



2026–27 Corporate Plan

For the period FY 2026–2030

AFTRS

Australian Film Television
and Radio School



Artwork Story: Regenerate

First Nations illustrator Tori-Jay Mordey has created the visual identity for AFTRS Corporate Plan 2026–2030: Regenerate, translating its themes into a series of expressive, interconnected works.

With emerging storytellers at the centre of her work, Tori uses the visual language of Australian flora – plants that grow, intertwine and bloom – to symbolise regeneration as an ongoing process of growth, connection and creative possibility.

Tori's bold use of colour and fluid line work gives the pieces an emotional energy, capturing both the intensity and optimism of creative practice. Grounded in First Nations perspectives, the works recognise storytelling in its modern forms as a powerful force, grounded in time, that connects people, culture and community.

Based in Meanjin/Brisbane, Tori is a Torres Strait Islander artist with over a decade of experience across mural, digital illustration and painting. Known for her vibrant palette and expressive style, her work explores identity, connection and emotion, with major projects including VIVID Sydney (2024) and the internationally published *A Blue Kind of Day* (2022).

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1. Chair's Introduction



The Australian Film Television and Radio School (AFTRS) was founded on a cultural imperative. The Australian Film, Television and Radio School Act 1973 (AFTRS Act) recognised the power of national storytelling and the importance of Australians having access to world-class content made by Australians, for Australians. It also recognised the critical role of formal education and training in creating a thriving industry of highly skilled practitioners.

More than fifty years on, this imperative remains undiminished. While the industry and our audiences may have transformed – through new technologies, platforms and means of production – we still have the same need for stories.

Storytelling connects us to our culture and to one another. It enables Australians to make sense of a changing world and our place within it. AFTRS embraces its purpose to ensure Australian creative talent has the skills, the ethical discernment, and the bold vision to shape how we see ourselves as a country and how we envisage our futures, together.

The 2026–27 Corporate Plan sets out how AFTRS will meet its remit in this new world. It outlines the activities and priorities that will enable the School to navigate the complexities and opportunities of this operating environment and continue to graduate the next generation of Australia's screen and audio industry – from grips to production accountants to radio producers.

Supported by the strength of our relationships with the Department of Infrastructure, Transport, Regional Development, Communications, Sport and the Arts and The Hon. Tony Burke MP, Minister for the Arts, we will continue to work closely with our fellow arts agencies and industry partners in this shared endeavour, and to champion the objectives of Australia's National Cultural Policy, Revive, including in its next iteration.

On behalf of the AFTRS Council, the accountable authority of AFTRS, I am proud to present the 2026–27 AFTRS Corporate Plan, for the period 2026–2030, as required under section 35 (1)(b) of the Public Governance, Performance and Accountability Act 2013 (PGPA Act) that meets the provisions of the AFTRS Act (1973).

A handwritten signature in black ink, which appears to read 'Rachel Perkins'.

Rachel Perkins
AFTRS Council Chair

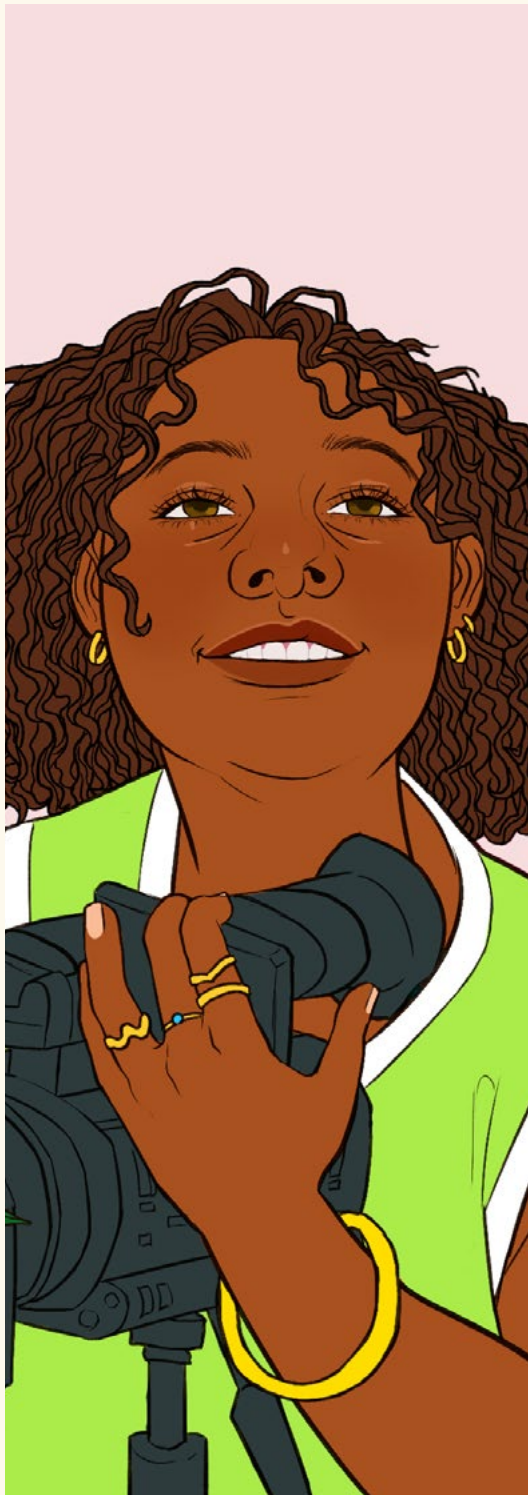
2. Our Purpose

AFTRS is a cultural agency funded by the Commonwealth Government through the Office for the Arts in the Department of Infrastructure, Transport, Regional Development, Communications, Sport and the Arts to provide the industry with the talent and skills it needs to thrive.

AFTRS is also a fully self-accrediting higher education provider. AFTRS is one of seven institutions evaluated and admitted into the Provider category status of University College¹ under the Higher Education Standards Framework (Threshold Standards) 2021, recognising the “high national standing and performance of AFTRS” within the screen and broadcast sector and its broader contribution to Australian higher education.

AFTRS was established by a bipartisan Act of Parliament in 1973 to deliver the specialist, industry-focused education, training and research to support a thriving screen and broadcast sector.

AFTRS’ Corporate Strategy 2026–2031 determined the following mission and vision statements to allow us to meet this purpose within a new operating environment.



Mission

Positioned at the heart of the screen and audio industries, AFTRS delivers world-leading education that equips creatives with the capabilities, craft and confidence to build careers that will grow Australia's screen and audio industries and shape our stories and culture.

Vision

Australia's future is shaped by the stories we tell.

AFTRS empowers storytellers who define our shared culture through inclusive, ethical and innovative practice, grounded in First Nations cultures, and enriched by the diversity of Australia's communities.

Our graduates are globally leading creative practitioners whose curiosity and craft connect us to each other and to the world.

Values



Excellence

We are leaders in our fields and strive to adapt in the face of an ever-changing Industry.



Courage

We are curious, resilient and embrace challenge and the unfamiliar with open-hearted perseverance.



Community

We work together with respect, responsibility and reciprocity, recognising that our strength comes from inclusivity and shared accountability.



Creativity

We embrace different ideas, experiences and knowledges in the pursuit of creative excellence and innovation.



Generosity

We share our skills and knowledge and are equipped and honoured to help tell each others's stories.

3. Our Strategy and Key Activities





Storytelling Excellence

*Skilled graduates
connecting with
audiences at home
and around the world.*

Priority areas

- Learning that equips students with the craft, capability and confidence to engage audiences.
- Innovative curriculum that enables bold, creative collaboration.
- Courses shaped and delivered by First Nations educators.

Indicative key actions

- Award Course Plan
- Sales and Distribution Strategy
- Revised policy suite, including revised course design guidelines
- Student Equity and Success Framework
- A faculty industry engagement framework



Industry- Aligned Learning

*Future-ready
practitioners trained
in partnership with
industry.*

Priority areas

- Education and training that respond to and inform an evolving industry.
- Leadership and entrepreneurial skills for enduring careers
- Employment pathways through Industry partnerships.

Indicative key actions

- National Industry Training Framework
- Producing & Business Skillset Review
- Graduate Programme
- Micro-credential Program



Equity and Engagement

*Inclusive learning
connecting creatives
across Australia.*

Priority areas

- Rich, meaningful student experiences building connections and community.
- Flexible and accessible training growing participation across Australia.
- Community-led partnerships that strengthen shared capability.

Indicative key actions

- Belonging & Inclusion Strategic Plan
- Community Pathways Framework
- Student Accommodation Support
- AFTRS Foundation
- Scoping CAAMA training partnership
- Extending the On Country Pathways Program across Australia and the Pacific



Creative Innovation and Research

*Imagination and
inquiry forging shared
creative futures.*

Priority areas

- Creative learning driven by experimentation and inquiry
- Research partnerships to lead sector innovation.
- Emerging technologies and methodologies tested to inform practice

Indicative key actions

- AFTRS Research Manifesto
- Producer 2030 Skillset Research
- Technology Partnerships Framework
- Innovative Production Practices Strategy
- Maker spaces for students, faculty and industry
- Seed fund for faculty-led research projects



Sustainable Impact

A thriving, resilient institution driving sector leadership.

Priority areas

- Financial and operational resilience
- Environmentally and socially responsible practices
- Prioritised adaptability and wellbeing

Indicative key actions

- Data-driven business planning, including Revenue Plan and Course Offering Framework
- Implementing the Environmental Sustainability Strategic Plan
- AI Maturity Matrix
- Annual staff and student feedback mechanisms to review and strengthen community wellbeing
- Review and implement core business systems, including the Finance system and CRM system migration

4. Our Operating Context

Our key activities are undertaken within our operating context, which includes:

- the environment in which we operate.
- the capability required to undertake our key activities and achieve our purposes.
- the risk oversight and management systems, the key risks and how we will manage these risks.
- who we cooperate with, and how they help to achieve our purposes.

4.1. Environment

This Corporate Plan sets out the School's priorities at a moment of both opportunity and significant strain for the screen and audio sectors.

The Government's cultural policy Revive has placed First Nations culture and stories at the heart of Australian cultural life and delivered important structural reforms to strengthen audience access to Australian stories, including the introduction of Australian screen content requirements for streaming services and an increase to the Location Offset tax rebate. These new policies have contributed to the growth in screen and audio activity, at a time when audience behaviour, distribution models, funding mechanisms and production structures are all shifting. These changes are creating new opportunities for engagement, employment and cultural impact, but also fragmenting pathways to audience and complicating traditional career trajectories.

This is also a period of disruption and global uncertainty that is felt keenly by students, staff and the wider industry. Artificial intelligence is rapidly reconfiguring how human creativity is valued and understood, and where the cutting edge of innovation now lies. Generative AI is also precipitating deep unease across the sector and our student body: the rate of change is moving much faster than the vital thinking, frameworks and policy needed to address the questions of ethics, intellectual property and workforce implications that will safeguard our creative work.

Cost of living pressures are intensifying, placing a particular responsibility on national training institutions based in capital cities like AFTRS to address barriers such as access to affordable accommodation. The climate crisis continues to demand structural change in how content is made and taught.

This Corporate Plan responds to this operating context recognising both the urgency of the challenges and the opportunity to lead with purpose, care and ambition. These times of change highlight the importance of the School's mission and the role of creativity and the arts as transforming and sustaining forces in the lives of all Australians.



First Nations First

Revive has set a clear national standard by placing First Nations First at the heart of Australia's cultural policy, reinforcing the primacy of First Nations leadership, self determination and cultural authority in Australian storytelling. Across the screen and audio sectors, this has prompted a deeper reckoning with what it means to move beyond representation towards shared decision making, long term investment and meaningful outcomes grounded in community priorities. Through structural reforms – including the establishment of a First Nations led body within Creative Australia and a formal commitment to Indigenous Cultural and Intellectual Property reform – *Revive* has shifted the focus from representation to long term agency, governance and cultural sovereignty.

Within the screen sector, the recent First Nations Strategy Workshop at Uluru, attended by First Nations leaders from screen agencies, broadcasters and creative educators including AFTRS, under Rachel Perkins' stewardship in her role at Screen Australia, highlights this

opportunity to move beyond time limited programs towards sustained, coordinated frameworks where First Nations leadership across multiple institutions drives workforce development, talent progression and systemic change. The next phase of *Revive* offers the opportunity to consolidate these gains by scaling successful programs and strengthening collaboration across training providers, screen agencies and First Nations cultural organisations.

For AFTRS, this policy direction has translated into tangible outcomes through the On Country Pathways Program, funded through *Revive*, which has delivered culturally grounded training to more than 100 First Nations creatives from over 50 Nations, demonstrating how national policy settings can enable place based, community led education and meaningful pathways for First Nations creatives to fulfil their creative ambitions.



AFTRS RESPONSE

- Extension of the On Country Pathways model nationally, supporting community led training by, with and for First Nations communities across Australia.
- Funding of CAAMA – Screen agencies and AFTRS will partner with CAAMA to revitalise a seminal First Nations-led training organisation, strengthening First Nations storytelling capability, autonomy and leadership across generations and building a partnered training model that could be offered to First Nations communities across the country.
- First Nations map – A practical roadmap for how First Nations knowledges and leadership will guide learning, teaching and day to day practice across AFTRS.

Audiences

Audience behaviour and expectation continue to change as access to a growing range of platforms accelerates. Audiences are more active in how they engage with content and their attention is increasingly fragmented: audiences now move fluidly between viewing, participating and co-creating content.² The Australian Communications and Media Authority's *Trends and developments in viewing and listening 2022–23* identified sustained growth in subscription video-on-demand services and podcast listening, alongside a continued decline in linear free-to-air television and broadcast radio, particularly among younger audiences. These younger audiences overwhelmingly favour streaming services (for both screen and audio), short-form video and podcasts, while older audiences continue to engage more strongly with free-to-air television and traditional radio.³

This environment is also seeing a polarisation of audience behaviour. A small number of high-budget international titles distributed via global streaming platforms capture very large audiences, supported by algorithmic promotion and global marketing scale. At the same time, Screen Australia audience research and market analysis consistently demonstrates there is strong audience demand for distinctive Australian storytelling, particularly content that reflects lived experience, cultural specificity and regional or First Nations ways of knowing, doing and being⁴ – but targeted marketing, audience development and distribution strategies are vital for discoverability.⁵ This places a premium on graduates' ability to articulate audience value, adapt content for multiple platforms, and sustain engagement over time.



AFTRS RESPONSE

- AFTRS' Award Course Plan will inform the introduction of new courses, refreshed curriculum and new Graduate Capabilities that equip graduates with the skills to:
 - Engage audiences across multiple formats and platforms.
 - Understand audience analytics and discoverability.
 - Create audience focussed work that cuts through a crowded attention economy.
- Sales and Distributions Strategy for student works that reflects current and emerging distribution pathways and patterns of audience engagement.
- Faculty Industry Engagement Framework that supports faculty to maintain their industry currency in fast-changing media sectors.

² Deloitte, (2023) Digital Media Trends Survey. <https://www.deloitte.com/us/en/insights/industry/technology/media-industry-trends-2023.html>

³ Australian Communications and Media Authority (2023), *Trends and developments in viewing and listening 2022–23*, ACMA, Canberra. <https://www.acma.gov.au/publications/2023-12/report/communications-and-media-australia-trends-and-developments-viewing-and-listening-2022-23>

⁴ Screen Australia (2026), *Screen Australia refreshes Market & Audience approach to increase the impact of local content*, Media Release, 28 January 2026. <https://www.screenaustralia.gov.au/sa/media-centre/news/2026/28-01-screen-australia-announces-refreshed-market>

⁵ Screen Australia (2024), *Drama Report 2024/25*, Screen Australia, Canberra. <https://www.screenaustralia.gov.au/insights-and-trends/industry-reports/drama-report/>

Production Landscape

New government policy and changes in audience engagement are shaping the scale and nature of growth in Australian screen and audio production.

Screen

Screen Australia's *Drama Report 2024/25* shows a rapid rebound from the previous year, with drama expenditure reaching a record \$2.7 billion, a 43 per cent increase, as international production activity returned and the Location Offset was increased to 30 per cent from July 2023.⁶ The volume of incoming international production has enabled Australian screen practitioners to work at scale, collaborate with globally leading crews, and reach audiences worldwide. Screen Australia's response to concerns that this level of international production exposes the sector to volatile global pressures, is that Australia is part of an adaptive and interconnected screen ecosystem and our production models need to, and are able to, respond to global markets, policy settings and commissioning cycles.

Domestic production remains critical to Australia's screen ecosystem, providing continuity, cultural specificity and workforce development. In 2024/25, Australian content expenditure accounted for 40% of total drama expenditure and was up 14% on the previous year. Investment from local broadcasters and Australian-based streamers partially offset the declines in commercial free-to-air investment. Local television continues to play an essential role in sustaining culture and building workforce capability

although children's television – culturally critical in connecting younger audiences with Australian content – remains under sustained pressure. Independent filmmaking, particularly lower and mid-budget features, continues to support creative diversity, talent development and innovation.

With the increase in production levels, the 2026 Screen Australia commissioned *Production Infrastructure and Capacity Analysis* (PICA)⁷ identifies significant workforce capacity challenges, particularly at mid- and senior-career levels across production management, locations, construction, post-production supervision and post, digital and visual effects (PDV) leadership. These shortages are attributed to an ageing workforce, sustained burnout, and accelerated promotions during recent production surges, which reduced opportunities for skills transfer and mentoring. Geographic concentration further compounds these pressures. The PICA finds that physical production and PDV activity remain clustered in Sydney, Melbourne and Brisbane, which, taken in concert with rising cost of living pressures in capital cities, point to the need for more interstate mobility, access to employment, and training, for practitioners based in the rest of Australia.

Audio

Audible's research indicates that digital audio consumption in Australia is growing faster than television, subscription video-on-demand and major social media platforms, with 76 per cent of the population engaging with digital audio content, including audiobooks, podcasts and audio series.⁸ People are increasingly integrating audio content into their daily lives – turning the radio on during their commute or an audio book while making dinner. The *Australian Podcast Report 2024*, published by Commercial Radio & Audio (CRA) in partnership with Triton Digital, documents a 37 per cent increase in podcast listenership over two years, with podcasts now reaching nearly six million weekly listeners across demographics. With growth evident across age groups, podcasting has moved beyond early adopters to become a mainstream medium with scale.⁹

⁶ Audible research, reported in B&T (2025), Audio growth outpaces TV, video streaming & social media. <https://www.bandt.com.au/audio-growth-outpaces-tv-video-streaming-social-media-finds-audible/>

⁹ Commercial Radio & Audio & Triton Digital (2024), Australian Podcast Report 2024. https://cra.au/hubfs/Australia.2024.Report_FA.pdf



Supporting this rise in engagement is the rapid increase in content production, driven by advances in affordable recording equipment, cloud-based editing, unmediated distribution platforms and data analytics that enable rapid entry into the sector. Platform-driven monetisation and advertising ecosystems increasingly determine revenue potential, privileging scale, consistency and audience literacy.⁸ At the same time, social factors including changing work patterns, an ageing population, and demand for accessible, screen-free content support ongoing growth in audio, particularly for long-form storytelling, education and children's and family content. Mobile devices dominate listening, reinforcing audio's suitability for geographically dispersed and regional audiences, where connectivity constraints may limit access to high-bandwidth video services.⁸

Generative AI and the Screen and Audio Production Environment

The growing use of AI enabled tools is reshaping production practices across Australia's screen and audio sectors, offering new possibilities for innovation but also generating deep concern about the speed and direction of change. The PICA identifies AI as part of a broader shift towards automation, data driven decision making and technology intensive workflows, particularly in post production, PDV, audio editing and content optimisation. While AI is not reducing the need for skilled practitioners, it is rapidly reconfiguring where and how value is created, placing increased pressure on creators and skilled screen and audio workers to navigate questions of authorship, intellectual property, rights management and revenue attribution. For screen and audio practitioners, long term sustainability increasingly depends not only on the ability to work alongside AI tools, but on the capacity to exercise critical judgement, safeguard creative agency and apply robust ethical frameworks.

Entrepreneurship and Business Skills

In this period of change and disruption, within freelance dominated sectors, there is a greater onus on creators and skilled workers to manage risk, revenue and scale. Deloitte Access Economics notes that while the screen sector generates significant economic and cultural value, sustainability is constrained by limited commercial capability at the individual and SME level.¹⁰ Strong entrepreneurship, management skills and business capability are critical to sector sustainability, to building individual careers and to stabilising production pipelines, enabling skills transfer, and supporting workforce development across the industry. The PICA notes that the current production environment offers limited opportunities for structured on-the-job training, particularly in leadership and management.⁷ This makes external training and education increasingly important for developing business, leadership and supervisory skills that were previously acquired informally.

AFTRS RESPONSE

- AFTRS plays a critical national role in strengthening the sustainability, adaptability and diversity of Australia's screen and audio workforce. Building flexible, industry-responsive training pathways that meet emerging technologies and skills and support resilient career pathways across career stages, will ensure that Australian stories continue to be created, produced and sustained within both domestic and international markets.
- National Training Framework – informed by Screen Australia's PICA and AFTRS' Industry Skills framework, AFTRS is working with Screen Australia, the Office for the Arts, National Institute of Dramatic Art (NIDA) and the state and territory screen agencies to develop a sector-wide framework for gold-standard training that identifies and prioritises workforce gaps nationally.
- 2030 Producer Skillset research will identify and analyse the skills, capabilities and ways of working that screen producers will require by 2030, including entrepreneurship, IP strategy and financial literacy. Findings will inform AFTRS' curriculum design, industry-partnered training and broader sector discussion.
- Graduate Program – a career accelerator program to assist new graduates with the transition from formal education into industry.
- An AFTRS position statement on AI will inform the design and approach of all AFTRS courses – Short Courses, Industry Training and Award Courses.

¹⁰ Deloitte Access Economics report (2018) Screen production in Australia: Independent screen production industry census. <https://www.deloitte.com/au/en/services/economics/perspectives/screen-production-australia.html>

Creative Learning

AFTRS works closely with our national arts training colleagues, the Arts8, in the pursuit of excellence in creative education. We deliver intensive, hands on models of education that combine artistic ambition with technical excellence and audience focused storytelling – capabilities that *Revive* identifies as central to Australia's cultural future.

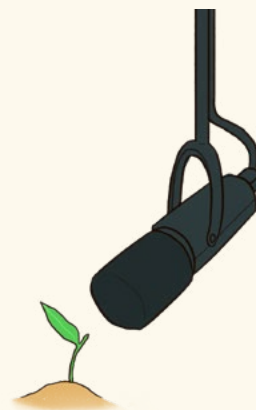
However, the operating environment for creative education is rapidly changing. Emerging technologies, particularly generative AI, are reshaping creative practice while raising complex questions that place new demands on educators to hold safe, empowering and critically informed learning environments. Creative media teachers need to be equipped with technical fluency in new tools, and the pedagogical capability to guide students in using them with discernment and to balance innovation with responsibility.

The higher education sector more broadly is facing rising delivery and infrastructure costs, cost of living pressures affecting student participation, and heightened scrutiny of public value and workforce outcomes.

Advances in digital platforms and hybrid learning are changing how education can be accessed, and students increasingly expect flexible, industry connected and outcomes focused learning. At the same time, demographic change, widening participation objectives and the recognition of geographic inequity are placing renewed emphasis on access, inclusion and driving increased demand for subsidised training, shorter form credentials

and stronger integration between formal qualifications and professional practice.^{11 13} In response to these changes, the Australian Universities Accord, the most significant structural reform to the Australian higher education sector in over a decade, is reshaping funding, regulation and system stewardship. The Commonwealth Government has also announced the introduction of equity based and needs based funding from 2026, alongside a Managed Growth Funding system from 2027, aimed at improving participation, aligning education provision with national skills needs, and strengthening long term sector sustainability. These reforms will be implemented through staged transition and overseen by the new Australian Tertiary Education Commission.^{12 13 14}

Within AFTRS' creative education context, arts and humanities disciplines have experienced sustained enrolment and viability pressures. Analysis indicates that high student fees and debt levels have contributed to declining demand for arts and communications degrees. The PICA has identified an ongoing gap between education providers and job-ready graduates, reinforcing the importance of higher education providers remaining closely aligned to current and emerging industry practice, particularly in the screen and audio industries, sectors characterised by rapid technological change and workforce volatility. The PICA also highlights the role of specialist institutions like AFTRS to address skills gaps in a time of accelerated industry change where there are limited opportunities for on-the-job training.⁷



¹¹ Australian Government, Department of Education (2024), Australian Universities Accord – Managed Growth Funding. <https://www.education.gov.au/australian-universities-accord/accord-202425-budget-and-myefo-measures/managed-growth-funding>

¹² Australian Government, Department of Education (2024), Managed Growth Funding System Implementation Consultation Paper. <https://www.education.gov.au/australian-universities-accord/resources/managed-growth-funding-system-implementation-consultation-paper>

¹³ Ministers' Media Centre (2024), Next steps to building a better and fairer higher education system. <https://ministers.education.gov.au/clare/next-steps-building-better-and-fairer-higher-education-system>

¹⁴ Tertiary Education Quality and Standards Agency (TEQSA) (2025), Gen AI Knowledge Hub. <https://www.teqsa.gov.au/guides-resources/higher-education-good-practice-hub/gen-ai-knowledge-hub>

Creative Education and AI

The rapid adoption of generative AI is reshaping creative education across the Australian higher education sector, with significant implications for pedagogy, assessment integrity and graduate capability. The national regulator, Tertiary Education Quality and Standards Agency (TEQSA), has identified generative AI as a sector wide issue requiring institutional action, noting that while AI tools present opportunities to enhance learning and creative practice, they also challenge traditional assessment models and the assurance of learning outcomes. In response, all registered higher education providers are required to develop institutional action plans addressing

the risks and opportunities posed by generative AI.^{14 15} At the same time, sector guidance emphasises that graduates must be prepared to use AI tools ethically, transparently and critically, particularly in creative disciplines where AI is increasingly embedded in professional workflows.¹⁶ These developments are driving assessment redesign, new approaches to teaching creative process and authorship, and a stronger emphasis on human judgement, originality and ethical practice within creative education.^{16 18}

AFTRS RESPONSE

As a specialist national institution, AFTRS operates in a differentiated position within the higher education system. It holds the same responsibility to demonstrate public value, maintain regulatory compliance and quality assurance, and balance accessibility with financial sustainability and, must also demonstrate the relevance and currency of its practice based, industry embedded model of education that underpins its statutory role and reputation.

- Revised course offering to meet the changing tertiary and industry environment that equips AFTRS graduates with the skills to pursue excellence in storytelling and the creative judgment, ethical literacy and adaptability required to work with evolving technologies.
- Research partnerships that inform AFTRS pedagogy and drive sector innovation.
- Micro-credentials and Badging project allowing us to expand flexible and hybrid delivery and support the needs of contemporary learners.
- AI Framework that supports the School and the wider industry to use AI in a way that enhances, not replaces, human imagination, originality and cultural expression, and brings discernment to understanding limits, risks and ethical considerations, including copyright, ICIP, environmental sustainability, questions of authorship and the responsible use of data sets.

¹⁵ Tertiary Education Quality and Standards Agency (TEQSA) (2024), Gen AI strategies for Australian higher education: Emerging practice. <https://www.teqsa.gov.au/sites/default/files/2024-11/Gen-AI-strategies-emerging-practice-toolkit.pdf>

¹⁶ Australian Centre for Student Equity and Success (ACSES) (2025), Australian Framework for Artificial Intelligence in Higher Education. <https://www.acses.edu.au/publication/australian-framework-for-artificial-intelligence-in-higher-education/>

Access, Equity and Belonging

Access, equity and belonging are fundamental to AFTRS' purpose as Australia's national screen and audio school and to our statutory role as a Commonwealth agency with a national remit. Excellence in specialist creative education must sit alongside equitable access for people from across Australia, regardless of background or location. This principle is a key pillar of *Revive – A Place for Every Story* – and AFTRS is committed to addressing systemic barriers,¹⁷ strengthening access and fostering genuine belonging, ensuring the stories shaping Australian screen and audio reflect the full diversity of Australian experience.

While progress has been made across parts of the sector, persistent inequities continue to affect First Nations creatives, d/Deaf and disabled practitioners, culturally diverse communities, and people from regional, remote and low socioeconomic backgrounds.¹⁸ The PICA shows that screen production work remains heavily concentrated in metropolitan centres (particularly Sydney, Melbourne and Brisbane) with limited sustained production activity in many regions.⁷ This concentration shapes who can access and sustain long term careers in the sector and compounds barriers to entry that privilege informal networks, geographic mobility and the ability to fund and sustain secure employment. These factors are contributing to ongoing higher attrition rates among underrepresented groups.

This geographical concentration is mirrored in training. Cost of living impacts, Sydney centric delivery models and limited accommodation options continue to constrain who can realistically participate in the intensive, practice based training that provides vital skills, professional networks and career outcomes. The traditional conservatoire learning model, that prioritises sustained, hands-on training in professional environments must be rethought so that flexible learning – including part-time and remote learning options – can be offered, without compromising our commitment to excellence.

Close consideration also must be given to why students enter – or choose not to enter – creative education, and the invisible barriers that exist to applying to national training institutions, including self-perceptions of talent, creative confidence, and career expectations. AFTRS' relationships with TAFEs in NSW and ACT through formal pathways and informal collaborations have transformed our student cohort – 25% of 2025 award offers were made to students entering via vocational qualifications.

AFTRS RESPONSE

AFTRS has a whole of organisation commitment to improving representation, fostering safe and inclusive learning environments, and embedding equity considerations across curriculum, delivery models and partnerships.

- **Affordable Student Housing** – Use Commonwealth housing, infrastructure and arts policy levers - supported by philanthropic investment - to address the acute shortage of affordable student accommodation in metropolitan centres.
- **Ongoing implementation of the Belonging and Inclusion Strategy and Disability Action Plan.**
- **Student Equity & Success Framework** – a framework for student success, from admissions to graduation, that ensures all students have agency and success in achieving their learning goals at AFTRS.
- **Creation of the AFTRS Foundation** to develop the School's fundraising capability and increase the number and value of scholarships awarded to students who face barriers to study

¹⁷ National Cultural Policy—*Revive: a place for every story, a story for every place* (30 January 2023). <https://www.arts.gov.au/what-we-do/revive-place-every-story-story-every-place>

¹⁸ Creative Australia (2025), *Towards Equity 2*. <https://creative.gov.au/research/towards-equity-2-creative-australia-diversity-data-report>

Climate Impact

Climate change is a significant factor shaping our operating environment, influencing the School's physical operations, educational delivery, and preparation of students for careers in a rapidly evolving screen and audio sector. As a campus based institution with specialised production, post production and digital infrastructure, AFTRS is exposed to climate related risks including extreme weather events, rising energy costs, and increasing expectations to reduce environmental impacts. These pressures affect facilities management, business continuity, and the long term viability of technical infrastructure reliant on stable environmental and energy conditions.

The screen, television and audio industries that we support are adapting to the impacts of climate change. Production practices, audience expectations, and regulatory and funding settings are shifting in response to growing emphasis on environmentally sustainable methods, improved energy efficiency, waste reduction, and transparent reporting of environmental impacts. These changes, reflected in industry reports such as *IF Magazine (2023)*, *Green Screen: Guide to Environmentally Sustainable Production*, influence the skills, capabilities and professional standards expected of graduates.¹⁹ Our students are increasingly conscious of environmental issues, including implications for future careers, reinforcing the importance of these considerations within our programs.

In this context, we have a role in supporting climate-aware practice across teaching, research and industry engagement. This includes embedding sustainable production principles into curricula where appropriate, promoting responsible resource use in student productions, and modelling better practice through campus operations. These activities support our educational and creative mandate while aligning with responsible stewardship of public resources and broader sustainability objectives.

Climate change also presents opportunities for us, our students and graduates, to contribute to broader cultural understanding and public dialogue. Through storytelling, creative practice and innovation, the screen and audio sector plays a role in shaping public awareness and engagement on climate-related issues. As a national training institution, we have the responsibility to support emerging practitioners who can respond creatively, responsibly and professionally to these challenges in Australia and internationally.



AFTRS RESPONSE

AFTRS has taken and continues to take a range of actions to respond to climate related risks and opportunities across operations, teaching, and industry engagement:

- AFTRS launched an **Environmental Sustainability Strategic Plan** in January 2025, outlining actions to reduce carbon emissions and embed sustainability across operations and educational activities. These actions include installing solar panels in 2026 (expected to reduce carbon emissions by approximately 20%) and the transitioning studio lighting from traditional tungsten globes to LED lighting, reducing electricity use by around 70%, decreasing landfill waste, and improving safety.
- **Student productions promote responsible resource use**, including eliminating single-use plastics, reusing props and materials, and applying sustainability checklists.
- AFTRS is an **education partner of Sustainable Screens Australia**, providing access to resources that support sustainable production practices in teaching and staff professional development, and a **member of Green Ears**, an Australian audio industry working group focused on improving sustainability within the radio and media sector.

¹⁹ IF Magazine (2023), Green Screen: Guide to Environmentally Sustainable Production <https://if.com.au/if-green-screen-a-guide-to-environmentally-sustainable-production/>

4.2 Capability

Strong organisational capability across our people, systems and infrastructure, is essential to delivering high-quality, industry-aligned teaching and learning. We invest deliberately in these foundations to support innovation, resilience and long-term sustainability, ensuring resources are deployed strategically within our funding and operating model.

Workforce Capability Planning

A capable, supported and adaptable workforce is fundamental to AFTRS' ability to deliver our strategic priorities, sustain a high-quality student experience, foster an engaged, motivated and high-performing workforce, and remain responsive to evolving industries. As a small and highly connected organisation, we are well positioned to leverage the strengths, experience and adaptability of our people, build depth of capability through collaboration and shared expertise, and enable greater flexibility, mobility, and sustainability across roles and teams.

Professional and Industry-Aligned Expertise

Strengthening education quality and industry relevance through delivery of Faculty Industry Framework.

Relational Leadership and Inclusive Practice

Supporting trust, community wellbeing and enabling delivery of the Belonging and Inclusion Plan within a culturally safe, trauma-informed and psychosocially safe workplace. This includes strengthening leaders' capacity to respond to staff and student voice, and exercise ethical and critically informed judgement in complex environments.

Change Capability and Workforce Agility

Enabling adaptive, responsive ways of working that support effective change, cross-functional collaboration and sustainable performance.

Skills Capability

Skills that support innovative and collaborative practice including creative thinking, communication, problem-solving, valuing diversity of thought, supporting research and faculty-led initiatives, the Graduate Program, outreach activity and community-based partnerships.

Uplift in these capability areas will be enabled through targeting professional learning and ways of working that enable collaboration and sustainability. We will invest in continuous learning models, mentoring and just-in-time development, with sustained focus on workforce planning, succession, recruitment and retention to support delivery of AFTRS' strategic priorities and a resilient, inclusive and future-ready workforce.



Infrastructure Capability

AFTRS will implement the following Infrastructure strategies and plans to enable the sustainable, efficient and flexible management of facilities, resources and support that will allow us to undertake our key activities and deliver our purpose: industry aligned, future focused screen and broadcast education.

These initiatives prioritise investment in industry-aligned research, practice and learning; promote engagement and equitable access; and inspire innovation and creative excellence.

Capital Expenditure (Capex) Plan

Implement a sustainable, prioritised, outcomes focused CapEx Framework that ensures investment decisions clearly support industry-aligned teaching, learning, research and production outcomes.

Production Strategy

Student productions will be supported by sustainable, accessible, equitable and efficient infrastructure, equipment and staffing models that achieve storytelling excellence, safe and responsible production practices, and industry-aligned workflows and learning outcomes.

Fit-for-Purpose Building and Facilities

Building utilisation audits and future use planning strategies will inform the creation of inspiring, industry-aligned and fit for the current and future use facilities and spaces that are safe and accessible, and meet curriculum, research and production requirements.



Technology Capability

AFTRS’s technology capability underpins the delivery of contemporary screen and audio education, research and production, while enabling a secure, resilient and sustainable institution. Over the period of this corporate plan, AFTRS will implement a technology strategy that prioritises investment in student experience, aligns with industry practice, supports innovation in creative learning, strengthens cyber security and resilience, and leverages partnerships to extend institutional capability and impact.

Student and Learning First

Prioritise technology and investments that directly improve: student learning; creative practice and access, and remote learning strategies.

Industry Aligned Technology Strategy

Investment in production, post production, digital learning and enterprise platforms that reflect current and emerging industry standards and workflows.

Secure and Resilient Digital Environment

Ongoing strengthening of cyber security and system resilience, informed by the Australian Signals Directorate’s (ASD) Essentials Framework and overseen through established governance and risk frameworks.

Technology Partnerships and Co Investment

Development of a Technology Partnership Strategy to collaborate with industry, vendors, cultural institutions and research partners, enabling shared innovation, access to emerging technologies and financial sustainability.

Responsible Adoption of Emerging Technologies

Deliberate and ethical adoption of emerging technologies, especially generative AI, to support creative innovation while managing associated operational, security and ethical risks.



4.3 Risk Management and Oversight

Risk Management

Our Risk Management Policy and Guideline (the Policy) is an organisation-wide approach to managing risk. It provides guidance to all levels of the business to enable them to identify, assess and manage risk in line with our risk appetite. We believe that embedding risk management as a key part of the culture of the School, where a shared understanding of risk leads to well-informed decision-making and individuals are encouraged to adopt positive risk behaviours. All risks are framed from our Risk Appetite Statements, which articulates our level of risk we are prepared to accept for each Risk Category.

The Policy clearly states the principles, requirements and procedures for risk management practices in our operations, activities, accountabilities, governance and decision making. It embeds risk management into our strategic planning through to day-to-day activities and ensures that risk evaluation is linked to practical and cost-effective responses and controls.

Our approach to risk is supported by an internal audit program which focuses on key areas of risk, endorsed by our Finance, Audit and Risk Management (FARM) Committee and approved by AFTRS Council.

Enterprise Risk Review

We maintain an Enterprise Risk Register (the Register) which documents our key risks across our Risk Categories. We have categorised our risks into: Academic, Environmental, Social and Governance, Financial, Legal and Regulatory Compliance, Operational, People, Strategic and Technology. Emerging risks are considered regularly and inform the Register. We also maintain a fraud risk register, which is reported annually to the FARM Committee.

Regular risk discussions, and formal quarterly reporting to Executive, FARM and Council, enable our top strategic and operational risks to be identified, evaluated and, when outside our risk appetite, mitigated.

The following table outlines our key enterprise risks and the strategies we use to manage them.

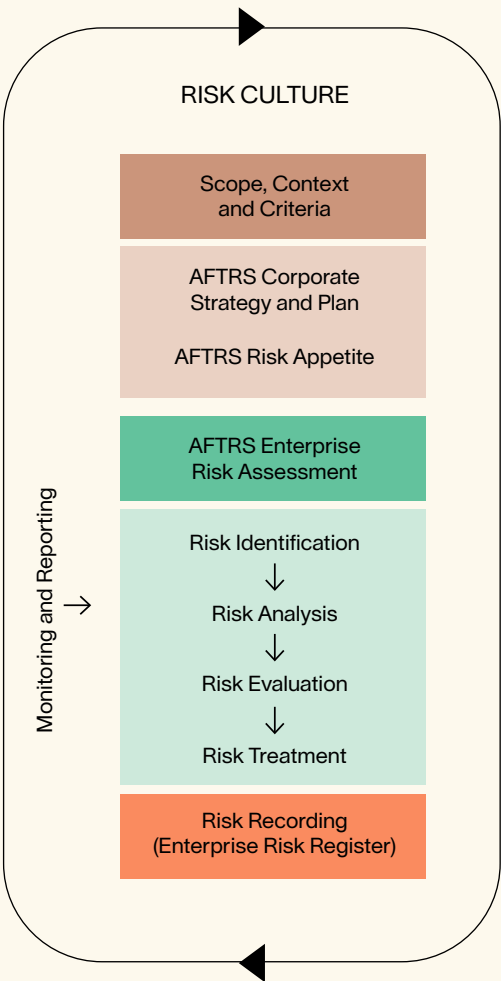


Figure 'X': AFTRS Risk Management Framework

Enterprise Risk and Categories

Risk Mitigation Strategies

Academic Quality and Student Experience

We do not deliver a quality assured curriculum that meets the requirements of the AFTRS Act and relevant policy and legislative obligations

The quality of our teaching does not adequately equip graduates with the skills and capabilities required to contribute to industry growth and sustain meaningful careers

Equity and access are not effectively embedded across AFTRS activities, limiting accessibility of learning opportunities for students across Australia

We have a series of policies and procedures, Committees and Boards, which provide prescriptive guidance and oversight to ensure we meet our obligations.

Our Academic Qualification Standards Policy prescribes teaching capabilities. These are enhanced through ongoing performance, development, training and career conversations through our planning cycles.

Implementing our Belonging and Inclusion Plan, Student Recruitment Plan, and following specific policies and procedures, along with targeted staff training embed equity and access into all our activities.

Financial

Financial resources are not managed effectively, reducing our ability to sustain operational capacity and deliver on our strategy and legislative remit

Our budget is developed in line with our strategic objectives, with performance against our budget regularly monitored by the Executive Team, FARM Committee and Council.

We have a strong control environment managed by an experienced finance team. It is regularly tested through an audit program and considered by the FARM Committee.

Operational

We are unable to deliver core activities or strategic objectives due to adverse impacts on operational functions, including:

- non compliance with legislative or regulatory requirements
- technology attack or data breach
- business disruption events
- fraud or corruption incidents
- failures or adverse actions by external vendors or partners

Our strong, governance, compliance and control environment is overseen by an appropriate committee structure and supported by an internal audit program.

All employees are provided regular training on our suite of policy, legislative and compliance requirements.

We have a suite of ICT security policies and procedures in place, informed by ASD policies and frameworks.

We have a business resilience program and continuity plan in place that has been communicated to staff and tested through simulation exercises.

Our Fraud and Corruption Control Policy articulates responsibilities and provides clear guidance to employees on action to take if they become aware of a potential fraud or corrupt activity.

People

Organisational culture and staff engagement are not maintained at a level that support innovative, inclusive, and high impact outcomes, limiting our ability to attract and retain talent

Individuals experience physical or psychosocial harm arising from workplace health and safety hazards

We promote a positive team culture measured through annual staff engagement survey, followed by an action plan.

Our 90-day planning process, which is informed by School and Divisional business plans, includes and supports staff to deliver outcomes.

Belonging and Inclusion Plan: We have a comprehensive suite of policies and procedures, which embed inclusive and safe practices across the School.

We regularly consult with staff in relation to wellbeing through regular check ins, training and promotion of our employee assistance program.

Strategy and Innovation

We fail to identify, generate, or adopt emerging technologies (including artificial intelligence), contemporary student and staff practices, curriculum, research, and pedagogies, limiting alignment with industry trends, organisational efficiency, and delivery of our remit

First Nations leadership, perspectives, and knowledges are not meaningfully and consistently embedded across strategic initiatives, learning environments, and organisational culture, undermining our role as the national screen and broadcast school

We access specialists, both external and within the School, to ensure that innovative practices are considered and implemented throughout our organisation. This could be through partnerships, research practices, industry consultation, amongst other expert advice.

Actions from our First Nations Strategic Plan are rolled out and embedded throughout the organisation.

4.4 Cooperation

AFTRS operates at the intersection of government, tertiary education and the screen and audio industries. Close cooperation with partners across these sectors enables us to align training with policy priorities, share capability and infrastructure, and achieve scale and impact beyond our institutional capacity.

AFTRS' primary relationship in government is with the Office for the Arts, within the Department of Infrastructure, Transport, Regional Development, Communications, Sport and the Arts. We value our close collaboration with our portfolio and portfolio peers. For the Arts8 institutions, our work together, sharing resources, learning and facilities, has allowed us to support the government's prioritisation of accessible, high quality creative education in a time of great change across the creative education sector. We also look forward to our continued work with Screen Australia to support the actioning of recommendations from the PICA and developing a nationally coordinated approach to training along with state and territory screen agencies, NIDA and the Office for the Arts to establish shared, industry-led principles, supported by workforce data including the PICA.

Cooperation with industry partners is critical to AFTRS learning across all levels of learners, from supporting high school teachers and career counsellors with the skills and knowledge to spark creative careers in screen and audio (Teachers Day, developed with The Walt Disney Company Australia), to developing leadership skills training for heads of

departments and people managers in the screen sector (developed with Netflix and co-designed with industry). Industry partnerships also translate directly into workforce entry and progression for students and graduates. AFTRS' placement, internship and graduate programs provide structured, paid pathways into employment with major screen organisations, including broadcasters and production companies to deliver work-ready, skilled, adaptable graduates into the screen and audio sectors. We also work with broadcasters and exhibitors such as streaming platforms such as SBS On Demand, ABC iView and iHeartRadio to provide real-world audience engagement opportunities for students.

AFTRS maintains an active network of relationships with national screen, broadcast and radio conferences and festivals, including Screen Forever (Gold Coast), AACTA Screen Festival (Gold Coast), Regional-to-Global (Lennox Head), the Community Broadcasting Association of Australia Conference (next in Geelong), to engage with talent across Australia and provide a critical forum for networking, knowledge exchange and community building. This network extends to educational partnerships – including Edith



Cowan University in Perth, RMIT in Melbourne, Griffith in Brisbane, and Screenworks in regional Australia – and these training partnerships have been critical in allowing us to deliver targeted skills-gap training across the country. The School will also continue to open up new pathways into the AFTRS and the industry beyond, with our partners TAFE NSW and Canberra Institute of Technology, and The Smith Family's SmArts program, which sees AFTRS deliver Digital Storytelling and Radio & Podcasting in regional high schools around the country.

AFTRS supports partner-led initiatives, including Screen Well's Mental Health Action Plan that will bring critical insights to supporting the ongoing wellbeing and sustainability of our sectors. AFTRS also hosts accessible filmmaking training with Bus Stop Films and supports inclusive practice initiatives with Inclusively Made to build the sector's capacity to create inclusive content and equitable employment opportunities and outcomes for people living with a disability. These collaborations allow us to learn from sector leaders and play our part in contributing to a more resilient, inclusive and sustainable screen and audio sector.

Working closely with communities across Australia is also fundamental to building these training and career pathways. This year we are extending the successful On Country Pathways Program, which co-designs and delivers training with First Nations Communities with the support of a grant from the Australian Government, and, next year, Netflix, into a Community Pathways Framework to create partnered pathways from under-represented communities into AFTRS in Australia and the Pacific Region.

Partnerships also drive the impact and efficacy of AFTRS research and innovation projects. Initiatives such as the First Nations Skills Audit, Digital Futures Summit, Ways of Knowing seminars and triennial skills survey generate data and provide trusted forum for dialogue and reflection that inform curriculum development, policy and industry decision-making.

AFTRS continues to strengthen its infrastructure capability through strategic partnerships and shared-use arrangements that extend access to industry-standard facilities, technologies and expertise. These partnerships support flexible delivery models, optimise asset utilisation and enhance learning and production outcomes, allowing us shared access to specialised, high-cost or emerging production technologies.



5. Our Performance

AFTRS' 2026–27 Corporate Plan is designed around the five strategic pillars of our new five-year corporate strategy: Storytelling Excellence, Industry-Aligned Training, Equity and Engagement, Creative Innovation and Research, and Sustainable Impact.

As the commencement phase of the new strategy unfolds, our corporate plan equips us to deliver on our renewed mission and vision. It is our long long-term strategic planning document and acts as a roadmap to guide our decision-making, inform our risks, and align our operations with our overall objectives, which have been agreed to by our Council and Executive.

Informed by each of our key activities, we will track the performance measures listed in this section, designed to provide evidence of the achievement of our purpose. The results will be reported in the Annual Performance Statements of our 2026–27 Annual Report. Nominated performance measures and results will also be reported in the Australian Government's Portfolio Budget Statement as evidence of having undertaken the required activities to deliver our Program and achieve of our Outcome.

The assessment method we will use to rate and report our performance will be based on the following:

- *Target Met* will be reported where $\geq 100\%$ of the target has been achieved
- *Target Partially Met* will be reported where $\geq 50\%$ and $<100\%$ of the target has been achieved
- *Target Not Met* will be reported where $<50\%$ of the target has been achieved

There may be instances where alternate assessment methods are used, including where a performance measure includes multiple sub-targets. In these instances, a specific assessment method will be described within the Data Source and Methodology element of that performance measure.

Where a qualitative target exists, we will use evidence of the extent of progress of the work toward completion, based on the same percentage criteria above, in determining whether target has been met, partially met, or not met.

The reporting period we will use will depend on the nature of the target and will be based on the following:

- *For student enrolment and graduate data*, we will report on a calendar year basis, from the most recently fully completed calendar year. For example, for the 2026–27 Corporate Plan, student data targets will be tracked (and results will be reported in the 2026–27 Annual Report) for 2026 Semester 1 and 2026 Semester 2 student data enrolment and graduate data.

Our rationale for this is because our teaching and learning structure operates on a calendar year basis, with 2 semesters per year. Also, as a higher education provider, we align ourselves with legislative requirements of the Australian Department of Education and Tertiary Education Standards and Quality Agency (TEQSA) who require student data reporting on a calendar year basis.

- *For financial data*, we will continue to report based on a financial year.

Where a reporting period for a specific target is not mentioned in its Data Source and Methodology element, it can be assumed that the reporting period is based on a financial year.

Storytelling Excellence

Skilled graduates connecting with audiences at home and around the world.

Key Activity 1:

Offer award courses that equip graduates with the skills and knowledge to craft content and stories that reach audiences

Performance Measure 1 – Skilled talent to support the industry

Targets to performance measure

2026–27	2027–28	2028–29	2029–30
300 award course enrolments	As for 2026–27	As for 2026–27	As for 2026–27

Rationale	In fulfilling our function under the AFTRS Act to provide advanced education and training, Award Courses play a central role in delivering depth and rigour in learning. These courses equip graduates with capabilities aligned to the Australian Qualifications Framework, including advanced craft skills, critical thinking, and professional practice. Through this approach, the School enables graduates to develop the expertise required for sustained creative and professional careers, supporting our mission to deliver world-leading education. The target reflects current School resourcing and demonstrated industry demand for graduates with this level of capability.
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Data Source and Methodology	Data will be extracted from AFTRS Student Management System (SMS). This is a per calendar year target. The data will be extracted annually for a headcount of any post-census date award course enrolments in the prior calendar year.
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Targets to performance measure

2026–27	2027–28	2028–29	2029–30
100 award course graduates, including 4% of First Nations graduates	As for 2026–27	As for 2026–27	As for 2026–27

Rationale	The successful graduation of this number of students equips the screen and audio industries with the skilled talent to grow Australia's screen and audio industries and shape its stories and culture.
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Data Source and Methodology	Data will be based on graduands lists conferred by AFTRS Council within the prior calendar year. AFTRS Council confers graduands lists twice per year. The two lists will be added together to determine whether the overall sub-targets were met for the calendar year. Students indicate during their course enrolment whether they are of Aboriginal and/or Torres Strait Islander descent and this is cross-referenced with the graduands lists for the referenced year. The assessment method will be as follows: • <i>Target Met</i> will be reported where both sub-targets were achieved. • <i>Target Partially Met</i> will be reported where one sub-target was achieved. • <i>Target Not Met</i> will be reported where no sub-targets were achieved.
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Performance Measure 2 – Inclusive learning that equips students with the capability to engage audiences

Targets to performance measure			
2026–27	2027–28	2028–29	2029–30
Recommendation rate over 80%	As for 2026–27	As for 2026–27	As for 2026–27
Rationale	A high recommendation rate is an indication of graduates’ perceived efficacy of their AFTRS learning experience and the preparedness, relevance and responsiveness of our student learning outcomes.		
Data Source and Methodology	Enrolled students complete a Student Feedback Survey for each subject each semester, which contains the question: <i>Would you recommend this course?</i> (Yes / No). The Yes results are compared to the overall total survey responses received to calculate the net promotor score percentage. This is a per calendar year target. The two sets of results for semester 1 and semester 2 of the prior calendar year are added together to determine whether the overall target was met for the calendar year.		

Industry-Aligned Learning

Future-ready practitioners trained in partnership with industry.

Key Activity 2:

Offer flexible training in partnership with industry to respond to and inform/develop an evolving industry

Performance Measure 3 – Graduates with the skills to build careers in evolving industries

Targets to performance measure			
2026–27	2027–28	2028–29	2029–30
75% of recent graduates are applying the skills they learnt in AFTRS award course professionally	As for 2026–27	As for 2026–27	As for 2026–27
Rationale	Measuring the employment outcomes of recent graduates enables us to gain insights into the labour force, further study opportunities, and the extent of graduate attribute alignment and preparation into the industry.		
Data Source and Methodology	Data will be extracted from the AFTRS Graduate Outcomes Survey. AFTRS aligns itself with the government-endorsed Quality Indicators for Learning and Teaching (QILT) surveys. QILT’s Graduate Outcome Survey (GOS) surveys recent graduates 6 months after the completion of an award course. We follow the same 6-month timeline for our AFTRS Graduate Outcomes Survey. The target is measured based on the survey question: <i>I am applying the skills I learnt in my AFTRS course professionally</i> (Yes / No). The Yes results are compared to the overall total survey responses received to calculate the percentage result. The survey is sent to all recent alumni who completed course requirements within the prior calendar year The survey is sent out each April-May, with a report prepared and presented to the Executive.		
Targets to performance measure			
2026–27	2027–28	2028–29	2029–30
Not applicable	Not applicable	Establish a baseline of alumni applying the skills they learnt in their AFTRS award course professionally in the medium term	Target to be set following the establishment of a baseline

Rationale	Measuring employment outcomes of alumni over a greater period of time allows us to gain insights into longer term career progression and assist in understanding the impact of the education provided on career paths.
Data Source and Methodology	This will be a longitudinal survey that measures the medium-term (3 years post study) employment outcome levels of alumni.

Performance Measure 4 – Training delivered across Australia shaped by and informing industry practice

2026–27	2027–28	2028–29	2029–30
3,000 participants in industry training	As for 2026–27	As for 2026–27	As for 2026–27
Rationale	A continued focus on growth, reach and meeting industry need allows us to remain in high standing, through a demonstrated high-value proposition, to participants and the industry.		
Data Source and Methodology	We undertake industry training in a variety of ways, and data will be extracted from the following sources, categorised by the data components below: - Award Course data component: SMS - Short Course and Industry training data component: Customer Relationship Management system (CRM) - First Nations, and Outreach workshops / programs component: CRM / FN&O Division’s Partnerships Projects Register - Executive agreed programs component: CRM - Other Executive-agreed industry training component: CRM / Registration Record - The participant totals from each training program will be added together to determine whether the overall target was met.		
Targets to performance measure			
2026–27	2027–28	2028–29	2029–30
12 training partnerships, including 1 in each state and territory	As for 2026–27	As for 2026–27	As for 2026–27
Rationale	Establishing training partnerships is a fundamental way that we can support the industry in addressing its skills gaps across Australia.		

2026–27	2027–28	2028–29	2029–30
Data Source and Methodology	Data will be extracted from AFTRS CRM and the FN&O Partnerships Projects Register. Training partnerships include any approved contracts, agreements or memorandums of understanding entered into and approved with another organisation where the training is to occur within the period. This includes any First Nations training partnerships. ▪ The assessment method will be as follows: • <i>Target Met</i> will be reported where both sub-targets were achieved • <i>Target Partially Met</i> will be reported one sub-target was achieved • <i>Target Not Met</i> will be reported where no sub-targets were achieved		
Targets to performance measure			
2026–27	2027–28	2028–29	2029–30
Establish a baseline for an annual external industry assessment of training impact	Target to be set following establishment of baseline	Target to be set following establishment of baseline	Target to be set following establishment of baseline
Rationale	Assessing AFTRS’ impact in training future-ready practitioners who meet the needs of industry will ensure we meet our remit.		
Data Source and Methodology	In 2026–27, we will establish a baseline measurement via the creation of a qualitative assessment report, delivered to an independent panel to be set up within the period, that will assess success against a scorecard that measures the following key 5 areas: 1. Pipeline of new entrants into industry, facilitated by job-ready training, internships and placements. 2. Training that addresses critical skills gaps. 3. Curriculum, production and training delivered and endorsed by industry. 4. Learning that is accessible and flexible for working practitioners. 5. Students equipped with entrepreneurial, leadership and soft skills to navigate evolving industry. A pilot assessment report will be delivered to the new panel within the period. From 2027–28 onwards, we will report to the panel based on the scorecard created and the approved target.		

Equity and Engagement

Inclusive learning connecting creatives across Australia.

Key Activity 3:

Deliver inclusive learning that connects creatives across Australia

Performance Measure 5 – Learning at AFTRS is accessible to all Australians

Targets to performance measure			
2026–27	2027–28	2028–29	2029–30
Maintain or increase financial support for students and learners	As for 2026–27	As for 2026–27	As for 2026–27
Rationale	Financial support in the form of financial assistance, scholarships and subsidised accommodation are key levers in reducing student barriers to education, preventing withdrawals due to financial hardship, and supporting living and study expenses.		
Data Source and Methodology	Data will be extracted from AFTRS Finance System for award courses and nominated registers of support costs for short courses and industry training. Financial support is considered included where the distribution relates to: - Scholarships monies - Accommodation support - Living allowances - Financial grants - Travel support - Outreach support		
Targets to performance measure			
2026–27	2027–28	2028–29	2029–30
35% course enrolments are outside of NSW	As for 2026–27	As for 2026–27	As for 2026–27
Rationale	We remain committed to educating and training learners beyond our physical campus location in NSW. Ensuring that we continue to reach our students and learners from across Australia will reflect the variety of stories told, contributing to the cultural awareness and rich heritage of the country.		

Data Source and Methodology

Data will be extracted from the following sources, categorised by the data components below, where student residential address data is captured during course enrolment:

- Award Course data component: SMS
- Short Course and Industry training data component: CRM

The results of the total residential addresses where the state is not NSW will be compared to the overall total enrolments to determine if the target has been met.

Performance Measure 6 – Learners that reflect the diversity of Australia’s communities

Targets to performance measure

2026–27

2027–28

2028–29

2029–30

Establish baselines of student enrolments in education and training from under-represented communities

Targets to be set following establishment of baselines

Targets to be set following establishment of baselines

Targets to be set following establishment of baselines

Rationale

Strengthening equitable pathways for learners from under-represented communities ensures the screen and audio industries are reflective of the Australian population.

Data Source and Methodology

In 2026–27, we will undertake an analysis of the under-represented community categories below and their proportionate representations in Australian society based on available data from various Australian Government agency data sources. We will then establish baselines of what percentage of enrolments we consider we can achieve, including these categories:

1. First Nations
2. People living with a disability
3. Female and gender diverse
4. Remote

From 2027–28 onwards, we will begin tracking the percentage of enrolments from these categories, where the enrolment or registration captures this data, in Award Courses, Short Courses, First Nations training and Industry Training.

The assessment method for reporting, once tracking and reporting commences, will be:

- *Target met* will be reported where all 4 categories (100%) achieved their baseline
- *Target partially met* will be reported where 2 or 3 categories (≥ 50 and $< 100\%$) achieved their baseline
- *Target not met* will be reported where 0 or 1 category ($< 50\%$) achieved its baseline

Targets to performance measure			
2026–27	2027–28	2028–29	2029–30
5 community-led training partnerships, including with First Nations and Pacific Region communities	As for 2026–27	As for 2026–27	As for 2026–27
Rationale	Delivering grass-roots training, including in First Nations communities and within The Pacific region, is an important part of making sure that cultural practices remain known and storytelling is accessible to all. We will continue comprehensive community engagement to ensure our policies, protocols, and processes consistently incorporate the terminologies and knowledge of diverse communities.		
Data Source and Methodology	Data will be extracted from AFTRS Contract Management System.		

Creative Innovation and Research

Imagination and inquiry forging shared creative futures.

Key Activity 4:

Deliver research outputs that drive sector innovation and creative learning

Performance Measure 7 – Conduct industry-partnered and faculty-led research that supports innovation in the industry

Targets to performance measure			
2026–27	2027–28	2028–29	2029–30
Establish a baseline for a seed fund, to be distributed annually, to support faculty-led research projects	Target to be set following the establishment of a baseline	Target to be set following the establishment of a baseline	Target to be set following the establishment of a baseline
Rationale	We recognise that being able to adapt quickly to changes in industry thinking, innovate, and establish early-stage ideas enables our faculty researchers to generate pilot data, build prototypes and validate future commercial or social potential. The ability to kick-start these ideas with our industry stakeholders is seen as a valuable way of translating relevance to industry and promoting changes in sector development.		
Data Source and Methodology	For 2026–27, we will undertake an analysis of the amount of seed funding required to support faculty-led research projects each financial year. A report will be prepared for the Executive who will approve a baseline of seed funds available to be distributed for future financial years. From 2027–28 onwards, the total amount of annual seed fund distributed will be extracted from AFTRS Finance System and compared against the target set.		
Targets to performance measure			
2026–27	2027–28	2028–29	2029–30
1 industry-partnered research project disseminated	As for 2026–27	As for 2026–27	As for 2026–27
Rationale	A function of the School, as per the AFTRS Act, is to conduct and encourage research in support of the growth and enrichment of screen and audio culture. AFTRS research program assists with the School’s mission to deliver world-leading education.		

Data Source and Methodology	A research project will be considered disseminated if one or more of the following occurs per project: - Published on AFTRS website - Registered for presentation at an applied research event We undertake various outlets to disseminate our research, including: - Conferences, with an academic or industry focus - Seminars - Publications - Public events e.g. Digital Futures Summit
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Performance Measure 8 – Practitioners enhance creative practice through knowledge and application of emerging technologies and methodologies

Targets to performance measure			
2026–27	2027–28	2028–29	2029–30
1 externally-partnered technology experimentation project approved to proceed	As for 2026–27	As for 2026–27	As for 2026–27
Rationale	Experimentation in creative learning through the piloting and testing of new production methodologies and technologies, in conjunction with an external industry partner, will allow us to remain at the forefront of industry innovation.		
Data Source and Methodology	A function of our Research Committee is to approve research projects, including funding, where required. Evidence of the success of this measure will be contained within meeting minutes.		

Sustainable Impact

A thriving, resilient institution driving sector leadership.

Key Activity 5:

Ensure a responsible and innovative institution

Performance Measure 9 – A financially resilient organisation

Targets to performance measure			
2026–27	2027–28	2028–29	2029–30
Increase own-sourced funding value	As for 2026–27	As for 2026–27	As for 2026–27
Rationale	We are an Australian Government entity and, as such, our government funding through annual appropriations ensures that we can provide our core services in line with our Purpose. Any additional revenue gained allows us to increase the number of services we provide, to further assist the industry and provide greater value to the Australian public.		
Data Source and Methodology	Data will be extracted from AFTRS Finance System. The baseline for the target is the FY2025–26 reported own-source funding value. The following revenue streams are included in the own-sourced funding value calculation: • Award Course revenue • Short Course revenue • Other course revenue • Interest • Venue hire • Donations Non-government grants The following are excluded from the own-sourced funding value calculation: • Government appropriations • Government grants • Funds associated with the AFTRS Foundation		

Performance Measure 10 – An environmentally aware organisation

Targets to performance measure			
2026–27	2027–28	2028–29	2029–30
Annual review of initiatives in the Environmental Sustainability Strategic Plan	As for 2026–27	As for 2026–27	As for 2026–27
Rationale	Our Environmental Sustainability Strategic Plan (ESSP) is an essential tool and resource to guide us in driving our actions to reduce environmental impact, conserve our resources, and build resilience to climate change. Through this, we remain committed to the Australian Government’s ambitions and the goals of the APS Net Zero 2030.		
Data Source and Methodology	The ESSP contains a roadmap of activity outlining several initiatives in the areas of emissions, procurement practices, waste reduction, green space, staff and student awareness, curriculum design, curriculum delivery, responsible resourcing, research policy, research awareness and education, and research and knowledge exchange. Each initiative includes is target measurable and target date. The annual review will be conducted in September each year, to check the status of initiatives due in the prior financial year and reported to AFTRS Council. Achievement will be based on assessing the extent of progress of the delivery of each initiative within its target date.		

6. Appendix 1: Changes to Performance Information

Corporate Plan 2025–26	Portfolio Budget Statements 2026–27	Corporate Plan 2026–27	Change	Detail and rationale for each change
Measure: Embedding First Nations's values within AFTRS through the inclusion of First Nations' voices, values, knowledges, and pedagogies to build the capacity and capability of our staff, students, graduates, and industry		Measure 6: Learners that reflect the diversity of Australia's communities	Amended	Alignment with new corporate strategy
Measure: Ensure AFTRS reflects Australian society by supporting diversity across its activities	Industry-Aligned Learning: Training delivered across Australia shaped by and informing industry practice	Measure 4: Training delivered across Australia shaped by and informing industry practice	Amended	Alignment with new corporate strategy
Measure: All Australians can access our world-class learning		Measure 5: Learning at AFTRS is accessible to all Australians	Amended	Alignment with new corporate strategy
Measure: Educate and train new talent to help grow and support the industry	Storytelling Excellence: Skilled talent to support the industry	Measure 1: Skilled talent to support the industry	Amended	Alignment with new corporate strategy
		Measure 2: Inclusive learning that equips students with the capability to engage audiences	Introduced	Alignment with new corporate strategy
Measure: Empower the learning of screen and broadcast storytellers and practitioners through an inclusive, experiential curriculum			Removed	Alignment with new corporate strategy
Measure: Ensure Australian screen and broadcast practitioners have the high levels of skill required to compete in an increasingly global marketplace	Industry-Aligned Learning: Graduates with the skills to build careers in evolving industries	Measure 3: Graduates with the skills to build careers in evolving industries	Amended	Alignment with new corporate strategy

Measure: Drive innovation in the screen and broadcast industry and practice-based education through research	Creative Innovation and Research: Conduct industry-partnered and faculty-led research that supports innovation in the industry	Measure 7: Conduct industry-partnered and faculty-led research that supports innovation in the industry	Amended	Alignment with new corporate strategy
Measure: Provide industry with new knowledge to keep the nation at the forefront of global innovation		Measure 8: Practitioners enhance creative practice through knowledge and application of emerging technologies and methodologies	Amended	Alignment with new corporate strategy
Measure: Ensure an adaptive, efficient, and sustainable business that supports AFTRS as a global centre of excellence for screen & broadcast education, training, and research		Measure 9: A financially resilient organisation	Amended	Alignment with new corporate strategy
		Measure 10: An environmentally aware organisation	Introduced	Alignment with new corporate strategy

7. Appendix 2: List of Requirements

PGPA Rule reference	Required element	Legislative requirement	Page number(s)
s16E(2) item 1 of the PGPA Rule	Introduction	The following: a statement that the plan is prepared for paragraph 35(1)(b) of the Act; the reporting period for which the plan is prepared; the reporting periods covered by the plan.	Page 2
s16E(2) item 2 of the PGPA Rule	Purposes	The purposes of the entity.	Page 3
s16E(2) item 3 of the PGPA Rule	Key activities	For the entire period covered by the plan, the key activities that the entity will undertake in order to achieve its purposes.	Pages 6, 30, 32, 35, 38, 40
s16E(2) item 4 of the PGPA Rule	Operating context	For the entire period covered by the plan, the following:	Pages 12–26
s16E(2) item 4(a) of the PGPA Rule	(a) Environment	(a) the environment in which the entity will operate;	Pages 12–20
s16E(2) item 4(b) of the PGPA Rule	(b) Capability	(b) the strategies and plans the entity will implement to have the capability it needs to undertake its key activities and achieve its purposes;	Pages 21–23
s16E(2) item 4(c) of the PGPA Rule	(c) Risk	(c) a summary of the risk oversight and management systems of the entity, and the key risks that the entity will manage and how those risks will be managed;	Pages 24–26
s16E(2) item 4(d) of the PGPA Rule	(d) Cooperation	(d) details of any organisation or body that will make a significant contribution towards achieving the entity's purposes through cooperation with the entity, including how that cooperation will help achieve those purposes;	Pages 27–28
s16E(2) item 4(e) of the PGPA Rule	(e) Subsidiaries	(e) how any subsidiary of the entity will contribute to achieving the entity's purposes.	N/A. AFTRS currently does not have subsidiaries
s16E(2) item 5 of the PGPA Rule	Performance	For each reporting period covered by the plan, details of how the entity's performance in achieving the entity's purposes will be measured and assessed through: (a) specified performance measures for the entity that meet the requirements of section 16EA; and (b) specified targets for each of those performance measures for which it is reasonably practicable to set a target.	Pages 29–41

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