connection" refers to participation in many-to-one activities where two-way communication is possible, such as guest speaker presentations with a Q&A session, or site visits. This KPI can be measured through attendance data, such as: • Confirmed registrations for in-person events • Online login record or participation numbers for virtual events • A physical headcount of students attendees

[4] An example of the various post school pathways relevant to shipbuilding can be found at https://www.southmetrotafe.wa.edu.au/courses/defence.

Table 1: Schools Pathways Program Open Competitive Grant Opportunity Outcomes and Key Performance Indicators		
Outcome	**Key Performance Indicator**	**Definition**
	KPI 3.2 - Number of students in a defence industry mentoring arrangement	This KPI measures the number of students who have engaged in a mentoring arrangement with a defence industry business or representative, indicating the reach of program activities. A mentoring arrangement is defined as a meaningful interaction (virtual, face-to-face or hybrid) that provides tailored guidance to support a student's aspirations and enable further action. These interactions should be undertaken in line with child safety policies and should occur in small group settings rather than one on one. As this KPI measures reach, a simple count of students who have entered into and completed an eligible mentoring arrangement is sufficient.
	KPI 3.3 - Number of students who have completed work experience with a defence industry business	This KPI aims to identify the number of students who have completed work experience with a business that meets the defence industry business definition within the 2026 Defence Industry Development Strategy. For the purpose of this program, work experience is considered to be a short-term placement in a workplace, where students can learn about the world of work, build employability skills, and use their experience to make informed decisions about their future pathways. Work experience can include activities such as shadowing, assisting with appropriate tasks, and/or the completion of problem based learning while on placement. Work experience must be implemented in accordance with the requirements of the relevant state or territory Departments for Education. This KPI can be measured through a count of successfully completed work experience arrangements.
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 KPI measures the number of students who can correctly identify the STEM subjects required for defence industry careers, indicating knowledge development. This KPI can be measured through: • Selection activities (e.g. choosing relevant STEM subjects from a mixed list) • Multiple-choice or true/false questions (e.g. surveys or quizzes) • Matching or categorisation activities linking subjects to defence industry related careers. *rticipation counts **cannot** sufficiently measure this KPI.*

Table 1: Schools Pathways Program Open Competitive Grant Opportunity Outcomes and Key Performance Indicators		
Outcome	**Key Performance Indicator**	**Definition**
	KPI 4.2 - Number of students who indicate they are interested in studying STEM subjects relevant to defence industry careers	This KPI measures the number of individual students who self-report an interest in pursuing STEM subjects relevant to defence careers. This KPI can be measured through: • Survey or questionnaire responses - Students indicate their level of interest in studying specific STEM subjects drawn from an agreed list aligned to defence industry careers. • Scaled response questions - For example, Likert-scale items (e.g. very interested, somewhat interested, not interested) to assess interest in individual or grouped STEM subjects. • Selection-based questions - Students select the STEM subjects they are interested in studying from a list that includes both relevant and non-relevant options. *ticipation counts **cannot** sufficiently measure this KPI.*
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 KPI measures the number of individual students who self-report an aspiration to work in defence industry. It aims to identify the number of individual students who indicate an interest or intention to pursue employment or a career in defence industry. This KPI can be measured through: • Survey or questionnaire responses - Students indicate their level of interest • Scaled response questions - For example, Likert-scale items (e.g. very interested, somewhat interested, not interested) to assess an in individual or grouped STEM subjects. *Participation counts **cannot** sufficiently measure this KPI.*
	KPI 5.2 - Number of students who intend to undertake University education relevant to defence industry STEM careers	This KPI measures the number of individual students who self-report an intention to undertake university study in a field related to the defence industry. A defence industry related field is defined as one or more of the university-level study pathways identified for Outcome 2. This KPI can be measured through: • Survey or questionnaire responses – Students respond to questions indicating whether they intend to undertake university study in a defence industry related field. • Scaled response questions – For example, Likert-scale items (e.g. strongly agree to strongly disagree) to assess the level of intention to pursue relevant university study. • Selection-based questions – Students select intended university study fields from a list that includes both defence-related and non-related options.

Table 1: Schools Pathways Program Open Competitive Grant Opportunity Outcomes and Key Performance Indicators		
Outcome	**Key Performance Indicator**	**Definition**
		• Facilitated engagement activities – Students participate in structured discussions (e.g. focus groups), where individual educational intentions are captured and documented. *Participation counts **cannot** sufficiently measure this KPI.*
	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 careers	This KPI measures the number of individual students who self-report an intention to undertake VET study in a field related to defence industry career pathways[5]. This KPI can be measured through: • Survey or questionnaire responses – Students respond to questions indicating whether they intend to undertake a VET qualification in a defence industry related field. • Scaled response questions – For example, Likert-scale items (e.g. strongly agree to strongly disagree) to assess the level of intention to pursue relevant VET study. • Selection-based questions – Students select intended VET study fields from a list that includes both defence-related and non-related options. • Facilitated engagement activities – Students participate in structured discussions (e.g. focus groups), where individual educational intentions are captured and documented. *Participation counts **cannot** sufficiently measure this KPI.*
Outcome Six - Secondary school teachers have confidence to embed STEM career information relevant to defence industry careers into their teaching *A project must be able to collect data for **KPI 6.1 if it contains teacher professional development.***	**KPI 6.1 –** Number of teachers who report increased confidence embedding STEM career information relevant to defence industry careers into their teaching practice.	This KPI measures the number of teachers who self-report increased confidence in embedding STEM career information relevant to defence industry careers into their teaching practice as a result of participation in program activities. This KPI can be measured through: • Survey or questionnaire responses - Individuals indicate their level of interest • Scaled response questions - For example, Likert-scale items (e.g. very interested, somewhat interested, not interested) to assess an in individual or grouped STEM subjects. *Participation counts **cannot** sufficiently measure this KPI.*
Outcome Seven –The Schools Pathways Program has participation of students from traditionally underrepresented groups[6]	**KPI 7.1 -** Number of students participating in your project activities who identify as a First Nations Person	This KPI measures program diversity by providing a count of students participating in SPP who identify as a First Nation person.

[5] Examples of a defence industry Vocational Education and Training pathways specific to the maritime sector can be found at: https://www.southmetrotafe.wa.edu.au/explore-careers-and-pathways/plan-your-study-pathway

[6] For the purposes of the grant opportunity, a definition of traditionally underrepresented groups will be provided in the glossary of the grant guidelines.

Table 1: Schools Pathways Program Open Competitive Grant Opportunity Outcomes and Key Performance Indicators		
Outcome	**Key Performance Indicator**	**Definition**
*A project must be able to collect data for **all of the KPIs listed** under this outcome.*		First Nation People include individuals of Aboriginal or Torres Strait Islander descent who identify as such and are accepted as such by the community in which they live (Australian Law Reform Commission, 2010). This KPI can be measured through participant registration or enrolment forms, surveys, or questionnaires. As this KPI measures participant characteristics, participation alone is not sufficient without capturing self-identified demographic data.
	KPI 7.2 - Number of students participating in your project activities who identify as female	This KPI measures program diversity by providing a count of students participating in SPP funded activities who identify as female. For the purposes of the SPP, female refers to a person who identifies as female, regardless of the sex they were assigned at birth[7]. This KPI can be measured through participant registration or enrolment forms, surveys, questionnaires, or teach identified numbers.
	KPI 7.3 - Number of students participating in your project activities who identify as a person living with a disability or as a being neurodivergent.	This KPI measures program diversity by providing a count of students participating in SPP funded activities who identify as a person living with a disability or as being neurodivergent. A person living with a disability or who is neurodivergent includes individuals with long-term physical, mental, intellectual, or sensory impairments, or differences in neurological development (such as autism, ADHD, or specific learning differences), which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others[8]. This KPI can be measured through participant registration or enrolment forms, surveys, questionnaires, or teach identified numbers.
	KPI 7.4 - Number of students participating in your project activities who identify as a person from a culturally and linguistically diverse (CALD) background	This KPI measures program diversity by providing a count of students participating in SPP funded activities who identify as being 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'.

[7] Further information on the classification of gender can be located on the Australian Bureau of Statistics website: https://www.abs.gov.au/statistics/standards/standard-sex-gender-variations-sex-characteristics-and-sexual-orientation-variables/latest-release

[8] Further information on broader principles of respectful and person-centered language and data collection for individuals who live with a disability can be located at: https://www.stylemanual.gov.au/accessible-and-inclusive-content/inclusive-language; https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html; and https://www.abs.gov.au/statistics/standards/standard-sex-gender-variations-sex-characteristics-and-sexual-orientation-variables/latest-release

Table 1: Schools Pathways Program Open Competitive Grant Opportunity Outcomes and Key Performance Indicators		
Outcome	**Key Performance Indicator**	**Definition**
		These countries include Australia, Canada, Republic of Ireland, New Zealand, South Africa, the United Kingdom, and the United States of America. This definition also 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[9]. This KPI can be measured through participant registration or enrolment forms, surveys, questionnaires, or teach identified numbers.
	KPI 7.5 - Number of students participating in your project activities who can be identified as residing in an area of low socioeconomic status as classified by their school location.	This KPI measures program diversity by providing a count of students participating in SPP funded activities who could be identified as a person living in an area with a low socioeconomic status. Students should be classified based on their school's location using the Australian Bureau of Statistics (ABS) Socio-Economic Indexes for Areas (SEIFA), Australia[10], specifically the Index of Relative Socio-economic Disadvantage (IRSD) at Statistical Area Level 1. For the purpose of this KPI schools located in quintile one or two are considered as being located in an area with a low socioeconomic status. An interactive map is available on the ABS website[11] to assist with your classification.
	KPI 7.6 - Number of students participating in your project activities who can be identified as residing in regional and/or remote areas, as determined by their school location and classified using the Australian Statistical Geography Standard (ASGS) Edition 3.	This KPI measures program diversity by providing a count of students participating in SPP funded activities who may experience disadvantage due to their geographic location. Students should be classified based on their school's location using the Australian Bureau of Statistics (ABS) Australian Statistical Geography Standard (ASGS) Remoteness Areas (RA) classification (Edition 3). The ASGS classifies Australia into five categories based on relative access to services: Major Cities, Inner Regional, Outer Regional, Remote, and Very Remote. School locations can be determined using the Australian Curriculum, Assessment and Reporting Authority (ACARA) school list[12].

[9] 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) defines 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

[10] 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

[11] The Australian Bureau of Statistic SEIFA interactive map can be located at: https://www.abs.gov.au/statistics/people/people-and-communities/socio-economic-indexes-areas-seifa-australia/2021#interactive-maps

[12] The Australian Curriculum Assessment and Reporting Authority (ACARA) Australian Schools List can be located at: https://asl.acara.edu.au/school-search.

Reporting Data

If your application is successful, you will be required to provide qualitative and quantitative reporting. Quantitative reporting must be completed using the Participation Data report template provided on business.gov.au and GrantConnect. You will also be required to complete a written report via a reporting portal.

Quantitative Data

When completing progress reports a successful applicant 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.
- 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 have been engaged in the project activities.
- Total number of individual defence industry businesses who participated in the project activities, and a breakdown of their location by state.
- Total number of individual defence industry mentors who participated in the project activities, and a breakdown of the data by gender (male/female/otherwise not specified).
- Total number of individual secondary schools[13] who have participated in the project activities, and a breakdown of the data by state and geographical location.
- Key Performance Indicator data as agreed in your grant agreement.

Guidance on the interpretation of demographic breakdowns is provided in the descriptions for Outcome Six's Key Performance Indicators in Table 1 of this document. All data is to be provided as cumulative.

Qualitative Data

When completing progress reports a successful applicant will be required to provide:

- A description of achievement during the reporting period against each agreed activity outlined in the grant agreement.
- Details of your expenditure
- A summative outline of any barriers that have impacted the projects delivery and mitigation steps taken during the relative to the reporting period.
- A list of all defence industry businesses14 which participated in the project and from which state; and
- A list of all secondary schools which participated in the project.

[13] For the purposes of this program, a secondary school is a registered educational setting listed on the Australian Curriculum, Assessment and Reporting Authority (ACARA) Australian Schools List and classified school type is either a Secondary or Combined school. The ACARA Australian Schools List is available at: https://asl.acara.edu.au/school-search.

[14] A definition of a defence industry business is provided in the Schools Pathways Program Open Competitive Grant Opportunity Round 2 Guidelines.